

Freedom Trail

Boston Commons

Shaw Memorial

State House

Park Street Church

Granary Burial Ground

King's Chapel & Burial Ground

Ben Franklin Statue

Old North Church

Old South Meeting House

Old Corner Bookstore

Old State House

Boston Massacre Site

Faneuil Hall

Paul Revere House

Copp's Hill Burial Ground

Bunker Hill Pavilion

USS Constitution

Charleston Navy Yard

Constitution Museum

Bunker Hill Monument

BOSTON
2004

Association for Analysis
Intern

30th Annual Convention
May 28 - June 1, 2004

Sheraton Boston Hotel
39 Dalton Street
Boston, Massachusetts 02199

2004 Convention Overview

Friday, May 28

10:00 a.m. – 5:00 p.m.	Workshops
6:00 p.m. – 9:00 p.m.	Workshops

Saturday, May 29

8:00 a.m. – 11:00 a.m.	Workshops
11:30 a.m. – 1:00 p.m.	Opening Event/SABA Awards
1:00 p.m. – 5:20 p.m.	Sessions
5:30 p.m. – 7:00 p.m.	Poster Sessions
7:00 p.m. – 7:50 p.m.	Business Meetings
8:00 p.m. – 9:50 p.m.	Reunions/Receptions
10:00 p.m. – 12:00 a.m.	ABA Expo

Sunday, May 30

7:00 a.m. – 8:50 a.m.	Breakfasts, Business Meetings
9:00 a.m. – 11:50 a.m.	Sessions
12:00 p.m. – 1:30 p.m.	Poster Sessions
1:30 p.m. – 4:20 p.m.	Sessions
4:30 p.m. – 5:30 p.m.	Presidential Scholar's Address
5:30 p.m. – 7:00 p.m.	Poster Sessions
7:00 p.m. – 7:50 p.m.	Business Meetings
8:00 p.m. – 9:50 p.m.	Reunions/Receptions
10:00 p.m. – 12:00 a.m.	Behavioral Follies

Monday, May 31

8:00 a.m. – 8:50 a.m.	Business Meetings
9:00 a.m. – 11:50 a.m.	Sessions
12:00 p.m. – 1:30 p.m.	Poster Sessions
1:30 p.m. – 4:20 p.m.	Sessions
4:30 p.m. – 5:30 p.m.	Presidential Address
5:30 p.m. – 7:00 p.m.	Poster Sessions
7:00 p.m. – 7:50 p.m.	Business Meetings
9:00 p.m. – 12:00 a.m.	B. F. Skinner's 100th Birthday Social and Dance

Tuesday, June 1

9:00 a.m. – 1:50 p.m.	Sessions
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Visit the ABA Convention Site on-line at
www.abainternational.org/convention/

and review the full program, travel information, continuing education opportunities;
 register for the convention and workshops; and make a reservation at the Sheraton Boston.

Welcome to the 30th Annual ABA Convention in Boston

By Dr. Maria E. Malott,
Executive Director/Secretary Treasurer

The 2004 convention will be a special one, as it is the occasion to celebrate three decades of our annual convention and the 100th anniversary of B. F Skinner's birth. Our main social event will include a brief program followed by live music to celebrate Skinner's life and contributions. In addition, eight other events, listed on page 4, recognize Skinner's legacy on this auspicious occasion, and we welcome everyone's attendance to them.

The New England Center for Children and the May Institute have provided invaluable assistance in planning this convention, contributing on-site staffing and hosting evening welcome receptions for our attendees. We are grateful for their assistance, hospitality, and warm welcome to Boston.

We are expecting over 3,200 participants from about 30 countries, including representatives and members of 22 special interest groups, 49 affiliated chapters, and 16 accredited graduate training programs. Many fine behavioral organizations from around the world will be represented during talks, at the poster sessions, the Expo, reunions, receptions, and in spontaneous conversations springing up throughout the hotel and surrounding restaurants late into the night. There will be ample opportunity for employers and applicants of behavior analysis jobs to meet; for acquiring a significant library of behavior analysis related books in our bookstore, which will offer more than 1,000 titles, and to meet authors of behavior analysis textbooks. There will be over 75 events and 72 workshops

for all those needing continuing education to enhance their practice. Attendees look forward to the infinite potential to expand their knowledge, forge new professional relationships, and visit with old friends.

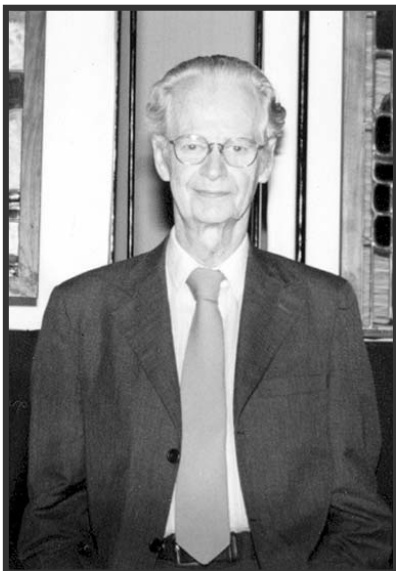
As in the past, this issue of the newsletter highlights many exciting events at the convention. The opening event will recognize distinguished people in the field of behavior analysis with the 2004 Society for the Advancement of Behavior Analysis (SABA) awards. This year we are pleased to open the convention with introductory remarks by Ivar Lovaas, who will be accepting the SABA Award for Effective Presentation of Behavior Analysis in the Mass Media. Pages 7-9 include abstracts and biographies of all six SABA awardees: Dr. Michael Davison, Michael Hemingway, Dr. John A. (Tony) Nevin, Dr. Beth Sulzer-Azaroff, and the West Virginia University Department of Psychology.

We are indebted to Ramona Houmanfar and Bill Palya, Program Committee Co-Chairs, and all the Area Coordinators—an outstanding group of behavior analysts, who have worked arduously to offer strong programs in their areas of interest, whether it be experimental, applied, education, theoretical, or some combination of these. (Pages 10-32 include highlights of each area and the program as a whole).

This edition of the newsletter is dedicated to highlighting main events of what promises to be an outstanding event.

We look forward to seeing you in Boston!

B. F. Skinner's 100th Anniversary Birthday Celebration



Join ABA in celebrating
this auspicious occasion at the

100th Birthday Social and Dance

Monday, May, 31
9 p.m. – Midnight
Grand Ballroom

With presentations by

A. Charles Catania, Jack Michael,
Jay Moore, Mark Sundberg, and Julie Vargas

And photographs by

Richard Malott

*Additional tribute events will be held throughout the convention.
Details are available on page 4 of this newsletter.*

2004 ABA Presidential Address

Linda J. Hayes, PhD (University of Nevada, Reno)

"Behaviorism at 100"



**Monday, May 31st
4:30 p.m. – 5:30 p.m.
Grand Ballroom**

Dr. Linda J. (Parrott) Hayes received her bachelor's degree from the University of Manitoba (1974), and her master's and doctoral degrees from Western Michigan University (1978, 1983). Dr. Hayes was a member of the Behavior Analysis faculty at West Virginia University while completing her doctorate, after which she took a position at Saint Mary's University in Canada. She founded the Behavior Analysis Program at the University of Nevada-Reno on a self-capitalization model in 1990, and served as its director for more than a decade. Dr. Hayes has participated in the governance of ABA throughout her career, serving as Chair of the Education and Evaluation Committee, Coordinator of the Education Board, founder and director of the Council of Graduate Programs in Behavior Analysis, and has completed two terms as a member of the Council. She is best known for her work in behavior theory and philosophy.

Abstract: Access to vast amounts of information in almost instantaneous time, enabled by the Internet, is changing the nature of science. From a collection of relatively independent sciences developing specialized understandings of different subject matters, a single interdisciplinary enterprise is emerging on the premise that everything is related to everything else. In this enterprise, it is the relations among things not the things in relation which constitutes the subject of inquiry. The aims of this address are to explore the character and significance of this emerging Science of Relations, and to consider the implications of its development for behavior science in the foreseeable future.

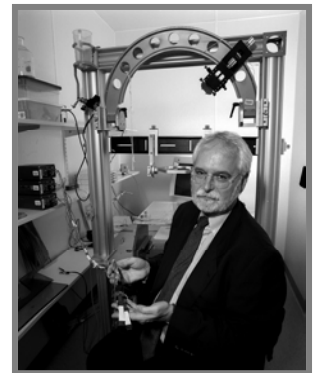
2004 ABA Presidential Scholar's Address

John Donoghue, PhD (Brown University)

"From Mind to Movement: Developing Neurotechnologies to Restore Lost Function"

Dr. John Donoghue is professor and chair of the Department of Neuroscience at Brown University. John has helped develop the undergraduate Neuroscience concentration, a leading program for undergraduates in the United States. He also helped establish the new Brain Science Program, which brings together ten departments and more than 100 faculty into a unique interdisciplinary research and education program at Brown. His personal research program is aimed at understanding how the brain turns thought into movement. In addition, he is President and Co-Founder of Cyberkinetics, Inc., a biotech startup that is developing brain implants to restore movements to paralyzed individuals.

Abstract: Neurotechnology is an exciting new field that has the potential to provide a variety of devices that can restore or possibly augment human brain function. The field has roots that go back at least to the middle of the last century when neuroscientists and surgeons demonstrated that the brain's activity could be readout and influenced through physical devices coupled directly to the nervous system. After a period of relative quiescence, there has been a marked increase in the pace of new developments. Neurotechnologies are now available for humans to treat deafness and relieve the symptoms of Parkinson's disease. More recent experiments in monkeys have shown that activity reflecting intended movement can be read out directly from populations of neurons in the motor cortex and this signal can be used as a substitute for hand motion to move a computer cursor. These advances stem from our increased knowledge of movement coding in the brain, from more powerful technology, and from mathematical tools that can decode the activity of populations at the 'speed of thought'. This proof of concept work has stimulated the development of a neuromotor prosthetic systems that may provide a new, fast and natural output signal for paralyzed humans. This system could be used to interact with the world through computers, robots, or to move their limbs through physical connections to their paralyzed muscles. These assistive technologies can improve functional independence and provide significant health benefits. Advances in neuromotor prosthetics could also enhance the development of other prosthetic devices for artificial vision and for products that could diagnose and treat disorders such as epilepsy or depression. The emergence of the ability to readout brain activity, or alter it, poses interesting new ethical questions that require careful consideration.



**Sunday, May 30th
4:30 p.m. – 5:30 p.m.
Grand Ballroom**

Events in Tribute of the 100th Anniversary of B. F. Skinner's Birth

B. F. Skinner's 100th Anniversary Celebration

Chair: Michael Perone, PhD (West Virginia University)

Monday, May 31st
9:00 p.m.

A special program will honor the 100th anniversary of the birth of B. F. Skinner at the ABA Social. A. Charles Catania (University of Maryland Baltimore County), Jack Michael (Western Michigan University), Jay Moore (University of Wisconsin-Milwaukee), Mark Sundberg (Behavior Analysts, Inc.), and Julie Vargas (West Virginia University) will present a

multifaceted series of Skinner quotes – some to inspire and some just for fun – and Richard Malott (Western Michigan University) will present vintage Skinner photographs. The program will be followed by two hours of music and dancing, until midnight. Please mark your calendar to attend this celebration of the history and heritage of behavior analysis.

Behavior Analysis and Social Progress: How Far Can Skinner Take Us?

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

Saturday, May 29th
4:00 p.m.

The three papers in this session each pay homage to Skinner's enormous contributions to social progress but then ask if behavior analysts can extend their impact by employing newly emerging or evolving analyses that take us beyond the Skinnerian foundation. Robin Rumph, Chris Ninness, Glen McCuller, and Carol Harrison present a paper in which they

compare the state of the world today with 1982 when Skinner presented his paper to APA, provide a critical review of his analysis and proposals, and offer alternative analyses and suggestions for effective social change. Richard Rakos' paper suggests that the almost universal human belief in "free will" – even if "scientifically wrong" – may be a socially adaptive product of evolution rather than the mythical and progress-impeding concept that Skinner contended it is. Finally, Mark Mattaini will explore strategies that offer promise for reducing individual and collective violent behavior, drawing on basic behavior analytic theory, emerging principles from applied cultural analysis, and existing empirical data.

- **Twenty Years Later: Commentary on Skinner's "Why Are We Not Acting to Save the World".** ROBIN RUMPH, PhD, Chris Ninness, Glen McCuller and Carol Harrison (Stephen F. Austin State University)
- **Evolution and the Belief in Free Will: Thinking Outside the Behavior Analytic Box.** RICHARD F. RAKOS, PhD (Cleveland State University)
- **How Behavior Analysis Will Win the Nobel Peace Prize.** MARK A. MATTAINI, DSW (Jane Addams College of Social Work, UIC)

Skinner: The Man and the Myth

Chair: James Todd, PhD (Eastern Michigan University)

Sunday, May 30th
1:30 p.m.

B. F. Skinner was one of the most influential individuals in twentieth century psychology and remains one of the most influential in the new twenty-first century. Along with influence comes recognition—both positive and negative. Over the last 100 years Skinner received many well-deserved

honors and accolades, as well as being the target of some questionable accusations and charges. He may have even received some underserved credit. The paper session, "Skinner: The Man and Myth," deals with these topics. Nathaniel Smith and Edward Morris describe the wide range and types of recognition Skinner received for his contributions to science and culture. Alexandra Rutherford provides a comprehensive look at Skinner's impact on society as seen through and influenced by newspapers, magazines, and other popular outlets from the 1930s to the 1990s. Did Skinner invent the cumulative recorder as is sometimes claimed, reinvent it independently, or just adapt established methods to his purposes? James Todd examines the use of cumulative records in psychology prior to Skinner's adoption of the method, and considers whether Skinner might have been aware of these examples when he began his research.

- **A Tribute to B. F. Skinner at 100: Chronology of His Awards and Honors.** NATHANIEL G. SMITH and Edward K. Morris (University of Kansas)
- **The Public Image of Behavior Analysis: 60 Years of B. F. Skinner in the Popular Press.** ALEXANDRA RUTHERFORD, PhD (York University)
- **Did B. F. Skinner Invent the Cumulative Recorder?: Pre-Skinnerian Cumulative Recording.** JAMES T. TODD, PhD (Eastern Michigan University)

Skinner Was Right: Why We Still Need Teaching Machines on His 100th Birthday

Chair: Paul Andronis, PhD (Northern Michigan University)

Sunday, May 30th
3:00 p.m.

From the mid 1950's to the mid 1960's great excitement and controversy was ignited by B. F. Skinner's invention of the Teaching Machine. Whereas others had used machine quizzing and scoring devices to assess student performance, Skinner and his colleagues were the first to use a machine to systematically arrange contingencies of

reinforcement for the purpose of teaching, i.e. programmed instruction. Although the excitement and controversy over teaching machines and programmed instruction has abated, Skinner's vision lives on today. This panel will examine the current state of Skinner's vision and present an argument that teaching machines and programmed instruction are needed now even more than in the 1950's. But just as was true then, the machine alone, in this case, today's computer, does not a quality program make. Without the science of behavior that Skinner fathered, programs are at best electronic page-turners, at a worst a gross waste of time. The panelists will also discuss the nuances of the analysis of behavior that must go into the

Join us for the

2nd International ABA Conference

Campinas, Brazil
August 12 – 15, 2004

design and development of a validated instructional program and its relationship to the technology around which it is built.

- T. V. Joe Layng, PhD (Headsprout)
- Janet Twyman, PhD (Headsprout)
- Greg Stikeleather, EdD (Headsprout)
- Paul Thomas Andronis, PhD (Northern Michigan University)

B. F. Skinner Foundation Celebrates the Centennial of Skinner's Birth

Chair: Julie S. Vargas, PhD (B. F. Skinner Foundation)

Sunday, May 30th
8:00 p.m.

Skinner's Enduring Legacy: Conceptual Contributions

Chair: David Palmer, PhD (Smith College)

Monday, May 31st
9:00 a.m.

A gathering to celebrate the centennial of Skinner's birth. This year also marks the seventeenth year of the B. F. Skinner Foundation, and its move from West Virginia to Harvard Square in Cambridge, Massachusetts, less than a mile from where Skinner worked. Read about the history of the B. F. Skinner Foundation on page 6.

On the centennial of Skinner's birth, we reflect on the enduring contributions that Skinner made to theoretical, philosophical, and conceptual foundations of our field. Although behavior analysis has developed and diversified, many of the threads that bind our disparate enterprises together

we woven by Skinner himself or modified and strengthened by him. From an emphasis on the behavior of the single subject, to objective measures of response strength, the identification of appropriate units of analysis, the distinction between experimental analysis and interpretation, and the extension of basic principles to embrace the full compass of human behavior, Skinner's influence endures. Four prominent behaviorists discuss different aspects of this contribution.

- **Skinner (1938) and Keller and Schoenfeld (1950): A Symbiotic Relationship.** JAMES DINSMOOR, PhD (Indiana University)
- **Teaching Machines: The Real "Matrix Reloaded".** JANET TWYMAN, PhD (Headsprout, Inc.)
- **Skinner's Molecular Interpretation of Behavior.** JACK MICHAEL, PhD (Western Michigan University)
- **Experimental Analysis Versus Interpretation: An Underappreciated Distinction.** JOHN DONAHOE, PhD (University of Massachusetts)

Our Favorite Skinner Quotes

Chair: Mark Sundberg, PhD, (Behavior Analysts, Inc.)

Monday, May 31st
10:30 a.m.

The year 2004 would have been Skinner's 100th birthday and this panel will honor his work by presenting a variety of quotes from his writings. Several of the quotes will be followed by comments from the panel members, and possibly comments from the audience. One of the

goals of this panel is to bring individuals into direct contact with the richness of Skinner's actual verbal behavior. All the panel members will submit their favorite quotes which will be

assembled into a handout for the audience.

- A. Charles Catania, PhD (ABA Curmudgeon)
- Jack Michael, PhD (Western Michigan University)
- Jay Moore, PhD (University of Wisconsin, Milwaukee)
- Julie S. Vargas, PhD (West Virginia University)

Celebrating the B.F. Skinner Centennial: The Discovery, Invention, and Construction of Behavior Analysis

Chairs: Edward K. Morris, PhD (University of Kansas) and Alexandra Rutherford, PhD (York University)
Monday, May 31st
1:30 p.m.

To commemorate the 100th anniversary of Skinner's birth, this collection of papers examines the development of the experimental, applied, and conceptual branches of behavior analysis in the middle of the twentieth century. Examining the first of these three areas, J. Vargas presents details about the discovery of the operant that Skinner did not include in his "Case History" or in his autobiography, but which are revealed in 1929-1932 records found in the Harvard Archives.

Morris, Altus and Smith then explore the invention of applied behavior analysis, arguing that *Walden Two* and *Science and Human Behavior* marked the genesis of that branch in Skinner's program. Moore addresses the development of the conceptual branch by outlining some of the principal features of radical behaviorism, as well as the events during the 25 years mid-century that influenced its development. Rutherford discusses how the processes of discovery, invention, and construction have influenced the history and development of the field.

- **Contingencies Over the Discovery of the Operant.** JULIE S. VARGAS, PhD (West Virginia University)
- **Inventing Applied Behavior Analysis.** EDWARD K. MORRIS, PhD (University of Kansas), Deborah E. Altus (Washburn University), and Nathaniel G. Smith (University of Kansas)
- **The Discovery of Radical Behaviorism as Philosophy.** JAY MOORE, PhD (University of Wisconsin, Milwaukee)

The Shaping of Behaviorists: Influence of B. F. Skinner on the Development of Behavior Analysts

Chair: Thomas Zane, PhD (The Center for Applied Behavior Analysis)
Monday, May 31st
3:00 p.m.

The year 2004 marks the 100th anniversary of the birth of BF Skinner, the most influential psychologist of the 20th century. To celebrate and honor this occasion, and the man himself, the panel participants, leaders in the field of applied behavior analysis, will discuss how BF Skinner the man, and/or the science that he promoted, influenced their personal and/or professional lives. The panelists will underscore how Dr. Skinner

has had a profound impact on the lives of so many people, both the behaviorists whose lives have been shaped by him and his theories, as well as the many people who have been helped through the application of technologies associated with Skinner and his approach towards the study of human behavior.

- Beth Sulzer-Azaroff, PhD (University of Massachusetts)
- Saul Axelrod, PhD (Temple University)
- John W. Jacobson, PhD (The Sage Colleges)
- Patrick K. Rimell (Southside Virginia Training Center)

The B. F. Skinner Foundation

By Dr. Julie Vargas

Fifteen years ago, two years before B. F. Skinner died, the B. F. Skinner Foundation was formed with Margaret Vaughan, Jack Michael, Scott Wood, Ernest Vargas and me, Julie Vargas, as the initial Board of Directors. Skinner was delighted by the Foundation's mission, which included bringing back into print significant works in the science he initiated. He would be even more pleased with the Foundation's achievements today. Working with a limited budget (no officer is paid), the Foundation has reprinted six classics and has become a major resource worldwide through the website bfskinner.org. Last year the Foundation's services ranged from answering questions from undergraduate students to providing photographs and footage for television specials produced by WGBH and the BBC.

In this year of the centennial of Skinner's birth, the Foundation office has come home. It has moved to Harvard Square in Cambridge Massachusetts, less than a mile from where Skinner worked. This year promises to be busy. Centennial celebrations are being held all over the world. In addition to those in the United States, the Foundation has already been asked to help with events in Iceland, Spain, and Brazil. It is completing production of a set of CD's of Skinner reading *Walden Two* and the reprinting of *Contingencies of Reinforcement* with forewords by Vicki Lee and Scott Wood. New projects are in the works, including locating and

archiving materials by and about Skinner and the experimental analysis of behavior, expanding the educational offerings on the web, and providing a forum for information exchange. Other projects, such as a CD of all of Skinner's works, publication of his correspondence, and a B. F. Skinner museum have been proposed, but await sufficient resources.

Financial help is always appreciated, but so too is time and effort. The *Walden Two* project would not have been possible without the help of Scott Born who spent many hours in his sound studio improving the quality of the original recording, by, for example, removing duplicate words and making the speed and tone consistent from chapter to chapter. Others contribute their time to translations of Skinner's works into languages other than English and checking their accuracy. The Foundation welcomes ideas as well as time and effort. Right now the contents of the booklet to accompany the *Walden Two* CD's is being discussed. If you have ideas about what should be included or would like to be involved in Foundation activities please email info@bfskinner.org or contact any of the Board Members: Carl Cheney (cdc647@cc.usu.edu), Francis Mechner (fmechner@panix.com), Joe Morrow (jmorrow223@aol.com), Ernie Vargas, (eav@bfskinner.org or me, (julie.vargas@bfskinner.org).

ABPMC & ABA International Conference

Campinas, Brazil
August 12-15, 2004

Royal Palm Plaza Hotel Resort

Brazilian Association for Psychotherapy and Behavioral Medicine (ABPMC)

Associação Brasileira de Psicoterapia e Medicina Comportamental (ABPMC)

Association for Behavior Analysis International (ABA)

Associação Internacional de Análise Comportamental (ABA)

www.abainternational.org/brazil

Conference Schedule

Thursday, August 12: Workshops; Opening Reception
Friday, August 13: Opening Event; Sessions; Posters; Social Event
Saturday, August 14: Sessions; Posters; Social Event
Sunday, August 15: Sessions; Closing Event

Visit the *bilingual conference website* at www.abainternational.org/brazil to view:

- Conference Registration
- Regional Information
- Hotel and Travel Information
- Discounted Rates for Leisure Travel to Rio de Janeiro and Salvador de Bahia



Campinas
BRAZIL2004

2004 Award Ceremony

2004 Opening Event and Award Ceremony

Chair: Michael Perone, PhD
(West Virginia University)

Saturday, May 29th
11:30 a.m.

The Society for the Advancement of Behavior Analysis Award ceremony opens the 30th annual Association for Behavior Analysis convention. All are welcome.

2004 SABA Awards

Award for Distinguished Service to Behavior Analysis:
Beth Sulzer-Azaroff, PhD (University of Massachusetts and Browns Group)



The challenges of attempting to teach successfully in an inner-city school led Sulzer-Azaroff to the study of behavior analysis. As a doctoral student in school psychology at the University of Minnesota, she began her investigations of programmed instruction, autism education, and

errorless learning. Next, while a faculty member at Southern Illinois University, she, her students and colleagues investigated and wrote of behavior analytic methods for motivating, instructing and managing student and teacher performance. At the University of Massachusetts, she helped coordinate a doctoral-level psychology program in developmental disabilities, meanwhile continuing her collaborative scholarship and research in behavior analytic applications within schools, families, and service and business organizations. Currently she is a Professor Emeritus of the University of Massachusetts and holds adjunct appointments at Florida International and Florida Gulf Coast Universities. At present, she is collaborating in the development and field evaluations of a federally sponsored distance-learning curriculum designed to teach the parents and teachers of children with autism how to intervene with behavioral methods. Dr. Sulzer-Azaroff will give a presentation titled **Of Oaks and Acorns**.

The seeds broadcast in the early 20th century have yielded a rich harvest within the field of behavior analysis. Founded in natural science, the analysis of behavior continues to mature exponentially, spanning the discovery and elaboration of fundamental laws and principles to its successful management of an increasingly broad range of individual and social challenges. The excitement generated today by the substantial progress in the well-being and improved performance of ordinary people, students, workers, managers, and many others can be directly traced to those humble beginnings.

Concrete examples are drawn from two different areas: The development, analysis, local application, and widespread dissemination of behavioral methods toward 1) educating children with autism and 2) improving the well-being of

workers on the job. Elements will be traced from the study of the behavior of organisms in the laboratory, thorough single and small group analyses, to larger groups in contrived and natural settings, and even for wide scale dissemination. Today, the lives of tens of thousands of children, families, workers and organizations are improving as a result of these collaborative efforts. Beholden, as we are, to the accomplishments of our colleagues, we also share the responsibility for disseminating what we have to offer for the benefit of humankind.

Award for Effective Presentation of Behavior Analysis in the Mass Media: O. Ivar Lovaas, PhD (University of California, Los Angeles)



Dr. Ivar Lovaas earned his PhD in Psychology in 1958 from the University of Washington. In 1961 he started at UCLA and has held a full professorship since 1967. In 1995 he founded the Lovaas Institute for Early Intervention (LIFE), which is a provider of early intervention treatment

for young children diagnosed with autism. He has received many honors for his work in the field, including the Edgar Doll Award, a Distinguished Research Contribution Award from the American Psychological Association, the California Senate Award, an Honorary Doctorate, and a Guggenheim Fellowship. He has been interviewed on national television networks such as CBS, CNN, and the BBC. He has given presentations across the United States and the world, including Sweden, Germany, Poland, and New Zealand. Dr. Lovaas has close to 70 publications to his credit. Dr. Lovaas will give a presentation titled **Some Concerns About the Future of ABA**.

If ABA is to remain a noteworthy and effective method of treatment, treatment providers must focus on a number of issues. (1) To what extent do data from one or a few individuals as in single-subject research represent other individuals of the same diagnosis or similar pre-treatment measures? (2) Does the beneficial effect provided by behavioral intervention last over time? (3) Can the treatment and data be replicated by others? (4) Data from Achievement Place (Wolf, Kirgin, Fixsen, Blase, & Braukman, 1995) indicate that, once trained, providers of behavioral treatment need to return to their original site of training to prevent drifting off criterion of mastery. (5) Can we develop quality control on treatment? Almost anyone can now claim to be competent in delivering behavioral treatment while citing the favorable outcome from data published by others rather than their own. Finally, it is not enough to pass an examination on the basic variables or reading a training manual comprising discrete trials training. The field has also become specialized over time such that a person trained in one model, such as in the UCLA Young Autism Project version of ABA would not be qualified to conduct treatment in

another model such as the Achievement Place model or school-based programs such as programs at Rutgers or Princeton Child Development Institute.

Award for International Dissemination of Behavior Analysis: Michael Davison, PhD (Auckland University)



Dr. Michael Davison obtained a B.Sc. from Bristol University, U.K. (where he discovered behaviour analysis), a PhD from Otago University, NZ, and a D.Sc. from Auckland University. His first job was as Lecturer at Otago University, then successively Lecturer at University College

London, and then at Auckland University, NZ, where he has remained since, moving through the ranks to Senior Lecturer, Associate Professor, and then being awarded a Personal Chair in Psychology.

Michael was elected Fellow of the NZ Psychological Society, and Fellow of the Royal Society of New Zealand, by whom he was awarded a Silver Medal for research. He has served on the editorial board of JEAB five times, and is currently an Associate Editor of this journal and serves on the SEAB Board. He was the first International Representative on the ABA and SABA Boards. He has published about 90 papers in JEAB and authored (with McCarthy) the much cited but little purchased book *The Matching Law: A research review*.

His research interests lie in the quantification of behaviour and choice, and he has recently become concerned with the neuroscience of choice, taking a 10% appointment to the NZ National Research Centre for Growth and Development.

Michael will give a presentation entitled **Choices, Choices: How to Steal a Soul for Behavior Analysis**.

Abstract: I shall present a methodologically novel hermeneutic quantitative single-subject analysis of the environmental conditions that may be required, in some selected cases, to wash the behaviour of an alien human sufficiently to produce an almost exclusive preference for behaviour analysis over other psychologies. I'll also celebrate the joys of not being trained in behavior analysis by behavior analysts, and suggest that the resultant variation and (I hope) selection will provide for a viable future for behavior analysis in the world.

ABA EXPO

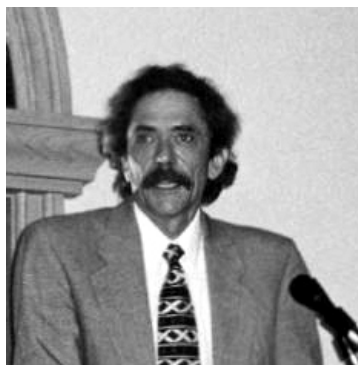
Saturday, May 29th
Hynes Exhibit Hall D

10 p.m. – Midnight

Featuring ABA accredited programs in behavior analysis, graduate training programs, affiliated chapters, special interest groups and much more!

Award for Public Service in Behavior Analysis: Michael Hemingway, MS

Accepted by Gerald Shook, PhD (Behavior Analyst Certification Board)



Michael Hemingway graduated Western Michigan University in 1971 with a bachelor's degree in psychology, and earned his master's degree in behavior analysis from the University of Manitoba in 1976. After working as a behavior analyst practitioner for a decade in Michigan, he

moved to Florida in 1986 to become Behavior Analyst Consultant for the statewide Developmental Disabilities Office of the Florida Department of Children and Families, and in 1994 became Senior Behavior Analyst there. In these positions, he coordinated and further developed the watershed Florida statewide behavior analysis services and oversight system. Michael was elected to the Executive Committee of the Florida Association for Behavior Analysis, and later served as FABA's President. He was awarded the FABA Charles Cox Lifetime Achievement Award in 1997 for outstanding contributions to behavior analysis in Florida. Michael's sphere of influence permeated all aspects of behavior analysis in Florida, and his contribution to the practice and profession of behavior analysis extended to national and international levels. Michael was a founding member of the Behavior Analyst Certification Board's Board of Directors, and it was his leadership and commitment that ensured the successful transformation of Florida behavior analyst certification program into the international certification of the BACB.

Award for Impact of Science on Application: Tony Nevin, PhD (University of New Hampshire, Emeritus)



Dr. John A. Nevin, known as Tony, studied marine engineering at Yale University and served five years in the Coast Guard before encountering experimental psychology, which proved to be surprisingly compatible with his background in engineering and physical

science. His graduate studies at Columbia University combined human psychophysics and color vision with behavioral analyses of conditioned reinforcement in rats and matching to sample in pigeons. After receiving his PhD in 1963, he taught at Swarthmore College until 1968. He returned to Columbia from 1968 until 1972, where he served two years as department chair. To the delight of his five children, he then moved to the relatively rural University of New Hampshire, where he remained until retirement in 1995. He now lives with his wife Nora on the island of Martha's

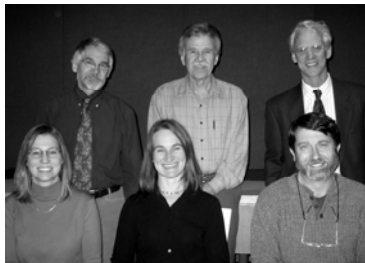
Vineyard, where he engages in community and environmental conservation projects while maintaining research collaborations in Utah and New Zealand through the magic of electronic communication, supplemented by occasional visits. The post-retirement persistence of his research and theoretical work on behavioral momentum is itself an instance of momentum, based on the many reinforcers he has been privileged to enjoy throughout his life. Dr. Nevin will give a presentation titled **Effective Knowing**.

Abstract: Skinner remarked that science is "effective knowing." In basic research, knowing is effective when a series of experiments – each of which is designed to identify a controlling variable or to resolve an apparent inconsistency in the literature – leads to a generalization that encompasses all the data. Ideally, the generalization can be expressed abstractly, in mathematical terms. Formulating quantitative generalizations has been immensely rewarding for me.

In applied analyses, knowing is effective when a procedure that is at least loosely based on ideas from basic research works – that is, when a critical variable has been identified and manipulated and a desirable change in behavior has been observed. Reliable success with a given procedure must be immensely rewarding for its practitioners.

Knowing is truly effective when processes identified by empirical research are also involved in clinical situations despite differences in procedure and setting. Research and application based on the metaphor of behavioral momentum provide examples. Identifying the critical commonalities that link the laboratory and the clinic is an exploratory enterprise analogous to defining an open-ended class of stimuli or responses.

Award for Enduring Programmatic Contributions in Behavior Analysis: West Virginia University Department of Psychology



Dr. Kennon A. Lattal will accept the award on behalf of West Virginia University Department of Psychology and will give a presentation titled **Behavior Analysis and the Liberal Arts Tradition**.

Abstract: Behavior analysis was born in a department of psychology, in a college of liberal arts. From there its influence and effects spread not only throughout the university but also to myriad applied settings that could only be imagined at its birth. The Department of Psychology at West Virginia University, and particularly its Behavior Analysis doctoral training program, through its graduates, students, and faculty has contributed to the web of multiple influences of behavior analysis in contemporary society. As the influence of behavior analysis spreads from its birthplace in the liberal arts and continues to evolve, it also is important to continue to develop and build on that liberal arts tradition and not abandon it. In departments of psychology, like that at West Virginia University, behavior analysis contributes to students' understanding of not only the behavioral sciences but also the humanities and other sciences. Behavior analysis places other psychological viewpoints in a different perspective, suggests

a unique worldview to many of these students, and challenges them to question the nature of their own histories and personal philosophies. Such influences in the shaping of the lives of generations of young people argue strongly for the continued commitment of behavior analysis to the liberal arts and to psychology.

2003 International Grant Awards

The Board of the Society for the Advancement of Behavior Analysis is very pleased to announce the winners of the 2003 International Development Grants.

Marcie Desrochers, PhD and Gary Bernfeld, PhD
(St. Lawrence College)

The grant will be used to disseminate information regarding a new and innovative Bachelor of Applied Arts in Behavioural Psychology to 2,000 high schools in Canada and Northern New York State. The program is the first of its kind in Canada! This comprehensive four-year degree offers both classroom instruction, as well as 1,100 hours of supervised placements in three different community agencies (<http://www.sl.on.ca/fulltime/bachelor/index.htm>). Students will acquire the knowledge and skills in behavioural psychology to be employed in a variety of social service settings (e.g., addictions, correctional services, developmental disabilities, autism) or to pursue additional post-secondary education. Although this four-year program is offered at St. Lawrence College, Kingston, Ontario, Canada, students from around the world may participate. Once these students graduate with their Bachelor's of Applied Arts in Behavioural Psychology, they will potentially apply what they have learned, be employed in various social service settings, serve others using empirically-based methods, educate others about the usefulness of behavioural psychology, enroll in graduate school, and prosper!

Wilson Lopez-Lopez, PhD (ABA Colombia)

The grant will be used to develop a basic course in contemporary behavior analysis for the Spanish-speaking world to be presented over the Internet. The course will utilize the support of ABA Colombia's web-site and include material donated from contemporary behavior analysts, including readings, course guides, e-learning tools such as guided forums, chat, among others. The course will be free and will include basic behavior analysis concepts from the works of B.F. Skinner and contemporary behavior analysts.

Monika Suchowierska, PhD (Warsaw, Poland)

The grant will be used to establish a behavioral aide training program in Poland. The 17 week course will consist of eight modules of online instruction and eight three-hour sessions of hands-on application of behavioral concepts and procedures. Two groups will be trained. Each week, trainees will be introduced to the concepts in one module followed by a session of hands-on application of the concepts. Progression through modules will depend on each trainee's performance on a post-test. The program's effectiveness will be measured by administering a program pre-test and post-test. Additionally, data will be taken on trainees' skills during the hands-on sessions. Components of the program will include such teaching strategies as modeling, shaping, immediate feedback, errorless instruction, study guides, individualized instruction, and positive reinforcement.

Invited Events and Tutorials by Area

ABA 2004 Program

By Dr. Ramona Homanfar, Senior Program Co-Chair

As in the past, the ABA administration staff and the ABA Council have worked very hard to make this year's convention a memorable event. Of course, our 30th anniversary in conjunction with B. F. Skinner's 100th birthday celebration has magnified the importance of our 2004 convention in Boston. As part of this celebration, the program coordinators have worked extra hard to organize presentations that represent Skinner's impact on the presentation topics and associated areas. This great effort has resulted in an impressive number of tutorials, invited presentations, and symposia that reflect our target theme. Moreover, we have restored a strong balance in the program in terms of interdependence of content across areas and powerful emphases in experimental, applied and theoretical representations. We hope that you will find this a worthwhile objective and accomplishment and will help us with its future maintenance.

In addition, in support of the ABA Executive Council's strategic plan, we have included a new category of presentations entitled "research to practice" in the 2004 ABA convention program. This new component of the program will identify events that demonstrate the transition from research to practice. We hope that this sort of acknowledgment will promote increased application of research and transfer of our great technology.

Finally, the success of the ABA program would not be achieved without the tremendous work and contribution by the ABA administration and our program coordinators. I would like to thank my co-chair, Bill Palya, for his invaluable collaboration, and all the program coordinators for their outstanding effort and leadership. Furthermore, on behalf of the ABA program committee, I would like to thank Maria Malott and her exemplary staff for their excellent support and guidance.

The following sections include introductions to each track by the Area Coordinators: Dr. Jack Scott, Autism; Dr. Amy Odum, Behavioral Pharmacology; Dr. Kelly Wilson, Clinical, Family and Behavioral Medicine; Drs. Mark Mattaini and Richard Rakos, Community Interventions, Social and Ethical Issues; Dr. Kent Johnson, Developmental Disabilities; Drs. Jack Gewirtz and Martha Pelaez, Human Development and Gerontology; Dr. William Palya, Experimental Analysis of Behavior; Dr. Laura Fredrick, Education; Dr. John Austin, Organizational Behavior Management; Dr. Thomas Brigham, Teaching Behavior Analysis; Dr. David Palmer, Theoretical, Philosophical, and Conceptual Issues; and Dr. Genae Hall, Verbal Behavior.

Please join us in our celebration of the 2004 ABA convention in Boston!

AUT: Autism

Area Coordinator:
Jack Scott, PhD
(Florida Atlantic
University)

The Autism track continues its exemplary record of scheduling distinguished speakers on wide-ranging topics in both research and applied settings. Dr. Ivar Lovaas will offer a two-hour evening workshop on "Early and Intensive Behavioral Intervention for Autism." Dr. Todd Risley and Drs. Robert and Lynn K. Koegel offer invited presentations and Michael Fabrizio will give the 2004 autism tutorial. Additionally, there is such a rich variety of symposia, panels and paper sessions that Autism track attendees are guaranteed to find pleasure in the riches of the program and consternation in only being able to be in one place at any given time.

An Emerging Behavioral-Developmental Consensus on Autism Treatment

Todd R. Risley, PhD (University of Alaska, Anchorage)
Monday, May 31st, 9:00 a.m.



Dr. Todd R. Risley received his PhD in Psychology from the University of Washington in 1966. He is a Professor Emeritus of Psychology at the University of Alaska and a former Professor of Human Development and Senior Scientist of the Bureau of Child Research at the University of Kansas. He was a founding editor of the *Journal of Applied*

Behavior Analysis, a founding associate editor of *Journal of Positive Behavior Interventions*, and has served on the editorial boards of 15 other scientific journals. He is a Past President of both the Association for Advancement of Behavior Therapy and the Behavior Analysis Division of the American Psychological Association. His widely cited and reprinted "action research" has introduced many new procedures and concepts including: time out (with Wolf and Mees in 1964); discrete trials language training (with Wolf in 1964); incidental teaching of language (with Hart in 1968); single-subject research designs and applied behavior analysis (with Baer and Wolf in 1968); engagement measures (in 1972); life arrangements and life coaching interventions (in 1996); and meaningful differences in amount of parent talk and child vocabulary size, and the details of children learning to talk (with Hart in 1995 & 1999). His work has received many awards including the Edgar A. Doll Award from the American Psychological Association, and the Outstanding Research Award from the American Association on Mental Retardation. He has served on many boards and commissions in Alaska, and as Director of Alaska's Division of Mental Health and Developmental Disabilities. He is known for promoting flexible funding and individualized arrangements—anathema for bureaucrats—as being the most humane, the most effective, and the least expensive way to provide services. Since 1982, Todd Risley has lived at "Risley Mountain", the Alaska homestead where he was born in 1937.

Abstract: Todd Risley is now known for his research on language development of typical children but was one of the founders of applied behavior analysis and of behavioral

interventions with autistic children. His presentation will integrate behavioral and developmental information to emphasize consensus rather than controversy in early intervention for autistic children.

Autism: The Relationship of Pivotal Response Treatment and Positive Behavioral Support

Robert L. Koegel, PhD (University of California, Santa Barbara) and Lynn Kern Koegel, PhD
Sunday, May 30th, 11:00 a.m.



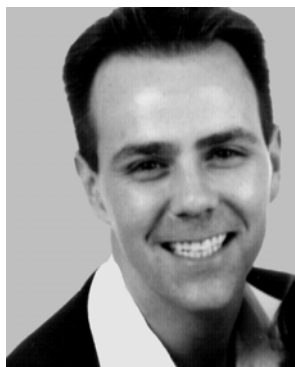
Drs. Robert L. Koegel and Lynn Kern Koegel have been innovators in behavioral research with children with autism for many years. Robert L. Koegel is PhD Director and Autism Research Center Professor of Clinical, Counseling, and School Psychology, and Professor of Special Education, Disability, and Risk Studies at the Gevirtz Graduate School of Education,

University of California, Santa Barbara.

Abstract: The purpose of this presentation is to address issues and present data that are relevant to Pivotal Response Treatment and Positive Behavioral Support Interventions for children with autism and their families. Topics will include a discussion of the identification of specific prognostic indicators associated with highly favorable outcomes following intervention; and a discussion of procedures used to conduct interventions in key pivotal areas that can change a previously poor prognosis to a favorable prognosis. The relevance of each of these topic areas will be discussed within the context of behavioral teaching strategies in the developing trend in comprehensive interventions for children with autism.

Tutorial: The Application of Precision Teaching with Children with Autism: Perceived Problems and Possible Solutions

Michael Fabrizio, MA (Fabrizio/Moors Consulting)
Monday, May 31st, 1:30 p.m.



Michael Fabrizio received his Bachelor's Degree in Psychology and Master's Degree in Educational Psychology/Applied Behavior Analysis from West Virginia University. He is a Board Certified Behavior Analyst and a fourth-year Doctoral student in Special Education at the University of Washington, where he is specializing in behavior analysis, autism, and

instructional design. Michael has worked with children with autism and other special needs throughout his more than ten-year career, serving as a Senior Educational Specialist for the West Virginia Autism Training Center at Marshall University; a Clinical Specialist for the Spectrum Center for

Educational and Behavioral Development in Berkeley, California; Head Teacher for Morningside Academy in Seattle, Washington; and Lead Trainer for Morningside Academy's Public School Improvement Project. Michael currently resides in Seattle, Washington, where he is a full partner in Fabrizio/Moors Consulting, an educational and behavioral consulting private practice specializing in fluency-based instruction for learners with autism. Michael has presented his applied research work with children with disabilities at a range of state, regional, and national professional conferences including the Autism Society of America, the West Coast Special Education Conference, the Association for Behavior Analysis, the Association for the Severely Handicapped, the Association for Science in Autism Treatment, and the International Precision Teaching Conference. He has published his work in the *Behavior Analysis Digest* and the *Journal of Precision Teaching and Celeration*. Michael is a Sustaining Member of the Cambridge Center for Behavioral Studies, a Supporting Member of the Association for Behavior Analysis, and a Sustaining Member of the Standard Celeration Society. Michael received the 2000 New Contributions Award presented by the Standard Celeration Society for his work in fluency-based instruction. He is a Contributing Editor for the *Journal of Precision Teaching and Celeration*, an affiliated faculty member in the Department of Behavior Analysis at the University of North Texas, and a member of the Organization for Autism Research's Scientific Advisory Council.

Abstract: Over the course of our recent past, behavior analysts and the consumers of their services have demonstrated increased interest in applying principles from Precision Teaching to the intervention programs of children with autism. Unfortunately, the addition of this highly effective, powerful, and efficient measurement system to children's programs has sometimes been hampered, because of what some may view as barriers to the use of Precision Teaching in such programs. This tutorial will introduce audience members to the principles that form the foundation of Precision Teaching and will address and suggest solutions for some of the most commonly held concerns that surround the use of Precision Teaching with children with autism. Specifically, the tutorial will address concerns related to: errors students may make during instruction; the use of frequency as a measure of behavior and change in frequency as a measure of learning; the frequency aims used as criteria for mastery in Precision Teaching programs; and the use of the Standard Celeration Chart to depict human performance in meaningful ways.

**BPH:
Behavioral
Pharmacology
and Toxicology**

Area Coordinator:
Amy Odum, PhD (Utah
State University)

The Behavioral Pharmacology and Toxicology program has several exciting highlights this year. The program will feature a pioneer in the field of behavioral pharmacology, Dr. Joseph V. Brady of John Hopkins University, School of Medicine. Dr. Brady will present an invited tutorial entitled "History of Behavioral Pharmacology." There will also be two invited events by prominent researchers on cutting-edge areas of research on

cocaine abuse. Dr. Jonathan L. Katz, from the National Institute on Drug Abuse, is Editor for Behavioral Pharmacology at the *Journal of the Experimental Analysis of Behavior*. Dr. Katz will talk about cocaine, dopamine, and discovery research on medical treatments for cocaine abuse. Dr. Klaus Miczek, from Tufts University, is Coordinating Editor for Behavioral Pharmacology in Laboratory Animals at *Psychopharmacology*. Dr. Miczek will discuss social stress experiences, neuroadaptations, and cocaine binges.

Social Stress Experiences, Neuroadaptations and Cocaine Binges

Klaus Miczek, PhD (Tufts University)
Sunday, May 30th, 9:00 a.m.



Dr. Klaus A. Miczek directs a psychopharmacology laboratory at Tufts University, where he serves as Moses Hunt Professor of Psychology, Psychiatry, Pharmacology and Neuroscience. He was originally educated in Berlin, Germany, and received a PhD in biopsychology from the University of Chicago. He has published some 160 research journal articles, 40 reviews and

edited 12 volumes on psychopharmacological research concerning brain mechanisms of aggression, anxiety, social stress and abuse of alcohol and other drugs. He serves on research review committees for the National Institute on Drug Abuse, National Institute on Mental Health, and the National Institute on Alcoholism and Alcohol Abuse, among others. He has been the Coordinating Editor for behavioral pharmacology in laboratory animals at *Psychopharmacology* since 1992, and serves on the editorial board of half a dozen other journals. He has been president of the Division of Psychopharmacology and the Behavioral Pharmacology Society. He received an award from the American Psychological Association for "Outstanding Basic Psychopharmacological Research on Affective Disorders" and has been the recipient of a MERIT award from the National Institute on Alcoholism and Alcohol Abuse. He has lectured at numerous universities in the US and other countries and has received a number of international honors and awards.

Abstract: Salient social experiences trigger immediate early gene expression or suppression that are large, long lasting, and critical to the fundamental processes of neuroadaptation. These biologically significant stressors activate cells in the endogenous aminergic and peptidergic systems leading to sensitization as well as tolerance. We examine the hypothesis that this cascade of cellular events is the basis for neural dysregulation leading to "out-of-control" drug taking. Social stress engenders profound analgesia. The pharmacological tolerance to stress-induced analgesia appears to be based on a pattern of genes expressing specific opioid peptides and their receptors. Social stress also induces sensitization as expressed by an augmented response to psychomotor stimulants, and by inhibited zif268 expression in prefrontal cortical cells and increased zif268 expression in amygdaloid cells. One consequence of stress-

induced sensitization is dysregulated cocaine "binges". The delayed large increases in alcohol consumption in mice mutants lacking the CRH1 receptor gene highlight the enduring impact of salient experiences in gene expression and in heightened alcohol drinking. Our ongoing work on the neural circuits for social stress and intensely rewarding activities such as compulsive cocaine administration points to considerable overlap between them, and identifies targets for pharmacotherapeutic intervention in stress disorders and drug abuse.

Cocaine, Dopamine Transport Inhibition, and Discovery Research on Medical Treatments for Cocaine Abuse

Jonathan L. Katz, PhD (National Institute on Drug Abuse)
Saturday, May 29th, 1:00 p.m.



Dr. Jonathan L. Katz received his PhD from the University of Maryland in 1978, studying under Dr. James E. Barrett. Two post-doctoral years followed at Harvard Medical School under the direction of Dr. William H. Morse. Dr. Katz was a Research Investigator in the Department of Pharmacology at the University of Michigan Medical School, and joined the National Institute on Drug Abuse in 1984,

where he is Acting Chief of the Medications Discovery Research Branch. He also holds an adjunct appointment in the Department of Pharmacology at the University of Maryland School of Medicine. Katz is a member of several professional societies, including the Behavioral Pharmacology Society and the American Society for Pharmacology and Experimental Therapeutics. He is a member of the Editorial Boards of the *Journal of Pharmacology and Experimental Therapeutics*, *Pharmacology and Therapeutics*, and *Psychopharmacology*, and is Editor for Behavioral Pharmacology for the *Journal of the Experimental Analysis of Behavior*. He has published extensively, co-holds a patent on cocaine abuse medications, and serves on several professional committees. His current research interests are the pharmacological mechanisms underlying the behavioral effects of cocaine, in particular the respective roles of dopamine receptor subtypes, and the role of heterogeneity in dopamine transporter function.

Abstract: Among the multiple actions of cocaine, evidence has suggested that the inhibition of dopamine uptake is the primary action underlying the behavioral effects of cocaine. This hypothesis indicates that drugs that inhibit the transport of dopamine will have behavioral effects, and abuse liability, similar to cocaine. Despite the evidence supporting the hypothesis, compounds exist that selectively bind to the dopamine transporter with high affinity and inhibit dopamine uptake, but have behavioral effects that differ from those of cocaine. These compounds generally show a decreased efficacy in stimulating locomotor activity, reduced or no efficacy in producing cocaine-like discriminative-stimulus effects, and are marginally effective as reinforcers in primates trained to self administer cocaine. These findings indicate important limitations to the dopamine transporter hypothesis of the behavioral effects of cocaine. Further, the

delineation of differences in the pharmacology of various dopamine uptake inhibitors will provide insight into dopamine transporter function, the neurobiological substrates involved in cocaine abuse, and may provide leads for the discovery of medical treatments for cocaine abuse.

Tutorial: History of Behavioral Pharmacology

Joseph V. Brady, PhD (John Hopkins University, School of Medicine)

Sunday, May 30th, 1:00 p.m.



Dr. Joseph V. Brady completed his PhD at the University of Chicago in 1951, launching a highly influential career spanning five decades and several research areas. Dr. Brady is regarded as one of the founders of modern behavioral pharmacology, and his 1956 paper on drug effects on emotional behavior as a pioneering paper in the field. In 1951, he went to Walter Reed

Army Institute of Research to join one of the first interdisciplinary neuroscience research teams and serve important directorial roles. In the late 1950s, Dr. Brady received an early grant from the National Institute for Mental Health to establish the first Behavioral Pharmacology Center at the University of Maryland in College Park, where his first postdoctoral fellow, Travis Thompson, and his first PhD student, Charles R. Schuster, discovered that monkeys would self-administer drugs. In 1967, Dr. Brady became a professor at Johns Hopkins University School of Medicine where he founded the Division of Behavioral Biology in Psychiatry and Behavioral Sciences. Among numerous other awards, he is the 2004 winner of the P. B. Dews award recognizing outstanding lifetime achievements in research, teaching, and professional service in the field of behavioral pharmacology from the American Scientific Society for Pharmacologists.

Abstract: Although interest and concern with the behavioral effects of drugs can be traced back some 25 centuries to Homer's 500 BC reference in *The Odyssey* to the effects of alcohol and opium, the emergence of behavioral pharmacology as a scientific discipline has very much paralleled the basic and applied development of behavior analysis over the past half century. The best way to track the development of a scientific field is through the academic research centers that are the source of its trained professionals and it is in this important regard that both the methodological and substantive contributions of B. F. Skinner are most noteworthy. There were of course a number of seminal events as well as somewhat fortuitous circumstances that 'shaped' the discipline in strange and wonderful ways, but the influence of substance abuse with its myriad basic and applied permutations cannot be underestimated. The generous support provided of late for both drug abuse research and treatment has greatly enhanced the opportunities for advancing both experimental and applied behavior analysis. As in all of our behavior analytic endeavors however, the field of behavioral pharmacology

faces its greatest challenges in the transition from the controlled confines of the experimental laboratory to an endemic substance abuse natural ecology.

CBM: Clinical; Family; Behavioral Medicine

Area Coordinator:
Kelly Wilson, PhD
(University of Mississippi)

The Clinical/Family/Behavioral Medicine program at this year's convention will feature 25 symposia and paper sessions. The sessions will include analysis and treatment of a wide array of adult and child clinical problems, including tics, trichotillomania, depression, anxiety, tobacco cessation, substance abuse, and psychosis. There are also behavioral medicine sessions on cancer,

refractory seizure disorders, diabetes, chronic pain, feeding disorders, sleep disorders, and traumatic brain injury, among others. In addition to paper sessions and symposia, we have four poster sessions and a really remarkable pair of invited addresses. Dr. Georg Eifert will provide a tutorial entitled *Acceptance-Based Behavior Therapy for Anxiety Disorders* and Dr. David Barlow will give an invited address entitled *A Unified Protocol For Emotional Disorders With Behavioral Analytic Considerations*. These internationally recognized behavior therapists will provide genuine highlights to a strong CBM program.

A Unified Protocol for Emotional Disorders with Behavioral Analytic Considerations

David H. Barlow, PhD (Boston University)

Monday, May 31st, 1:30 p.m.



Dr. David H. Barlow received his PhD from the University of Vermont in 1969 and has published over 450 articles and chapters and over 20 books, mostly in the area of anxiety disorders, sexual problems, and clinical research methodology. He is formerly Professor of Psychiatry at the University of Mississippi Medical Center and Professor of Psychiatry and Psychology at Brown University

and founded clinical psychology internships in both settings. He was also Distinguished Professor in the Department of Psychology at the University at Albany, State University of New York. Currently, he is Professor of Psychology, Research Professor of Psychiatry, Director of Clinical Training Programs, and Director of the Center for Anxiety and Related Disorders at Boston University. Dr. Barlow is the recipient of the 2000 American Psychological Association (APA) Distinguished Scientific Award for the Applications of Psychology. He is also the recipient of the First Annual Science Dissemination Award from the Society for a Science of Clinical Psychology of the APA; and recipient of the 2000 Distinguished Scientific Contribution Award from the Society of Clinical Psychology of the APA. He also received an award in appreciation of outstanding achievements from the General Hospital of the Chinese People's Liberation Army, Beijing, China, with an appointment as Honorary Visiting

Professor of Clinical Psychology. During the 1997/1998 academic year, he was Fritz Redlich Fellow at the Center for Advanced Study in Behavioral Sciences, in Palo Alto, California. Other awards include Career Contribution Awards from Massachusetts and California Psychological Associations; The First Graduate Alumni Scholar Award from the Graduate College, The University of Vermont; The Masters and Johnson Award, from the Society for Sex Therapy and Research; G. Stanley Hall Lectureship, American Psychological Association Annual Convention; A certificate of appreciation for contributions to women in clinical psychology from Section IV of Division 12, the Clinical Psychology of Women; and a MERIT award from the National Institute of Mental Health for long term contributions to the clinical research effort. He is Past-President of the Association for the Advancement of Behavior Therapy, Past-Associate Editor of the *Journal of Consulting and Clinical Psychology*, Past-Editor of the journals *Behavior Therapy* and *Journal of Applied Behavior Analysis*. Currently, he is Editor of the journal *Clinical Psychology: Science and Practice*. He was also Chair of the American Psychological Association Task Force of Psychological Intervention Guidelines, was a member of the DSM-IV Task Force of the American Psychiatric Association, and was a Co-Chair of the Work Group for revising the anxiety disorder categories. He is also a Diplomat in Clinical Psychology of the American Board of Professional Psychology and maintains a private practice.

Abstract: In the 1970s and 1980s, approaches to anxiety disorders concentrated on reducing arousal and overt avoidance behavior. In the 1980s, innovations in psychological treatments focused on psychopathology specific to each disorder, such as panic attacks in panic disorder, directly utilizing interoceptive exposure tailored to the individual based on behavioral assessment to counter avoidance of somatic cues; the worry process itself in GAD conceptualized as an avoidance of negative affect; and depressive cognitions in depression. These psychological treatments were organized into therapeutic manuals. Now we have developed a modular approach directed at the core features of all anxiety and related emotional disorders such that existing treatments can be reduced to one strategic approach that varies based only on individual functional analysis. This treatment, now undergoing evaluation, focuses on: psychoeducation and antecedent cognitive reappraisal to regulate emotion based distortions; the prevention of behavioral, cognitive, and emotional avoidance; and enhancing opposite action tendencies through provocative interoceptive and exteroceptive emotional exposure-based procedures, focusing particularly on appropriate emotional expression.

ABA Behavioral Follies

Sunday, May 30th
10 p.m. – Midnight
Grand Ballroom

Tutorial: Acceptance-Based Behavior Therapy for Anxiety Disorders

Georg H. Eifert, PhD (Chapman University)
Tuesday, June 1st, 9:00 a.m.



Dr. Georg Eifert obtained his PhD at the University of Frankfurt in Germany, where he was also born. He came to Chapman University in 2002 after serving for nine years as the Eberly Distinguished Professor of Clinical Psychology at West Virginia University in Morgantown. Previously, he was Chief of Psychology at the University of Mississippi Medical Center and Head of Psychology

at James Cook University of North Queensland, Australia. Dr. Eifert's primary goal has been to develop integrative behavioral models and treatments of anxiety disorders, particularly panic, specific phobias, and illness anxiety. Together with his students, he has developed new methods to study anxiety and emotional distress in the laboratory and translated those findings into new clinical applications for dealing with emotional distress. His most recent research has focused on how new behavioral psychotherapy approaches such as Acceptance and Commitment Therapy can be integrated with existing empirically supported behavioral interventions for anxiety, depression, and eating disorders such as anorexia. In addition, Dr. Eifert has published widely on conceptual advances and their relation to technique innovations in behavior therapy. Dr. Eifert regularly gives workshops in the US and Europe on acceptance-based behavior therapy and empirically supported behavioral treatments of anxiety disorders.

Abstract: This tutorial will explore ways to integrate the successful components of traditional CBT within an Acceptance-Based Behavior Therapy (ABBT) framework. Converging research evidence shows that active suppression of anxiety-related responding is counterproductive. Anxious individuals do best under conditions in which they make no attempt to escape from or otherwise reduce the effects of fear experienced during exposure. Recent research confirms that creating an acceptance context, rather than a context emphasizing symptom control, leads to less behavioural avoidance and greater willingness to participate in interoceptive and other exposure exercises. Paradoxically, it also leads to less subjective anxiety. Introducing acceptance strategies may be particularly helpful for clients that have been reluctant to comply with commonly used cognitive-behavioral treatments (CBT) for anxiety disorders. Unlike traditional CBT, ABBT is not primarily directed at controlling or reducing the presenting problem (anxiety). Instead, ABBT: teaches clients that controlling anxiety is the problem, not a solution; introduces acceptance as an alternative agenda for dealing with the problem; teaches mindfulness and acceptance-based techniques to deal with aversive bodily sensations, thoughts, and feelings during anxiety states and interoceptive exposure exercises; and redirects client concern for overcoming anxiety toward identifying valued life directions and putting values into committed action.

CSE: Community Interventions: Social and Ethical Issues

Area Coordinators:
Mark Mattaini, DSW
(Jane Addams College
of Social Work, UIC)
and Richard Rakos,
PhD (Cleveland State
University)

a fairly lonely but nevertheless prolific researcher in his efforts to employ applied behavior analysis with real-world community and social problems such as environmental protection, transportation safety, and occupational safety. The second tutorial arranged by CSE will be offered by Sigrid Glenn and is entitled "Individual Behavior, Culture, and Social Change." Dr. Glenn introduced the idea of the "metacontingency" in 1986 to help behavior analysts conceptualize and understand functional relations on a societal level, and over the years has extended and refined what is now a widely used (and sometimes misused) analytic concept.

The CSE area also has arranged for two invited addresses. Ray Miltenberger will talk on "Stopping Kids from Killing Kids: Teaching Safety Skills to Children to Prevent Gun Play" and Tony Nevin will speak on "The Inertia of Affluence." Other highlights include a paper session entitled "Behavior Analysis and Social Progress: How Far Can Skinner Take Us?" as well as symposia on firearms safety, seat belt use, community-based research, and historically resistant societal problems.

Stopping Kids from Killing Kids: Teaching Safety Skills to Children to Prevent Gun Play

Raymond Miltenberger, PhD (North Dakota State University)
Saturday, May 29th, 2:00 p.m.



Dr. Raymond Miltenberger received his bachelors degree in psychology from Wabash College in 1978 and his PhD in clinical psychology from Western Michigan University in 1985. After a predoctoral internship at the Kennedy Institute of the Johns Hopkins University School of Medicine, he took a position as assistant professor in the psychology department at North Dakota

State University. Miltenberger is now a professor of psychology and Director of Clinical Training in the masters program at North Dakota State University. Miltenberger has over 100 publications in peer-reviewed journals and numerous chapters in edited texts. In addition, he wrote a behavior modification textbook entitled *Behavior*

The Community Intervention/Social and Ethical Issues program for the ABA 04 convention is excited to offer its first tutorial ever – actually, CSE has arranged to present two tutorials this year, but one is scheduled under the "OTH" designation. The first CSE tutorial will be presented by Scott Geller and is entitled "Attempting to Save the World with Applied Behavior Analysis: Lessons Learned from 30+ Years of Behavioral Community Research." Dr. Geller has been

Modification: Principles and Procedures (now in its 3rd edition) and edited a text with Doug Woods entitled, *Tic Disorders, Trichotillomania, and Other Repetitive Behavior Disorders: Behavioral Approaches to Analysis and Treatment*.

Miltenberger's research has focused on the analysis and treatment of repetitive behavior disorders (such as tics and trichotillomania) and evaluation of procedures for teaching safety skills to children (such as abduction prevention and the prevention of gun play). Miltenberger is the recipient of various awards including the Western Michigan University Distinguished Alumnus Award (in 2000) and the Chamber of Commerce NDSU Distinguished Professor Award (in 2001).

Abstract: This presentation will address the problem of unintentional injury and death of children from firearms and risk factors that contribute to this problem. Two paths to prevention of childhood injury and death from firearms will be discussed: changing parent behavior and teaching prevention skills to children to prevent gun play. As most childhood firearm injuries and deaths occur as a result of gun play, my research has focused on teaching skills to prevent gun play. A series of studies will be presented in which procedures for teaching prevention skills to children are evaluated. These studies investigated the effectiveness of educational approaches and behavioral skills training approaches to teach young children a set of safety skills to use upon finding a firearm. An emphasis in the research was an evaluation of procedures for promoting generalization of the skills from the training setting to the natural environment. The findings from these studies will be presented and implications for future research and practice will be discussed.

The Inertia of Affluence

John A. Nevin, PhD (University of New Hampshire)
Sunday, May 30th, 1:30 p.m.

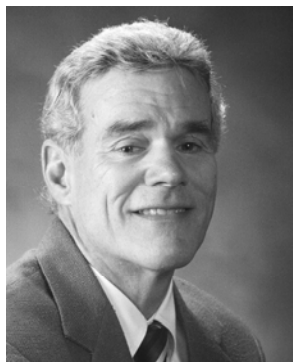
Dr. Nevin's photo and biographical statement are located on page 8.

Abstract: In the 1980s, Skinner spoke several times on "Why we are not acting to save the world." He suggested that the lack of action resulted from the fact that behavior cannot be controlled by future events, and that advice or warnings about the future may not be heeded unless the source is highly reliable and the predicted events are imminent. The problem is related to self-control. For example, the immediate and certain economic advantages of resource exploitation for a few outweigh its apparently remote, uncertain and distributed ecological consequences. Another reason for inaction is "the inertia of affluence" (McKibben, *The End of Nature*). Research has shown repeatedly that behavior is more resistant to change in situations with high overall reinforcer rates, regardless of whether all reinforcers are contingent on the target behavior. Thus, in the affluent society of the US, behavioral patterns will be highly persistent even when they are counterproductive in the long run. Potent disrupters are needed to alter behavior in a reinforcer-rich environment. I will consider the disruptive effects of 9/11 on some behavioral patterns that, if unchanged, may bring humankind to a premature end.

Tutorial: Attempting to Save the World with Applied Behavior Analysis: Lessons Learned from 30+ Years of Behavioral Community Research

E. Scott Geller, PhD (Virginia Polytechnic Institute and State University)

Saturday, May 29th, 3:00 p.m.



For more than three decades, E. Scott Geller has taught and conducted research as a faculty member in the Department of Psychology at Virginia Polytechnic Institute and State University, better known as Virginia Tech. In this capacity, he has authored more than 350 research articles, 17 books, 33 book chapters, 141 magazine articles, and 14 videotape programs addressing the

development and evaluation of behavior-change interventions to improve quality of life. He is a Fellow of the American Psychological Association, the American Psychological Society, and the World Academy of Productivity and Quality Sciences. He is past Editor of the *Journal of Applied Behavior Analysis* (1989-1992), current Associate Editor of *Environment and Behavior* (since 1982), and current Consulting Editor for *Behavior and Social Issues*, the *Behavior Analyst Digest*, and the *Journal of Organizational Behavior Management*. In 2001, Virginia Tech awarded Dr. Geller the University Alumni Award for Excellence in Research. In 2002, the University honored him with the Alumni Outreach Award for his exemplary real-world applications of behavioral science. And in 2003, Scott Geller was awarded the University Alumni Award for Graduate Student Advising. In the 1980s, Dr. Geller and his students turned their attention to safety, first transportation safety and then occupational safety. They developed successful community-based programs to increase safety-belt use that were subsequently modeled by the US Department of Transportation and industrial organizations nationwide. The term "behavior-based safety" (BBS) emanated from these applications in 1980 at Ford Motor Company. Today, BBS is a worldwide happening, applied effectively with the assistance of competent behavior analysts to prevent workplace injuries and save lives. Scott Geller and his collaborators experienced numerous difficulties and outright failures in their attempts to save the world with applied behavior analysis. Critical lessons were learned from their successes and failures. This tutorial will highlight those lessons that could make future large-scale applications of behavior analysis more successful.

Abstract: Since 1970 until the present, the presenter and his colleagues at Virginia Tech have diligently and systematically addressed real-world and large-scale problems with principles and methods from applied behavior analysis. Throughout the 1970s they targeted the problem of environmental protection, while also working with teachers to make classrooms more learning centered. And in 1974, Scott Geller and colleagues focused on prison management, and developed the largest programmatic application of the three-term contingency for inmates at two maximum-security facilities.

**DDA:
Developmental
Disabilities**

Area Coordinator:
Kent Johnson, PhD
(Morningside
Academy)

The Developmental Disabilities track this year offers an exciting array of 34 symposia and paper sessions and 108 posters. Many sessions are devoted to old friends such as staff training, SIB and disruptive behavior, preference assessment, functional analysis, Functional Communication Training, automatic reinforcement, and

language learning. Positive Behavior Support and "the good life" receive increasing attention, as do new developments in specifying environmental influences on phenotype behavior.

The DD invited tutorial by Richard Fleming, from the University of Massachusetts Medical Center, focuses upon ABA training via distance learning. He describes a four-course curriculum for using distance learning with professional integrity to greatly expand the demographic base of those we reach.

This year features an increasing emphasis upon developmental disabilities in classroom settings, with sessions devoted to DD literacy, Direct Instruction, classroom management, and general curriculum access. Our invited symposium by Robert Littleton, Wendy Kozma, and their colleagues at the Evergreen Center describes the academic and social/emotional behavioral outcomes of a literacy program for moderate to severe DD youth and young adults. Several of their students will be in attendance to demonstrate their proficiency in Direct Instruction reading, language and math programs. Littleton and colleagues will screen their training video specially adapted for this population.

"What about Us?" Literacy Development Using Direct Instruction with Non-traditional Populations

Chair: Kent Johnson, PhD (Morningside Academy & Headsprout)

Discussant: Kent Johnson

Monday, May 31st, 1:30 p.m.

Abstract: Increasingly, distance learning technology is opening university (and other) doors to a much larger audience. With a modern computer and an internet connection, employees, parents, indeed anyone who has limited access to or interest in traditional campus-based options, can conveniently participate in an increasing range of coursework. As teachers of behavior analysis, we can now reach a greatly expanded demographic base. Such is the case with Behavioral Intervention in Autism (BIA), a four-course distance learning curriculum designed to educate a large number of parents and personnel in the application of behavioral intervention with children with autism. A team of behavior analysts have collaborated to develop and evaluate this curriculum, with generous support from autism and instructional design experts outside of the team. In this tutorial, I have the pleasure of sharing our work on BIA as the illustrative case in support of two objectives: First, to describe and present data on how distance learning can be used with professional integrity to educate a greatly expanded number of parents and personnel seeking to master behavioral intervention, and second, to illustrate how behavior analytic instructional pedagogy can be meshed

with current and emerging technologies to produce highly effective distance learning courses.



Dr. Kent Johnson, Director of Morningside Academy, graduated from Georgetown University and received his M.S. and PhD in psychology from the University of Massachusetts in Amherst. For over 20 years, Dr. Johnson has been teaching a variety of learners including children in regular and special education classrooms; at-risk youth; college and university students; adults in literacy

programs, both at school and work; and teachers who work with all of these learners.

Before opening Morningside Academy in 1980, Dr. Johnson served as teaching associate at the University of Massachusetts at Amherst, Instructional Designer at Northeastern University in Boston, Chief Psychologist and Director of Professional Staff Training for the Fernald State School in Boston, and Professor at Central Washington University.

Morningside Academy is a school for children and youth with learning and attention problems. Morningside is also a learning laboratory; its academically at-risk learners have been instrumental in helping Dr. Johnson develop the powerful instructional procedures known as the Morningside Model of Generative Instruction. Currently, Dr. Johnson directs Morningside Academy and consults with school districts, city colleges and businesses and industries throughout North America, helping them design effective instructional materials and systems.

Dr. Johnson is an active member of several professional organizations, including the American Psychological Association, the Association for Behavior Analysis, the Association for Direct Instruction, the International Reading Association and the Association for Children and Adults with Learning Disabilities.

- **Implementation of Direct Instruction with Persons with Moderate/Severe Developmental Disability and Limited Verbal Populations.** WENDY KOZMA, MA, David Agee and Judy Hurlburt (Evergreen Center)



Wendy Kozma has focused her career on teaching, teacher training, and curriculum development and implementation; she has worked with a wide variety of special needs and regular education students. Wendy completed her undergraduate studies at Eastern Michigan University where she specialized in the education of deaf and hard-of-hearing children and adults.

She completed her Masters program at the University of Redlands, California, graduating with a degree in school administration. A member of the Association for Direct

Instruction, Wendy has more than 12 years experience in the implementation of Direct Instruction programs. She currently serves as the Direct Instruction consultant for school programs and educational organizations in Massachusetts and California. Locally, she works with the staff and students at the Evergreen Center in Milford, Massachusetts, a residential school program serving children and young adults with moderate to severe developmental disabilities. Wendy also consults with BEACON Services (Behavioral Education, Assessment, and Consultation); BEACON provides early intervention and school-age support services for children with autism. She also provides DI training and coaching for preschool teachers and program implementation support for Criterion Child Enrichment's network of childcare centers for typically developing children that operate under the name of Rise and Shine Academy.

Abstract: This presentation reports the academic and social-emotional outcomes achieved by students 10 to 18 years of age exhibiting moderate to severe developmental delays who have participated in Direct Instruction (DI) reading programs. Data evidencing specific gains in decoding, fluency and comprehension measures will be presented. Enhanced cueing techniques that enable students with limited verbal skills to access the Direct Instruction curriculum will also be discussed. The discussion of outcomes will go beyond reports of academic gains to review the impact of literacy achievements on the socio-emotional performance of participating students. Characteristics of "Best Outcome" students will be analyzed in order to provide data-based support for expectations of clinical outcomes.

- **The Use of Direct Instruction as a Supplementary Curriculum for Children with Autism Spectrum Disorder Receiving Early Intensive Behavioral Intervention.** ANN FILER, MEd and Robert Ross (BEACON Services)

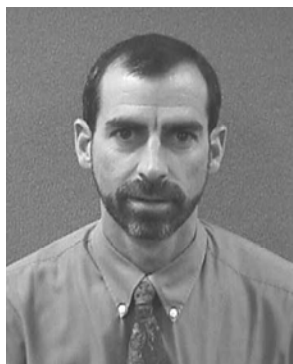


Ms. Filer is the Vice President of Educational services at Behavioral Education Assessment and Consultation Inc. (BEACON Services), here she has been since 1994. BEACON Services provides intensive behavioral educational services (EIBI) to children diagnosed with PDD/Autism and behavioral and learning challenges. BEACON Services works in both early intervention (under age

three) and school age programs. She received her Masters degree in Education from the University of Massachusetts Boston in 1989 with certification in moderate to severe special needs.

Ms. Filer currently oversees the implementation of Early Intensive Behavioral Intervention services for six teams of staff serving approximately 90 children with PDD/Autism. She is responsible for all clinical and educational monitoring systems. She also provides direct educational services and consultation services to numerous Early Intervention programs as well as Public school districts.

Ann regularly presents at professional conferences and university training programs on a range of topics related to early childhood learning and behavior.



Mr. Robert Ross is the Vice President of Development and Training at Behavioral Education Assessment and Consultation Inc. (BEACON Services). BEACON Services provides intensive behavioral educational services to children diagnosed with PDD/Autism and behavioral and learning challenges. BEACON Services works in both early intervention and school age programs. He

received his Masters degree in Applied Behavior Analysis from Northeastern University and is a Board Certified Behavior Analyst (BCBA). He is currently enrolled in a Doctoral program for Educational Leaders at Nova Southeastern University.

Prior to his tenure at BEACON Services Mr. Ross held the position of Behavior Analyst at the Evergreen Center School in Milford, MA. He has worked for the Massachusetts Department of Mental Retardation as a Psychologist and in a similar capacity for a private non-profit program for adults with disabilities.

Mr. Ross has taught in the Masters in Applied Behavior Analysis program at the Northeastern University and lectures widely to Early Intervention programs and Public School programs. Mr. Ross serves as the Chair of a Professional Review Committee as part of the State of Rhode Islands Division of Developmental Disabilities oversight of services to individuals with disabilities.

Abstract: Programs providing early intensive behavioral intervention (EIBI) to children with autism often use a variety of commercial and agency-developed curricula to guide treatment. Few of these curricula include comprehensive support for the development of early literacy skills. This presentation will provide an overview of how the Direct Instruction (DI) curriculum is suited to teaching early literacy skills to children diagnosed with Autism Spectrum Disorders who are receiving EIBI services. Treatment results for children who received EIBI that included instruction using the Language for Learning Program and Reading Mastery Direct Instruction Programs will be reviewed. Data will include repeated measures taken on the Sequenced Inventory for Communicative Development, Woodcock Tests of Reading Mastery (revised) and DI mastery test scores. Implications for the development of literacy skills in children receiving EIBI services will be discussed.

- **System-wide Implementation of Direct Instruction in a Preschool for Typically Developing Children.** WENDY KOZMA and Jo-Ann Otlin (Criterion Child Enrichment), Margaret Eaton (Rise and Shine Academy)

Ms. Kozma's photo and biographical statement are located on page 17.

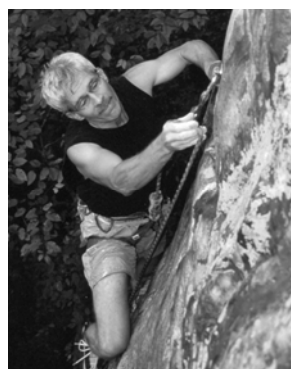
Abstract: Implementation of Direct Instruction (DI) programs as a means of promoting early literacy for typically developing pre-school aged children is not widespread in

practice. Few commercially available curricula, other than DI, provide preschool teachers with instructional materials capable of accelerating acquisition of literacy skills. This is of concern given recent federal legislative initiatives (e.g. No Child Left Behind) and research establishing a link between early language deficits and later reading performance problems. This presentation will provide an overview of the effectiveness of the DI curriculum in accelerating literacy skills of preschool children who are 3.8 years of age or older. Baseline literacy measures and subsequent gains in literacy skill development will be reported utilizing data obtained from the Woodcock Reading Mastery Tests (revised) and DI program mastery tests. System-wide application of literacy initiatives for preschool-aged children and the use of DI programs, as a means of early detection of children at risk for literacy skill development, will also be discussed.

Tutorial: Teaching Behavioral Intervention in Developmental Disabilities via Distance Learning: Challenges and Solutions

Richard Fleming, PhD (University of Massachusetts Medical School)

Sunday, May 30th, 9:00 a.m.



Dr. Richard Fleming is Assistant Professor and Director of Instructional Technology at the Shriver Center, University of Massachusetts Medical School. He received his BS from the University of New Hampshire (1975), and immediately became a professional rock climber. Six years later, in dire need of intellectual stimulation, Dr. Fleming re-entered school and received his MEd in School

Psychology (1985), and PhD in Psychology (1990), from the University of Massachusetts, Amherst. Working with Dr. Beth Sulzer-Azaroff, he conducted research in OBM in human services, and became well-versed in PSI. In 1990, Dr. Fleming joined the Psychology faculty at Auburn University, where he became Associate Professor with tenure in 1995. There he developed a program of research, teaching, and outreach in the areas of developmental disabilities, OBM, and sport psychology. Working with Dr. Jim Johnston, he helped establish the Alabama Chapter of ABA, and participated in statewide behavior analysis peer review, which resulted in a joint award of the AU Award for Excellence in Outreach and Extension. Dr. Fleming returned to New England in 1998 and spent two years as a behavioral safety consultant before becoming Vice President of The Browns Group, with Beth Sulzer-Azaroff. In partnership with Shriver/University of Massachusetts Medical School, the two developed the distance learning curriculum showcased in this tutorial. Dr. Fleming subsequently accepted his current position where he directs instructional pedagogy and is beginning research in health promotion.

Abstract: Increasingly, distance learning technology is opening university (and other) doors to a much larger audience. With a modern computer and an internet connection, employees, parents, indeed anyone who has limited access to, or interest in, traditional campus-based

options, can conveniently participate in an increasing range of coursework. As teachers of behavior analysis, we can now reach a greatly expanded demographic base. Such is the case with Behavioral Intervention in Autism (BIA), a four-course distance learning curriculum designed to reach and educate a large number of parents and personnel in the application of behavioral intervention with children with autism. A large team of behavior analysts have collaborated to develop and evaluate this curriculum, with generous support from autism and instructional design experts outside of our team. In this tutorial, I have the pleasure of sharing our work on BIA as the illustrative case in support of two purposes: 1) to describe and present data on how distance learning can be used with professional integrity to educate a greatly expanded number of parents and personnel seeking to master behavioral intervention, and 2) to illustrate how behavior analytic instructional pedagogy can be meshed with current and emerging technologies to produce highly effective distance learning courses.

DEV: Human Development; Gerontology

Area Coordinators:
Jack Gewirtz, PhD,
and Martha Pelaez,
PhD (Florida
International
University)

The 2004 Developmental program includes some most-interesting features, highlighted below. There are two invited Saturday talks. The first by Willis Overton of Temple University (followed by a panel critique) makes the interesting case that the approaches of Piaget and Skinner have evolved into complementarity. The invited tutorial, by Nathan Azrin of Nova Southeastern University, proposes guidelines for a revision and expansion of the scope of applied behavior analysis. It is followed by a session of papers on empirical child studies of self control, attachment, and optimizing behavior. The Sunday presentations begin with a symposium on three programs for marker-based shaping ('clicker training') for humans, followed by a symposium on Chomsky's attack on Skinner, an invited talk from an organismic vantage by Gerald Turkewitz of Hunter College (leading to a panel critique), on the role of development for learning, and finally a talk comparing Vygotsky's theory of cognitive development with behavior analysis. Monday's order involves a symposium on the developmental-systems perspective and behavior, a symposium on derived relational research and education, a symposium on behavioral stages of adult attachment, and a symposium on the features of attachment parenting. Tuesday includes a symposium on assessment and treatment of the behavior of elder individuals. The annual DEV SIG dinner will take place early Saturday eve, well before Expo.

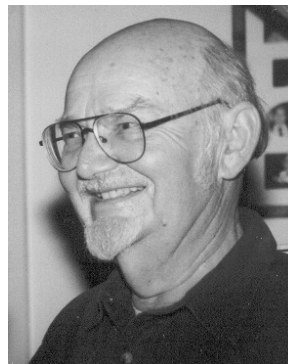
ABA Business Meeting

**Monday, May 31st
8 a.m.– 8:50 a.m.
Grand Ballroom**

The Unique Role of Development for Learning

Gerald Turkewitz, PhD (Hunter College of the City University of New York)

Sunday, May 30th, 1:30 p.m.



Dr. Gerald Turkewitz received his BA from City College of New York and his PhD in Comparative Psychology from New York University. He began his research career in the Department of Animal Behavior of the American Museum of Natural History where, in conjunction with T. C. Schneirla, J. S. Rosenblatt and Ethel Tobach, he studied the development of social behavior

in kittens and stress adjustment in rats. His dissertation, carried out under Schneirla, dealt with the development of cage orientation in rats. He joined Herbert G. Birch at the Einstein College of Medicine and began studying sensory and intersensory functioning in human infants. He has continued and expanded these research directions with his appointment to Hunter College. Throughout his career, development with a particular concern for the role of sensory function in shaping behavior has been focal. This has led to investigations of a variety of organisms, including rabbits and chinchillas. His belief in the complex interactions between different levels of and facets of an organism's biology and environment have resulted in a consideration of the relationship between the senses, aspects of motor function, learning, the social milieu, and the development of the nervous system, among others, in the organization of cognitive functions. Most recently he has been concerned with the developing exemplars of ways in which disparate elements in the life histories of organisms shape developmental trajectories.

Abstract: Features of development create special circumstances in which aspects of learning are both constrained and given systematic attributes which in turn influence subsequent development. It will be argued that the paucity of sensory input, i.e., the sequential onset of the senses and their relatively limited sensitivity, prevents young organisms from experiencing James' "buzzing booming confusion" and simplifies the task of selective learning. It is proposed that early features of learning provide a scaffolding for subsequent learning. The purpose will be instantiated by examining the manner in which fetal exposure to maternal speech influences hemispheric specialization and subsequent processing of facial information, contributing to the separation of analytic and holistic modes of information processing in the two hemispheres. Suggestive data on the way in which fetal learning of taste preferences by rats come to influence preferences for novel and familiar experiences will also be presented. In addition preliminary data from rabbits that suggests that priming by learning in an early developing system facilitates, or indeed enables, learning in a later developing system will be presented. The foregoing represents an extension of T. C. Schneirla's genuinely interactive position which avoids the largely sterile issue of nature vs. nurture by placing learning and the role of experience in a biological and ecological framework.

Piaget and Skinner: Evolving into Complementarity

Willis Overton, PhD (Temple University)

Saturday, May 29th, 1:00 p.m.



Dr. Willis (Bill) F. Overton is the Thaddeus Lincoln Bolton Professor of Psychology and Chairman of the Department of Psychology at Temple University in Philadelphia, PA. Dr. Overton is currently Editor of Monographs of the Society for Research in Child Development, past Associate Editor of *Developmental Psychology*, and board member of many developmental and

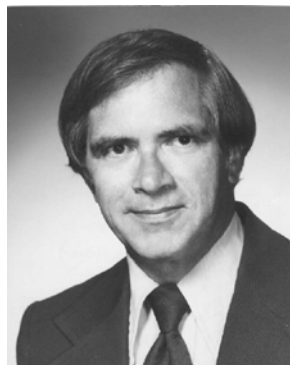
cognitive-developmental journals. He is also a Fellow of Divisions 7 (Developmental), 12 (Clinical), and 20 (Aging) of the American Psychological Association and Past President of the Jean Piaget Society. During his career, Dr. Overton has been a research scientist, teacher, and clinician. He has published over 100 books, chapters, and research articles, and has given more than 90 addresses to national and international organizations. His empirical research has focused on cognitive development, and specifically the development of reasoning. His theoretical writings have examined the nature and impact of metatheoretical assumptions on concepts and methods in psychology, including analyses of the structure of developmental theory, the place of general systems in our understanding of development, the assumptive base of the nature-nurture debate, and the role of reductionism in contemporary developmental methodology.

Abstract: Historically, cognitive-developmental, and behavior analytic approaches to the study of human behavior and development have been viewed as incompatible with alternative theoretical and methodological perspectives. This presumed incompatibility has itself generally been understood as arising from divergent sets of metatheoretical assumptions that take the form of ontological and epistemological principles and, as coherent wholes, constitute worldviews. Classically cognitive-developmental approaches have been cast as deriving from an organismic worldview and behavior analytic approaches from a contextualist worldview. Previous attempts at uniting the two approaches have entailed privileging one and radically modifying the other. A more meaningful move toward integration requires a set of metatheoretical assumptions that transcends both worldviews, and, while maintaining their distinct qualities, unites them. Such a metatheoretical framework constitutes the base for a true rapprochement of cognitive-developmental and behavior analytic approaches. The integrative metatheoretical frame presented here has been termed relational metatheory. Relational metatheory – entailing four basic principles of holism, the identity of opposites, the opposites of identity, and the synthesis of wholes – identifies the process by which classically fundamental dichotomies can be transformed into co-equal indissociable complementarities, and how these complementarities can serve as relatively stable platforms for launching diverse forms of scientific inquiry.

Tutorial: Proposed Guidelines for a Revision and Expansion of the Scope of Applied Behavior Analysis

Nathan Azrin, PhD (Nova Southeastern University)

Saturday, May 29th, 4:30 p.m.



Dr. Nathan Azrin received his PhD from Harvard in 1956 as a student of B. F. Skinner. His early work was in laboratory experiments with animals and humans to define the initial principles of operant conditioning. Subsequently his work has had the single-minded focus of developing novel and validated treatments for applied, clinical and common human problems after his early

laboratory studies of positive and negative reinforcement and animal aggression. His applied innovations have included: the initial development of the "Token Economy" with T. Ayllon; the development of effective training procedures for independent self care for the "untrainable" mentally retarded; the Community-Reinforcement method of alcohol and drug addiction; the Habit-Reversal treatment for tics, trichotillomania, nail biting and Tourette Disorder; operant based treatments for Depressive Disorder and Marital Dysfunction; the Job Club training program for the unemployed; the Reciprocity Counseling program for the communication training for family problems; the toilet training of normal children; the nocturnal enuresis treatment of normal and retarded persons; the Overcorrection and Positive Practice programs for eliminating negative behaviors including aggression, self-injury, and self-stimulation; and the Regulated Breathing Method for eliminating stuttering. He has served as President of the ABA, AABT, MPA, APA Div. 25, APA Div. 33, SEAB, FABA and was Chief Editor/Associate Editor/Editor of both JEAB and JABA. In addition, he has received awards from the APA, APA Div. 25, APA Div. 33, AABT, ABA, CAL/ABA and other organizations.

Abstract: Currently, applied behavior analysis has focused almost exclusively on problems defined by caretakers as well as being circumscribed by methodological guidelines and by exclusive concern with contingency-management variables. An expanded scope of this field is suggested that enlarges the scope of learning variables beyond contingency management and revised the methodological constraints. These changes would greatly expand the application of this field to include the large number of self-referred problems which have otherwise been preempted by other treatment modalities. The field would still retain its distinctive character as a science-based learning treatment model.

International Development Brunch

Saturday, May 29th
10 a.m. – 11:30 a.m.
Constitution A

EAB: Experimental Analysis of Behavior

Area Coordinator:
William Palya, PhD
(Jacksonville State
University)

The EAB track this year will not provide very many opportunities to tour Boston. Strong bridging papers illustrating the enormous impact of EAB on applied problems are represented throughout the entire conference. Topics include gambling, drinking, schoolrooms, juries, psychopathology, driving, zoos, and pets. Papers on relational frame, stimulus equivalence, and verbal behavior are also excellent and throughout the entire conference. The traditional hardcore topics are well represented with "can't miss" papers on behavior economics, matching, temporal discounting, and timing, as well as a variety of biological issues such as deprivation and appetitive versus aversive control. Fran McSweeney will provide a tutorial on within-session changes in response rates. William McIlvane will give his Don Hake Award presentation. Special papers will be given by Jennifer Higa and Ben Williams. Jennifer's paper will be on timing and Ben's paper will be on his death defying research. He illustrates that the issue is no longer why doesn't psychology use the medical model, but why doesn't medicine use the behavior analytic model.

Behavioral Analysis and Medical Strategy: A Case Study in "Terminal" Cancer

Ben Williams, PhD (University of California, San Diego)
Sunday, May 30th, 1:30 p.m.



Dr. Ben Williams received his PhD from Harvard University in 1970. For three years he taught at Colorado College before moving to the University of California, San Diego, where he has been on the faculty of the Psychology Department for 30 years. The research areas in which he has published include conditioned reinforcement, choice, behavioral contrast, delay of reinforcement, stimulus

control, and Pavlovian conditioning. His current research also includes the investigation of the relation between intelligence scores and learning rate. Dr. Williams has been on the editorial boards of the *Journal of the Experimental Analysis of Behavior*, *Journal of Experimental Psychology: Animal Behavior Processes*, *Animal Learning and Behavior*, *Learning and Motivation*, *Psychonomic Bulletin and Review*, and *Behavior and Philosophy*. He was recently elected to the Society of Experimental Psychologists (SEP). In 1995, Dr. Williams was diagnosed with brain cancer, an experience about which he wrote a book (2002): *Surviving "Terminal" Cancer: Clinical Trials, Drug Cocktails, and Other Treatments Your Oncologist Won't Tell You About*.

Abstract: Existing medical treatments for many diseases are ineffective. Yet physicians persist in using the "best available" treatments even when they are known to be essentially worthless and cause considerable harm. Behavior analysis

and clinical medicine have many similarities in terms of features of their data but differ markedly in their concepts of evidence. Adoption of behavior analytic concepts facilitate the problem solving needed to maximize clinical outcomes.

Interval Timing and Memory Dynamics

Jennifer J. Higa, PhD (Texas Christian University)
Monday, May 31st, 1:30 p.m.



Dr. Jennifer Higa received her M.S. and PhD from Washington State University, with her research supervised by Frances McSweeney and John Hinson. After several years in postdoctoral and research faculty positions at Duke University with John Staddon, she joined the faculty in the Department of Psychology at Texas Christian University where she is an Assistant

Professor. Her research has covered topics on behavioral contrast, stimulus control, transitive inference, and, more recently, the dynamics of interval timing. Pigeons and rats are her primary subjects, although she has recently begun to study timing in *Betta splendens*. Jennifer serves on the Board of Editors for the *Journal of the Experimental Analysis of Behavior*, *Learning and Behavior*, and the *International Journal of Comparative Psychology*, and was the Guest Editor for a special issue on timing for the journal *Behavioral Processes*. She is the recipient of a NRSA and Neurobehavioral Sciences Research Training Fellowship, as well as several teaching awards.

Abstract: Psychologists studying learning and memory have been increasingly interested in how animals - human and non-human - detect, integrate, and use temporal information. The importance of understanding interval timing is underscored by the fact that the time between events, responses, rewards, and punishers determine what is learned, what associations are made, and how learning progresses. Until recently, the majority of experimental and theoretical work has been aimed at understanding results obtained from procedures designed to measure steady state timing behavior. In contrast, relatively little is known about timing under changing conditions. I plan to review the results from temporal tracking and gap procedures and discuss the data in terms of a model for interval timing that is based on memory dynamics called the multiple time scale (MTS) model.

ABA Affiliated Chapters Meeting

**Saturday, May 29th
9 a.m. – 9:50 a.m.
Liberty C**

Tutorial: Dynamic Changes in Reinforcer Effectiveness: Satiation and Habituation Have Different Implications for Theory and Practice

Frances K. McSweeney, PhD (Washington State University)
Monday, May 31st, 11:00 a.m.



Dr. Frances K. McSweeney is Professor of Psychology and Vice Provost for Faculty Affairs at Washington State University (WSU). She received her BA, Summa Cum Laude, from Smith College (1969) and her Masters (1972) and PhD (1974) from Harvard University. She joined the faculty at WSU in 1974 and has served as chair of the Psychology Department, as well as chair of the WSU

Faculty Senate. Dr. McSweeney has published more than 100 papers on topics such as the Matching Law, behavioral contrast, and dynamic changes in reinforcer value. She has received grants from sources such as the National Science Foundation and the National Institute of Mental Health. She has served on the editorial boards of many journals such as *Animal Learning & Behavior*, the *Journal of the Experimental Analysis of Behavior*, and *The Behavior Analyst*. She is currently Associate Editor of *Learning and Motivation*. Dr. McSweeney served two terms as Program Committee Chair for ABA and is currently a member of the ABA Executive Council. She is a fellow of the American Psychological Association (Divisions 3 and 25) and of the American Psychological Society. Dr. McSweeney has won many awards including the Sahlin Faculty Excellence Award for Research, the Samuel H. Smith Leadership Award, and the Edward R. Meyer Distinguished Professor Award.

Abstract: Reinforcers lose their effectiveness when they are presented repeatedly. Early researchers labeled this loss of effectiveness as satiation without conducting an experimental analysis. When such an analysis is conducted, habituation provides a more precise and empirically accurate label for the changes in reinforcer effectiveness. This tutorial will review some of the arguments that support habituation. Then it will be argued that habituation has surprisingly different implications for applied work than satiation. In particular, postulating that habituation occurs to repeatedly presented reinforcers suggests different ways than satiation for maintaining the strength of an existing reinforcer, for weakening the strength of a problematic reinforcer, and for conceptualizing applied behavioral problems. Finally, potential theoretical implications of habituation will be discussed. Habituation may contribute to multiple-schedule behavioral contrast and to understanding the characteristics of behavior undergoing extinction (e.g., spontaneous recovery, disinhibition). Habituation may also help to regulate many different behaviors. In particular, it may contribute to the termination of behaviors that are usually attributed to satiation (feeding, drinking), fatigue (wheel running), and obtaining a high (consuming alcohol).

EDC: Education

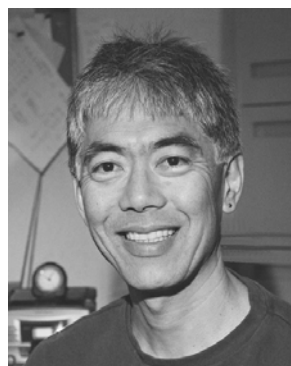
Area Coordinator:
Laura D. Fredrick, PhD
(Georgia State University)

The Education Area has an excellent lineup of presenters addressing a variety of important topics for educators in 2004. One of our highlights this year is an emphasis on a systems approach to behavioral support at all

levels. We kick this off with a tutorial by Rob Horner and George Sugai, and follow up with an invited paper by George Sugai and Rob Horner. Other topics this year include instructional strategies across a variety of academic content areas, study strategies, functional behavior analysis, and behavior analytic approaches to classroom management, motivation, and prosocial behavior. You will find presentations focused on general education as well as special education and on working with students from preschool through college and beyond, including the teaching of behavior analytic principles to parents and educators. In scheduling this wide range of topics, we made every effort possible to run a single topic consecutively in the same meeting room so that presentations on the same topic are not offered simultaneously. We hope this allows you to attend the maximum number of presentations possible in your areas of interest.

Schools as the Unit of Analysis: School-wide Behavior Support

George Sugai, PhD and Robert Horner, PhD (University of Oregon)
Monday, May 31st, 10:30 a.m.



Dr. George Sugai is a Professor in Special Education in the College of Education at the University of Oregon with expertise in behavior analysis, classroom and behavior management, school-wide discipline, function-based behavior support, positive behavior supports, and educating students with emotional and behavioral disorders. He has been a

teacher in the public schools, treatment director in a residential program, and program administrator. Dr. Sugai conducts applied school and classroom research and works with schools to translate research into practice. He is currently co-director of the Center on Positive Behavioral Interventions and Supports at the University of Oregon.



Dr. Robert Horner is professor of special education at the University of Oregon. Dr. Horner brings a 25-year history of research, grants management and systems change efforts related to school reform and positive behavior support. Dr. Horner has published over 150 professional papers and six texts. He has directed over \$20

million dollars in federal grants, and currently co-directs the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports and the OSEP Research and Demonstration Center on School-wide Behavior Support. Dr. Horner also co-directs the Positive Behavior Research and Support research unit at the University of Oregon. During the past ten years, Dr. Horner has directed projects working directly with schools and school administrators in the development of systems for embedding school-wide systems of positive behavior support.

Abstract: The purpose of this presentation is to describe how the principles and practices of behavior analysis have been applied to the improvement of school-wide behavior support systems. In particular, the school will be considered as the unit of analysis. The development and durable implementation of school-wide systems of behavior support will be emphasized through a discussion of need, features, guiding principles, and examples and outcomes.

Tutorial: Establishing and Sustaining Behavior Support Systems in School, District, and State Levels

Robert Horner, PhD and George Sugai, PhD (University of Oregon)

Sunday, May 30th, 11:00 a.m.

Photographs and biographical statements of Drs. Horner and Sugai are located on page 22.

Abstract: The purpose of this presentation is to describe how systems of behavior support can be established and maintained at the school, district, and state levels. The steps, resources, and content of efforts to build local behavior support capacity and systems will be described. Examples of activities and structures that support efforts related to action planning, team leadership coordination, coaching and facilitation, training capacity, and evaluation also will be described.

**OBM:
Organizational
Behavior
Management**

Area Coordinator:
John Austin, PhD
(Western Michigan
University)

The OBM program at this year's ABA International convention will be especially good, with more empirical talks than ever, and as usual, great speakers. Some of the highlights include our invited addresses: a tutorial from Dr. Jon Bailey; an address by Dr. Don Tosti (the current ISPI President); and an address written by Dr. D. Chris Anderson to accept the OBM Network

Lifetime Achievement award. The business meeting will allow an update from the Network Officers, and will feature our delivery of the Outstanding Contributions Award to Dr. Maria Malott. As usual, there will be many great paper presentations, symposia, and posters, as well.

The 2004 OBM Network Lifetime Achievement Award Presentation: The Chamber of Commerce Made Me Do It: Pearley School--How/Why I Got Involved in OBM

D. Chris Anderson (1934-2003). Speaking and accepting the award on his behalf will be Dr. Charles R. Crowell (University of Notre Dame), a long-time colleague and friend. Sunday, May 30th, 1:30 p.m.



Dr. D. Chris Anderson received his PhD in Experimental Psychology (Behavioral Neuroscience) from the joint program offered by University of Oregon Medical School and University of Portland in 1963. After earning his degree, he held three post-doctoral NIMH research fellowships: at Stanford Medical School (1965-1971), University of Southern California (1975), and

at University of Minnesota (1976). Dr. Anderson held appointments at the Menninger Foundation and Washburn University (1963-1965); Brigham Young University (1965-1967); and finally, at the University of Notre Dame (1967-1996), where he was Professor Emeritus until his death on December 19, 2003. Dr. Anderson authored approximately 90 publications, two textbooks on the methods of experimental psychology, a monograph in the *Journal of Organizational Behavior Management*, and several chapters in edited books. He delivered more than 100 presentations at scientific conventions, and was awarded nearly \$1.2 M in research grants or contracts. Funding for these grants and contracts came from sources such as the National Science Foundation (NSF) and National Institutes of Mental Health (NIMH) for his basic research, and from Whirlpool, KitchenAid, Hillshire Farms, Donnelly Press, and many other companies for his organizational research.

Abstract: "Chiding" from the local Chamber about doing 'relevant' research shamed Chris into taking on an all Afro-American 6th grade class (Pearley School) described as "out of control" as a first venture into applied behavior analysis. The presentation describes his unexpected success and how it led to escalating involvement in over 400 business/organizational OBM projects (some more complete than others), a graduate program, some really intricate OBM doctoral applications, and collaboration with truly talented student-researchers. Now, some 35 y later, OBM may be faced with a so-called paradigm shift. Some of Chris's final reflections on this shift will be presented.

ABA Special Interest Groups Meeting

**Saturday, May 29th
8 a.m. – 8:50 a.m.
Liberty C**

The Power and Glory of Human Performance Technology

Donald Tosti, PhD (Vanguard Consulting)

Monday, May 31st, 1:30 p.m.



Dr. Donald T. Tosti is the founding partner of Vanguard Consulting, Inc. He has an extensive and varied background in both management and human performance development, and has been a recognized expert in performance-based approaches to organizational effectiveness for three decades. His pioneering work on

contingency management (he coined the term) began in the 1960s. His articles on "Contingency Management and Motivation," "Media and Presentation Design," "Formative Feedback," "Organizational Alignment," "Performance-Based Leadership," and "Systemic Change" are considered seminal in the field. Dr. Tosti has been involved in a wide range of organizational alignment and change programs for companies in the United States, the Middle East, and Europe. His consulting activities include work in leadership, management, culture change, strategic alliance, and internal marketing. He has also written numerous books and articles on human performance and its application in today's business world. He is President-Elect of the International Society of Performance Improvement.

Abstract: Human Performance Technology (HPT) was begun in the early 1960s by behavioral scientists who felt that what they had learned in the laboratory could be applied in the real world. In the last 40+ years the technology has matured and its applications greatly expanded. With the blending of behavioral and systems theory it may well be one of the most important and powerful technologies in the world today. In this presentation we will discuss HPT principles and models and their many applications focused on individual, operational, organizational and marketplace performance.

Tutorial: Pursuing Excellence in Human Service Delivery: A 15-Year Odyssey with a Very Happy Ending

Jon S. Bailey, PhD (Florida State University)

Saturday, May 29th, 1:30 p.m.



Dr. Jon Bailey received his PhD in 1970 from the University of Kansas and is currently Professor of Psychology at Florida State University where he serves as Co-Director of the new Masters Program in Applied Behavior Analysis at the Panama City Campus. He is a Fellow of the American Psychological Association and the American Psychological Society. He has served on the

Executive Councils of the Association for Behavior Analysis and Division 25 of APA. He is currently the Executive Director and Secretary/Treasurer of the Florida Association for Behavior Analysis, which he founded in 1980. Dr. Bailey is

the past-Editor of the *Journal of Applied Behavior Analysis* and is co-editor of the book *Behavior Analysis in Developmental Disabilities*, as well as co-author of *Research Methods in Applied Behavior Analysis* and *How Dogs Learn*. In addition to four books, he has published over 100 journal articles and has presented over 250 scholarly papers and training workshops in the United States as well as in Canada, England, Scotland and Wales. Dr. Bailey is President of Behavior Management Consultants, Inc. and the co-developer of the Behavioral Systems Management model which is used as the staff management and client tracking system in over 30 facilities for people with disabilities in Florida. He coined the term "behavioral diagnostics" and has been active in promoting the use of non-aversive measures in behavior programming.

Abstract: Organizational behavior management principles and procedures are often employed as one-time applications in business, industry, and organizational settings. We have had the unique experience of working with the same organization continuously for the past 15-yr on complex issues of improving the quality of service delivery to mental health patients in a large state hospital in Northeast Florida. The projects began as demonstration projects, but, as gains were demonstrated, the administration began to take them more seriously. Over time we gained the confidence of the executive committee—seven years ago Performance Management became officially recognized as the guiding philosophy of change for the organization. Over the 15-year period we have completed hundreds of quality improvement projects with a large number of them recognized by independent non-governmental agencies for their excellence. In this tutorial, I will present an overview of the work that we have completed and try to offer some insights into our apparently successful strategies for long-term consulting using OBM.

OTH: Other

The OTH track is very well represented this year. In addition to Sigrid Glenn's invited presentation on individual behavior, culture, and social change, a number of papers on professional issues are available. Sessions will provide insights into publishing and giving oral presentations; updates on the certification process; how to most effectively transition from graduate school to a career; and five 80-minutes sessions describing some of the great graduate programs in behavior analysis.

EAHB-SIG Distinguished Career Award: Murray Sidman, PhD

Sunday, May 30th, 1:30 p.m.



Murray Sidman was born in 1923 in Boston, where he lived a happy but otherwise unremarkable boyhood until he graduated from high school and started at Columbia University in 1940. After an interruption for military service in World War II, he returned in 1946 to complete his BA. He then continued for a fifth undergraduate year in order to take all the science courses he

had missed before, and went on to receive a PhD in 1952. His principal advisors were Fred S. Keller and W. N. Schoenfeld, with strong assists from Ralph Hefferline, Clarence Graham, and a small group of fellow graduate students. After that, he spent nine years in the exciting and productive interdisciplinary environment of the Walter Reed Army Institute of Research, where Joseph V. Brady had established a Psychology Department in the Neuropsychiatry Division headed by David McK. Riach. From there, he went on to the Neurology Service of the Massachusetts General Hospital (MGH) for another nine years, during which his most memorable experience was meeting and eventually marrying Rita. The laboratories for human and nonhuman behavioral research that he set up at the MGH moved eventually to the E. K. Shriver Center and Northeastern University, where he remained as Professor of Psychology until he retired from academe and continued his research at the New England Center for Children. Since retiring from there in 2001, he has continued his research and writing without any formal affiliation. One of the most meaningful conclusions to come out of his lifetime of research is that the results of basic research must be extended out of the laboratory. Such extension not only adds an intrinsically valuable dimension to basic research, but is essential to its survival in a world of increasing competition for ever more limited resources.

Abstract: Does the name of this special interest group “The Experimental Analysis of Human Behavior,” imply that those who analyze the behavior of human animals must organize themselves apart from those who analyze the behavior of nonhuman animals? Is the use of nonhumans in experiments really not relevant to the analysis of the behavior of humans? If so, then something must have changed. Many differences exist, of course, between the behavior of humans and nonhumans – humans, for example, cannot fly under their own power – but have we really isolated differences in principle, differences that require separate organizations for the study of each? I will try to indicate why I believe this is a serious concern, where the concern comes from, and what, perhaps, might be done to maintain what was once a flourishing bi-directional relation between research with humans and nonhumans, in both basic and applied research.

Tutorial: Individual Behavior, Culture, and Social Change

Sigrid Glenn, PhD (University of North Texas)

Sunday, May 30th, 3:00 p.m.



Dr. Sigrid Glenn is Regents Professor of Behavior Analysis at the University of North Texas (UNT), where she was the founding chair of UNT's Department of Behavior Analysis. Her publications include four books, three book chapters, and over 30 refereed empirical and conceptual articles, the most recent being “Operant Contingencies and the Origin of Cultures” in *Behavior*

Theory and Philosophy (K. A. Lattal and P. N. Chase, Eds.). Glenn is past editor of *The Behavior Analyst* and has served on the editorial board of several other scientific journals. She is a past president of the Association for Behavior Analysis and a Fellow of the American Psychological Association (Division 25). She is a pioneer in distance education, contracting in 1997 to offer UNT's master's degree program in Connecticut and initiating at UNT an internet-based graduate certificate program in applied behavior analysis. She was a founding board member of the Association for Science in Autism Treatment (ASAT). Prominent in her future plans is collaborating with faculty in developing the Beatrice H. Barrett Research Program in Neuro-Operant Relations at the University of North Texas.

Abstract: Social change agents must deal with behavior as it occurs in everyday environments. The principles that account for human behavior may be “simple”, but the particular behavior-environment relations that characterize human repertoires are very complex. Of particular importance for humans is the role of the social environment, i.e., the behavior of other people. Because operant behavior is behavior that operates on the environment, it may alter the environment of others as well as produce consequences for the behaviorer herself. When many people behave similarly due to similarity in the reinforcement contingencies, the similar behaviors are designated a “cultural practice”. The aggregate effect of those similar behaviors may be a changed environment for many other people. The relation between the behavior constituting a cultural practice and the aggregate change in the environment of others has been called a macrocontingency. Cultural change can be accomplished by system-wide altering of the environment that supports the practice, for example by changes in law or dissemination of medical or environmental information. Individual behavior plays a different role when it participates in a metacontingency: repetitions of interlocking operant contingencies that produce outcomes that can be repeated only if the contingencies remain interlocked. Cultural intervention in metacontingencies requires identifying and altering those elements of the interlocking contingencies that are affecting the cumulative outcomes while maintaining the integrity and continuation of the interlocking operant contingencies.

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TBA: Teaching Behavior Analysis

Area Coordinator:
Thomas Brigham, PhD
(Washington State
University)

This year's program in Teaching Behavior Analysis is very exciting. The number and variety of symposia and panels are way up. We have two excellent invited events, a symposium on evidenced based methods for teaching behavior analysis and a tutorial on teaching a behavior analytic course in child development. In addition, there are several presentations on self-management and the latest in computer assisted instruction. Finally, we go to the dogs with a pair of papers on canine training. Take a look at the TBA program for new ideas on what we all do, teach Behavior Analysis.

Evidence-Based Educational Methods in Teaching Behavior Analysis

Chair: Daniel J. Moran, PhD (MidAmerican Psychological Institute)

Monday, May 31st, 10:30 a.m.

Abstract: When teaching 'evidence-based behavior change methods' to students of behavior analysis, it is prudent to utilize 'evidence-based educational methods.' Such a commitment allows for proper modeling of applied endeavors, and also helps to ensure that the students' behavior will be properly "changed" during the instruction. An orientation to the importance of this view, given the current climate of increasing accountability of applied services, will be presented. Investigations regarding the sequential analysis of student behaviors, as well as the learning efficiency of students of the selectionistic sciences will be discussed, and will demonstrate that the application of behavior analysis to teaching behavior analysis leads to important instructional gains. In addition, behavior systems of instruction will be the thread that puckers these presentations.

- **No Behavior Analyst Left Behind.** DANIEL J. MORAN, PhD (MidAmerican Psychological Institute)



Dr. D. J. Moran is a Visiting Professor at Illinois Institute of Technology (IIT) and is also the director of the MidAmerican Psychological Institute in Joliet, IL. He completed his doctoral degree in Clinical/School Psychology at Hofstra University under the supervision of Kurt Salzinger, and earned the J. R. Kantor fellowship in 2000 for working with Bill Verplanck (B.F. Skinner's

chairperson) on the applications of the 'Associate Technique' in order to improve training in psychology. D.J. is also a clinical supervisor at Howe Developmental Center in Tinley Park and is on staff at Silver Cross Hospital in Joliet. Dr. Moran was president of the Behavior Analysis Society of Illinois (BASIL) for two years and was director of graduate training at Valparaiso University for four years prior to starting at IIT. D. J.'s first co-edited book, *Evidence-Based Educational Methods* (Elsevier Press), will be published in January 2004. He spent the summer of 2002 running

therapy groups and events with Albert Ellis, and currently practices and investigates clinical behavior analysis with anxiety, depression, and post-bariatric surgery clients. His recent scholarly work centers on natural science interpretations of cognitive therapy techniques.

In 2002, Dr. Moran was lampooned by Jay Leno on the *Tonite Show* when a local paper announced that the BASIL Presidential Address was being given by "Doctor Moron." When D. J. is not busy being a self-proclaimed "psych-geek," he likes to listen to Slayer, Black Sabbath, and Iron Maiden, train for marathons, and sing ridiculously silly rap songs to his cherished offspring: Harmony Sierra (4) and Loudon Justice (3).

Abstract: The No Child Left Behind Act (NCLB; Public Law 107-110) encourages the use of proven pedagogical techniques that can meet the growing demand for increased accountability on the outcomes of elementary and secondary education. The legislation puts "special emphasis on determining which educational programs and practices have been proven effective through rigorous scientific research" (US Department of Education, n.d.), and suggests using evidence-based educational methods. Evidence-based education is "the integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction" (Whitehurst, 2003). Teaching behavior analysis methods and principles is beyond the scope of NCLB, but should also be done with proven pedagogical techniques that can meet the growing demand for increased accountability of our services. Applied behavior analysis will likely be better executed when the behavior analyst is well-trained. A survey of the effective methods of instructing students in the science and practice of behavior analysis will be discussed, and hortatory standards of education in applied selectionistic science will be presented.

- **Learning Efficiency Goes to College.** GUY S. BRUCE, PhD, Shasta Brenske, and Amber Maki (St. Cloud State University)



Dr. Guy Bruce first became interested in the design of more efficient learning programs while pursuing a doctorate at West Virginia University, where he had the opportunity to teach an undergraduate behavior analysis course and to direct a tutoring program for students failing calculus and chemistry. He began to evaluate both the effectiveness and efficiency of teaching activities, by

measuring student performance improvement from pre- to post-test and recording the number of minutes of learning time required to produce that improvement. His dissertation compared the learning efficiencies produced by the delivering prompts during or following student responding. As an Aubrey Daniels consultant, Guy helped corporate clients measure, evaluate, and improve their training efficiencies, a method that increased their return on investment by reducing the time required to get employees

fully competent. In his current position as an assistant professor at Saint Cloud State University and the Managing Partner of APEX Consulting, he continues to collect learning efficiency data and use it to improve the efficiency of his behavior analysis courses and the staff training that he provides for clients.

Abstract: CPSY 101 is an introductory general education course, which is designed to teach freshman college students how to solve human performance problems using techniques from applied behavior analysis. To successfully complete their performance improvement projects, students need to be fluent in component skills such as discriminating between behaviors and results or types of reinforcement errors. We have set up computer-based testing to measure performance improvement in specific learning objectives and asked students to graph their learning efficiencies for each objective. Learning efficiency is the improvement in the students' accuracy and speed from pre to posttest per number of minutes of learning time. Although learning time is self-reported by students we do have computer-based measures of the performance accuracy and speed for each student in the course both prior and subsequent to their use of the learning activities for each learning objective. We will present examples of learning efficiency data for these learning objectives and describe how we make decisions to revise the course learning activities based on student learning efficiencies.

- **Demonstrating Implications and Applications of Computer-based Behavior Systems Analysis in Education Research and Assessment.** Tom Sharpe, EdD (University of Nevada, Las Vegas)



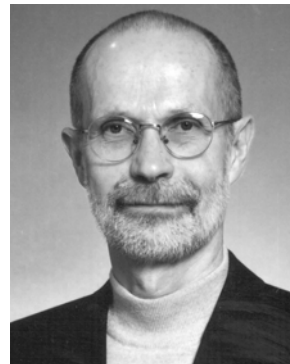
Dr. Tom Sharpe is a Professor and Doctoral Program Coordinator in the Department of Educational Leadership in the College of Education at the University of Nevada, Las Vegas. He draws from a wealth of varied professional experiences and activities in public and private school, coaching, and university teaching settings and from a long education and social

science research career in a variety of graduate programs at different universities. Trained by many of the leading applied and experimental behavior analysts in the profession at West Virginia University, Tom has pursued academic work largely in the education and social science application of behavior systems observational methodologies and in related computer-based tool development. He has authored over 100 refereed articles and book chapters and is a regular contributor to the principles and practice of applied behavior analysis through conference and workshop presentations and a variety of consulting activities.

Abstract: An ongoing challenge with applied behavior analysis (ABA) efforts in highly interactive education settings exists with respect to (a) inclusive recording of multiple behavior and stimulus events that typify most educational settings, and (b) capture of the time-based interaction effects

across multiple stimuli and response functions among teacher, student, and setting events (Sharpe, in press). One computer-based data collection and analysis protocol is first shown in summary form to demonstrate ABA capability with respect to these two challenges (Sharpe & Koperwas, 2000). Next, recent advances in behavior systems theory in the context of the importance of a sequential analysis lens are summarized in support of a means to address these challenges. Select data are presented to explicate the salient differences among more traditional discrete research and assessment activity, versus a sequential analysis-based behavior systems approach to the same education research and assessment illustration. A behavior systems approach to research and assessment activity in the education science professions is argued as essential to a more complete evaluation, diagnosis, and prescription approach to the complex configurations of stimulus-response classes that typically operate in applied education settings among teacher(s) and students. At issue are the salient differences among mechanistic and interbehavioral theoretical constructs (Morris, 1992; Sharpe & Koperwas, 2003), of which the latter is argued as facilitative of methodological development for applied education settings.

- **A Behavioral World View of Higher Education.** Richard W. Malott, PhD (Western Michigan University)



Dr. Dick Malott received his BA in psychology at Indiana University in 1958 where he was privileged to study with James Dinsmoor. He received his PhD at Columbia University in 1963 where he had the additional privilege of studying with William Cumming, W. N. Schoenfeld, and Fred S. Keller. Then he taught with the Kantorians at Denison University from 1963 to 1966. In 1966,

he helped start the behavior-analysis program at Western Michigan University (WMU), where he continues to teach. At WMU, he also helped start an intro psych course that taught behavior analysis to 1,000 students per semester, with the aid of 500 lab rats and 100 Skinner boxes (1,000 lever-pressing rats per year). Now, his students only condition 230 rats per year, but they also do 130 self-management projects and provide 13,500 hours of training to autistic children each year.

Malott and his students have packaged their teaching/learning efforts in educational systems known as the Student-Centered Education Project (aka The First Fly-by-night Underground College of Kalamazoo), the Behavioral Social Action Program, and the Behavior Analysis Training System. Currently, every summer, he teaches the Behavioral Boot Camp, an intense 18-hour-per-week, 7.5 week, graduate-level, behavior-analysis seminar.

Abstract: MD: The practice of medicine wouldn't be so bad, if it weren't for the damn patients. Manager: The practice of management wouldn't be so bad, if it weren't for the damn workers. Prototypical Faculty Member: Teaching wouldn't be so bad, if it weren't for those damn students. Students today

are not as serious as when we were students. And they are not as well prepared as when we were students. Why don't we have good students here, like the ones at Harvard University? Behaviorman: Please don't blame the victims. Famous Behavior Analyst: Many students fail to study enough for my courses. That's because other things, like their social lives, have a higher priority. Those students have decided to pursue their social lives, rather than their academic career. Behaviorman: Come on, man, that's just cheap cognitive rationalization. The reason they don't study is that you haven't made the effort to arranged effective performance-management contingencies to support their studying. Behavior Woman: Behavior analysts, please don't blame the victim. Etc. This will be a non-data-based. multi-media presentation.

Tutorial: Teaching Child Development in a Non-behavioral World

Gary Novak, PhD (California State University, Stanislaus) and Martha Peláez (Florida International University)
Monday, May 31st, 9:00 a.m.



Dr. Gary Novak received his PhD in Developmental Psychology from the State University of New York at Stony Brook where he TA'd his first PSI course, a behaviorally-based developmental psychology course taught by Grover Whitehurst. He has spent the past 30 years as a Professor of Psychology and Child Development at California State University,

Stanislaus where he helped found the Behavior Analysis and Child Development programs. Some of his activities at Stanislaus included directing the Child Development Center, starting the special education programs, serving as the University's first assessment coordinator, being selected Outstanding Professor, and serving two terms as Department Chair. He is the author of *Developmental Psychology: Dynamical Systems and Behavior Analysis* (Context Press, 1996) and, with Martha Peláez, *Child and Adolescent Development* (Sage, 2004).



Dr. Martha Peláez is an Associate Professor at the Departments of Educational and Psychological Studies at Florida International University. She received her PhD in developmental psychology in 1992 from Florida International University winning the International Dissertation Award from the International Society for Infant Studies (ISIS) for her research on infant social

referencing. In 1994, she completed a Post-Doctoral Fellowship at the University of Miami Medical School studying the behavior of depressed mothers and their effects on their infants' social and cognitive development. She has conducted numerous investigations on infant learning

phenomena, including attachment, social referencing, fear of strangers, fear of dark, moral development, rule-governed behavior, and stimulus equivalence. Dr. Peláez has continued to expand her research program in mother-infant interactions and has applied interventions with infants at-risk. She is Fellow of American Psychological Association and past Program Chair of APA-Division 25; she was also Program Co-Chair for the Association for Behavior Analysis (ABA). Currently, she is member of various editorial boards of scientific journals.

Abstract: The teaching of behavior analysis in developmental psychology is critical because it is a core discipline in the preparation of teachers, psychologists, social workers, journalists, and other professionals, as well as a major influence on parents. Unfortunately, very few behavior analysts are themselves prepared to teach this important topic. This problem has been compounded by the scarcity of available materials from a behavior-analytic perspective. The result is that much of what is taught about development is, at best non-behavioral, and at worse, anti-behavioral. The authors will present a model of teaching child development based on Behavioral Systems Theory. They will provide examples of materials available, and methods that have been used successfully for over 40 years of combined experience teaching behaviorally-based classes in development and learning.

TPC: Theoretical, Philosophical and Conceptual Issues

Area Coordinator:
David Palmer, PhD
(Smith College)

The program for the theoretical/conceptual/philosophical (TPC) area features invited addresses by Armando Machado, on the underappreciated importance of conceptual analysis in the scientific method, and by Paul Andronis, on the integration of behavior analysis with compatible biological fields into a more comprehensive behavioral science. Among other

presentations in the TPC area, common themes include both historical roots and contemporary conceptual foundations of behavior analysis, the nature of relationships with other disciplines, and the need to expand the box of behavior-analytic tools. Several forums celebrate Skinner's centennial year. One group of prominent behaviorists will reflect on Skinner's enduring conceptual contributions to the field. Members of a second panel will discuss their favorite passages from Skinner's writing.

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Varieties of Scientific Research

Armando Machado, PhD (University of Minho, Portugal)
Sunday, May 30th, 2:30 p.m.



Dr. Armando Machado was an undergraduate student in Portugal, studied for two years in Belgium, and then in 1993 obtained his PhD with John Staddon at Duke University. His doctoral research on the conditions in which pigeons generate highly variable behavior received the Annual Dissertation Award from Division 25 of APA. From 1994 until 2000, Armando was a

professor at Indiana University (first Assistant and then Associate with tenure). In 2001, he moved to the University of Minho in the north of Portugal where he continues to study a variety of issues related to behavior and learning (e.g., time and number discrimination, choice). In most of his studies, Armando contrasts data with the predictions of simple mathematical models of behavior. In addition to the psychology of learning and mathematics, he has interests in evolutionary biology, philosophy, and the history of psychology. His work has been published in various journals (e.g., *Psychological Review*, *Journal of the Experimental Analysis of Behavior*, *Psychological Science*, *Behavior and Philosophy*, etc.) and funded by NIH and the Portuguese Science Foundation. He was the Program Chair and then the President of the Society for the Quantitative Analyses of Behavior. He served as Associate Editor of *Psychonomic Bulletin & Review* and is currently a member of the editorial board of several journals. In collaboration with Francisco Silva from the University of Redlands, Armando Machado has just published a hands-on, graphics-based workbook to be used in the teaching of learning.

Abstract: Since its inception in the sixteenth and seventeenth centuries, modern science has been characterized by a rich variety of activities. Researchers experiment in the laboratory, quantify functional relations, build theories and models, test hypotheses, estimate parameters, refine old techniques and devise new ones, review manuscripts, etc. By means of these activities, the scientist moves constantly from Observation to Theory and from Theory to Observation. The bridge connecting the two domains is, broadly speaking, the scientific method. I will elaborate on the scientific method with the aim of singling out for analysis the subset of scientific activities related to conceptual investigations. Through examples from the study of Learning and Behavior (e.g., models and theories of time and number discrimination, choice, and schedule performance), I will attempt to characterize conceptual investigations, describe some of their types and purposes, and identify their limitations. If scientific progress requires not only the colligation of facts but also the clarification of concepts, then standard methodology courses and textbooks must replace a narrow, algorithmic view of method, with a wider view, a view in which the varieties of scientific research in general and conceptual investigations in particular receive their proper weight.

Toward a Comprehensive and Coherent Science of Behavior

Paul Thomas Andronis, PhD (Northern Michigan University)
Sunday, May 30th, 1:30 p.m.



Dr. Paul Thomas Andronis is a Professor in the Department of Psychology at Northern Michigan University, and serves as Director of the undergraduate option in behavior analysis. After completing the MS in zoology at Western Illinois University, he worked for two years at the Northwestern University Institute of Psychiatry, and then entered graduate study in

biopsychology at the University of Chicago, working with Prof. Israel Goldiamond. He served as a research assistant both in the Parent Health/Infant Development Project in the Department of Psychiatry, conducting electromyographic research on reflexive behaviors of heroin- and methadone-addicted neonates, and in the Behavior Analysis Research Laboratory, training Illinois state psychiatric staff in applied behavior analysis, and conducting basic research in signal detection studies on temporal discrimination and the analysis of complex social behavior by pigeons, and on schedule-induced defecation in rats. Upon completing the MS and PhD, he remained at Chicago for three years as a U.S.P.H.S. Postdoctoral Research Fellow in Psychiatry. He was then appointed Assistant Professor of Clinical Psychiatry at the Chicago College of Osteopathic Medicine, where he established the Section on Behavioral Medicine and eating disorders units at both the Chicago and Olympia Fields Osteopathic Medical Centers. The University of Chicago then recruited him to the faculties in Behavioral Medicine for both the Departments of Psychiatry and Gastroenterology, conducting applied research on the treatment of obesity, and as an instructor in the Committee on Biopsychology, in the area of ethology. In 1990, he left Chicago for Northern Michigan University, where he was hired to direct the undergraduate behavior analysis option. In addition to regular teaching duties in the Department of Psychology and the NMU Honors Program, he supervises the practicum in applied behavior analysis, and maintains active laboratories for basic research on contingency addiction with pigeons, and stimulus equivalence with people. He also serves as President of the Board of Directors of a group home for adults with mental retardation.

Abstract: While behavior analysis often lays claim to being the science of behavior, and rationalizes this claim by pointing to its singular accomplishments in applied enterprises, behavior analysis occupies an unheralded position among other fields that not only make the same claim, but glean substantially more of society's material and intellectual resources for research, and wield more powerful influence over its cultural landscape. Little scientific progress resulted from the so-called "cognitive revolution," and following the "Decade of the Brain," organic approaches (with "cognitive science" tagging along beside) have ascended to favored positions among the behavioral sciences

The present paper argues that, in this, the fourth year of the "Decade of Behavior" and the hundredth anniversary of Skinner's birth, behavior analysis can provide a unifying and coherent paradigm for a comprehensive theory of behavior that includes exciting new findings from a range of other disciplines. It calls for more thorough education of behavior analysts in areas like evolutionary neurobiology and ethology, concerted efforts to forge collaborative alliances with researchers and intellectuals in these other fields, and an attempt to frame our knowledge of behavioral relations in a vocabulary that acknowledges and embraces important contributions made by other areas.

VRB: Verbal Behavior

Area Coordinator:
Genae Hall, PhD
(Behavior Analysis and
Intervention Services)

The ABA 2004 verbal behavior track includes many very interesting and exciting presentations and posters. Some highlights include the following: Barry Lowenkron, Professor of Psychology at California State University Los Angeles, will give

an invited address on the nature and functioning of joint control as a two-element (i.e., self-echoic and tact) form of multiple control. He will explain how joint control combines with other behavior to produce highly abstract forms of generalized responding. In his invited presentation, Philip Lieberman, Fred M. Seed Professor of Cognitive and Linguistic Sciences and Professor of Anthropology at Brown University and author of the recent book *Human Language and Our Reptilian Brain*, will discuss the neurophysiologic evidence which supports a Darwinian account of the origin of human language and contradicts Chomsky's theory of universal grammar. Vincent Carbone, Director of the Carbone Clinic, and developer and presenter of a series of workshops on teaching verbal behavior to children with autism based on Skinner's analysis of verbal behavior, will give an invited tutorial which identifies and briefly discusses several lines of verbal behavior research that have led to successful clinical applications for children with autism. For each line of research, video illustrations of the clinical applications will be provided. Issues related to the clinical training of practitioners in successfully applying Skinner's analysis will also be discussed. Mark Sundberg, Senior Behavior Analyst at Behavior Analysts, Inc. and STARS school, will also give a presentation on what the autoclitic is and what the autoclitic is not, following Skinner's original definition. He will then discuss the role of autoclitic training in early language programs for children with autism.

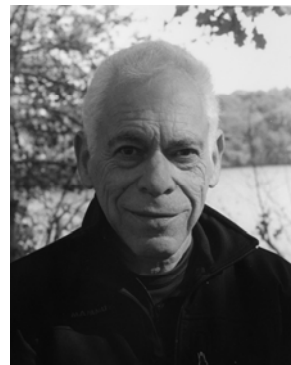
Presidential Address

Linda J. Hayes, PhD

Monday, May 31st
4:30 PM – 5:30 PM
Grand Ballroom

The FOXP2 "Language" Gene and Chomsky's Mythical "Universal Grammar"

Philip Lieberman, PhD (Brown University)
Saturday, May 29th, 4:30 p.m.



Dr. Philip Lieberman studied at MIT where he was one of the four students in the first class that Noam Chomsky taught. He received a PhD in linguistics, as well as degrees in electrical engineering, which entails the development of devices that actually work. His dissertation, "Intonation, Perception and Language" was one of the first books published by the MIT Press. In his 1984 book, *The*

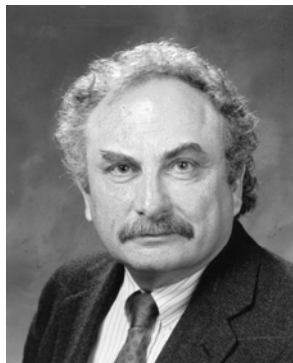
Biology and Evolution of Language, he noted the biological implausibility of Chomsky's theories. Lieberman's research on the evolution of human speech anatomy demonstrated its species-specific nature and the central linguistic role of speech. His subsequent research has focused on the subcortical basal ganglia structures of the brain that regulate motor control, syntax, and human cognitive ability. His most recent book, *Human Language and Our Reptilian Brain: The Subcortical Bases of Speech, Syntax and Thought*, presents the case for subcortical neural structures playing a central role in the neural circuits that confer the qualities that differentiate human beings from other species. He holds the Fred M. Seed chair as Professor of Cognitive and Linguistic Sciences at Brown University, where he also is a Professor of Anthropology. His other interests include the photographic documentation of Tibetan culture and art in the Himalaya.

Abstract: Noam Chomsky's followers claimed that the discovery of the FOXP2 "language" gene showed that human brain had a genetically transmitted, innate "Universal Grammar" that specified the syntax of all human languages. The real facts refute this claim. A "syndrome" – a set of behavioral deficits that transcends language – characterizes the deficits of the members of the extended family KE who have an anomalous version of this gene. These individuals are unable to sequence simple tongue and lip maneuvers, repeat two word sequences, comprehend sentences that have complex syntax, and many display cognitive inflexibility. Studies of mice and humans show that FOXP2 and similar genes govern the development of neural structures that play a critical role in regulating motor control, language and cognition. There can be no difference in the physiologic activity of these neural structures when a person acquires a complex motor act such as shifting the gears of a car, or the linguistic "rules" for English passive sentences. Neurophysiologic data show that we and other animals "acquire" motor skills by means of general cognitive processes such as associative learning and imitation. Syntax must be learned by the same means. Universal Grammar is a fable – it has the same status as an innate capacity for driving a car.

A Joint Control Analysis of Generalized Abstract Responding

Barry Lowenkron, PhD (California State University, Los Angeles)

Sunday, May 30th, 3:30 p.m.



Dr. Barry Lowenkron is Professor of Psychology and director of the ABA-accredited MS program in applied behavior analysis at California State University Los Angeles. Although his doctoral training was in cognitive psychology with a focus on the role of language in mediating complex performances, he rather quickly became dissatisfied with the ambiguous theories that

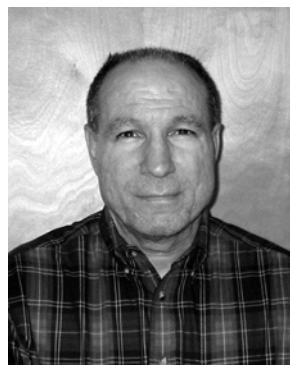
characterize cognitive psychology. He was equally dissatisfied with psychology's dogmatic insistence on group research designs and the statistical analysis they required in order to see if an experimental effect had occurred. It seemed that this analysis moved the experimenter away from, rather than closer to, the critical characteristics of the performance under study. After several stimulating discussions with Derek Hendry and a close reading of Sidman's *Tactics of Scientific Research*, along with attendance to several early meetings of ABA, Dr. Lowenkron saw the light and switched to a radical behaviorist orientation. Since that time, he has pursued his original research topic; no longer by studying the role of language in mediating complex performances, but rather, for the last 20 years, by studying the role of Skinner's verbal operants, especially the role of joint control, in complex generalized performances. This research program has resulted in the publication of a steady stream of research and theory articles in the behavior-analytic journals.

Abstract: Certainly the biggest impediment to the development of a complete behavior analysis of human behavior lies in the problem of accounting for generalized responding: that is, accounting for responding appropriately to hitherto untrained stimuli. While behavior analysis can account for primary or concrete generalization, that is, generalization along a physical dimension, it has not yet developed a parsimonious and complete account of generalized responding based on abstractions; that is generalization responding based on relations between stimuli. These relations consists of two sorts. The first sort involves relations between words and objects, while the second consists of relationships between objects themselves. Thus the first sort involves questions such as how words only trained to be emitted as names (object-word responding) can, without further training, serve to select objects (word-object responding). The second sort of relation involves performances as abstract as seeking an object in response to a given description, and then, upon failing to find the specified object, modifying the description in a systematic fashion so as to select some other object bearing the same relation as the original (e.g., find the next largest object). In this paper we shall see how the simple notion of joint control serves to provide a parsimonious behavioral account of these and other seemingly conceptual performances.

Tutorial: Clinical Applications of Verbal Behavior Research with Children with Autism

Vincent Carbone, EdD (Carbone Clinic)

Monday, May 31st, 3:30 p.m.



Dr. Vincent J. Carbone is a Board Certified Behavior Analyst with over 25 years of experience designing learning environments for persons with autism and other development disabilities. He earned his BA in Psychology at Marietta College, Marietta, Ohio, in 1972. His advisor at Marietta, Dr. Al Prince, brought B. F. Skinner to the campus to meet with students and therefore laid

the foundation for Dr. Carbone's subsequent studies and work in the field. He earned a Masters degree in the special education of children with behavior disorders in 1973, from the University of South Florida, Tampa, Florida. Dr. Carbone received a second Master's degree in applied behavior analysis in 1981 at Drake University, Des Moines, Iowa. It was there that he received his initial training in Skinner's analysis of verbal behavior through coursework provided by Dr. W. Scott Wood. He also earned a doctorate in education from Nova Southeastern University in Ft. Lauderdale, Florida. He has served on the Peer Review Committee, which monitors and guides the provision of behavior analysis services for persons with autism and related developmental disabilities in Florida. He has served as an adjunct faculty member at Penn State University and Florida Institute of Technology teaching courses in Applied Behavior Analysis and Verbal Behavior. Dr. Carbone's behavior analytic research has been published in peer-reviewed journals including *School Application of Learning Theory*, *Education and Treatment of Children* and *Journal of Special Education Technology*. He is a frequent invited speaker at professional workshops and conferences. For the past 10 years he has taught the preparatory course for certification as a behavior analyst. He is the developer and presenter of a series of workshops on teaching verbal behavior to children with autism based upon B.F. Skinner's analysis of verbal behavior. He and his group of associates are currently working with several school districts, agencies and families throughout the United States, Canada and the United Kingdom. Dr. Carbone is the director of a center-based clinic for children with autism in Rockland County, N.Y. His clinic provides therapeutic services, consultation, and training to children their families and instructional teams.

Abstract: The field of behavior analysis has contributed enormously to the development of effective methods of treatment for children with autism. Ivar Lovaas and his colleagues have contributed extensively to the behavior analytic research in this area. His 1987 outcome study led to an increased interest and recognition of the benefit of early and intensive behavioral interventions for children with autism. The effectiveness of behavioral treatments for children with autism is now widely recognized by professionals and even demanded by parents and other consumers. Despite parent and consumer demands for behavioral treatments many practitioners have failed to take

full advantage of the behavioral analysis of language presented by B.F. Skinner (1957) in his book *Verbal Behavior*. While most behavioral programs for children with autism target communication and language skills, the treatment methods are usually chosen from language paradigms that ignore and even conflict with Skinner's natural science approach. Notwithstanding the current state of affairs regarding language instruction for children with autism, a substantial body of experimental research has demonstrated the benefits of Skinner's analysis for teaching verbal behavior to persons who have not acquired it typically. In recent years the publication of Sundberg and

Partington's (1998) teaching manual along with other developments in the field have resulted in greater application of the verbal behavior research findings. The purpose of this tutorial is to identify and briefly discuss several lines of verbal behavior research that have led to successful clinical applications for children with autism. In each instance a brief review of the research findings will be followed by video illustrations of the clinical applications. Issues related to the clinical training of practitioners necessary for successful application of Skinner's analysis will be discussed.

In Memoriam

D. Chris Anderson
(1934-2003)

D. (David) Chris (Christian) Anderson was born on May 13, 1934 in Portland, OR. He received his B.S. (1956) and M.A. (1961) degrees from the University of Portland and his PhD in Experimental Psychology from the joint Behavioral Neuroscience program offered by University of Oregon Medical School and the University of Portland (1964). Dr. Anderson held part- or full-time post-doctoral NIMH research fellowships at Stanford Medical School (1965-1971), the University of Southern California (1975), and the University of Minnesota (1976). He also held faculty appointments at the Menninger Foundation and Washburn University (1963-1965), Brigham Young University (1965-1967), and finally, at the University of Notre Dame (1967-1996), where he was Professor Emeritus until his death on December 19, 2003 following a prolonged battle with pancreatic cancer.

Dr. Anderson had a long and distinguished career as a behavioral scientist. His doctoral training was in the field of animal learning and motivation under the supervision of Dr. Judson S. Brown. Also, he worked closely with Dr. Seymore Levine while at Stanford Medical School. Throughout the late 1960's, 1970's, and 1980's, these influences inspired him to make important contributions to the field of aversive conditioning and learning by examining both the behavioral and physiological bases of phenomena such as fear, avoidance behavior, punishment learning, and aggression using animal research models. This work was published in the leading specialty journals devoted to these topics including the *Journal of Experimental Psychology*, the *Journal of Comparative and Physiological Psychology*, *Physiology and Behavior*, *Psychonomic Science*, and *Animal Learning and Behavior*. Some of this research was featured in one of the first monograph supplements ever published by the *Journal of Comparative and Physiological Psychology*. During this time, Dr. Anderson's lab was supported by grants from the National Science Foundation and the National Institutes of Health.

In the late 1970's, as federal research monies for behavioral research with animals became constricted and animal research facilities became much more difficult and costly to maintain, Dr. Anderson began to pursue applied research and became very interested in the field of Organizational Behavior Management (OBM). While animal work continued in his lab well into the 1980's, an increasing portion of his academic focus turned to the ways in which basic laboratory

principles of learning and motivation, particularly those derived from behavior analytic research, could be applied to influence and shape work performance within companies and organizations. Dr. Anderson was on the forefront of a growing realization that the organizational sector could support its own private research funding and could provide a behaviorally-rich laboratory-like environment for examining important questions using careful and systematic research procedures.

During the 30+ years he devoted to applied work, Dr. Anderson, colleagues, and students at Notre Dame conducted a remarkable number of research projects in organizational settings. His own estimates placed the number of such projects well into the hundreds. When it would have been easy and lucrative to act a consultant to companies, garnering substantial fees, instead he opted steadfastly to use these opportunities to plan and implement systematic behavior analytic research to (a) further our understanding of how work performance and organizational success can be influenced and (b) train graduate and undergraduate students. In lieu of consulting fees, Dr. Anderson asked organizations to sponsor multi-year research grants through Notre Dame to support this work. Most of the direct costs from these grants were used to cover student and research expenses. Throughout his career, Dr. Anderson's research support for his basic and applied work totaled well in excess of a million dollars. Using this support as a basis, Dr. Anderson pioneered in the creation of one of the first OBM graduate programs in existence.

Dr. Anderson authored approximately 90 publications, two text books on the methods of experimental psychology, a monograph in the *Journal of Organizational Behavior Management*, and several chapters in edited books. Many of his published articles (both basic and applied) have been well received and are cited frequently in the literature. Collectively, his published and yet unpublished work represents an impressive long-term commitment to behavioral research. Very likely, given the volume of his unfinished work in existence, Dr. Anderson's research will continue to appear for some time through the collaborative efforts of colleagues and students.

As notable as was his published and unpublished research, even more extraordinary was Dr. Anderson's advocacy for his work and his field(s). He and his students delivered more

than a hundred presentations at scientific conventions covering various basic and applied research topics. Beyond that, he accepted literally hundreds more speaking engagements in the private sector for the purpose of describing general OBM principles intermingled with the results of his own applied research. In fact, so adept was he at conveying a message of importance and value to the business world that he was called upon for 14 years to be the chief professional development resource specialist for the US Army Management for Executives Training Program. Moreover, until he was no longer able, he served a principal resource for TEC International, a community and learning network for CEOs across the world. In addition, he was a sought-after keynote speaker for many business conferences and special events. For all his non-academic speaking invitations, he accepted only a modest honorarium (often used as additional funding for his continued OBM research) and considered them to be an extension of his teaching mission. In the university classroom, Dr. Anderson was a renowned teacher in a variety of subjects including OBM. He also felt strongly about involving graduate and undergraduate students in various facets of his research. Throughout his career, he supervised many basic and applied Master's theses and doctoral dissertations, and inspired many more undergraduates to pursue academic or professional careers.

I knew Chris Anderson for 35 years during which time I had the distinct privilege to have been his student, his colleague, and his friend. Like so many other of his colleagues and students, I owe him an enormous debt of gratitude for his many influences on my life and my career.

Chris modeled many admirable qualities for us both in life and in the face of death. Ever the dedicated professor, he worked even in his last days on unfinished OBM papers and remarks he wanted to make at ABA in May when he will be named recipient of the OBM Network 2004 Lifetime Achievement Award. Ever the dedicated teacher, he inspired us all with a gracious and positive approach to his final time on this Earth. Ever the curious scholar, he read avidly to the end about work and about personal matters of importance in his life including faith and love. Ever the caring mentor, until no longer able, he offered his talent and counsel to any and all who asked.

To summarize a life is not easy. But, I think Chris would agree that the measure of his own was not so much his numerous accomplishments as it was the many, many lives he touched, influenced, and shaped along the way. In so doing, he enabled students, colleagues, and friends to stand taller and reach higher than otherwise would be possible. He truly raised us up.

Teacher, mentor, researcher, colleague and friend, we will miss you.

Charles R. Crowell
University of Notre Dam

SOAB

Society for the Quantitative Analyses of Behavior 27th Annual Meeting, May 27 – 29, 2002

A. Charles Catania, University of Maryland, Baltimore County. *The operant reserve: A computer simulation in (accelerated) real time.*

Gerd Gigerenzer, Max Planck Institute. *Fast and frugal heuristics: An adaptive intelligence of the unconscious?*

Paulo Guilhardi, Richard Keen, Mika MacInnis, & Russell Church, Brown University. *The combination rule for multiple time intervals.*

Eric Heinemann & Sheila Chase, CUNY - Hunter College. *Optimal decision processes in pigeons.*

Kris N. Kirby, Williams College. *Discounting and utility.*

David Laibson, Harvard University. *Boundedly rational consumers in the marketplace.*

Gregory J. Madden, University of Wisconsin – Eau Claire. *An empirical analysis of hypothetical rewards in the study of impulsivity: Are these procedures adequate or is the field behaving impulsively?*

Ralph R. Miller, SUNY – Binghamton. *SOCR: A mathematical implementation of the extended comparator hypothesis.*

In Jae Myung, Ohio State University. *Applying Occam's razor in quantitative modeling.*

Allen Neuringer, Claire Miller & Greg Jensen, Reed College. *Reasons to respond randomly.*

John A. Nevin, Timothy Shahan, & Michael Davison, University of New Hampshire, Utah State University, and University of Auckland. *A momentum-based model of attending and remembering.*

Stathis Papachristos & C. R. Gallistel, Rutgers University. *Autoshaped head poking in the mouse: A quantitative analysis of the learning curve.*

Peter Urcioli, Purdue University. *Responses and acquired equivalence classes.*

Anthony A. Wright & Jeffrey S. Katz, University of Texas Health Science Center at Houston. *Abstract concept learning.*

The following **Invited Preeminent Tutorials** are during the normal ABA program. These tutorials will also be available as inexpensive videotapes for classroom use.

Invited Preeminent Tutorials: From Basics to Contemporary Paradigms

M. Jackson Marr, Georgia Institute of Technology. Chair: Peter Killeen, Arizona State University. *What good is mathematics in behavior analysis?*

Michael Perone, West Virginia University. Chair: Marc Branch, University of Florida. *Behavioral variability: Control, description, and analysis.*

Jack J. McDowell, Emory University. Chair: Randolph Grace, University of Canterbury. *Fitting equations to data.*

James E. Mazur, Southern Connecticut State University. Chair: Armando Machado, University of Minho. *Choice and the hyperbolic decay of reinforcer strength.*

For further information, visit the website at: <http://sqab.psychology.org> or contact Randolph Grace, Program Chair, at r.grace@psych.canterbury.ac.nz

Convention Highlights

Newcomer's Session

Introduction to the Association for Behavior Analysis

Chairs: Jack Michael, PhD, Western Michigan University, Emeritus and W. Scott Wood, PhD, Drake University

Friday, May 29th
10:00 a.m.

An overview of ABA, its history, structures, and functions as an international locus of the field of behavior analysis. Awards, special interest groups and other features will also be dealt with. Drs. Michael and Wood, two of ABA's original members, will review the origin and organization of ABA as well as describe the principles of behavior analysis that form the scientific foundation of the field.

Tour the New England Center for Children

Chair: Katherine E. Foster, MEd, New England Center for Children

Thursday, May 28th
9:00 a.m.; 12:30 p.m.

Tuesday, June 1st
9:00 a.m.; 12:30 p.m.

The New England Center for Children, an applied educational organization serving children with autism for close to thirty years, is offering tours of its central school facility. Come see applied behavior analysis in action across all our programs, from the intensive preschool to the day school to the residential school to the specialized unit for children with extreme challenging behaviors. NECC is top to bottom one of the most

complete behavioral programs in the US with all 600 employees sharing a strong commitment to behavior analysis. An overview of our active research program and graduate education programs will also be presented.

Located 20 miles from the convention, NECC will provide round-trip transportation. To see this exceptional applied setting contact Mary Ellen Parzych at (508) 481-1015 ext. 3076 or via e-mail at mparzych@necc.org. Visit our website at www.necc.org to learn more about The New England Center for Children.

International Development Brunch

Chair: Ned Carter, PhD, AFA, Stockholm, Sweden

Friday, May 29th
10:00 a.m.

The international development brunch is scheduled for the first day of the convention to welcome international members and review the international development of behavior analysis being conducted at ABA. All members are welcome. We expect conference attendees from 30 countries to join us for food and conversation.

Judge Rotenberg Center Tour

Chair: Matthew Israel, PhD (Judge Rotenberg Center)

Tuesday, June 1st
12:00 p.m.

Enjoy a guided tour of the Judge Rotenberg Center (JRC), a residential school for 200 autistic and/or behaviorally disordered children and adults. We would like to show you a number of innovative behavioral education and treatment

systems as well as our new building that is filled w/objects of art for both students and staff to enjoy. JRC strives to offer a creative and consistently behavioral education/treatment program for students with some of the most difficult to manage behavior problems in the country and strives to manage its 800-member staff as

behaviorally as possible.

The tour will depart from the Sheraton Boston at 12:00 noon on Tuesday, June 1st, arriving at JRC at 12:30 PM. The tour will include a free lunch at our very own salad bar. We will return you to the Sheraton Boston at 3:30 PM. JRC will also arrange for you to depart directly to Logan Airport, or to return at your desired departure time, as necessary.

Reservations are requested and can be made by e-mailing M.Ferns@Judgerc.org.

Professional Development Series

The professional development series is an initiative of the ABA Student Committee. All conference attendees are welcome.

Graduate Training in Behavior Analysis Part I

Chair: Cynthia Cardenas, MA (University of Nevada, Reno)

- Patrick M. Ghezzi, PhD (University of Nevada, Reno)
- Colin Peeler, PhD (Florida State University)
- Mapy Chavez Brown, MEd (Columbia University Teachers College)
- Joseph Wehby, PhD (Peabody College of Vanderbilt University)

Graduate Training in Behavior Analysis Part II

Chair: Kendra Brooks-Rickard, BA (University of Nevada, Reno)

- Daniel B. Shabani, MA (Western Michigan University)
- Christoph Leonhard, PhD (Chicago School of Professional Psychology)
- Thomas L. Zane, PhD (Sage Colleges)
- Jose A. Martinez-Diaz, PhD (Florida Institute of Technology)

Graduate Training in Behavior Analysis Part III

Chair: W. Larry William, PhD (University of Nevada, Reno)

- Karen G. Anderson, PhD (West Virginia University)
- Michelle D. Ennis, BA (Temple University)
- Mark R. Dixon, PhD (Southern Illinois University)
- David M. Richman, PhD (University of Maryland, Baltimore County)

Graduate Training in Behavior Analysis Part IV

Chair: Becky Johnson, MA (University of Nevada, Reno)

- Pamela G. Osnes, PhD (The Ohio State University)
- Ingunn Sandaker, PhD (Akershus University College)
- Janet Ellis, PhD (University of North Texas)
- Kimberly A. Schreck, PhD (Pennsylvania State University, Harrisburg)

Graduate Training in Behavior Analysis Part V

Chair: Sharlet D. Butterfield, BS (University of Nevada, Reno)

- Gregory P. Hanley, PhD (University of Kansas)
- Thomas S. Higbee, PhD (Utah State University)
- Jennifer L. Austin, PhD (University of South Florida)
- Mary Jane Weiss, PhD (Rutgers University)

Abstract: The field of Behavior Analysis has been experiencing tremendous growth in recent years. While there were once only a few graduate programs in Behavior Analysis to choose from there are now many programs in existence, with more being established each year. With so many programs to choose from it can be a daunting task for potential students to discern differences between programs and determine which program is best for them. Graduate Training in Behavior Analysis Parts I - V will have directors and representatives from 20 graduate programs that will provide information about their programs and answer questions to facilitate this process. Some of the topics to be discussed include: Master's versus Doctorate; student funding; time to complete program; practical experiences available; unique aspects of each program; and job placement of recent graduates. This will be an excellent opportunity for potential students to talk with faculty from various programs, ask specific questions about the programs while simultaneously comparing them, decide which one best meets their needs, and find out what they can do to improve their chances of getting accepted. This is a student committee sponsored event.

Advice from the Recently Hired

Chair: Matthew Tincani, PhD (University of Nevada, Las Vegas)

- Sara C. Ernsbarger, MEd (Mercy College)
- Julie A. Schepis, PhD (Fairfield Suisun Unified School District)

Abstract: The panel will include information and advice on making the transition from graduate school to career. Sara C. Ernsbarger will discuss her experiences as a new faculty member, and how graduate school prepared her for a job in higher education. Julie Schepis will discuss her experiences working in an applied setting, and how graduate school prepared her. Both participants will discuss the job search process and how they chose their respective positions.

APA-Accredited Predoctoral Internship Programs in Behavior Analysis

Chair: Paul Romanowich, MA (University of California, San Diego)

- Sungwoo Kahng, PhD (Kennedy Krieger Institute)
- James K. Luiselli, EdD (May Institute)
- Patrick C. Friman, PhD (Father Flanagan's Boy's Home)
- Cathleen C. Piazza, PhD (Marcus Institute)

Abstract: Most job indexes predict that the behavioral services field will continue to grow over the next ten years. While this is great news for those working in the field, it suggests a growing challenge to students about to graduate and enter the job market. Specifically, it suggests that the plague of graduates with top-notch educations and little-to-no practical experience will continue to spread. In order to help slow this epidemic and to educate ABA's student members on the opportunities that are available to them while working on their degrees, this panel discussion will highlight the pre-doctoral APA-accredited predoctoral internship programs available at four superb service locations: the Kennedy Krieger Institute, Girls and Boys Town, the Marcus Institute, and the May Institute. During the discussion, each participant will provide a summary of the internship experience available at their organization as well as a general description of pre-doctoral internship programs. Following these brief presentations, the panel will open itself up to questions from the audience. Through this semi-formal discussion, participants will learn of the professional training opportunities that are available to those wanting both a hands-on experience applying behavioral techniques and the benefits of completing an APA-accredited internship. This is a student committee sponsored event.

How to Give Effective Oral Presentations and Posters

Chair: Cristin D. Harrison, MA (University of Nevada, Reno)

- Ned Carter, PhD (AFA, Stockholm, Sweden)
- Thomas E. (Ted) Boyce, PhD (University of Nevada, Reno)

Abstract: This panel is an ABA favorite. Attendees will be given pointers on how to give effective oral presentations and how to present an attractive and effective poster. This is a student committee sponsored event.

Non-traditional Research Questions and the Expansion of Behavior Analysis

Chair: Shawn R. Charlton, MA (University of California, San Diego)

Discussant: Andrew W. Gardner, MS (Kennedy Krieger Institute)

- **Behavioral Approaches to Judgment and Fairness.** EDMUND J. FANTINO, PhD (University of California, San Diego)

Abstract: We summarize the current status of research programs in our laboratory that focus on behavioral approaches to judgment and decision making, including investigations of fairness.

- **Was Skinner Conscious?** CLIVE D. L. WYNNE, PhD (University of Florida)

Abstract: Among the many misperceptions about behavior analysis is the widespread belief that behaviorists have no notion of conscious self-awareness. I outline a behavioral theory of consciousness building on some ideas of Skinner's. People become conscious as they are taught by the social environment to label their private stimuli. Consequently, the route by which we learn to describe (and become conscious of) our private experiences is peculiarly indirect. I review evidence from studies of the development of children's notions of consciousness; from cross-cultural studies of pain and color perception; from classics and anthropology. This

theory offers an empirical approach to consciousness.

■ **Machine Behavior and Human Society in the 21st Century.** SAM HALIORIS (Utah State University)

Abstract: This paper treats some relationships between modern behavior analysis, robotics, and computer science in a context that will inform the audience about current developments, trends, and barriers in the interdisciplinary effort to create machines that replicate human behavior across domains. Advances in computational power and efforts to reverse-engineer the human nervous system establish a trajectory for strong artificial intelligence early in the 21st century. The philosophical and practical implications of Alan Turing's operational definition of machine thinking serve as a point of departure for a presentation of the innovative behavior-based robotics approach taken at the Massachusetts Institute of Technology Artificial Intelligence Laboratory. Groundbreaking research on the social impact of advanced robotics and artificial intelligence in Japan and the United States is presented as a backdrop to the neo-luddite movement and the species-dominance debate.

Understanding the Publication Process

Chair: Rachel S. F. Tarbox, MA (University of Nevada, Reno)

■ Michele D. Wallace, MS (University of Nevada, Reno)

Abstract: This event has been organized for individuals interested in learning more about how to publish their work. Attendees will be given an overview of the publication process including a description of the editorial/peer review process and tips for creating and submitting a manuscript.

This is a student committee sponsored event.

Steve and Linda Hayes will be stepping down from administration of the Behavioral Follies for 2004, amidst rumors of humor mismanagement and accounting irregularities. Highly credible Behavioral News Tonight sources suggest that Drs. Hayes, in concert with shadowy behavioral figure Dr. Earth, have looted the Follies treasury for as much as \$25,000,000. Questionable expenses charged to Behavioral Follies accounts

include Dr. Linda Hayes' whopping \$10,000 masseuse charge as well as an \$86,000 bar tab at the San Francisco ABA and Dr. Steven Hayes' charges, totaling over \$175,000, for a long series of failed hair transplant surgeries. Drs. Hayes have denied all charges, saying that these were all "normal operating costs." They will be given the opportunity to respond to charges in a special segment of the Behavioral News Tonight at the upcoming Boston Behavioral Follies.

Kelly Wilson, Dermot Barnes-Holmes, and Kate Kellum have agreed to take over interim administration of the Follies. Although all three maintain busy schedules, they stated that patriotism and loyalty to the brave followers of behavior analysis caused them to take temporary leave from

departmental duties in order to, in the words of Dermot Barnes-Holmes, "get to the bottom of this bloody mess." Wilson, Barnes-Holmes, and Kellum have promised a reinvigorated follies schedule for the upcoming conference. After a careful functional analysis, they have determined the sources of recent follies nonhumor behavior and have pledged that they will not rest until these nonfunny sources of stimulus control are eradicated. Please contact Dr. Kelly Wilson at kwilson@olemiss.edu with any potential follies contributions.

Reunions and Receptions

Times and locations of reunions and receptions are listed in the program book and on the Web, under the names of the Chairs.

2004 St. Cloud State University Alumni & Friends Behavioral Analysis Reunion

Chair: Gerald Mertens, MS (Psychology Department)

Cambridge Center for Behavioral Studies Reception

Chair: Dwight Harshbarger (Cambridge Center for Behavioral Studies)

B. F. Skinner Foundation Celebrates the Centennial of Skinner's Birth

Chair: Julie Vargas, PhD (B. F. Skinner Foundation)

Health, Sport, and Fitness Self-Monitored Performance Data Share

Chair: Michael A. Kirkpatrick, PhD (Wesley College)

Columbia University and CABAS: Schools in the USA, Ireland, and England

Chair: R. Douglas Greer, PhD (Columbia University Teachers College)

May Institute Hospitality Suite

Chair: Alan Harchik, PhD (May Institute)

Queens College Learning Processes Faculty and Alumni

Chair: Bobby Newman, PhD (AMAC)

Return to the Valley: University of Massachusetts, Amherst

Chair: Beth Sulzer-Azaroff, PhD (Browns Group of Naples)

Standard Celeration Chart Data-Share

Chair: Malcolm D. Neely, EdD (Learning Courses)

The New England Center for Children Welcome Reception

Chair: Vincent Strully, MA (New England Center for Children)

University of Florida

Chair: Julie Ann Marusich, BA (University of Florida)

UNT Reunion and Hospitality Suite

Chair: Richard G. Smith, PhD (University of North Texas)

Western Michigan University Reunion for Students, Alumni and Friends

Chair: R. Wayne Fuqua, PhD (Western Michigan University)

Behavioral Fitness

Times and locations are listed in the program book and on the Web, under the names of the Chairs.

Tai Chi Chuan for Beginners

Chair: Jill Basso, MA (Certified Tai Chi Instructor)

Tai chi is a slow-moving, meditative exercise for relaxation, development of internal energy fields (chi), and help with balance, strength and coordination. The tai chi form is a series of postures that make up a form. We will teach the

Behavioral Follies

Chairs: Kelly G. Wilson, PhD, University of Nevada, Reno, Dermot Barnes-Holmes, PhD, National University of Ireland, Maynooth, and Kate Kellum, MS, University of Mississippi

Sunday, May 30th
10:00 p.m.

basic principles of tai chi, discuss its health benefits, and participate in solo chi exercises, chi kung exercises, and two-person application exercises to develop sensitivity. The teacher will give a brief history of tai chi, demonstration and how tai chi has shown to help different disabling conditions. Tai Chi began in China during the Sung Dynasty in 960-1126 AD. It is practiced all over the world and is revered for its health benefits and martial art application. Tai Chi Chuan is translated "Supreme Ultimate" kung fu or boxing, which translates as the individual practice of your internal skill and energy to develop supreme ultimate abilities in relaxation and fighting.

Pilates/Yoga Session

Chair: Kim D. Lucker (Behavior Management Consultants)
Participants will be led through 30 minutes of Mat Pilates exercises followed by 30 minutes of yoga. Instructors are certified and experienced. Beginners welcome. Wear comfortable clothing and bring a towel.

YogaFit Class

Chair: Amanda Nicholson Adams (Fitness Evolution)
All are invited to participate in this hatha power yoga class led by an experienced and certified instructor. Beginners are welcome. This class will present some challenges and will work on strength, endurance, balance and flexibility. Wear comfortable clothing and bring a towel.

Business Meetings

Times and locations are listed in the program book and on the Web, under the names of the Chairs.

ABA Business Meeting

Chair: Jay Moore, PhD (University of Wisconsin, Milwaukee)

ABA Membership Recruitment & Retention Committee

Chair: Pamela Roberts, MS (World Airways)

ABA Program Committee Meeting

Chair: Ramona Houmanfar, PhD (University of Nevada, Reno)

ABA Student Committee Business Meeting

Chair: Rachel S. F. Tarbox, MA (University of Nevada, Reno)

Affiliate Chapters Board Meeting

Chair: Gerald R. Bernicky (Surrey Place Centre: Toronto Preschool Autism Service)

Animal Trainers Forum Special Interest Group

Chair: Barbara Kaminski, PhD (Johns Hopkins University)

Autism Special Interest Group

Chair: David Celiberti, PhD (Private Practice)

BACB International Behavior Analyst Certification

Chair: Gerald L. Shook, PhD (Behavior Analyst Certification Board)

BACB University Approved Course Sequence Contact Faculty

Chair: Gerald L. Shook, PhD (Behavior Analyst Certification Board)

Behavior Analysis Society of Illinois/Chicago Association for Behavior Analysis

Chair: Doreen Vieitez, EdD (Joliet Junior College)

Behaviorists for Social Responsibility and Editorial Board, Behavior and Social Issues (Joint Meeting)

Chair: Mark A. Mattaini, DSW (Jane Addams College of Social Work-UIC)

Behaviorists Interested in Gambling

Chair: Ginger Wilson, MA (University of Nevada Reno)

Clinical SIG Business Meeting

Chair: Ennio Cipani, PhD (Alliant International University)

Developmental SIG Business Meeting

Chair: J. L. Gewirtz, PhD (Florida International University)

Direct Instruction SIG

Chair: Tim Slocum, PhD (Utah State University)

Health, Sport, and Fitness Special Interest Group

Chair: Michael Kirkpatrick, PhD (Wesley College)

Instructional Design SIG

Chair: Guy Bruce, PhD (St. Cloud State University)

Interbehaviorists in ABA Special Interest Group

Chair: Jennifer L. Thomas, MS (University of Nevada, Reno)

JABA Business Meeting

Chair: Wayne Fisher, PhD (The Marcus Institute)

Journal of Behavioral Education, Editorial Board and Information Meeting

Chair: Phillip J. Belfiore, PhD (Mercyhurst College)

Journal of Precision Teaching and Celeration

Chair: Richard Kubina, PhD (The Pennsylvania State University)

Journal of the Experimental Analysis of Behavior: Meeting with Members of the Editorial Board, Authors, and Prospective Authors

Chair: Leonard Green, PhD (Washington University)

Mid-American Association for Behavior Analysis (MABA)

Chair: Kevin P. Klatt, PhD (University of Wisconsin-Eau Claire)

New York State Association for Behavior Analysis

Chair: Laura Lynch, MA (Crossroads Center for Children)

Parent and Professionals Sharing the Conference Experience: Bringing Information Home

Chair: Clarisse Domingo (Staten Island Mental Health Society)

Parent Professional Partnership SIG

Chair: David Celiberti, PhD (Private Practice)

Parents and Professionals Sharing the Conference Experience

Chair: Pamela Gorski, MPA (Reaching Potentials, Inc.)

Spanish Special Interest Group - First Annual Meeting

Chair: Robin Nuzzolo-Gomez, MPh (Teachers College, Columbia University)

Special Interest Groups Meeting

Chair: Jay Moore, PhD (University of Wisconsin, Milwaukee)

Standard Celeration Society Meeting

Chair: Michael Fabrizio, MA (Fabrizio/Moors Consulting)

Teaching Behavior Analysis SIG

Chair: Patrick S. Williams, PhD (University of Houston, Downtown)

The OBM Network Business Meeting

Chair: Kelly Greene (Western Michigan University)

Verbal Behavior Special Interest Group

Chair: William F. Potter, PhD (CSU Stanislaus)

Virginia Association for Behavior Analysis

Chair: Sherry Serdikoff, PhD (James Madison University)

ABA's Continuing Education Program

General Information

One of ABA's primary objectives is to provide educational opportunities for members and other professionals to review recent research, discuss current theoretical issues and learn new methods in 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 needs for self-improvement and to provide continuing academic training for psychologists and behavior analysts as required by many licensing associations and specialty boards. ABA will maintain records of all continuing education credits.

Workshop Registration Instructions

You may pay membership dues and register for workshops and the convention by mail, using the forms included in this newsletter, or on-line at www.abainternational.org.

Workshops are subject to cancellation due to low enrollment, so advance registration is advised.

Detailed Instructions

Review workshop offerings on the following pages. Make selections on the Workshop Registration Form on page 63. Continuing Education credit is \$10/hour in addition to workshop registration fees (\$30 for 3-hour workshops and \$60 for 6-hour workshops). Calculate total fees for all workshops selected. Enter the total on the workshop registration form (page 66) and on the convention registration form (page 63).

If you are also paying membership dues or registration for the convention, please mail all forms and payment in the same envelope. Payment for all items may be made with one check or credit card charge. All payments must be made in U.S. funds.

Cancellations and Refunds

Registrants may cancel convention registration and tickets for workshops or other events up to May 2, 2004. A handling fee of \$25 per cancellation will be deducted from all refunds. After May, 2, 2004, no refunds will be granted.

Ethics

The Association for Behavior Analysis adheres to the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct*.

ABA CE Credit for Behavior Analysts

The Association for Behavior Analysis will provide continuing education for Behavior Analyst Certification Board (BACB) Certified Behavior Analysts™ and Board Certified Associate Behavior Analysts™ at the 2004 convention in Boston.

Workshops

CE will be available for all pre-convention workshops. Sign in and out sheets and all other documentation will be available at the workshops.

Conference Sessions

Sessions being offered for CE for behavior analysts may be previewed on the ABA Web site www.abainternational.org, along with their learning objectives and abstracts. If you wish to earn CE for conference sessions, pick up a CE Packet, which contains sign in and out sheets and all other necessary information, from the ABA Continuing Education Desk **prior to attending sessions**.

The intended audience for CE for convention sessions are Board Certified Behavior Analysts™ and Board Certified Associate Behavior Analysts™.

There is a \$10 per credit hour fee for continuing education credit.

Continuing Education for Psychologists

The Association for Behavior Analysis is approved by the American Psychological Association to offer continuing education for psychologists. The Association for Behavior Analysis maintains responsibility for this program. Continuing education for psychologists will be available for all pre-convention workshops. Sign in and out sheets and all other documentation will be available at the workshops. There is a \$10 per credit hour fee for continuing education for psychologists.

ABA will provide documentation of conference attendance and workshop attendance, at no additional charge, to attendees who request it. This documentation can either be claimed on site at the Continuing Education Desk or mailed, at your request.

Note: ABA does not offer APA CE credits for regular convention sessions.

Questions?

Contact the ABA office at (269) 492-9310 or by e-mail at mail@abainternational.org.

Continuing Education at the ABA Convention www.abainternational.org/convention/

Under the CE tab, review details of how to receive CE and view the full continuing education events list, with titles, abstracts, and learning objectives.

ABA Pre-Convention Workshops

Following are descriptions of 72 pre-convention workshops. Please see the ABA Website for detailed information including learning objectives, activities and audience. This information will also be included in the ABA convention program. All ABA pre-convention workshops are available for continuing education credit for behavior analysts certified by the Behavior Analyst Certification Board and psychologists licensed by the American Psychological Association. Continuing education credits are \$10/credit hour (\$30 for 3-hour workshops and \$60 for 6-hour workshops.) Please note that the prices listed below will increase by \$25 after March 15, so early registration is advised.

May 28, 2004
10:00 a.m. - 5:00 p.m.

#1. A Curriculum for an Intensive, Early Intervention Program for Children with Autism: The First Two Years

Barbara Metzger, PhD,
BCBA (Winston Salem/Forsyth County Schools)

Level: Intermediate

Members: \$160

Non-Members: \$175

A curriculum for teaching children with autism across the following skill categories will be presented: language, play/socialization, imitation/observational learning, school readiness, and self-help skills. The entire curriculum has been divided into six phases. This presentation will cover the skills in the first three phases, with an emphasis on language and play skills. This presentation will cover the

following related topics: necessary prerequisite skills, vertical and horizontal curriculum development, foundation skills vs. combination skills and ideal time guidelines for completion of each curriculum phase. The difference between the initial acquisition of a skill and the subsequent generalization of that skill will also be covered.

#2. Childhood Psychiatric Disorders: Assessment and Treatment from a Behavioral Perspective

Jeannie Golden, PhD,
BCBA (East Carolina University)

Level: Intermediate

Members: \$135

Non-Members: \$150

Many children with developmental disabilities and children in the child welfare system develop several of the symptoms of various childhood psychiatric disorders, such as attention deficit hyperactivity disorder, oppositional defiant disorder, conduct disorder, bipolar disorder and reactive attachment disorder, due to early abuse/neglect, multiple placements and multiple caregivers. Differential

diagnosis becomes a critical issue in providing appropriate treatment and services for these children and their families. However, these children are often diagnosed based on behavior exhibited during office visits and personality assessment instruments with questionable reliability and validity. Additionally, the treatment focus follows the medical model with the assumption that behavioral symptoms are the result of underlying psychopathology. Behavior analysts are in a unique position to provide more comprehensive diagnosis that includes observations of behavior in a variety of settings to determine the effect of various stimulus conditions and setting events, functional assessments to determine the causes and maintainers of various behavioral symptoms, and careful analysis of learning histories to determine the efficacy of

various reinforcers and punishers. Behavior analysts are also able to provide assessment-driven treatment approaches, to design therapeutic environments that support the learning of appropriate replacement behaviors and to facilitate typical development rather than psychopathology.

#3. Educating through Movement: Using Physical Activity to Support Learning Skills, Social Skills, and Self-Control

Eitan Eldar, PhD
(Zinman College, Wingate Institute, Israel)

Level: Intermediate

Members: \$140

Non-Members: \$155

The presented model is based on the principles and procedures of applied behavior analysis while emphasizing the uniqueness of movement and game as an ideal context for supporting, instilling, and reinforcing learning skills, social skills, and affective ability. Such a context enables teachers and clinicians to design challenging learning content and atmosphere for their students. The model is based on a series of scripts offering a

simulation of real-life situations, pre-planned and programmed for achieving specific goals. It can support specific clinical goals such as developing self-control, a yearly curriculum at the kindergarten and school, or an extended behavioral program for individuals or small groups.

The rationale behind the development of the model will be discussed, specific behavioral procedures and principles supporting the model will be cited, the structure of the model will be described, followed by different examples of its optional implementation, and the components of the model, modified during the past 15 years, will be portrayed. The workshop will conclude with recommendations and examples for utilizing the model in a variety of education and clinical settings and in various populations.

#4. Examination of the Intermediate Bridge, with Applications

KAYCE COVER, MSED
(Syn Alia Systems) and
Debbie Winkler (Dog Ears and Paws Assistance Dog Training)

Level: Introductory

Members: \$145

Non-Members: \$160

The Intermediate Bridge (IB) is a tertiary reinforcer that can reduce training time by 25 - 75%. This workshop explores the features and benefits of the IB, and its applications. In particular, an IB mediated communication system will be demonstrated, showing acquisition of a concept and related vocabulary, in as little as five minutes. Instructors can harvest direct feedback from pre-verbal children, non-verbal, or sub-verbal adults, or the

temporarily non-verbal, such as stroke patients, as well as from animals. However, the IB has myriads of applications in teaching people with normal verbal skills, as participants will have the opportunity to experience. As time permits, participants can put forth cases for review and demonstration. Participants will receive a PDF (on disk) copy of The Syn Alia Series, Volume I: An Introduction to Bridge and Target Technique, by Kayce Cover (see <http://www.synalia.com> for additional information), and an article detailing the features and applications of the IB, as well as a hard copy of the course syllabus.

#5. Intensive Early Intervention: A Comprehensive Staff Training System for Behavior Therapists

Kara L. Riedesel and ERIC V. LARSSON, PhD, BCBA (Lovaas Institute for Early Intervention)

Level: Intermediate

Members: \$137

Non-Members: \$152

In order to deliver effective early intervention services to a child with autism, the staff must possess a complete set of behavior analysis skills. The purpose of this workshop is to identify the comprehensive variety of required skills and present specific training programs that have been developed and validated to establish these skills and to manage the staff's behavior so that they are used consistently throughout the child's program.

A particular challenge is to train staff to use independent clinical judgment and make the dynamic programming decisions on a daily basis that support optimal rates of child behavior development. In addition, the team leaders must possess the skills to organize and maintain consistent staff programming as the child's behavior rapidly develops. The skills necessary in the third year of programming are much more complex and varied than are those in the first year of programming. This workshop will present the competencies needed for effective child behavior therapy, and the methods used to train staff. The workshop will make extensive use of videos of actual staff training activities. The workshop will also present a data-collection system for staff management at the child and programmatic levels.

#6. Learning and Teaching Mathematics with the Morningside Model of Generative Instruction

KENT JOHNSON, PhD, Kris Melroe, and Joanne Robbins (Morningside Academy), and Susan Malmquist (Private Practice)

Level: Introductory-Intermediate

Members: \$225

Non-Members: \$240

For the past decade, professional mathematics educators have advocated problem solving and inquiry based approaches to teaching mathematics to children and youth. Their approach has crowded out the teaching of more fundamental competencies in math. The Morningside Math framework rebalances the objectives, bringing more basic math tools and computation into play with inquiry and problem solving. In this workshop you will learn to implement our curriculum and methods. Learners in K-12 general education classrooms

as well as learners with developmental disabilities and autism have profited enormously from our program Our data

typically show substantial academic gains on state and national tests. Morningside Mathematics occurs in three levels. Each day students practice math tool skills to fluency. Our tool skill sequence begins with reading and writing numbers, identifying the place value of digits in numbers, and math facts; and progresses to solving 3-term equations with one unknown, and finding multiples and factors, among other pre-algebra too skills. We will teach you how to apply Precision Teaching and peer coaching to teach learners these math tools. The second level of each day's work involves learning basic concepts and computation skills using whole numbers, fractions, decimals, percents, ratios, measurement, statistics, geometry, and advanced number work. We will introduce a curriculum ladder with over 100 objectives, scripted instruction to establish these skills, and practice materials to build fluency. We will teach you Direct Instruction and Precision Teaching methods to teach learners these objectives. We will also teach you a diagnostic/prescriptive approach to teaching the curriculum, allowing you to individualize instruction to include only those objectives that need instruction or practice. The third level of each day's work involves reasoning and problem solving. We will teach you a protocol for solving all kinds of problems called Thinking Aloud Problem Solving.

Morningside Math also includes a Precision Teaching approach to Curriculum Based Measurement (CBM). CBM provides short weekly measures a teacher can administer to plan additional instruction and practice needs, make predictions about year- end performance results, and avoid surprises when state and national tests are administered in the Spring. We will teach you how to implement our CBM approach. We implement Morningside Math with Saxon Math; we will teach you about Saxon Math and how to integrate it with Morningside Math. Morningside Math can also be implemented jointly with any modern math curriculum to supplement its weaknesses and create a better balance of math learning.

#7. Professional and Research Ethics for Behavioral Psychologists

R. WAYNE FUQUA , PhD, BCBA and C. Richard Spates (Western Michigan University)

Level: Intermediate

Members: \$135

Non-Members: \$150

This workshop is designed to introduce students, practitioners, and researchers to the professional and ethical standards that impact the practice of psychology and the conduct of psychological research. With the help of case studies, participants will become familiar with critical ethical codes including: the APA's Ethical Standards for Psychologists and Ethical Principles for Research with

Human Participants. The first part of the workshop will focus on ethical issues in the practice and teaching of psychology. The second part of the workshop will focus on ethical issues in research including: HSIRB guidelines, scientific misconduct, conflicts of interest, mentor/mentee relationships and social responsibility of researchers. Participants will be encouraged to offer examples of ethical dilemmas (with appropriate concern for confidentiality) for discussion with workshop participants and leaders.

#8. Professional Conduct and Ethical Decision Making in the Delivery of Behavioral Services

SARAH ROBINSON, PhD, BCBA (Florida Department of Children and Families), Pamela G. Osnes (The Ohio State University), and Haydee Toro (Florida Department of Children and Families)

Level: Introductory

Members: \$130

Non-Members: \$145

This introductory workshop provides an overview of ethical principles and their application to the clinical practice of behavior analysis. Behavior analysts often encounter ethical dilemmas in their work. However, many received limited training in this area or received training relevant to other professions that do not routinely practice in the diverse settings and circumstances encountered by behavior analysts. This workshop will cover ways to recognize ethical issues and how to make decisions about them when they arise. It will also highlight some key ethical concerns including competence, confidentiality, multiple relationships, business practices, and special education issues. Ethical principles will be discussed in terms of situations that arise in real settings including communities, family homes, schools, and residential facilities and with a variety of client populations.

A significant part of the workshop will be spent on discussion of examples provided by the presenters and the participants' own ethical dilemmas. Participants will also receive copies of a number of professional codes, guidelines, and other relevant materials.

#9. Promoting Speech and Language in Children with Autism: Integrating ABA and Speech-Language Pathology

Joanne Gerenser (Executive Director - Eden II Programs), MARY ELLEN MCDONALD, MA, BCBA (The Genesis School), Bonnie M. Forman (Eden II School for Autism), and Randy I. Horowitz (Eden II Programs)

Level: Intermediate

Members: \$170

Non-Members: \$185

Children with autism

typically demonstrate deficits in speech, language, and communication. There have been significant gains made in the past fifteen years using the principles of applied behavior analysis to address these deficits. Despite intensive behavioral intervention, for some children, these deficits remain severe and complex. Almost 30 percent of children with autism do not develop functional speech. Still others continue to demonstrate significant challenges with abstract language or the social use of language. Although children with autism demonstrate these complex deficits in the area of speech

and language, speech-language pathologists are often not included in the behavioral intervention team. Historically, this has been due to the speech-language pathologist's reluctance to rely on behavior analysis as the model for intervention, preferring to utilize developmental or social pragmatic approaches. Therefore, traditional behavioral programming often lacks critical input in areas such as the neuro-anatomy of speech production or complex augmentative communication systems. This workshop will provide a model

for integrating research in the area of speech production, voice, language development and disorders as well as communication within behavioral programming for children with autism. Specific programs to target oral motor development, verbal skills, vocabulary development, abstract language and social use of language will be presented.

#10. Relational Frame Theory: Implications for Clinical Behavior Analysis

DERMOT BARNES-HOLMES, PhD and Yvonne Barnes-Holmes (National University of Ireland, Maynooth), and John Tanner Blackledge (University of Nevada, Reno)

Level: Intermediate

Members: \$125

Non-Members: \$140

Relational Frame Theory (RFT) is a modern behavior-analytic approach to the study of human language and cognition. The workshop will focus on the main concepts of RFT and how they are currently being used to develop conceptual and empirical analyses of areas such as symbolic meaning, analogy and metaphor, problem solving, rule-governance, and perspective-taking. The workshop will also explore how RFT may be used to guide and inform research in clinical psychology, and experimental psychopathology

in particular. The first part of the workshop will involve defining, and explaining the core concepts of RFT, focusing in particular on the operant nature of the theory. The second part of the workshop will explore some recent examples of how RFT has been employed in research in experimental psychopathology. The third and final part will consider possible future directions for RFT research in clinical psychology.

#11. The Client-Therapist Relationship in Psychotherapy: The Pot of Gold at the End of a Functional Analysis

JONATHAN KANTER, PhD (University of Wisconsin, Milwaukee), and Reo Newring, Christine Terry, Ursula Whiteside, and Robert Kohlenberg (University of Washington)

Level: Introductory

Members: \$140

Non-Members: \$155

This workshop is for students, behavior analysts and practicing clinicians who want to incorporate functional analytic principles into their outpatient mental health treatment. For many years, the tools and techniques of behavior analysis primarily have focused on work in controlled settings, while adult, outpatient psychotherapy with cognitively-intact individuals has been left behind. We overview the basic principles of Functional Analytic Psychotherapy (FAP), which provides behavior analysts a foundation and set of techniques for the client issues commonly presented in adult,

outpatient psychotherapy, such as anxiety and depression. We explain how a functional analysis of psychotherapy leads to a focus on the client-therapist relationship and present strategies and techniques that help use the client-therapist relationship as a therapeutic tool, including functional assessment of clinically relevant behaviors, case conceptualization, and the identification, evocation, and modification (i.e., natural reinforcement) of in-vivo behaviors.

Participants will have time to discuss ways of tailoring FAP to their needs and to address challenges and concerns about focusing on the client-therapist relationship. Clinicians that are new to functional analysis or FAP are welcome and we aim to present topics that go beyond the basics.

#12. The Smart & Sensitive Parenting Program (SSPP): Teaching Parents Behavior Analytic Skills

AMOS ROLIDER, PhD,
BCBA (Emek Yezreel College)

Level: Introductory

Members: \$130

Non-Members: \$145

In this workshop, a unique parent group training model entitled SSPP (The Smart & Sensitive Parenting Program), which emphasizes teaching parents to rearrange significant context variables and to discover the triggers and functions of their children's most-burdensome behaviors will be presented. Parents subsequently learn to identify the function of their own responses to their children's

inappropriate behaviors and are trained to select and apply effective and doable interventions based on their discovery of triggers and maintaining consequences.

#13. Using Organizational Behavior Management Skills to Develop Programs for Human Services

Joseph Cautilli
(Children's Crisis Treatment Center),
MICHAEL WEINBERG,
PhD, BCBA (Devereux Florida Network), and
Craig Thomas (The Childhood Learning Center)

Level: Intermediate

Members: \$130

Non-Members: \$145

This workshop will provide a theoretical framework for utilizing behavior analysis principles of organizational behavior management, combining it with methods from TQM and statistical process control, as applied to human services provider organizations (Hantula, 1995; Babcock, Fleming & Oliver, 1999). Organizational management and human resources (HR) applications are a growing area for behavior analysts, who have the unique skills and experience to utilize principles of behavior analysis to improve processes and functions in human services organizations.

One particular area of interest for behavioral practitioners will be organizational behavior management (OBM). OBM conceptualizes and empirically solves organizational problems.

This workshop will provide participants with the concepts and knowledge to increase their potential for professional behavioral consultation to human services organizations. Operation issues plague most mental health and service industry professions. It is our experience that organizational behavior management has much to offer traditional operations in job design, analysis, and HR management. In addition, OBM readily lends itself to improve the quality of treatment services in human service organizations that provide services to people with mental retardation, developmental disabilities, autism, and emotional/behavioral disorders. This presentation will focus on applying the basics of OBM to the development of successful service operations, and provide data from a demonstration research project conducted in a residential treatment facility serving

these populations. Management involves the acquisition and use of resources. OBM redefines management from control of the person to control of the context/environment in which the person works. It has developed powerful techniques for a range of management areas, and can be used to improve the integrity and quality of treatment approaches being used in a human service organization. (Cautilli & Clarke, BAT, 2000, Weinberg et. al., BAT, 2001).

#14. Values, Defusion, and Mindfulness in Acceptance and Commitment Therapy

KELLY G. WILSON,
PhD and Laura Ely
(University of Mississippi)

Level: Introductory

Members: \$145

Non-Members: \$160

Behavioral treatments often expose clients to extraordinary distress. Symptom reduction, as a goal of treatment, may not be a sufficiently potent reinforcer to cause a sufferer to bear the pain of this exposure. An explicit focus on the larger "why" of treatment can both direct and dignify treatment. The focus of this workshop will be on practice. Two major categories of interventions will be described. First, we will

introduce a variety of values-centered interventions. A new instrument for assessment and generation of values-driven exposure and behavioral activation will be introduced. Second, we will introduce a variety of defusion strategies and we will examine the relationship between defusion, exposure and mindfulness and how they can be used to facilitate values-centered clinical work. Case examples will be used to illustrate the use of these interventions. Although the core of the values work presented in the workshop are components of Acceptance and Commitment Therapy, suggestions for the systematic integration of values into other cognitive-behavioral treatments will be made.

#15. Verbal Behavior Practices Applied to Children with Developmental Disabilities

SEBASTIEN BOSCH,
PhD, BCBA (CARD, Inc.), Marla Saltzman
(University of Nevada, Reno & CARD, Inc.),
and Doreen Granpeesheh

Level: Intermediate

Members: \$175

Non-Members: \$190

This workshop will provide an overview of the CARD, Inc. approach to teaching verbal behavior to children diagnosed with autism. The audience will see a humorous introduction highlighting "don'ts" in ABA treatments. The workshop is organized into two content areas: The first area targets techniques for building repertoires. Specifically, we will focus on language repertoires such as mands, tacts, intraverbals, echoics and receptives. The second area targets curriculum and

programming issues. There, we will present a comprehensive, functional, cumulative and hierarchical language program excerpted from the CARD, Inc curriculum. We will present the curriculum content (the specific programs) as well as its structure (the underlying verbal functions targeted within each programs).

May 28, 2004
10:00 a.m. - 1:00 p.m.

#16. Behavior Intervention Plans: Guidelines, Clinical Accuracy, and Implementation

JOSE RIOS, MS, BCBA (Private Practice), Evangelina Hurtado (Pathways), and John Youngbauer (North Los Angeles County Regional Center)

Level: Intermediate
Members: \$78
Non-Members: \$93

Support staff and teachers can best assist individuals with problem behaviors when they have the guidance of a well-designed and effective intervention plan.

Unfortunately, functional assessments and the behavior plans derived from such assessments are often poorly designed. They often lack clinical accuracy for the individual's specific behavior problems and are often difficult to implement. This workshop will address plans that are "clinically challenged" and

review problems and the necessary steps needed to remedy them. In particular, a plan must entail well-defined description of procedures, it must be clinically accurate and it must be implemented with integrity.

Beginning with the importance of an accurate functional assessment, this workshop will review how to design and implement plans in residential and educational settings. Poorly designed plans are discussed and evaluated in this workshop. The workshop will address staff's concerns and barriers in the implementation of treatment plans and will also provide some steps to remedy these problems. We also will look at issues concerning the importance of effective staff training and appropriate supervision.

#17. Clinical Management of Tourette's Syndrome and Other Repetitive Behavior Disorders

DOUGLAS W. WOODS, PhD and Michael B. Himle (University of Wisconsin, Milwaukee)

Level: Introductory
Members: \$70
Non-Members: \$85

It is well understood that Tourette's Syndrome (TS) and repetitive behavior disorders such as trichotillomania and chronic self-injurious skin picking are more common than previously believed.

Unfortunately, data suggest that very few applied behavior analysts are actually familiar with these problems and their clinical management, even though these problems may cause a great deal of social, occupational, and emotional

impairment. This workshop will focus on describing the complexities of TS and other repetitive behavior problems, and will describe the etiological and maintaining variables for the problems. Finally, assessment strategies will be discussed and comprehensive treatment strategies will be outlined for managing various aspects of the problems.

#18. Consulting the Behavioral Way: The Pyramid Approach to Shaping Performance in Autism Educational Services

Andrew Bondy, PhD and BETH SULZER-AZAROFF, PhD (Pyramid Educational Consultants)

Level: Intermediate
Members: \$135
Non-Members: \$150

noted. Finally, we review reinforcement strategies designed to help maintain the performance of service providers. We also plan to discuss our views on appropriate ethical conduct for consultants. Each of these elements is based upon our work, *The Pyramid Approach to Education in Autism* (Bondy & Sulzer-Azaroff, 2002).

#19. Evaluating the Efficacy of Autism Programs: Making Evidence Based Decisions

SUZANNE LETSO, MA, BCBA (Connecticut Center for Child Development, Inc.) and Erica Roest (Institute for Educational Planning, LLC)

Level: Introductory
Members: \$95
Non-Members: \$110

behavior analysis. Secondly, parents and professionals need to assess whether the potential behavioral services and learning environments are appropriate to meet the specific needs of a given child. This workshop will provide information and resources to assist parents and professionals making educational placement decisions. Key programmatic components, environmental considerations, and staff competencies will be discussed. Methods of collecting data to support the decision making process will be described, and samples provided.

This workshop focuses on how to be an effective consultant to programs for children with autism and related disabilities. We will address how to use behavioral strategies to shape the performance of people providing services within school, community, and home-based settings. Critical topics will include identifying key antecedents to both the behavior of the consultant and of those being advised. Important behavioral targets for various people responsible for serving children will be

As recently as five years ago, parents and professionals were faced with the task of single-handedly creating an applied behavior analytic program for a child in need of educational services. Today, a host of programs and services are available throughout the country in both public and private settings. The more challenging question now is to determine whether or not any particular program is actually based on the educational principals of applied

Presidential Scholar's Address

John Donoghue, PhD

Sunday, May 30th
4:30 p.m. – 5:30 p.m.
Grand Ballroom

#20. Graphing with Excel

KIMBERLY A. SCHULZE, PhD, BCBA, Sarah E. Roberts, Emily, Eric Rudrud, and Mark Monn (St. Cloud State University)

Level: Introductory
Members: \$75
Non-Members: \$90

Participants will be provided with instruction to graphing single subject research designs with Microsoft Excel. Single subject designs covered include: ABAB, multiple baseline, alternating treatments, and cumulative records. Participants will also learn to graph learner acquisition data (session by session). Included is a CD providing detailed instructions and a streaming video.

#21. Writing a Quality Behavioral Intervention Plan Based on a Functional Behavior Assessment

LAURA RIFFEL, PhD (Behavioral Intervention Program)

Level: Introductory
Members: \$90
Non-Members: \$105

Using a direct method of functional behavior assessment, participants will actually work through a real data sample provided in workbook format. The Behavioral Intervention Program has developed a keyed Antecedent, Behavior, Consequence (ABC) data collection tool that simplifies data collection in the natural environment. Using previously recorded data, the participants will be able to analyze this data using keyed analysis

tables looking for the function of the target behaviors. After completing the analysis tables, participants will be able to fill out a competing pathways chart for each targeted behavior. This will help participants understand the relationship of the behavior chain and how to break the behavior chain by teaching replacement behaviors that satisfy the same function. Finally, participants will be able to use the competing pathways chart to fill in any district required behavioral intervention plan and implement the plan.

May 28, 2004

2:00 p.m. - 5:00 p.m.

#22. Capacity Building: Expanding Autism Services

SUZANNE LETSO, MA, BCBA (Connecticut Center for Child Development)

Level: Introductory
Members: \$95
Non-Members: \$110

The demand for services based on empirically validated instructional strategies for learners with autism has dramatically increased in recent years. Both public and private agencies are striving to increase enrollment and expand educational programs to meet this growing demand. This workshop will provide information about when, where,

and how to create new services without compromising the quality of existing programs or the economic viability of the agency. The strategic planning and financial planning process will be outlined. The importance of administrative support, clinical development programs, and requirements for physical and human resources will be described.

#23. Creating Academic Programs for Children with Autism and other Disabilities Using Microsoft PowerPoint

WILLIAM FLOOD, MA, BCBA (May South, Inc.)
Level: Introductory
Members: \$75
Non-Members: \$90

When creating academic programs (school or home-based) for children with Autism and other developmental disabilities, it is challenging to develop programs that are reinforcing to each child. In an effort to find higher reinforcing activities, a greater number of classrooms are using computers for either teaching academic skills or as pure

reinforcing activities. Recent advances in technology have allowed for the creation of extremely innovative electronic educational software that many children find reinforcing. Unfortunately, many of these programs are designed for typically developing children and do not use the principles and procedures of applied behavior analysis.

This workshop will teach you how to create low-cost academic programs on the computer program Microsoft PowerPoint with the intention of teaching and/or generalizing skills. The workshop will give a basic overview of how to use the program Microsoft PowerPoint. You will learn how to integrate behavioral principles and procedures into the computer program to ensure the most effective teaching. Finally, the instructor will display examples of academic programs created and successfully implemented with children with autism.

Participants are encouraged to bring their personal laptops and develop academic programs alongside the instructor.

#24. Everyday Ethics of Behavior Analysts Serving People with Mental Retardation and Related Disabilities

R. M. (DUKE) SCHELL, PhD (Western Carolina Center)

Level: Introductory
Members: \$80
Non-Members: \$95

Most discussions of ethics in the practice of psychology and/or behavior analysis focus on the misconduct of the professional providing services. Behavior analysis, as a methodological perspective, tends to be distanced from ethical issues because it is a science-based approach, but it is not immune from personal and cultural contingencies that create unethical behavior. This workshop will describe not only

the effects of ethical and unethical behaviors on the people being served, but also will focus on the everyday ethical behaviors of clinicians that enhance habilitation and life

#25. Improving Quality of Life for People with Profound Multiple Impairments

RICHARD SAUNDERS, PhD and Muriel Saunders (University of Kansas)
Level: Intermediate
Members: \$70
Non-Members: \$85

Individuals with profound multiple disabilities (PMI) generally have almost no voluntary motor movement and are nonverbal and unable to make requests or signal needs. Hearing, vision, and cognitive impairments are likely, but difficult to verify with standard assessments. Seizure disorders, digestive disorders, and other chronic health problems are common. Most exhibit no skills

that represent purposeful responding or learning. Thus, determining the desires and preferences of individuals with PMI, and thus improving their quality of life (QOL) is a challenge. Perhaps for behavior analysts, QOL is a measure of control over reinforcers. For people with PMI, one method of enabling control over reinforcers is through adaptive switch technology. Unfortunately, advances in adaptive switch technology have not been accompanied by advances in measurement technology and thus, most applications have not been evidence-based. Without data on switch use, and thus without evidence that use is volitional and learned, switch equipment often falls into disuse.

This data-based workshop will demonstrate how the development of field-based measurement devices merged with an EAB approach can improve the QOL of people with PMI. All facets of establishing and maintaining a switch-based program to improve QOL will be covered, with emphasis on the essential ingredient—behavior analysis.

#26. Using CyberRat Effectively: Instructor on Assignment Designs and Student Progress

ROGER RAY, PhD
(Rollins College)

Level: Introductory

Members: \$70

Non-Members: \$85

This workshop is for instructors using or interested in using the CyberRat animal laboratory simulation software system. CyberRat adds highly realistic and interactive Operant Conditioning and Multi-Behavioral Systems Analysis experiences for students taking courses where such skills and principles are relevant. Such courses include, but are not

limited to, Introductory Psychology, Learning, Principles of Behavioral Analysis, Descriptive Research Methods, Behavioral Systems Analysis, Educational Psychology, and Behavioral Modification courses. This workshop focuses on ways to enhance the effective use of CyberRat and its supplemental tools. We will be 1) sharing with instructors our direct experience with the CyberRat system, 2) reviewing the support systems in place to assist instructors and their instructional process, and 3) covering various exemplary assignments along with reflections on what these assignments' relevance might be for supplementing or illustrating course content.

Participants will take home a free copy of a CyberRat CD and will be given a URL for downloading the course administration tools for exploratory use. They will also be given an address for subscribing to the CyberRat instructor listserve where discussions of assignments and special applications are frequently shared. Adoption procedures for establishing a course's presence on the CyberRat course administration servers will also be reviewed.

**ABA Cooperative Bookstore
Hynes Convention Center**

Friday May 28th – Monday, May 31st
9 a.m. – 7 p.m.

Tuesday, June 1st
9:00 a.m. – Noon

#27. Using Skinner's Verbal Behavior to Analyze Pure and Impure Verbal Operants to Improve Communication-Training Interventions

ANDY BONDY, PhD
and Lori A. Frost
(Pyramid Educational Consultants)

Level: Intermediate

Members: \$95

Non-Members: \$110

IEPs and other formats. We will review videotaped examples of language training sequences and practice identifying the multiply controlled verbal operants that are in use (as opposed to the intended operants). Examples will vary across modalities, as verbal behavior does not pertain to any one or preferred expressive modality. We will also review how an understanding of autoclitics and how they are acquired and modified over time can improve training strategies with individuals with various disabilities.

May 28, 2004

6:00 p.m. - 9:00 p.m.

#28. Correcting Student Errors During Instruction

MICHAEL FABRIZIO, MA, BCBA, Kelly J. Ferris, and Amy King (Fabrizio/Moors Consulting), Krista Zambolin (University of British Columbia), and Sara Pahl (Fabrizio/Moors Consulting)

Level: Introductory

Members: \$190

Non-Members: \$205

This workshop focuses on how to use Skinner's Verbal Behavior to analyze common communications objectives and intervention plans for individuals with disabilities. We will briefly review Skinner's core verbal operants (i.e., mand, tact, intraverbal, etc.) but will add strategies to identify multiply controlled verbal operants (which are more common than pure verbal operants). We will review common language goals and objectives from representative

IEPs and other formats. We will review videotaped examples of language training sequences and practice identifying the multiply controlled verbal operants that are in use (as opposed to the intended operants). Examples will vary across modalities, as verbal behavior does not pertain to any one or preferred expressive modality. We will also review how an understanding of autoclitics and how they are acquired and modified over time can improve training strategies with individuals with various disabilities.

This workshop will teach the skills needed to correct greater than 90% of the errors their students make during instruction by teaching participants four key components in correcting student errors: identifying error patterns, aligning error patterns with error correction procedures, implementing the procedures, and evaluating the effectiveness of the procedure. Participants will learn two powerful algorithms for correcting student errors: an algorithm based on Tom Gilbert's work in the area of Mathematics and an algorithm for rapidly establishing necessary

conditional discriminations. Both of these algorithms support instructors' ability to teach their students new responses quickly and effectively. The workshop will also teach participants how to evaluate error corrections and select which procedures are most effective at correcting errors with various skills with their specific learners. Such evaluation allows the selection of error corrections to be based on empirical data rather than clinical impression. In addition, we will spend part of the workshop time teaching participants to train others in effectively correcting student errors and to evaluate their trainees' performance in this very important area in instructional delivery. Each workshop participant will receive a copy of all the materials presented during the workshop, including all videotape examples and forms.

#29. Designing Organizational Change Initiatives

JAMIE PAGLIARO and Stephen Luce, PhD (Melmark, Inc.)

Level: Intermediate
Members: \$70
Non-Members: \$85

analytic literature provides a toolkit of best practices for assessing and changing organizational behavior. Acceptance of these practices differs, however, based on a number of organizational variables often referred to as organizational "culture." For example, some effective intervention strategies (e.g., performance-based training and the use of task-analyzed checklists) may be viewed as practical in one setting while intrusive in another. These considerations influence whether practices are adopted, intervention effects are maintained, and change is successful.

This workshop will direct participants to select appropriate objectives and interventions while building consensus within the organization to influence change. Participants will review procedures extracted from an empirical literature, not normally reviewed by behavior analysts, which have a direct impact on increasing the success of organizational change initiatives. Specifically, the instructor will expose participants to a series of organizational development tools and exercises that have been adapted to incorporate behavior analytic principles. Each participant will leave with a framework for initiating change in his/her organization.

#30. Developing ABA Programs for Children with Autism in the Public Schools

DANIEL COHEN-ALMEIDA, BCBA and Arthur Campbell (Melmark New England), and Maureen Hurley (Acton, MA Public Schools)

Level: Intermediate
Members: \$90
Non-Members: \$105

consideration of the unique challenges that are a part of the public school environment. This workshop will provide participants with a comprehensive introduction to the key elements necessary for successful program development including: program advocacy and political considerations, program design, staff training, interfacing with regular educators and specialists, program implementation and monitoring, and parental involvement and training. Workshop presenters include consultants who have worked with public schools to develop new ABA programs and behavior analysts employed by public school systems as ABA program supervisors.

Organizations are often composed of professionals from different disciplines, particularly in human service settings. In order to affect change, professionals responsible for organizational design are expected to become knowledgeable in all of the disciplines contained in the organization. The behavior

Behavioral Intervention for children with autism has the most scientific support of the available treatment options. This research, coupled with the increased incidence of the disability, has resulted in many public schools seeking to develop their own ABA treatment programs. Public schools are turning to behavior analysts to help in this process to serve either as consultants or as program supervisors. In either case, the successful development of an ABA program requires a

#31. Developing Effective Teaching Strategies Using The Assessment of Basic Language and Learning Skills (The ABLLS)

JAMES W. PARTINGTON, PhD, BCBA (Behavior Analysts, Inc.)

Level: Intermediate
Members: \$75
Non-Members: \$90

outcomes. However, program teams frequently find that they are successful in developing certain skills but are ineffective in developing other skill areas. Skill acquisition is dependent upon trainers' ability to identify not only what skills need to be taught, but also how motivational issues are directly related to the implementation of the teaching strategies. This workshop is designed to provide individuals who are familiar with the ABLLS with skills to analyze problems with the development of certain skill areas (e.g., spontaneous use of language and social interactions skills) and to provide individuals who are responsible for the development of programs with strategies for addressing those problems. Discussions regarding the analysis of problems in the acquisition of skills, evaluation of educational priorities, and determination of IEP objectives for several students will be conducted.

#32. Discrete and Sequential Data Collection and Analysis Strategies Using Computer Technology: Hands-On Application of the BEST System Including Hand-Held Computer, Video Synchronization, and Remote Data Collection Applications

TOM SHARPE, EdD and Daniel Balderson (University of Nevada, Las Vegas), and John Koperwas (Educational Consulting, Inc.)

Level: Introductory-Intermediate
Members: \$195
Non-Members: \$210

the complete software package on CD ROM, and a .pdf file summary copy of a compatible research methods text

The Assessment of Basic Language and Learning Skills (The ABLLS), based on Dr. Skinner's analysis of verbal behavior, provides a mechanism to analyze learner skills, develop a comprehensive language-based curriculum, and track skill acquisition for individuals with autism or other developmental disabilities. Once the assessment is completed on a learner, it is important to develop a strategic teaching plan (IEP) that will guide the intervention to produce the most effective

This workshop will provide hands-on application of a sophisticated software package designed to collect and analyze discrete and time-based behavioral data. The program is particularly useful to advanced graduate students and behavioral psychologists interested in analyzing complex configurations of behaviors that are emitted at high rates, often overlap in time, and which are context dependent. Discussion includes an introduction to (a) recommended procedures when collecting time-based data in the live setting and from videotape records, and (b) computer generated discrete and sequential descriptions, graphic and statistical analyses, and reliability comparisons of discrete and sequential data.

Participants will be provided with a complimentary copy of

published by Sage Publications as a function of workshop participation. While some computer hardware will be provided, it is recommended that workshop participants bring their own IBM compatible laptop hardware to facilitate hands-on workshop interactions. Workshop participants will exit with software-based data collection and analysis competencies, including the ability to (a) construct and apply systemic observation systems, (b) generate a time-based behavioral record using an inclusive overlapping category system, (c) perform traditional and sequential analyses using multiple measurement methodologies and interpret Z score transformations, (d) create and edit graphic data representations and apply relevant visual and statistical analyses, (e) conduct reliability and treatment fidelity analyses, and (f) apply a variety of data record edit and merge functions when operating with complex multiple event category systems.

#33. Doing the Research: Strategies and Designs for Conducting RFT within Intensive Early Intervention Programs

RICHARD LAITINEN, PhD (Tucci Learning Solutions, Inc.)

Level: Intermediate
Members: \$90
Non-Members: \$105

This workshop will provide participants with the materials and process analysis strategies needed to track and/or research the effect of relational frame programming (generalized conditional discrimination training) within intensive early intervention curricula.

Each participant will map out the overlay of relational families within and across traditional "Sd" progressions utilized within many intensive

early intervention curricula. Areas where conditional discriminations are taught and expected to emerge will be identified. Research/implementation designs that track the emergence of generalized conditional responding within and across relational families will be mapped to each curriculum. Each participant will identify two potential research projects that could be conducted and submitted for publication within their curriculum map.

#34. Ethical Issues in Home-Based Behavioral Intervention

VICKI MADAUS KNAPP, PhD, BCBA (Summit Educational Resources Early Autism Program) and Amy Jablonski (Summit Educational Resources)

Level: Intermediate
Members: \$85
Non-Members: \$100

Certified and licensed professionals are mandated to follow the ethical standards of their respective professions. Additionally, other professionals, including those in training, are expected to follow ethical guidelines when delivering services. Clearly delineated standards exist, but the application of these standards to clinical practice may still be a subjective process. Guidelines for ethical treatment procedures exist in many settings, yet the

implementation and ongoing evaluation of ethical clinical practice, in general, may be lacking. Various circumstances arise in the home environment (e.g., infrequent direct supervision, lack of environmental control, temptations to cross professional boundaries) which may jeopardize the ability of

professionals to apply ethical standards in a consistent manner. Because of the nature of home-based instruction, adequate descriptions of how to behave ethically in those settings appear to be deficient. The purpose of this workshop is to provide strategies for ethical practice to individuals who deliver home-based behavioral intervention to young children with Pervasive Developmental Disorders (PDD). Issues of direct service delivery, confidentiality and record keeping, consultation, boundaries, crisis intervention in the home and the extension of services into community settings will be addressed.

#35. Implementation of Behavior Strategies Through Team-Building

BRUCE DAVIS, PhD, John Zhang, Brooke Allen, and Marie LaVasque (Team Evaluation Center), and Jeanette Bunt (Independent Provider)

Level: Introductory
Members: \$85
Non-Members: \$100

Team building is an effective process to establish relationships that promote the application of applied behavior analysis in community settings. By using this vehicle, behavior analysts, as clinicians and facilitators, conduct functional assessments, provide recommendations regarding problem behaviors, evaluate current programs, collaborate with other professional service providers, enable service provider implementation, and empower consumers in achieving personal goals. This

workshop will provide simple methods for recognizing accomplishments, identifying effective strategies, planning for staff implementation, and ongoing evaluation of effectiveness. The participant will have the opportunity to practice team building facilitation and sharpen skills with feedback from the trainer and other participants.

#36. Implementation of Stimulus Preference Assessments for Individuals with Developmental Disabilities

FRANCIS CICCONE, MA, BCBA, Theresa Clevenger, Stephen Madden, and Heather Morrison (The New England Center for Children)

Level: Introductory
Members: \$75
Non-Members: \$90

The technology of identifying effective reinforcers is important to the field of applied behavior analysis. Identified reinforcers are presented contingent on appropriate behavior to increase the future probability of that behavior, or may be removed or withheld contingent on inappropriate behavior to decrease the future probability of that behavior. The effectiveness of these interventions depends on the potency of the reinforcers used. Identifying reinforcers for individuals with developmental disabilities can be difficult.

Several systematic methods have been developed over the past several years to identify preferred stimuli for these individuals. These methods have been validated by subsequent reinforcer assessments, which demonstrated that highly preferred stimuli function effectively as reinforcers. In this workshop, participants will learn about several methods for systematically identifying potential reinforcers and will

have the opportunity to practice and receive feedback on the use of these methods.

Participants will receive information about how to select an appropriate type of assessment for his/her needs and how to incorporate the assessment results into applied settings.

#37. Improve Your Oral Presentations

NED CARTER, PhD
(Department of Occupational and Environmental Medicine, Uppsala, Sweden), Thomas E. (Ted) Boyce (University of Nevada, Reno), and Kenneth Nilsson (Beteendeanalysgrupp en, Uppsala, Sweden)

Level: Introductory

Members: \$75

Non-Members: \$90

Oral presentations play an essential role in individual success in both the public and private sectors. Workshop content is based on detailed practical analyses of speaker and audience behavior. Truly effective speakers conduct a dialogue with their audience, preparing themselves to control and to be controlled by their audience. This workshop will assist participants in identifying variables initiating and maintaining audience attention, interest and participation.

Emphasis is placed on using the principles of behavior analysis,

particularly the analysis of verbal behavior, to improve speaker behavior.

#38. Intensive Early Intervention: Basic Expressive, Receptive, and Operant Language Programming

Kara L. Riedesel (LIFE Midwest), Melissa Gard (University of Kansas), Charryse M. Fouquette (St. Cloud State University), and ERIC V. LARSSON, PhD, BCBA (LIFE Midwest)

Level: Introductory

Members: \$82

Non-Members: \$97

In intensive early intervention with young children with autism, a great number of language skills are often taught. Such skills can be developed in a coherent conceptual framework, enabling productive treatment planning and program evaluation. In the case of language skills, a four-dimensional matrix of skills can be used to design an overall generative process of language development. The matrix of skills is addressed across generalization modalities, syntax forms, conditional discriminations, and functional communicative relationships. After receptive

and expressive skills are developed, the matrix naturally flows into auditory comprehension and production skills. The organization of the language curriculum can be used to control the pacing of related social skills in a systematic manner. Data obtained from children in intensive early intervention will be presented to demonstrate how the generative curriculum can improve the progress of children with severely challenging language disorders. This is part one of a two part workshop. This workshop will present the basic skills programming during the first 18 months of intervention, which sets the stage for advanced comprehension and social language skills.

#39. OBM Part II: Performance Improvement Methods in Behavior Health Care Organizations

MICHAEL WEINBERG, PhD, BCBA (Devereux Florida University) and Joseph Cautilli (Children's Crisis Treatment Center)

Level: Intermediate

Members: \$75

Non-Members: \$90

organization. In addition, issues that also need to be addressed in the organization such as performance evaluation, data systems, and feedback systems will be presented and discussed.

#40. One Good Way to Teach a College Content Course

JACK MICHAEL, PhD and Caio Miguel, MA (Western Michigan University)

Level: Introductory

Members: \$80

Non-Members: \$95

about what is required by the instructor, and must be frequently assessed with respect to the developing repertoire. An effective type of information called study objectives will be described, and a guideline for assessment frequency will also be provided. The reinforcement for studying will be analyzed in terms of the procrastination scallop. The role of lectures and other classroom activities, the relation of these activities to text material, and a number of suggested principles with respect to lecturing will be considered. We will also consider the advantages and disadvantages of different kinds of assessment procedures, as well as an appropriate assessment context. Our goal is to provide a system that will permit the new instructor to teach effectively and to receive good course evaluations.

#41. Overview of Behavioral Assessment in Applied Settings

D. DANIEL GOULD, PhD (The New England Center for Children)

Level: Introductory

Members: \$75

Non-Members: \$90

manipulation. The emphasis will be on behavioral assessment in applied settings.

The utilization of services in community-based behavior health organizations is a growing issue in recent years for managed care companies. In this workshop, participants will learn how to devise and establish performance improvement and monitoring methods for those providing behavioral services including behavior analysts and other therapy services. Attendees will be given the opportunity to devise a systems-based plan for establishing these approaches in their

A large part of the learning for college courses is supposed to take place outside of class. We will provide a guideline for appropriate out-of-class time requirements, and consider the various motivational factors available for generating effective outside study. In an analogy to work settings, to do a good job the student must have very clear information

The most effective interventions are those based on an assessment of the function of the target behavior. Hypotheses regarding the function of target behaviors may be generated by a number of assessment methods. This workshop will review the differences between indirect assessment, descriptive assessment, and systematic

#42. Reinforcer Identification for Students with Autism and Other Disabilities

THOMAS S. HIGBEE, PhD, BCBA, Katie Endicott, and Kara A. Reagon (Utah State University)

Level: Introductory

Members: \$95

Non-Members: \$110

other developmental disabilities depends on the potency of the positive reinforcers used, the identification of potentially powerful reinforcers is particularly important. In this workshop, participants will learn about different methods for identifying potential reinforcers and will have the opportunity to practice and receive coaching. Participants will also receive practical information about how these techniques can be used in applied settings.

#43. Review of Observation and Measurement Methods in Applied Settings

NICOLE CIOTTI GARDENIER, MS, BCBA, Amy Geckeler, and Cheryl Davis (The New England Center for Children)

Level: Introductory

Members: \$85

Non-Members: \$100

agreement data. Advantages and disadvantages of various measurement methods will be discussed with particular emphasis on selecting the most accurate measurement methods possible given the limited resources in typical applied settings.

#44. Seeing the World With X-Ray Eyes: Using Goldiamond's Constructional Questionnaire to Functionally Analyze Disturbing Behavior

PAUL ANDRONIS, PhD (Northern Michigan University) and T V Joe Layng (Headsprout)

Level: Introductory

Members: \$95

Non-Members: \$110

Over the past several years, a technology for the identification of potential reinforcers for individuals with autism and other developmental disabilities has been developed. This technology, called Stimulus Preference Assessment (SPA) provides systematic methods for predicting reinforcer effectiveness. As the success of many instructional and behavioral interventions for individuals with autism and

Direct observation and measurement of behavior is a hallmark of the behavior analytic approach. This workshop will provide a review of and practical guidelines for observation and measurement procedures in applied settings. The workshop will briefly review identifying and prioritizing target responses and developing operational definitions. A particular emphasis will be placed on selecting appropriate methods for measuring target responses and obtaining interobserver

The functional analysis of behavior has become the generally accepted standard for initial behavioral assessment in the delivery of human services by both public and private agencies, and many other institutions throughout the United States. At the same time, perhaps because of the demands imposed by their rapid and widespread dissemination, the procedures associated with this approach have often become formalized around a relatively "simplified" cluster of basic analytic

assessments. Goldiamond (1974, 1975, 1976, 1977, 1979, & 1984) elaborated a thoroughgoing method for a functional analysis of behavior that includes a carefully researched questioning protocol that may be used to identify the critical consequences responsible for maintaining disturbing patterns of clinical interest. This protocol has been used successfully to identify important contingencies and develop successful treatment programs for a wide range of clinical problems including: drug addiction, phobias, borderline syndrome, anxiety attacks, depression, behavior problems associated with Autism, delusions, hallucinations, and various forms of schizophrenia among others. This workshop will focus on the use of Goldiamond's Constructional Questionnaire as a basis for functional analysis. The questionnaire was researched and developed over a period of years by Goldiamond and his students at The University of Chicago, and is a powerful tool for identifying putative consequential contingencies maintaining disturbing patterns. This workshop will provide an overview of Goldiamond's (1974) Constructional Questionnaire. With an emphasis on:

- Making sense of seemingly irrational or apparently maladaptive behavior.
- Constructional Program Planning using topical and systemic programs

The theoretical model used in this workshop treats human behavior as a rational and adaptive outcome of individuals' unique personal histories (including both social and biological endowments). Accordingly, we will discuss how the Constructional Questionnaire and Program Planning Guide demonstrates how behavior usually benefits individuals in personal ways, and how a Constructional Approach can thus "make sense" of behavior that, from other perspectives, is classified as senseless, irrational, maladaptive, dysfunctional, pathological, and so on.

#45. Supervisory Techniques in Home-Based Early Intensive Behavioral Intervention Services

JOEL HUNDERT, PhD, BCBA and Nicole Walton-Allen (Behaviour Institute)

Level: Intermediate

Members: \$82

Non-Members: \$97

Although there are numerous sources of information on how to design and implement early intensive behavioral intervention (EIBI), there is little literature suggesting how to supervise front-line staff who implement EIBI programs. Supervision of EIBI delivered in children's homes is particularly challenging because of the added difficulties of controlling the environment, accessing children's performance data

and giving corrective feedback to staff. The purpose of this workshop is to provide participants with techniques for supervising staff in home-based EIBI. Supervisors of home-based EIBI are not only responsible for ensuring the quality of staff performance, but also the appropriateness of the selection of instructional targets, arrangement of instructional sequences and the design of instructional programs. Topics covered will include: how to detect child performance problems; how to monitor staff performance; how to provide corrective staff feedback; how to select instructional targets for children; and how to arrange instructional sequences.

Videotape models, exercises, handouts will be used to present the topics that will be covered.

#46. Teaching Prerequisite and Early Reading and Writing Skills 2

KENT JOHNSON, PhD, Kris Melroe, and Joanne Robbins (Morningside Academy), and Elizabeth Haughton (Private Practice)

Level: Introductory

Members: \$160

Non-Members: \$175

This workshop will focus upon the auditory skills and early language skills that research has determined to predict success in learning to read and write. Many young children at risk for learning to read and write have profited from a curriculum that focuses upon these components. Our emphasis will be upon both instructional methods for acquiring these skills as well as practice methods for building their fluency. Phonemes are individual speech sounds

represented by letters of the alphabet. Phonemic awareness is the understanding that spoken words and syllables are composed of a specific sequence of individual speech sounds. Phonemic awareness is evidenced when a learner can produce, discriminate, and manipulate the phonological or sound structure of a language, as distinct from its meaning. Phonemic awareness is a prerequisite to the development of reading and spelling skills, especially phonics. Word, syllable and rhyming awareness must be developed prior to phonemic awareness, however these areas usually require less practice to become fluent.

Research has repeatedly shown that phonemic awareness is a powerful predictor of success in learning to read and spell. Phonemic awareness is more highly related to learning to read than are tests of general intelligence, reading awareness, and listening comprehension. The discovery of the nature and enabling importance of phonemic awareness is said to be the single greatest breakthrough in reading pedagogy in the 20th century. Early language skills are also very important predictors and prerequisites to success in learning to read and write. Many early language skills have been isolated and shown to be significant enhancers of learning to read and write, particularly with at-risk learners. These skills include rapid automatic naming, retelling, syntactic language conventions, language of instruction, and basic vocabulary and knowledge typical of children in preschool and the primary grades.

#47. The ABC's of Consulting in School Districts

KRISTEN M. VILLONE, PhD (Melmark, Inc.) and Noelle M. Green (Bancroft NeuroHealth)

Level: Introductory

Members: \$95

Non-Members: \$110

One of the biggest challenges behavior analysts face when consulting in school districts is balancing the role of invited guest with the role of professional with expertise. Based on the experiences of a veteran consultant (with 15 years consulting experience) and a relatively new consultant (with eight years clinical experience), each will offer their unique perspectives on the

different strategies and approaches that they have found invaluable.

#48. The Use of Video/Computer Technology in Teaching Children with Autism

Mary E. McDonald, MA, BCBA (The Genesis School), CATHERINE FALLEO (Personal Touch Early Intervention Program), and Sharon A. Reeve (Caldwell College)

Level: Intermediate

Members: \$100

Non-Members: \$115

contingencies, video rehearsal/role play, video-based instruction, video modeling, and video priming. In addition to video-based instruction, computer-based instruction is showing promising effects for individuals with autism. A sample of computer-based instructional programs that have been effective for children with autism will be modeled (e.g., The Discrete Trial Trainer).

#49. Using ABA Technology to Create an Inclusive Preschool Program for Children with Autism: The Partners in Learning Model

KATHLEEN MCCABE-ODRI and Laura Kenneally), Lori Lorenzetti and Justin DiDomenico, EdD, BCBA (Advance), and Jen Cornely, Kim Goergen, and Nicole Swanfeld (Partners in Learning)

Level: Intermediate

Members: \$140

Non-Members: \$155

Often, children with autism have great difficulty learning new skills, and one factor that often impedes learning by children with autism is the social component of the learning process. The use of video-based instruction has been successful for children with autism across a variety of skill areas. This workshop will provide information on a variety of video-based instructional methods that have been effective in teaching children with autism. Specific methods to be reviewed will include: video-based

Including children with Autism Spectrum Disorders into preschool settings is a challenging but critical task, in order for them to learn from appropriate social models. Partners in Learning is a typical preschool, which employs ABA technology to successfully include children with autism into the program. This workshop illustrates the key components of a successful inclusive environment. Participants will be able to identify and apply these strategies for students with developmental disabilities in other typical preschool settings.

#50. Using Video Modeling to Teach Play to Young Children with Autism

JUNE SANCHEZ, Rebecca MacDonald, PhD, BCBA, Kristine Wiltz, and Shelly Cota (The New England Center for Children)

Level: Introductory

Members: \$70

Non-Members: \$85

Play is an important part of a typical child's development and contributes to the acquisition of language and social interaction skills. Children with autism often do not develop play skills. Video modeling has been demonstrated to be an effective procedure to teach a variety of skills. We will review several studies that we have conducted demonstrating the effectiveness of video modeling teaching procedures to teach independent pretend play to

children with autism. In addition, we will present data from our most recent work, teaching cooperative play between children with autism and typically developing peers using video modeling. Video modeling is now an integral part of our preschool social skills and play curriculum. We will review how to develop scripts using commercially available play sets, create video modeling tapes, and provide video instruction to children with autism. We will discuss the advantages of this procedure and the issues encountered when implementing the procedures. We will discuss the implications for this technology as an easy and effective strategy for teachers and parents to use to teach play and other skills.

#51. Utilizing ABA Strategies with Toddlers with Autism

ANNE S. HOLMES, MS and Diane Van Driesen (Eden Family of Services)

Level: Intermediate
Members: \$70
Non-Members: \$85

The use of highly structured, consistent, concrete ABA intervention strategies such as discrete trial teaching are well established as having positive effects on children with autism (Lovaas, 1987). As diagnosticians become more proficient with diagnoses and children are diagnosed at younger ages (under two), professionals need to expand

their use of ABA strategies to meet the needs of developing toddlers. Normal child development during toddlerhood is characterized by the child's active exploration of his environment. Toddlers with autism, left on their own, are not likely to access a sufficient variety of learning experiences. A solely child-directed approach to intervention is ineffective because toddlers with autism have extremely limited interests. A solely therapist-directed approach is ineffective because toddlers with autism are not being taught to experiment and explore their world. This workshop will outline an ABA approach that is child initiated, adult directed. These strategies have been successfully implemented with positive data based outcomes at the Eden Family of Services' Wawa House for the past ten years. Future implications for focus of intervention will be discussed.

#52. Working Effectively with Parents to Provide Quality ABA Services to Families of Children with Autism

JUDY PALAZZO, MS, BCBA and Erica Roest (Connecticut Center for Child Development, Inc.)

Level: Introductory
Members: \$70
Non-Members: \$85

An important factor in establishing effective ABA home and center-based programs is creating a positive working relationships with parents. This workshop will address how to develop effective working relationships with parents and family members. Strategies applying the principles of applied behavior analysis for maximizing parent/staff communication and trust will be presented. A parent training model covering autism, applied

behavior analysis, and teaching strategies for parents will be outlined and discussed. Additionally, strategies for getting and maintaining parental involvement will be examined.

May 29, 2004
8:00 a.m. - 11:00 a.m.

#53. "We're Here to Help Each Other through This Thing...Whatever It Is:" Teaching ABA Concepts through Literature

BOBBY NEWMAN, PhD, BCBA (Room to Grow)

Level: Introductory
Members: \$70
Non-Members: \$85

ABA concepts have been portrayed, with varying degrees of accuracy, in a variety of literature. Major literary works that have attempted to provide commentary on ABA concepts will be explored. Tips for creating short fiction to teach ABA concepts will be provided. There will be a mixture of lecture and discussion, with a brief exploration of the presenter's short fiction written for the workshop.

#54. Advances in Treating Children with Habit Disorders, Motor and Vocal Tics, Tourette's Syndrome, and Stuttering Using the Habit Reversal and Regulated Breathing Treatment Procedures

GREG NUNN, PhD, BCBA (National University and San Diego City Schools)

Level: Introductory
Members: \$90
Non-Members: \$105

Maladaptive and undesirable habits, tics, Tourette's Syndrome (TS), and stuttering are extremely common problems which can seriously affect the personal relationships and self-esteem of individuals who suffer from them. Because these problems can cause acute psychological distress, many different types of treatments for them have been developed.

Habit reversal is a behavioral treatment approach which has proven to be an effective, "general treatment" for habits and tics including TS (Azrin & Nunn, 1973; Azrin & Nunn, 1977; Nunn, 1978; Azrin, Nunn & Frantz, 1980; Azrin &

Peterson, 1988a; Finney, Rapoff, Hall, & Christopherson, 1983; Franco, 1981; Zikis, 1983; Miltenberger, 2001).

#55. Changing Roles of Behaviorists in Schools: Roles, Responsibilities and Bedside Manner; Or What Teachers Really Think of Us

KIMBERLY SMALLEY, PhD, BCBA (Behavior Support Advocacy Consultation)

Level: Introductory
Members: \$70
Non-Members: \$85

Applied behavior analysts working in schools with students with disabilities have unique and ever changing roles. We are faced with the challenges of our own learning curve and frustrated by what often feels like resistance. Many of the challenges we face we created ourselves, or were created by our colleagues before us. This session will present research and discussion on facilitating social supports in schools to create behavioral change in individuals with developmental

disabilities, and the perceptions and actions of school based personnel. School systems and developmental disability organizations across central California were surveyed to establish a list of exemplary behavioral service providers.

Interviews, record review, and direct observation of these providers indicated that behaviorists thought to be outstanding in their field, facilitated and manipulated ecological and molar variables and focused their efforts on antecedent management. This interactive session will discuss the roles and responsibilities assigned, accrued, and otherwise performed by behaviorists in public schools. Parallel jargons and team dynamics will be discussed with relation to the expectations and perspectives schools may have of us and our profession. Barriers to creating behavioral change and successful strategies to adapt our message to listeners ear will be provided.

#56. Combining Direct Instruction and Precision Teaching to Enhance Academic Programs

RICHARD M. KUBINA, JR. , PhD, BCBA (The Pennsylvania State University) and Douglas E. Kostewicz

Level: Intermediate
Members: \$70
Non-Members: \$85

programs and receive instruction on how to determine which skills will be selected for use with Precision Teaching. Once selected, specific skills will be identified for daily practice (to fluency). Using fluency aims, standard celeration charting, and other aspects of PT will be discussed to help rapidly accelerate students learning using Direct Instruction.

#57. Developing and Implementing Behaviorally Based Interventions for Young Children with Down Syndrome

KATHLEEN FEELEY, PhD and Emily Jones (Southampton College)

Level: Intermediate
Members: \$90
Non-Members: \$105

there appear to be scarce applications within educational settings. This workshop will provide information regarding the unique characteristics of children with Down syndrome as well as the implications these characteristics have on the acquisition of skills. A series of case studies will be presented, demonstrating a functional relationship between skill development and behaviorally based interventions. For example, a multiple baseline design across behaviors was implemented to demonstrate the effectiveness of discrete trial instruction in establishing verbal responses to nonverbal stimuli in a four-year-old boy with Down syndrome. Positive reinforcement was used to establish contingent eye gaze and contingent vocalization in two infants with Down syndrome. Across the series of case studies, response and procedural

This workshop will show participants how to combine one of the most powerful educational curricula, Direct Instruction (DI), with one of the most effective measurement tools, Precision Teaching (PT). Participants will learn how elements of Precision Teaching augment lessons from Direct Instruction. Materials from Direct Instruction curricula will be given in the workshop. Participants will examine the scope and sequence of DI reading

Down syndrome is a developmental disability resulting from an extra copy of the 21st chromosome. This extra genetic material affects many aspects of development, including cognition, speech/language, social, and motor development. Although research has demonstrated the efficacy of behavioral interventions for teaching a variety of skills to young children with Down syndrome,

reliability were collected during 15 to 50% of the intervention sessions, with a range of agreement between 80 and 100%. Finally, in-depth procedures will be provided for developing and implementing a behaviorally based program.

#58. Educational Applications of Relational Frame Theory

IAN STEWART, PhD (National University of Ireland, Galway) and John McElwee (Private Consultant)

Level: Introductory
Members: \$70
Non-Members: \$85

generated by this approach, and to discuss how these empirical findings might be applied in the educational arena, particularly in special educational interventions such as Early Intensive Behavioral Intervention. The first part of the workshop will involve defining and explaining the core concepts of RFT. The latter part of the workshop will explore how these core concepts and the basic research that has arisen from them, may be brought to bear in educational and special educational settings.

#59. Fluency-Based Instruction for Learners with Autism

Alison L. Moors, MA, BCBA, SARA PAHL, Kristin N. Schirmer, and Holly Almon-Morris (Fabrizio/Moors Consulting)

Level: Introductory
Members: \$190
Non-Members: \$105

support systems needed to effectively implement this model with learners with autism. The workshop uses a combination of slides, multiple video examples, and performance data from children with autism to illustrate key concepts. Participants will receive a copy of all materials presented in the workshop along with digital versions of the materials and copies of the videotape examples and charted performance data used.

Relational Frame Theory is a modern behaviour analytic approach to human language and cognition. One important domain of human concern obviously relevant to human language and cognition and therefore eminently suitable for the application of RFT is education. The purpose of the present workshop is to briefly lay out the RFT approach, to explain some relevant experimental findings

This three-hour workshop will introduce participants to Fluency-Based Instruction as applied to learners with autism. Fluency-Based Instruction, an instructional system derived from the field of behavior analysis, is a highly effective and efficient system for arranging instructional contingencies. Participants will learn the components of Fluency-Based Instruction, its historical and empirical underpinnings, as well as the

ABA Continuing Education

2nd Floor Plaza Level

CE packets, information, payment, and certificates

#60. How to Teach a Course in Child Development: Theory and Applications

GARY D. NOVAK, PhD, BCBA (CSU, Stanislaus) and Martha Pelaez (Florida International University)

Level: Intermediate
Members: \$75
Non-Members: \$90

are detailed in their new textbook. They will show how they organize and teach their undergraduate and graduate courses using this approach, with an emphasis on PSI-type methodologies. Participants will learn how to develop goals, objectives, lecture materials, and supplementary materials and readings for use in their own course.

#61. How to Train Caregivers in Functional Behavioral Assessment and Treatment Development

JULIA T. O'CONNOR, PhD (The Kennedy Krieger Institute)

Level: Intermediate
Members: \$80
Non-Members: \$95

closely replicates the conditions in the natural environment. This workshop is designed to train professionals how to collaborate with parents throughout the functional analysis and treatment development process. The primary focus will be to assist the professional in teaching parents and other caregivers of children with developmental disabilities how to analyze behavior and develop function based treatment strategies in a collaborative relationship. Participants will have the opportunity to practice in small groups. Materials will be provided to participants including how to define behavior, identify target situations, and identify potential reinforcers as well as sample data collection sheets and other handouts describing the principles of applied behavior analysis and conducting functional analysis.

Very few behavior analysts teach courses in child development. As a result, this important area is dominated by nonbehavioral viewpoints. This workshop will give you the knowledge and skills needed to be prepared to teach a course in child and adolescent development from a behavioral perspective. The workshop leaders will present the basic concepts of their behavioral-systems approach to child and adolescent development that

As the functional behavior assessment methodology has expanded from the highly controlled research context to homes, schools, and community settings, more questions have arisen regarding how to incorporate the family and other caregivers of the client into the assessment and treatment process. Caregiver participation in behavioral assessments allows the clinician to establish a context that more

#62. Incorporating Discrete Trial Teaching and Natural Language Paradigm Teaching within Early Intervention Sessions for Children with Autism

PAUL D. COYNE, PhD, BCBA, Erin D. Ring, and Melissa L. Evans (Coyne and Associates, Inc.)

Level: Intermediate
Members: \$95
Non-Members: \$110

an early intervention program for children with autism. We will present the essential features of both techniques, and offer practical real-life suggestions. A video displaying examples of actual teaching sessions will be presented.

Discrete Trial Teaching (DTT) and Natural Language Paradigm (NLP) are evidence-based teaching techniques commonly used in early intervention for children with autism and other developmental delays. However, it is less common to find early intervention programs with curriculums that incorporate and intersperse DTT and NLP techniques (e.g., Pivotal Response Teaching) into teaching sessions.

The workshop will offer methods designed to integrate DTT and NLP techniques within

#63. Intensive Early Intervention: Advanced Comprehension, Production, and Social Language Skills Program

Kara L. Riedesel (Lovaas Institute for Early Intervention), Charryse Fouquette (St. Cloud State University), Missy Gard (University of Kansas), and ERIC V. LARSSON, PhD, BCBA (Lovaas Institute for Early Intervention)

Level: Introductory
Members: \$82
Non-Members: \$97

comprehension and production skills. The organization of the language curriculum can be used to control the pacing of related social skills in a systematic manner. Data obtained from children in intensive early intervention will be presented to demonstrate how the generative curriculum can improve the progress of children with severely challenging language disorders. This is part two of a workshop in language intervention in which the advanced auditory comprehension skills, creative language production skills, and social language programming is introduced as it builds upon the part one skills. Previous attendance (this year or prior) at a basic language matrix programming workshop is recommended.

In intensive early intervention with young children with autism, a great number of language skills are often taught. Such skills can be developed in a coherent conceptual framework, enabling productive treatment planning and program evaluation. In the case of language skills, a four-dimensional matrix of skills can be used to design an overall generative process of language development. The matrix of skills is addressed across generalization modalities, syntax forms, conditional discriminations, and functional communicative relationships. After receptive and expressive skills are developed, the matrix naturally flows into auditory

ABA START

2nd Floor Plaza Level

Jobs, internships, resumes, interviews, graduate training programs, and career resources center

#64. Life-Quality Programming for People Unable to Provide Preferred Experiences to Themselves

MARTIN IVANCIC, PhD
(Western Carolina Center)

Level: Introductory
Members: \$90
Non-Members: \$105

People who are unable to independently contact the things they enjoy in their lives are dependent upon other people for their life-quality. Behavior technologies have identified how to assess reinforcers, preferences, and happiness indices for people, but these procedures have been typically used only as a means to developing more complex skills. For people who are not expected to increase

their current life-quality by acquiring new skills, this workshop offers programming for life-quality that considers contact with preferred stimuli as a terminal goal. The programming divides a participant's day into nine intervals. The task for the care provider is to generate predefined approval or satisfaction responses (approach responses, happiness indices, etc.) from the participant in each of these intervals. Higher percent intervals of these satisfaction responses are considered an indication of increased life-quality for that person. Data can be managed to identify and then schedule toward more preferred experiences and away from less preferred events. Quality assurance and validity for this programming is based on the on-going (i.e., across the day, every day) participant "voice" about the quality of his or her daily experiences. Such programming may be the essence of what many who work for people with disabilities call "person-centeredness."

#65. Overview of the Standard Celeration Chart

MICHAEL FABRIZIO, MA, BCBA
(Fabrizio/Moors Consulting), Jesus Rosales-Ruiz
(University of North Texas), Clay Starlin
(University of Oregon), Abigail B. Calkin
(Calkin Learning Center), Alison L. Moors
(Fabrizio/Moors Consulting), and Henry S. Pennypacker
(University of Florida)

Level: Introductory
Members: \$220
Non-Members: \$235

This workshop will teach participants to monitor human performance on the Standard Celeration Chart (SCC). Participants will learn important features of the chart, the rationale for monitoring rate of performance, charting conventions used with the SCC, how to chart performance across varying lengths of counting time, and how to analyze performance on the chart to assist in making data-based decisions. The presenters will draw from long and varied histories of success using the SCC in a range of settings to illustrate key concepts taught in the workshop. Examples from the areas of university teaching, intervention with children with autism, educational intervention with students with learning

disabilities, general public school education, and the monitoring of private events will be used. All participants will receive a copy of all materials used in the workshop including a CD-ROM containing additional copies of the presentation materials, forms, example videos, and an animation-based tutorial.

#66. Repairing a Behavior Plan That Isn't Working

THEODOSIA
PACLAWSKYJ, PhD
(Kennedy Krieger Institute)

Level: Intermediate
Members: \$80
Non-Members: \$95

The process of conducting behavioral assessment and treatment for individuals with developmental disabilities and behavior problems can consume a lot of time and resources. Therapists often become frustrated when what seems to be a well-designed behavior plan fails to improve a problem behavior, or when a plan that previously worked well seems

to fall apart. This often leads to further treatment attempts that, when prolonged, lead to significant negative impact on the target individual and their immediate community.

This presentation is intended to help the clinician identify weaknesses within three domains of a behavior plan: design, materials, and implementation. Using a model drawn from critical incident investigation, the presentation reviews factors such as "human error" (e.g., treatment integrity, false assumptions, etc.), "mechanical failure" (e.g., satiation, competing schedules of reinforcement, etc.), and "design flaws" (e.g., lack of valid functional assessment, consideration of establishing operations, etc.). State-of-the-art behavioral research is translated into a practical model that can be applied to evaluate a range of behavioral scenarios and allows the clinician to develop an enhanced perspective on successful and systematic behavioral assessment and treatment.

#67. Skinner's Analysis of Verbal Behavior

MARK SUNDBERG, PhD, BCBA (Behavior Analysts, Inc./STARS School)

Level: Introductory
Members: \$80
Non-Members: \$95

This workshop will cover the basic concepts of Skinner's analysis of verbal behavior. We will also discuss how Skinner's analysis is conceptually different from other (traditional) analyses of language. Participants will learn how to define and exemplify the elementary verbal operants (i.e., echoic, mand, tact, intraverbal, textual,

and transcriptive), and how to classify samples of verbal behavior.

#68. Teaching Behavioral Techniques to Violent Criminal Offenders

Samuel Ozuzu, PhD
(Century Prison) and
CARY E. SCHWENCKE, MEd, BCBA (Select Support Services)

Audience: Level: Intermediate
Members: \$70
Non-Members: \$85

Workshop instructors will present an overview of a basic treatment model and curriculum that teaches the practical application of traditional methods proven to be effective for behaviors associated with violence and aggression. The program is designed for use with offenders, both incarcerated and not, and those with minor misdemeanor convictions. These methods are organized into a practical standard format with five basic

steps. Step 1: Background information gathering and individual interview. Step 2: Instruction on the ABC model, simple data collection, and basic behavior principles. Step 3:

Group discussion that included techniques such as problem solving, role playing, role reversal, and practicing responses. The instructor will also be able to directly observe the participant's behaviors. Step 4: Individual will design and put into writing his own intervention plan.

#69. The Discrete Trial Tracking System: An Integrative and Analytic Approach to the Implementation of Discrete Trial Teaching Technology

SARA WHITE, PhD,
BCBA and Sally
Grevemberg
(Behavioral &
Educational Strategies
& Training)

Level: Intermediate
Members: \$80
Non-Members: \$95

There has been a large amount of controversy within the field of discrete trial instruction over which prompting system produces the greatest gains in learning. Typically speaking, instructional agencies will advocate for one particular prompting method and use that method to the exclusion of all others. The Discrete Trial Tracking System (DTTS) provides a systematic method of integrating both most-to-least and least-to-most prompting strategies, allowing children to benefit from both means of instruction. DTTS is an

integrated method of prompting, program implementation and data collection, which focuses on individualizing both the prompting hierarchy and instructional sequence to meet the needs of each child. Additionally, DTTS presents a written prompting hierarchy that is simple for staff to implement and easy for supervisors to monitor. Having a written prompting protocol also makes the training of new staff members easier and more efficient, and makes prompting more consistent and therefore less confusing for children. Finally, DTTS provides a method of making systematic data-based decisions in order to maximize speed of learning. Cumulatively, DTTS provides a systematic and analytic framework to aid in the implementation of discrete trial teaching technology across a variety of instructional settings.

#70. Traumatic Brain Injury: Mechanisms, Management, and Training

MICHAEL MOZZONI,
PhD, BCBA (Timber
Ridge Group, Inc.)

Level: Introductory
Members: \$80
Non-Members: \$95

This workshop is for behavior analysts working as part of an interdisciplinary team who need to interact with other professionals to help patients participate and profit from therapy sessions. As well, it is for behavior analysts who need to help therapists modify and improve training methods in order to meet projected outcome goals.

The first part of the workshop will outline localized brain and behavior functions and mechanisms of injury. Participants will get an overview of what happens during a traumatic injury. The second part of the workshop will focus on acute rehabilitation issues of data collection, and redirection methods for patients in Rancho level 4-The third part will focus on specialized training methods and considerations used in rehabilitation. Trial presentation, prompting and reinforcement methods for use in physical, occupational, and speech therapy will be discussed using case studies. As well, pediatric issues in education will be demonstrated using data based training methods.

#71. Using Microsoft Excel to Monitor and Graph Behavior Data

JOHN
POKRZYWINSKI, MA
(West Tennessee
Regional Office and
Columbus
Organization)

Level: Introductory
Members: \$75
Non-Members: \$90

Excel procedures, the use and modification of templates, and references to other sources that describe the use of Microsoft Excel to produce reversal, multiple baseline, and multi-element graphs (among others) that conform to many of the technical recommendations for publication in the Journal of Applied Behavior Analysis. Participants are invited to bring laptop computers with them to the workshop.

#72. What Does "Research-Based" Really Mean? Evaluating and Predicting the Likely Success of Behavioral Programs

T V Joe Layng, JANET
TWYMAN, PhD, BCBA,
and Greg Stikeleather
(Headsprout)

Level: Introductory
Members: \$95
Non-Members: \$110

Behavior analysts devote a great amount of time to the production of graphs. There are a variety of commercial computer software graphing packages on the market; however, they tend to be relatively expensive, and vary in their user friendliness. This workshop provides instruction in the use of templates for graphing data using Microsoft Excel. The workshop content will include: an introduction to basic

Current uses of the term "research-based" as applied to educational and behavioral programs range in meaning from claims that: Programs contain elements found by research to be effective; pretest vs. post-test or simple comparison studies have provided evidence of effectiveness; or the program has undergone some form of scientifically controlled study. Adding to the confusion, all of these uses fail to distinguish between the scientific

development of a program and the scientific evaluation of outcomes after a program is developed. This latter use of "research-based" might more properly be considered "research-filtered." That is, a program, regardless of design, is measured against an alternative form of instruction or no instruction at all. This use of the term research-based would find in its referent an emphasis on summative evaluation. Yet another use of the term research-based might be more properly considered as pertaining to a behavioral intervention or instructional program that has been scientifically developed. That is, it is designed and constructed often following design-test-revise-retest cycles until each individual is shown to succeed. This use of the term research-based would find in its referent an emphasis on formative evaluation (after Scriven, 1974).

This workshop will provide an overview of how the term research-based needs to be examined using criteria based on the type of formative and summative evaluation that has been conducted in developing behavioral intervention and instructional programs. The workshop will present and provide practice in using a method educators can employ to evaluate claims made by consultants, vendors and program authors; to judge data supplied by reading program publishers; and to make predictions of the likely success of a program.

May 30, 2004
7:00 p.m. - 9:00 p.m.

**#73. Early and
Intensive Behavioral
Intervention for
Autism**

O. IVAR LOVAAS, PhD
(University of
California, Los
Angeles)

Level: Introductory

Members: \$70

Non-Members: \$85

Autism represents the most severe impairment of all psychiatric diagnostic categories. It is almost always chronic: 95% of children diagnosed with autism remain autistic as adults and in need of institutional and/or protective care. To optimize treatment outcome behavioral intervention should start before the age of 5 years, address all the child's behavioral excesses

and delays, be administered 40 hours or more per week, and be conducted in the child's home and community with the parents' participation. Follow-up data assessment of the UCLA 1987 study conducted by independent blind examiners at the children's mean age of 12 years shows that 47% of the children passed regular, age-appropriate classes in the public school system, scored within the normal range on IQ tests and standardized tests of adaptive behavior and personality, as well as ratings by clinical psychologists. Replication of the 1987 study across sites is being conducted by persons who have completed coursework in Learning & Behavior and Applied Behavior Analysis as well as passed a full-time 9-month internship at UCLA. Replication data will be published in 2004.

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ABA Conference**

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November 27, 2005**

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Opportunities for Behavior Analysts

Residential Treatment Setting The Judge Rotenberg Center (JRC) is a fast-growing, highly structured program located within commuting distance of both Boston and Providence that serves adolescents and adults presenting a wide array of challenging conduct. JRC's unique program is based on consistent application of a wide range of effective behavioral principles. Staff training and performance are managed along behavioral lines. JRC now serves 200 students who live in 37 community residences.

Due to expansion JRC is seeking additional Psychologists to deliver and oversee behavioral treatment at both residences and educational sites. Opportunities currently exist for full-time doctoral psychologists who are committed to using or learning the behavioral model.

Features include attractive starting salary, \$68,000 or higher depending on qualifications, negotiable hours, excellent benefits, and a happy, motivated environment. Please visit our website www.judgerc.org.

Send your resume to: m.pinto@judgerc.org or mail to: Marisol Pinto; Judge Rotenberg Center; 240 Turnpike Street; Canton, MA 02021 or fax: (781) 828-7547.

Behavior Analyst Devereux, "The Employer of Choice", is a leader in providing services to individuals with behavioral, developmental, and/or emotional disabilities. Currently, we are seeking qualified candidates for our Behavior Analyst positions at our New Jersey Center for Autism located in Bridgeton, NJ.

Behavior analyst will be responsible for development of behavioral plans and training staff on implementation of behavioral plans. Analyst will monitor programs in residences in order to insure programs meet the needs of the individuals. Analyst will design, implement, and teach staff how to implement behavior observation systems, support plans, and other behavior intervention techniques. Will help residential staff to develop programs appropriate to the current and future needs of the individuals. The analyst will also coordinate the collection, summarization, and analysis of data related to the individual's educational and habilitation plans. Additionally, participates in clinical team meetings to review individual program plans and recommend revisions as necessary.

Requirements: B.S. OR M.S. in Psychology, Special Education, or related field. At least two years experience working with developmentally disabled clients preferred.

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News from the ABA Student Committee

By Rachel Tarbox, MA
Student Representative to the ABA Executive Council

Your Student Representatives:

Current: Rachel S. F. Tarbox, University of Nevada, Reno
Elect: Shawn Charlton, University of California, San Diego
Past: Mathew Tincani, University of Nevada, Las Vegas

The ABA Student Committee's mission is to provide organizational support for ABA student members that will promote participation in ABA, professional growth, and enable members to contribute to the science of behavior analysis.

ABA 2004 in Boston

We are looking forward to the upcoming convention in Boston and would like to inform you about some of the Student Committee sponsored events. First, we would like to thank the student members who provided input to us regarding the Professional Development Series. With your suggestions, we have organized 10 events for this year, topics include;

- Understanding the publication process
- APA accredited pre-doctoral internship programs in behavior analysis
- How to give effective oral presentations and posters
- Non-traditional research questions and the expansion of behavior analysis
- Advice from the recently hired

Please refer to the convention program for events that are subtitled "Professional Development Series" for a complete list.

If you have any questions about the student committee sponsored events at the convention please contact one of your student representatives. Please feel free to also contact us if you wish to become involved with the Student Committee in any way. Contact information can be found on-line at www.abainternational.org.

Election

You will be receiving a ballot to elect a Student Representative to serve on the ABA Executive Council for 2004-2007. Student registrants account for 40% of convention attendance, however fewer than 15% of student members have participated in the ABA Council election process for Student Representatives in past years. We would like to take this opportunity to remind students to get involved in the election process.

Poster Survey

In this edition of the newsletter you will find the results of a survey on the quality of poster presentations at the 2003 conference in San Francisco. Your past student representative, Mathew Tincani has organized this report for your reference. Further information on poster presentations, including a template that you may download and use can also be found on the ABA website (www.abainternational.org).

Student Committee Poster Presentation Quality Assessment Results

Prepared by Dr. Matthew Tincani

Background

At the December 2002 meeting of the Executive Council, it was proposed that the Student Committee generate a plan to assess the quality of poster presentations at the May 2003 Conference. In response, the Student Committee generated a proposal, which was approved by the Council prior to the May 2003 Conference. The results of the quality assessment are reported below, followed by recommendations for improving the quality of posters at future conferences.

General Procedures

Of the 701 posters at the conference, 89 (12.7%) were selected for evaluation by Student Committee volunteers. Volunteers rated the posters using a 28-item checklist, which included a subjective measure of quality (Appendix A). To ensure that the evaluated posters were representative of all

posters at the conference, posters were selected at random from each of the 12 presentation categories, including at least 10% of the posters in each category. For example, there were 151 posters in the Autism category, therefore 17 (11.3%) were selected. In contrast, there were only 31 posters in the Teaching Behavior Analysis category, therefore only 5 (16.1%) were selected.

Of the 89 posters selected, only 61 posters were evaluated at the conference. The fewer number of posters evaluated was due to posters not being displayed, volunteer attrition, and logistical problems. Figure 1 displays the number of posters evaluated in all conference categories. Although a fewer number of posters were evaluated than planned, at least one poster was evaluated in each category. Further, the number of posters evaluated was generally proportional to the total number of posters in each category.

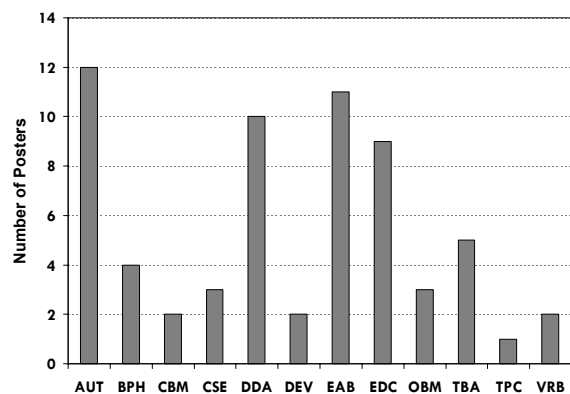


Figure 1. Number of posters evaluated in all convention categories.

Interobserver Agreement

To establish believability of the data, two evaluators completed the rating checklist for 14 (23%) of the posters. Percentage of interobserver agreement was calculated by dividing agreements for all 28 items by agreements plus disagreements and multiplying by 100. Average interobserver agreement was 72.7% (R= 53.6% - 89.3%).

Results

Figure 2 displays the average percentage of “YES” responses for checklist items. The bar labeled “Overall” represents the percentage of “YES” responses for all checklist items, while the remaining bars represent the percentage of “YES” responses for each category. On average, posters met 75.5% (R=29%-96%) of the quality criteria identified in the checklist. The categories with the highest percentages of “YES” responses were Title (89.2%) and Author’s Name (95.2%). The categories with the lowest percentages of “YES” responses were Text Body (59.5%) and Captions (59.7%). The two remaining categories, Figures and Layout, had 75.9% and 80.5% “YES” responses, respectively.

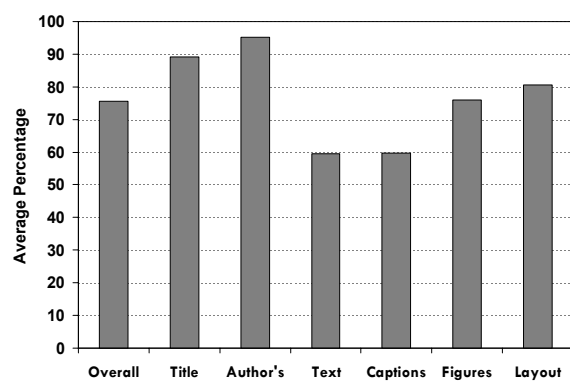


Figure 2. Average percentage of “Yes” responses for rating checklist items, overall and by category.

Table 1 shows the average percentage of “YES” responses for each item on the checklist. Reflecting the data in Figure 2, the Title and Author’s Name categories met the highest percentages of rating criteria. For example, 97.1% of posters included the first and last names of authors in the title,

and 95.5% of poster titles were visible from 6 feet. The Text Body, Captions, and Figure categories had considerably lower ratings. Over 50% of the posters used more than 6 lines of text in a paragraph and had more than 250 words of text in the entire poster. Further, over 45% of posters did not present captions for all figures and over 50% did not have figure labels, text and scales that were visible from at least 6 feet. Together, these data suggest that many posters contained too much text and had figures, including graphs, which were difficult to read.

Category	Item	% YES
Title	Title is legible from 6 feet	95.5%
	If the title is more than one line, title capitalization is used	84.1%
Author's Name	Author(s) names are complete	97.1%
	Title capitalization is used	92.7%
	Author's affiliations are listed	94.9%
	Authors are grouped by affiliation	92.7%
Text Body	Text is legible from 6 feet	81.9%
	A Sans Serif font is used	58.3%
	45 letters per line, maximum	65.6%
	6 lines in a paragraph, maximum	49.3%
	250 total words, maximum	46.4%
Captions	All figures have captions	53.9%
	Captions are descriptive	72.9%
Figures	4 bar graph categories or 4 lines of data, maximum.	92.6%
	Data points on line graphs are clearly visible from 6 feet	78.7%
	No lines in the background of graphs	70.0%
	Multiple data lines have different data points or colors	90.0%
	Multiple categories on a bar graph have different fill or colors	77.1%
	If single-subject data are presented, line graphs are shown	95.9%
	Horizontal and vertical axis labels are present on line graphs	93.6%
	Labels are legible from 6 feet	47.7%
	Text and scales are self-explanatory	84.8%
	Text and scales are legible from 6 feet	39.7%
	If more than one color is used, the contrast is sufficient	73.8%
	Grouped data includes measure of variability (e.g., error bars).	46.7%
Layout	No more than 1 table total	87.6%
	All elements in landscape	64.8%
	Poster is ordered in titled sections (conclusions, methods, results, etc.)	93.2%

Table 1: Average percentage of “Yes” responses for rating checklist items by item.

Figure 3 displays the average percentage of subjective ratings for all posters. 56.7% of posters received an excellent or good rating. 35% of posters received an average rating, while only 8.4% received a below average or poor rating. The subjective data indicate that, on average,

raters perceived the large majority of posters to be average to excellent in quality.

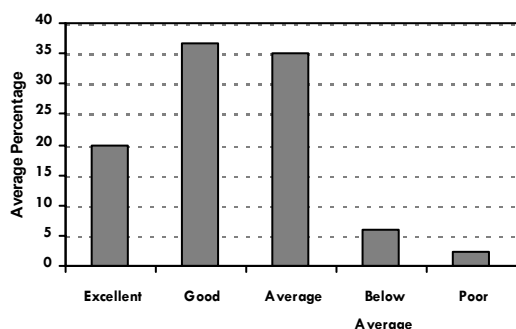


Figure 3. Average percentage of subjective ratings for all posters.

Discussion and Recommendations

Data from the quality assessment suggest that poster presentations at the May 2003 ABA Conference had several strengths. First, the title, authors, and affiliations for most presentations were readable from a distance of six feet. An easy to read title allows the viewer to quickly understand the topic of the presentation, and invites her to inspect the text and figures more closely. Second, letters in the text body for most presentations were visible from 6 feet. Highly visible letters aid the viewer in understanding the content of the presentation. Third, the large majority of presentations were ordered into labeled sections, which also facilitates readability. Finally, subjective assessments indicated that, despite some flaws, the large majority of posters were average to excellent in quality. The subjective data reflected that most viewers were at least satisfied with the quality of presentations.

The data suggest that poster presentations could be improved in a number of ways. The following are specific areas for improvement:

1. Presenters should use a Sans Serif font in the poster, which is more readable than Times New Roman or other font.
2. Less text should be printed in the poster. Viewers are unlikely to read long sentences and lengthy paragraphs. Presenters should limit text to less than 45 letters per line and less than 250 words in the entire poster.
3. Captions should be presented for all figures. Captions should clearly describe what the figure represents.
4. Figures and figure text should be readable from at least six feet. Labels, scales, data points, and data paths in figures should be clearly readable.
5. All elements of the presentation should be in landscape format.
6. If appropriate, a measure of variability should be presented for grouped data.

To increase the likelihood that 2004 Conference presenters will follow the criteria outlined in the checklist, the Student

Committee proposes to publish the results of the poster evaluation in the Spring ABA Newsletter. The article will include formatting recommendations for poster presenters. Additionally, the Student Committee proposes to send guidelines for poster formatting by email to all presenters whose posters have been accepted for the Conference. Formatting guidelines will be sent in early May.

Calendar of Upcoming Conferences

February 2004

California ABA ♦ February 19 – 21 ♦ San Francisco, CA ♦ www.calaba.org/

North Carolina ABA 15th Annual Conference ♦ February 25 – 27 ♦ Blockade Runner Hotel, Wrightsville Beach, NC ♦ www.nc-aba.com

Behavior Analysis Association of Michigan ♦ March 18 – 19 ♦ Ypsilanti, MI ♦ www.baam.emich.edu

Society for Performance Management ♦ March 24 ♦ Florida Institute of Technology, Melbourne, FL ♦ <http://activities.fit.edu/spm/>

Queens College Behavior Analysis in Developmental Disabilities Conference ♦ March 26 ♦ New York, NY ♦ <http://qcpages.qc.edu/Psychology/badd.htm>

Texas ABA ♦ March 5 – 6 ♦ Dallas, TX

April 2004

Behavior Analysis Society of Illinois ♦ April 2 – 3 ♦ Orland Park, IL ♦ www.geocities.com/basilpage/

Experimental Analysis of Behaviour Group, UK and Europe ♦ April 5 – 7 ♦ London, England ♦ www.psychology.bangor.ac.uk/eabg/

May 2004

30th Annual ABA Convention ♦ May 28 – June 1 ♦ Boston Sheraton, Boston, MA ♦ www.abainternational.org/convention

July 2004

American Psychological Association ♦ July 28 – August 1 ♦ Honolulu, HI ♦ www.apa.org/conf.html

August 2004

2nd International ABA Conference ♦ August 12 – 15 ♦ Campinas, Brazil ♦ www.abainternational.org/brazil/

Eighth International Congress of Behavioral Medicine ♦ August 25 – 28 ♦ Mainz, Germany ♦ www.icbm-2004.com/

November 2005

3rd International ABA Conference ♦ November 25 – 27 ♦ Beijing, China

ABA Fellow Nominations: Due May 1, 2004

ABA has established an honorary membership designation of Fellow of the Association for Behavior Analysis. The purpose of the ABA Fellows designation is to recognize the most outstanding contributors to behavior analysis in one of the primary areas of: 1) scholarly research, 2) professional practice, 3) or teaching/administration/service. Potential members are nominated by their peers, and nominations will be accepted for Full members of ABA who have a documented record of sustained and excellent contributions in one primary area.

Letters of nomination for 2005 are being accepted until May 1, 2004. Nominations should be made in one of the three categories, with detailed consideration for the relevant criteria. Letters may be e-mailed to ABA at mail@abainternational.org (Subject: Fellow Nomination) or mailed to: ABA; Attn: Fellow Nominations; 1219 S Park St; Kalamazoo, MI 49001.

Research/Scholarship Criteria for Nomination

The criteria that apply to the designation of ABA Fellow on the basis of Research/Scholarship are as follows:

- Sustained record of impressive and outstanding work, with a documented impact on others, in domains of experimental analysis of behavior, applied behavior analysis, or conceptual analysis of behavior.
- Contributions in publications generally available to the profession or otherwise widely communicated (such as through participation in the programs and meetings of professional groups and associations).
- The peer review process determines whether work is disseminated.
- The citation of nominee's work by others is material and convincing.
- Documentation that the nominee has enriched the field on a scale well beyond that of being simply a competent researcher/scholar.

Workshop activity is not automatically evidence of research/scholarship in the sense of this criterion, but can be used as evidence of sustained contribution. Evidence of steady and continuing competence in itself is not likely to meet the criterion of outstanding contribution. As well, the following accomplishments, even when taken together, do not generally provide convincing evidence of the impact of a nominee's work and are insufficient evidence to warrant fellow status. They may represent the noteworthy behavior analyst, but not necessarily the outstanding one, unless it can be demonstrated that these accomplishments contributed to a long-term impact on scholarly activity in behavior analysis: published convention abstracts; published convention proceedings; work in preparation; book chapters in a collection that is edited or co-edited by the nominee; publications which by their title suggest that the nominee has generated a number of publications from a single collection of data and a long list of multiple-authored publications where the nominee is the primary author less than 50% of the time without explanation of the nominee's role.

Professional Practice Criteria for Nomination

The criteria that apply to the designation of ABA Fellow on the basis of Professional Practice are as follows:

- A broad history and sustained record of professional practice or delivery of behavior-analytic professional

services with documented impact at the local, state, regional, national, or international levels

- Documentation of how the nominee's therapy or practice represents an innovative and effective application with, for example, a difficult disorder or an atypical client/patient population
- Documentation of how the nominee's business or consulting activities represent an innovative and effective application with broad and significant impact on business or commercial practices
- Documentation that the nominee has enriched the field on a scale well beyond that of being simply a competent practitioner

Teaching, Administration, or Professional Criteria for Nomination

Teaching

The criteria that apply to the designation of ABA Fellow on the basis of Teaching are as follows:

- Evidence of outstanding teaching contributions such as consistently excellent student ratings or preparation of a widely used textbook or development of significant educational material.
- A broad history and sustained record of demonstrably excellent curricular/programmatic innovations.
- Documentation that the nominee has enriched the field on a scale well beyond that of being a competent teacher.
- A broad history and sustained record of teaching with a clear and positive impact on students and the instructional process.

Administrative Service

The criteria that apply to the designation of ABA Fellow on the basis of Administrative Service are as follows:

- A broad history and sustained record of demonstrably excellent administrative service in one's own behavior-analytic organization (includes private sector, public sector, and academic)
- A broad history and sustained record of demonstrably excellent performance as administrative official or comparably influential person in behavior analytic professional organization or society at local, state, regional, national, or international level

- A broad history and sustained record of demonstrably excellent performance in positions of increasing difficulty or responsibility in one's own behavior-analytic organization
- A broad history and sustained record of demonstrably excellent performance as administrator of behavior-analytic programs involving considerable technical responsibility, effective supervision of professional personnel, or installation of programs in an organization
- Documentation that the nominee has enriched the field on a scale well beyond that of being a competent administrator/supervisor

Professional Service to the Discipline

The criteria that apply to the designation of ABA Fellow on the basis of Professional Service to the discipline are as follows:

- Founding editor of high quality journal
- A record of sustained and demonstrably excellent service as editor/referee
- A record of sustained and demonstrably excellent communication with those in related fields that enhances the status of behavior analysis
- A record of sustained and demonstrably excellent participation in study sections or other scholarly reviewing activities relevant to behavior analysis
- Evidence that the nominee has contributed to the promotion of the status of behavior analysis on the social-political scene, especially efforts that enhance the image of behavior analysis
- A record of sustained and demonstrably excellent influence on the discipline of behavior analysis outside one's own setting
- A record of sustained and demonstrably excellent service as leader of credentialing body
- Documentation that the nominee has enriched the field on a scale well beyond that of being a competent referee, site visitor, editor, or the like

- A record of sustained and demonstrably excellent administration of the professional activities of the discipline

Professional Service at Local, State, Regional, National, or International Levels

The criteria that apply to the designation of ABA Fellow on the basis of Professional service at local, state, regional, national, or international levels are as follows:

- A record of sustained and demonstrably excellent public relations and media participation marked by energy, imagination, scholarship, and persistence
- Evidence of impact upon the behavior-analytic component of larger local, state, regional, national, or international organizations
- Consultation with courts, legislatures, or criminal justice programs
- Documentation that the nominee has enriched the field of behavior analysis on a scale well beyond that of being a competent member of the larger community
- A broad history and sustained record of demonstrably excellent professional service with documented impact at the local, state, regional, national, or international levels
- Recipient of an award by either a behavior-analytic or other psychological professional organization or society at local, state, regional, national, or international level

The following attainments, even when taken together, do not generally provide convincing evidence of the impact of a nominee's service and are insufficient evidence to warrant fellow status. They may represent the noteworthy behavior analyst, but not necessarily the outstanding one, unless it can be demonstrated that these attainments contributed to a long-term impact on the development and progress of the science or practice of behavior analysis at the local, state, regional, national, or international level: a term of service as department chair in an academic institution; a term of service as director of clinical training in an academic institution; a term of service as associate or consulting editor of a journal of a learned society; or a term of service as administrative officer (including president) of either a behavior-analytic or other psychological professional organization or society, at local, state, regional, national, or international level.

ABA 2004 Convention Registration Form

Mail form and payment to: ABA, 1219 South Park Street, Kalamazoo, MI 49001
Telephone: (269) 492-9310 Fax: (269) 492-9316

Personal Information

NAME (Last, first, middle initial)

Fill out the following information ONLY if changed:

PREFERRED MAILING ADDRESS (for all ABA mailings)

PREFERRED MAILING ADDRESS 2

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 # (Include area and/or country codes) ☐ Home ☐ Work

E-MAIL

Convention Name Badge

Print your name as you would like it on your badge

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

Method of Payment

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

☐ American Express ☐ MasterCard ☐ Visa ☐ Discover

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

Name as it appears on your card

Card Number

Expiration Date

Signature

Note: To register for the convention at the member rates, you must be a member for the 2004 calendar year. If you do not wish to renew your membership for 2004, you must register as a non-member. **All presenters and authors must register for the convention.**

Pre-Registration will end May 17, 2004. No registration forms received by the ABA office after this date will be processed. On-site registration will open at 7:00 am May 28.

Convention Registration

A discount is available for early payment of registration fees. If your registration is postmarked before March 15, 2004, send the amount listed in the "before" column. You may register for the entire convention or for just one day.

Note: Discounts that are not taken will be considered donations to ABA unless a written request is submitted.

Registration for the Entire Convention

(Saturday 5/29 – Tuesday 6/1) **Circle** your membership category from the list below.

Fill in the appropriate amount: \$ _____

Category	Before 3/16	After 3/15
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$106.00	<input type="checkbox"/> \$126.00
Emeritus and Student	<input type="checkbox"/> \$53.00	<input type="checkbox"/> \$63.00
Chapter-Adjunct	<input type="checkbox"/> \$137.00	<input type="checkbox"/> \$157.00
Non-member	<input type="checkbox"/> \$253.00	<input type="checkbox"/> \$273.00

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

Saturday 5/29	Sunday 5/30
Monday 5/31	Tuesday 6/1

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

Category	Before 3/16	After 3/15
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$53.00	<input type="checkbox"/> \$63.00
Emeritus and Student	<input type="checkbox"/> \$53.00	<input type="checkbox"/> \$63.00
Chapter-Adjunct	<input type="checkbox"/> \$71.00	<input type="checkbox"/> \$81.00
Non-member	<input type="checkbox"/> \$94.00	<input type="checkbox"/> \$104.00

Special Events & Materials

Sweatshirts with Boston 2004 Design

-Adult Sizes: M L XL XXL / \$34 ea. \$ _____

Short-Sleeved T's with Boston 2004 Design

-Adult Sizes: M L XL XXL / \$24 ea..... \$ _____

-Youth Sizes: S M L / \$18 ea..... \$ _____

Long-Sleeved T's with Boston 2004 Design

Adult Sizes: M L XL XXL / \$28 ea. \$ _____

Boston 2004 Mug / \$12 ea..... \$ _____

Donation to Support Student Presenters \$ _____

Workshop total from page 66 \$ _____

Total Payment Enclosed: \$ _____

Note: A \$25 processing fee will be charged for registration refunds up to May 2, 2004. After May 2, no refunds will be granted.

Travel Information



Northwest/KLM Airlines is the Official Airline of the 30th Annual ABA Convention.

Discounted flights to Boston originating in the U.S. or Canada are available. Take advantage of these savings via the world wide web at www.nwa.com/travel/reser/ or call 1-800-328-1111 and use Worldfile #NY802.

Roundtrip Fare Paid*

Between \$250-299 USD / \$390-466 CAD

Between \$300-449 USD / \$467-700 CAD

Between \$450-749 USD / \$701-1168 CAD

\$750 USD / \$1169 CAD or greater

Discount

\$25 USD / \$39 CAD

\$45 USD / \$70 CAD

\$70 USD / \$109 CAD

\$100 USD / \$156 CAD

*Fares shown are before discount and do not include applicable PFCs, international taxes, fees, surcharges, or inspection fees.



Avis Rent a Car is offering group rates to all ABA conference attendees. Rates start as low as \$34.99 and include unlimited free mileage. Choose from many different styles and classes, feel the wind through your hair in a convertible or enjoy the ride in a luxury vehicle. To make your car rental reservations, you can book on-line and enter J998512 in the Avis Worldwide Discount # prompt under the Rates/Discount section or call 1-800-331-1600 and mention the AWD #J998512.

Application for 2004 Convention Registration for Student Presenters Grant

Mail completed form to: Association for Behavior Analysis; 1219 South Park Street; Kalamazoo, MI 49001

The Society for the Advancement of Behavior Analysis (SABA) will distribute donations from the 2003-2004 Student Presenter's Fund to qualified student applicants. Complimentary registration (but not other expenses) will be awarded to student presenters as allowed by the availability of funds and the eligibility of the student. In 2003, SABA provided convention registration for 174 students attending the 29th annual ABA convention in San Francisco.

Eligible applicants must meet all of the following criteria:

- The student must be a 2004 student member of ABA at the time the application is submitted.
- The student must be a presenting author of a poster, paper address, panel discussion, or symposium.
- The proposal must be accepted for presentation at the 2004 ABA convention.
- This form must be completely filled out and received at the ABA office by February 15, 2004.

Required Information:

Name: _____

University that you attend: _____

Name of University Program: _____

Mailing Address: _____

Email Address: _____

Type of Proposed Presentation (e.g., poster, paper address, etc.) _____

Title of Proposed ABA Presentation: _____

How would you prefer to be contacted? ☐ E-mail ☐ Mail

Note: Students applying for complimentary registration will be notified of the outcome by March 15, 2004.

ABA 2004 Workshop Registration Form

Enter the total fees on the reverse of this form and on page 63 by "Workshop Fee Total". DO NOT SELECT overlapping workshops. All fees may be paid by check or credit card. Receipts and registration materials will be at the Pre-Registration desk at the convention. You will not receive a receipt by mail. All workshops are subject to cancellation due to insufficient enrollment.

Friday, May 28, 10 a.m. – 5 p.m.

1. **A Curriculum for an Intensive, Early Intervention Program for Children with Autism...**
Members: \$160 Non-Members: \$175
2. **Childhood Psychiatric Disorders: Assessment and Treatment from a Behavioral Perspective**
Members: \$135 Non-Members: \$150
3. **Educating through Movement...**
Members: \$140 Non-Members: \$155
4. **Examination of the Intermediate Bridge, with Applications**
Members: \$145 Non-Members: \$160
5. **Intensive Early Intervention: A Comprehensive Staff Training System for Behavior Therapists**
Members: \$137 Non-Members: \$152
6. **Learning and Teaching Mathematics with the Morningside Model of Generative Instruction**
Members: \$225 Non-Members: \$240
7. **Professional and Research Ethics for Behavioral Psychologists**
Members: \$135 Non-Members: \$150
8. **Professional Conduct and Ethical Decision Making in the Delivery of Behavioral Services**
Members: \$130 Non-Members: \$145
9. **Promoting Speech and Language in Children with Autism...**
Members: \$170 Non-Members: \$185
10. **Relational Frame Theory: Implications for Clinical Behavior Analysis**
Members: \$125 Non-Members: \$140
11. **The Client-Therapist Relationship in Psychotherapy: The Pot of Gold at the End of a Functional Analysis**
Members: \$140 Non-Members: \$155
12. **The Smart & Sensitive Parenting Program (SSPP): Teaching Parents Behavior Analytic Skills**
Members: \$130 Non-Members: \$145
13. **Using Organizational Behavior Management Skills to Develop Programs for Human Services**
Members: \$130 Non-Members: \$145
14. **Values, Defusion, and Mindfulness in Acceptance and Commitment Therapy**
Members: \$145 Non-Members: \$160
15. **Verbal Behavior Practices Applied to Children with Developmental Disabilities**
Members: \$175 Non-Members: \$190

Friday, May 28, 10 a.m. – 1 p.m.

16. **Behavior Intervention Plans: Guidelines, Clinical Accuracy, and Implementation**
Members: \$78 Non-Members: \$93
17. **Clinical Management of Tourette's...**
Members: \$70 Non-Members: \$85
18. **Consulting the Behavioral Way: ...**
Members: \$70 Non-Members: \$85

19. **Evaluating the Efficacy of Autism Programs: Making Evidence Based Decisions**
Members: \$95 Non-Members: \$110
20. **Graphing with Excel**
Members: \$75 Non-Members: \$90
21. **Writing a Quality Behavioral Intervention Plan Based on a Functional Behavior Assessment**
Members: \$90 Non-Members: \$105

Friday, May 28, 2 p.m. – 5 p.m.

22. **Capacity Building: Expanding Autism Services**
Members: \$95 Non-Members: \$110
23. **Creating Academic Programs for Children with Autism and other Disabilities Using Microsoft PowerPoint**
Members: \$75 Non-Members: \$90
24. **Everyday Ethics of Behavior Analysts Serving People with Mental Retardation and Related Disabilities**
Members: \$80 Non-Members: \$95
25. **Improving Quality of Life for People with Profound Multiple Impairments**
Members: \$70 Non-Members: \$85
26. **Using CyberRat Effectively: Instructor Workshop on Assignment Designs and Student Progress**
Members: \$70 Non-Members: \$85
27. **Using Skinner's Verbal Behavior to Analyze Pure and Impure Verbal Operants to Improve Communication-Training Interventions**
Members: \$95 Non-Members: \$110

Friday May 28, 6 p.m. – 9 p.m.

28. **Correcting Student Errors during Instruction**
Members: \$190 Non-Members: \$205
29. **Designing Organizational Change Initiatives**
Members: \$70 Non-Members: \$85
30. **Developing ABA Programs for Children with Autism in the Public Schools**
Members: \$90 Non-Members: \$105
31. **Developing Effective Teaching Strategies Using The Assessment of Basic Language and Learning Skills (The ABLLS)**
Members: \$75 Non-Members: \$90
32. **Discrete and Sequential Data Collection and Analysis Strategies Using Computer Technology...**
Members: \$195 Non-Members: \$210
33. **Doing the Research: Strategies and Designs for Conducting...**
Members: \$90 Non-Members: \$105
34. **Ethical Issues in Home-Based Behavioral Intervention**
Members: \$85 Non-Members: \$100
35. **Implementation of Behavior Strategies Through Team-Building**
Members: \$85 Non-Members: \$100
36. **Implementation of Stimulus Preference Assessments for Individuals with Developmental Disabilities**
Members: \$75 Non-Members: \$90

37. **Improve Your Oral Presentations**
Members: \$75 Non-Members: \$90
 38. **Intensive Early Intervention: : Basic Expressive, Receptive, and Operant Language Programming**
Members: \$82 Non-Members: \$97
 39. **OBM Part II: Performance Improvement Methods in Behavior Health Care Organizations**
Members: \$75 Non-Members: \$90
 40. **One Good Way to Teach a College Content Course**
Members: \$80 Members: \$95
 41. **Overview of Behavioral Assessment in Applied Settings**
Members: \$75 Non-Members: \$90
 42. **Reinforcer Identification for Students with Autism and Other Disabilities**
Members: \$95 Non-Members: \$110
 43. **Review of Observation and Measurement Methods in Applied Settings**
Members: \$85 Non-Members: \$100
 44. **Seeing the World With X-Ray Eyes...**
Members: \$95 Non-Members: \$110
 45. **Supervisory Techniques in Home-Based Early Intensive Behavioral Intervention Services**
Members: \$82 Non-Members: \$97
 46. **Teaching Prerequisite and Early Reading and Writing Skills 2**
Members: \$160 Non-Members: \$175
 47. **The ABC's of Consulting in School Districts**
Members: \$95 Members: \$110
 48. **The Use of Video/Computer Technology in Teaching Children with Autism**
Members: \$100 Non-Members: \$115
 49. **Using ABA Technology to Create an Inclusive Preschool Program for Children with Autism...**
Members: \$140 Non-Members: \$155
 50. **Using Video Modeling to Teach Play to Young Children with Autism**
Members: \$70 Non-Members: \$85
 51. **Utilizing ABA Strategies with Toddlers with Autism**
Members: \$70 Non-Members: \$85
 52. **Working Effectively with Parents to Provide Quality ABA Services to Families of Children with Autism**
Members: \$70 Non-Members: \$85
- Saturday May 29, 8 a.m. – 11 a.m.**
53. **"We're Here to Help Each Other through This Thing...Whatever It Is:" Teaching ABA Concepts through Literature**
Members: \$70 Non-Members: \$85
 54. **Advances in Treating Children with Habit Disorders, Motor and Vocal Tics, Tourette's Syndrome...**
Members: \$90 Non-Members: \$105
 55. **Changing Roles of Behaviorists in Schools: Roles, Responsibilities and Bedside Manner...**
Members: \$70 Non-Members: \$85
56. **Combining Direct Instruction and Precision Teaching to Enhance Academic Programs**
Members: \$70 Non-Members: \$85
 57. **Developing and Implementing Behaviorally Based Interventions for Young Children with Down Syndrome**
Members: \$90 Non-Members: \$105
 58. **Educational Applications of Relational Frame Theory**
Members: \$70 Non-Members: \$85
 59. **Fluency-Based Instruction for Learners with Autism**
Members: \$190 Non-Members: \$205
 60. **How to Teach a Course in Child Development: Theory and Applications**
Members: \$75 Non-Members: \$90
 61. **How to Train Caregivers in Functional Behavioral Assessment and Treatment Development**
Members: \$80 Non-Members: \$95
 62. **Incorporating Discrete Trial Teaching and Natural Language Paradigm Teaching within Early Intervention Sessions for Children with Autism**
Members: \$95 Non-Members: \$110
 63. **Intensive Early Intervention: Advanced Comprehension...**
Members: \$82 Non-Members: \$97
 64. **Life-Quality Programming for People Unable to Provide Preferred Experiences to Themselves**
Members: \$90 Non-Members: \$105
 65. **Overview of the Standard Celeration Chart**
Members: \$220 Non-Members: \$235
 66. **Repairing a Behavior Plan That Isn't Working**
Members: \$80 Non-Members: \$95
 67. **Skinner's Analysis of Verbal Behavior**
Members: \$80 Non-Members: \$95
 68. **Teaching Behavioral Techniques to Violent Criminal Offenders**
Members: \$70 Non-Members: \$85
 69. **The Discrete Trial Tracking System: An Integrative and Analytic Approach to the Implementation of Discrete Trial Teaching Technology**
Members: \$80 Non-Members: \$95
 70. **Traumatic Brain Injury: Mechanisms, Management, and Training**
Members: \$80 Non-Members: \$95
 71. **Using Microsoft Excel to Monitor and Graph Behavior Data**
Members: \$75 Non-Members: \$90
 72. **What Does "Research-Based" Really Mean? Evaluating and Predicting the Likely Success...**
Members: \$95 Non-Members: \$110
- Sunday May 30, 7 p.m. – 9 p.m.**
73. **Early & Intensive Behavioral Intervention for Autism**
Members: \$70 Non-Members: \$85

Enter workshop number(s) and \$ below and on p. 61.

Your Name: _____

Workshop # _____	\$ _____
Workshop # _____	\$ _____
Workshop # _____	\$ _____
Workshop # _____	\$ _____
If paying after 3/15, add \$25 per workshop	\$ _____
Total for Workshops	\$ _____



**The New England Center
FOR CHILDREN**
We Open Doors

*Providing treatment and educational services to
children with Autism and PDD for 28 years.*

***Save time in your convention schedule
for these NECC events***

NECC Welcome to Boston Reception

for all ABA convention attendees

**Saturday May 29, 2004
7:00 pm - 9:00 pm**

**Commonwealth Function Room
Sheraton Boston Hotel**

Tour of NECC

**Friday May 28, 2004 or Tuesday June 1, 2004
9:00 am - 12:00 pm or 12:30 pm - 3:30 pm**

**To arrange a tour, visit our website at www.NECC.org
or visit our exhibit booth during the convention**

***Learn how we open doors to bring out human potential
and create productive lives.***

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Visit our website at www.necc.org

ABA Membership Information

Membership Fees for International Members

We are excited to offer discounted fees for international members who live in countries that have per capita incomes of less than 75% of the United States'. Fees have been divided into four groups:

Category A fees are for members in countries with income per capita within 75% and 100% of the US'. Membership dues have not changed in Category A. These countries include: Australia, Bahrain, Belgium, Canada, Cayman Islands, Denmark, Finland, Germany, Guam, Iceland, Ireland, Israel, Japan, Netherlands, Norway, Philippines, Poland, Qatar, Sweden, Switzerland, Taiwan and the United Kingdom.

Category B fees are for members in countries with income per capita between 50% and 75% of the US' (France, Italy, New Zealand, Saudi Arabia, Singapore, and Spain). Members in Category B will receive a 25% discount on membership dues.

Category C fees are for members in countries with income per capita between 25% and 50% of the US' (Argentina, Greece, and South Korea). Members in Category C will receive a 40% discount on membership dues.

Category D fees are for members in countries with income per capita between <25% of the US' (Brazil, China, Colombia, Jordan, Mexico, Peru, Portugal, Russia, Turkey, and Venezuela). Members in Category D will receive a 60% discount on membership dues.

Membership fees have not changed in Category A. Members in Category B will receive a 25% discount; in Category C, a 40% discount; and in Category D, a 60% discount. Income per capita information was obtained from the US Department of Commerce, International Trade Administration, 1999. Source data is available on the Web at <http://ia.ita.doc.gov/wages/> or by calling ABA.

Your membership fee category is based on your permanent residency as determined by ABA and your mailing address. If you are a resident of a country in Categories B through D, circle the appropriate prices listed on the membership form on page 69. These countries are: **Argentina, Bolivia, Brazil, China, Colombia, France, Greece, Italy, Jordan, Mexico, New Zealand, Peru, Portugal, Russia, Saudi Arabia, Singapore, South Korea, Spain, Turkey and Venezuela.** If your resident country is not listed above, but you feel that you qualify for reduced membership based on the income per capita of your country of residency, contact the ABA office at mail@abainternational.org or by fax at (269) 492-9316.

Sustaining and Supporting Members

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 support the involvement of undergraduate and graduate students in the science and practice of behavior analysis. Benefits: Citation in *The ABA Newsletter* and the 2003 ABA Program, subscriptions to *The ABA Newsletter* and *The Behavior Analyst*, and reduced convention registration fees. Requirements: Same as Full Members.

Full Members

Full members are eligible to vote on ABA business matters and to participate in the nominations 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 reduced convention registration fees. Requirement: A master's degree in experimental or applied behavior analysis or contributions to the field of behavior analysis; Send vita and course records when

requesting this status for the first time (fill out the checklist on this page).

Affiliate Members

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

Emeritus Members

Emeritus status is designed for persons who are over the age of 65 or 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. Send vita if you have not previously been a full member of ABA.

Chapter/Adjunct Member

Chapter/adjunct members are members of an ABA-affiliated chapter. Benefits: Subscriptions to *The ABA Newsletter* and special membership dues and convention registration fees. Requirement: A letter from the chapter confirming chapter membership must be sent annually at the time of membership renewal.

Student Members

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

How to Become a Member

To become a member of the Association for Behavior Analysis, fill out the ABA 2003 Membership Form, include payment and all supporting documentation, and mail to the ABA office. If you are paying by credit card, you may fax your Membership Form with all supporting documentation to the ABA office at (269) 492-9316. **Please fill out and send both sides of the form.** To receive a Membership Form, you may contact the ABA office or visit the ABA Web site at: <http://www.abainternational.org>

Voting Member Status Determination

If you are applying for the first time as a full, supporting, or sustaining membership, you must show evidence of at least a master's degree in psychology or a related discipline. Send your vita and complete the following checklist:

- ☐ My training included a minimum of one year's supervised experience in behavior analysis, and my graduate project, thesis, or dissertation was in experimental or applied behavior analysis.
- ☐ I have had two or more years of supervised experience in experimental or applied behavior analysis.
- ☐ I have made significant contributions to the knowledge in behavior analysis evidenced by research publications, presentations at professional conventions, or by other comparable means (your vita should reflect such contributions).

Name: _____

Affiliation: _____

ABA 2004 Membership Form

Mail form and payment to: 1219 South Park Street; Kalamazoo, MI 49001-5607; Phone: (269) 492-9310; Fax: (269) 492-9316

MEMBERSHIP DUES

Please circle:	Category A		Category B		Category C		Category D	
Membership Type:	1-Yr	3-Yr	1-Yr	3-Yr	1-Yr	3-Yr	1-Yr	3-Yr
Sustaining Affiliate Sustaining Full	\$267	\$773	\$203	\$588	\$162	\$469	\$108	\$314
Supporting Affiliate Supporting Full	\$145	\$420	\$109	\$317	\$87	\$253	\$59	\$171
Affiliate Full	\$109	\$306	\$83	\$232	\$66	\$185	\$44	\$123
Chapter-Adjunct	\$38	\$106	\$38	\$106	\$38	\$106	\$38	\$106
Emeritus	\$43	\$121	\$39	\$109	\$39	\$109	\$39	\$109
Student	\$43	NA	\$39	NA	\$39	NA	\$39	NA

Category A: United States and all other countries not listed in categories B, C, and D.

Category B: For countries with income per capita of 50%-75% of the US, including **France, Italy, New Zealand, Saudi Arabia, Singapore, Spain**

Category C: For countries with income per capita of 25%-50% of the US, including **Argentina, Greece, South Korea**

Category D: For countries with income per capita of <25%-of the US, including **Bangladesh, Brazil, China, Colombia, Jordan, Mexico, Paraguay, Peru, Philippines, Poland, Portugal, Russia, Turkey, and Venezuela**

PERSONAL INFORMATION

TITLE: ☐ Dr. ☐ Prof. ☐ Ms. ☐ Mrs. ☐ Mr.
 LAST NAME: _____
 FIRST NAME & M.I.: _____
 AFFILIATION: _____
 GENDER: Male Female
 AGE ☐ <25 ☐ 25-34 ☐ 35-49 ☐ 50-64 ☐ >65
 ADDRESS (for all ABA mailings): _____

 CITY: _____
 STATE/PROVINCE: _____
 POSTAL ZIP CODE: _____
 COUNTRY: _____
 CITIZENSHIP: _____
 WORK TELEPHONE #: _____
 HOME TELEPHONE #: _____
 FAX #: _____
 E-MAIL: _____
 WEBSITE: _____

STUDENT MEMBER INFORMATION

STUDENT ☐ High ☐ Undergrad ☐ Masters
 TYPE: School ☐ Doctoral ☐ Post Doc
 NAME OF SCHOOL YOU ATTEND: _____
 PROGRAM NAME: _____
 EXPECTED GRADUATION DATE: _____

VERIFICATION OF STUDENT STATUS

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

Faculty Signature: _____ Date: _____

METHOD OF PAYMENT

Total Amount for Dues & Subscriptions \$ _____
 Make checks payable, in US dollars, through a US bank, to ABA or charge to your:

☐ Am. Express ☐ MasterCard ☐ Visa ☐ Discover

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

Name on card: _____

Card Number: _____

Expiration Date: _____

Signature: _____

Payment of dues is subject to current federal, state and local tax regulations. To determine the tax-exempt status of your payment, contact your local office of federal, state, or local tax information. All funds are in U.S. dollars. Overpayments and discounts not taken by the applicant will be considered donations to ABA unless a request for a refund is received by the ABA office in writing.

**Personal information such as age and annual income will be kept confidential. This information is collected for the purpose of membership data analysis only.*

***Full Supporting and Full Sustaining members contribute to the development of ABA through higher fees, and meet the requirements of Full membership.*

JOURNAL SUBSCRIPTIONS

Journal	Student	Individual
ANALYSIS OF VERBAL BEHAVIOR	<input type="checkbox"/> \$17.85	<input type="checkbox"/> \$25.20
THE BEHAVIOR ANALYST***	<input type="checkbox"/> \$17.00	<input type="checkbox"/> \$39.00

Shipping: Int'l orders add \$4 for AVB or \$8 for TBA

May we have your permission to contact your institution or university library on your behalf to request the journals?

☐ YES ☐ NO

LIBRARY: _____

***Dues for all membership categories include subscriptions to The ABA Newsletter and The Behavior Analyst, except chapter/adjunct dues, which do not include The Behavior Analyst.

Reason for membership:

- ☐ Encouraged by University Program
- ☐ Family members exposed to behavioral treatment
- ☐ Maintain certification status
- ☐ Obtain *The Behavior Analyst*
- ☐ General interest in behavior analysis
- ☐ Required by employer

Degree Held

Most recent degree received: _____

Year Received: _____

Conferring Institution: _____

Certification

Are you a certified behavior analyst?

- ☐ Yes ☐ No

If yes, by whom? _____

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
- ☐ 10 Parent
- ☐ 00 Other: _____

Primary Activity

Please check the one box that most closely describes the majority of your 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: _____

Annual Income Range

- ☐ <\$15,000
- ☐ \$15,000-\$34,000
- ☐ \$35,000-\$54,000
- ☐ \$55,000-\$74,000
- ☐ \$75,000-\$99,000
- ☐ \$100,000-\$149,000
- ☐ >\$150,000

During the past 12 months did you receive funding for behavioral research?Yes ☐ No ☐

If so, what source provide the funding? _____

What was the amount of funding? \$ _____ over _____ year(s)

During the past 12 months have you served as a member of a grant review committee?☐ Yes ☐ No**ABA SIGs of which you are a member (M) or about which you would like information (I).**

- ☐ Animal Trainer's Forum
- ☐ Autism
- ☐ Behavioral Gerontology
- ☐ Behavioral Safety Network
- ☐ Behaviorists for Social Responsibility
- ☐ Behaviorists Interested in Gambling
- ☐ Clinical Behavior Analysis
- ☐ Crime and Delinquency
- ☐ Development & Behavior Analysis
- ☐ Direct Instruction
- ☐ Experimental Analysis of Human Behavior (EAHB)
- ☐ Health, Sports & Fitness
- ☐ Instructional Design
- ☐ Interbehaviorists in ABA
- ☐ OBM Network
- ☐ Parent-Professional Partnership
- ☐ Rehabilitation & Independent Living
- ☐ Society for the Quantitative Analyses of Behavior (SQAB)
- ☐ Spanish Speaking
- ☐ Standard Celeration Charting
- ☐ Teaching Behavior Analysis
- ☐ Verbal Behavior

Check any affiliated chapter(s) of which you are a member:

- ☐ Alabama ABA
- ☐ Argentina ABA
- ☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento (ALAMOC)
- ☐ Association for Behavior Analysis of Brazil (ABAB)
- ☐ Australian Association for Cognitive Behaviour Therapy
- ☐ Behavior Analysis Association of Michigan
- ☐ Behavior Analysis Society of Illinois
- ☐ Behaviour Analysis in Ireland
- ☐ Berkshire Association for Behavior Analysis and Therapy
- ☐ California ABA
- ☐ Chicago ABA
- ☐ Chinese ABA
- ☐ Colombia ABA
- ☐ Connecticut ABA
- ☐ Delaware Valley ABA

- ☐ Experimental Analysis of Behaviour Group, UK and Europe
- ☐ Florida ABA
- ☐ Georgia ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Greater Boston ABA
- ☐ Gulf Region ABA
- ☐ Hawai'ian ABA
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Kansas ABA
- ☐ Korean ABA
- ☐ Maryland ABA
- ☐ Mid-American ABA
- ☐ Midwest Association of Behavior Analysis & Therapy
- ☐ Missouri ABA
- ☐ Nevada ABA
- ☐ New England Society of Behavior Analysis & Therapy
- ☐ New Jersey ABA
- ☐ New York State ABA
- ☐ New Zealand ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ Norwegian ABA
- ☐ Ontario ABA
- ☐ Pennsylvania ABA
- ☐ Philippines ABA
- ☐ Russian ABA
- ☐ Sociedad Mexicana de Analisis de la Conducta
- ☐ Southeastern ABA
- ☐ Swedish ABA
- ☐ Tennessee ABA
- ☐ Texas ABA
- ☐ Venezuelan ABA
- ☐ Virginia ABA

Participation is needed on ABA Boards & Committees. Please indicate where you would be willing to volunteer:

- ☐ Affiliated Chapters
- ☐ Education
- ☐ Membership – International Development
- ☐ Membership – Recruitment & Retention
- ☐ Program – Program Committee
- ☐ Science Policy & Research
- ☐ Standards, Accreditation & Professional Affairs
- ☐ Publications

Reservation Request
SHERATON BOSTON HOTEL
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For reservations call: 1-800-325-3535
Fax: (617)-236-6095

The Sheraton Boston Hotel looks forward to welcoming you! In making your reservation, we request that you guarantee your arrival by either...

1. Enclosing a check or money order covering the first night's stay.
2. Note the entire number of your major credit card below (American Express, Diner's Club, Visa, Discover, MasterCard, Carte Blanche or Air Plus). Be sure to include the expiration date and the cardholder's signature.

The Sheraton Boston Hotel regrets that it cannot confirm your reservation without one of the above guarantee methods. Deposits will be refunded only if appropriate cancellation notification is given (a 72 Hour Cancellation Policy generally applies).

Group Name: **Association for Behavior Analysis**

Guest Name _____

Affiliation _____

Address _____

City, State, Zip _____

Daytime Phone _____

Fax # _____

Email Address _____

Arrival Date _____ **Time** _____ **Departure Date** _____

Sharing with _____

(Please send only one reservation request per room)

Group Rates (please check)

- ☐ Single Occupancy (1 person) \$127.00 PER NIGHT
- ☐ Double Occupancy (2 people) \$127.00 PER NIGHT
- ☐ Triple/Quad Occupancy (3-4 people) \$159.00 PER NIGHT

Requested Room Type: ☐ one king bed ☐ two double beds ☐ no preference

Non-Smoking room preferred: ☐ yes ☐ no

Special requests/accommodations _____

Check or money order enclosed \$ _____

☐ American Express ☐ MasterCard ☐ Visa ☐ Diner's Club ☐ Air Plus ☐ Carte Blanche ☐ Discover Card

Credit Card Number _____ Expires _____

Cardholder Signature _____

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

Cut off date: **May 1, 2004**

A limited number of rooms are available at these rates. Once this limit is reached, the group rate is no longer available. Reservation requests and rates are based on availability

Association for Behavior Analysis – May 28 - June 1, 2004

Check-in time is 3:00 P.M. Check out time is 12 NOON.

Executive rooms and suites are available. Call Reservations for details.

Help us help you! To expedite your check-in, please let us know: ☐ bed type preference ☐ time of arrival ☐ credit card to be used for payment.

Its a Great Time to be Looking for a Job if You Are a Behavior Analyst!

Lets face it, Behavior Analysts have never been more in demand! So, hold out for a job that will meet your professional, as well as financial, goals. As you are contemplating your many job opportunities, we suggest you **ask your potential employers the following questions:**

- ☒ Is the organization one that provides a Behavior Analytic work culture?
- ☒ Is the organization one in which you will work along side talented and experienced Behavior Analysts?
- ☒ Is the organization one which is committed to providing state-of-the-art research based behavioral services and research?
- ☒ Is the organization one that provides significant support for professional development on the job and through outside learning opportunities?
- ☒ Is the organization committed to providing a work environment based upon high levels of reinforcement?
- ☒ Is the organization one that is dynamic, and constantly developing new services and professional advancement opportunities?
- ☒ Is the organization one that has a consistent and proven track record to all of these qualities?

At Spectrum Center, the answers to all of these questions is a resounding YES!

We have been a major supporter and employer of Behavior Analysts for over 25 years. We have built an organization based on the very highest standards of behavior analysis for our services and staff.

As a result of dynamic new growth, we have career opportunities in the following areas:

- **Senior Behavior Analyst**
- **Program Coordinator**
- **Special Education Teacher**
- **Program Director**
- **Assistant Program Director**

If you are interested, please send a resume to Janet Medina at
Spectrum Center,
2855 Telegraph Avenue, Suite 312, Berkeley, CA 94705,
call (510) 845-1321,
e-mail to jmedina@spectrumcenter.org,
Or visit our website at www.spectrumcenter.org



Oh, and one more quality of life question for your career search:

- ☒ Is the organization located in one of the most beautiful, exciting, diverse, and sunny locations in the country.....



Sidney W. and Janet R. Bijou Fellowship Application

Society for the Advancement of Behavior Analysis

Deadline: March 1, 2004

Origin

In December 1996, Dr. Sidney W. and Janet R. Bijou donated a substantial amount of money to SABA to establish the *Sidney W. and Janet R. Bijou Fellowship Program*.

Fellowship Objective

The objective of the Sidney W. and Janet R. Bijou Fellowship Program is to enable post-baccalaureate students to study child development from a behavior-analytic perspective.

The Fellowship will provide grants for two students annually in post-baccalaureate programs in psychology or education, in which it is possible to conduct research in behavioral child development. The Fellowship provides two grants of \$5,000.

Criteria for Applicants

GPA and Letters of Recommendation

Applicants must have a high Grade Point Average (GPA), or equivalent, and must obtain two letters of recommendation in support of their application. Letters of recommendation are limited to two. Further letters will not be reviewed.

Professional Commitment

Applicants must be committed to the study and research of child development from a behavior-analytic perspective. The primary criteria of selection for the Sidney W. and Janet R. Bijou Fellowship is the applicant's commitment to child development.

Academic Level

Applicants must be enrolled or have been accepted as a second year student in a post-baccalaureate program in a department of psychology or education, in which there are a sufficient number of behaviorally oriented faculty members to sponsor and supervise research in child development. Only second year applicants will be considered.

Applicants may not apply for the Bijou Fellowship and the SABA Experimental Fellowship in the same year.

Nationality of the Student and Location of the Program

There are no constraints on the recipient's nationality or on the country in which the university is located.

Selection Procedure

The primary criteria to select winners is the child development orientation of the applicant.

The SABA Board of Directors constitutes the Fellowship Selection Committee. The SABA Board consists of the full members of the ABA Executive Council and SABA's Secretary-Treasurer. The Fellowship Selection Committee selects applicants at the Spring Board Meeting. The Fellowship recipients are announced during the SABA Awards Ceremony

in the opening event of ABA's annual convention and the recipients' names are published in The ABA Newsletter.

Application Procedure

Application Documents

Those students interested in applying for the Sidney W. and Janet R. Bijou Fellowship Program should submit the following documents to the SABA office:

- A résumé or curriculum vitae (Two page maximum)
- A one-page, typed description of the applicant's professional objectives (900 words maximum), including:
 - A Professional Statement of Goals, as it related to child development from a behavioral perspective (500 words maximum).
 - How those goals serve to advance the field of child development from a behavioral perspective (200 words maximum).
 - A description of your research interests in child development (200 words maximum).
- A one page description of the post-baccalaureate program in which the applicant is enrolled, including:
 - Advisor's name
 - Semester/term and year accepted into the program
 - Year in the degree program
 - Expected graduation date
 - Grade Point Average or comparable
 - List of behavioral courses in the program.
- Letter from Advisor verifying place (year of total number of years) in degree program
- Letters of recommendation (Maximum of two)
- Copy of unofficial transcript

Deadline for Submissions

Applications for the 2004-2005 academic year must be received at the SABA office by March 1, 2004.

For More Information Contact

Sidney W. and Janet R. Bijou Fellowship Program
Society for Advancement of Behavior Analysis
1219 South Park Street
Kalamazoo, MI 49001-5607

Phone: (269) 492-9310

Fax: (269) 492-9316

E-mail: Mail@abainternational.org



Experimental Analysis of Behavior Fellowship Application

Society for the Advancement of Behavior Analysis

Deadline: March 1, 2004

Origin

In 2000, the Board of the Society for the Advancement of Behavior Analysis created a fellowship from its Endowment to encourage study in the experimental analysis of behavior. The SABA endowment is funded from many generous donations from members of the Association for Behavior Analysis.

Fellowship Objective

The SABA Experimental Analysis of Behavior Fellowship provides a grant for one student annually in a post-baccalaureate program in psychology or behavior analysis, in which it is possible to conduct research in the experimental analysis of behavior. For the academic year of 2004-2005 the Fellowship will provide a grant of \$2,000.

Criteria for Applicants

GPA and Letters of Recommendation

Applicants must have a high Grade Point Average (GPA), or equivalent, and must obtain two letters of recommendation in support of their application. Letters of recommendation are limited to two. Further letters will not be reviewed.

Professional Commitment

Applicants must be committed to the study and research of the experimental analysis of behavior. The primary criteria of selection for the SABA Experimental Analysis of Behavior Fellowship is the applicant's commitment to the experimental analysis of behavior.

Academic Level

Applicants must be enrolled or have been accepted as a student in a post-baccalaureate program in a department of psychology or behavior analysis, in which there are a sufficient number of behaviorally oriented faculty members to sponsor and supervise research.

Geographical Constraints

There are no constraints on the recipient's nationality or on the country in which the university is located.

Applicants may not apply for the Bijou Fellowship and the SABA Experimental Fellowship in the same year.

Selection Procedure

The primary criteria to select winners is the child development orientation of the applicant.

The SABA Board of Directors constitutes the Fellowship Selection Committee. The SABA Board consists of the full members of the ABA Executive Council and Secretary-Treasurer. The Fellowship Selection Committee selects the applicant at the Spring Board Meeting. The Fellowship recipient will be announced during the SABA Awards Ceremony in the opening event of ABA's annual convention

and the recipients name will be published in *The ABA Newsletter*.

Application Procedure

Application Documents

Those students interested in applying for the SABA Experimental Analysis of Behavior Fellowship Program should submit the following documents to the SABA office.

- A résumé or curriculum vitae. (Two page maximum.)
- A one-page, typed description of the applicant's professional objectives. (900 words maximum)
 - A Professional Statement of Goals, as it related to the experimental analysis of behavior (500 words maximum).
 - How those goals serve to advance the field of experimental analysis of behavior from a behavioral perspective (200 words maximum).
 - A description of your research interests in child development (200 words maximum).
- A one page description of the post-baccalaureate program in which the applicant is enrolled, including:
 - Advisor's name
 - Semester/term and year accepted into the program
 - Year in the degree program
 - Expected graduation date
 - Grade Point Average or comparable
 - List of behavioral courses in the program.
- Letter from Advisor verifying place (year of total number of years) in degree program.
- Letters of recommendation. (Maximum of two)
- Copy of unofficial transcripts

Deadline for Submissions

Applications for the 2004-2005 academic year must be received at the SABA office by March 1, 2004.

For More Information Contact

EAB Fellowship Program

Society for Advancement of Behavior Analysis
1219 South Park Street
Kalamazoo, MI 49001-5607

Phone: (269) 492-9310

Fax: (269) 492-9316

E-mail: Mail@abainternational.org

Melmark

*expanding life's options for children and adults
with special needs*

Melmark's programs maximize independence through individually validated clinical and educational interventions based on Applied Behavior Analysis methodology.
Locations in scenic suburban communities outside Philadelphia and Boston.

Serving children and adults with:

- ♦ Autism Spectrum Disorder
- ♦ Acquired Brain Injury
- ♦ Cerebral Palsy
- ♦ Mental Retardation, ranging from mild to profound
- ♦ Neurological Disorders



We offer:

- ♦ Day and Residential Programming
- ♦ Low Student/Teacher Ratios
- ♦ Functional Curricula
- ♦ Pre-vocational Training
- ♦ Speech & Language Therapy
- ♦ Occupational & Physical Therapy
- ♦ Adaptive Physical Education and Aquatics
- ♦ 24-Hour Nursing
- ♦ Medical, Psychiatric, Psychological, and Family Support

Attending the conference:

- ♦ Stephen C. Luce, Ph.D., Vice President for Clinical Programs, Training and Research - Melmark, PA
- ♦ Peter J. Troy, M.B.A., Vice President of Operations/COO - Melmark, PA; Melmark, New England
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Society for the Advancement of Behavior Analysis

(SABA) Donations

General Information

SABA was chartered in 1980 as a non-profit corporation devoted to the welfare and future of behavior analysis. SABA exists to secure and administer private funds in support of behavior analysis. These activities include, but are not limited to, the advancement of basic knowledge about behavior analysis and the applications of that knowledge to problems of developmental disabilities, and other areas.

SABA supports behavior analysis through both independent projects that it initiates and through underwriting activities of the Association for Behavior Analysis (ABA). The nine Directors of SABA also are members of the Executive Council of ABA.

Gifts of cash, securities, and other property are given absolutely or in trust by individuals, corporations, and foundations for the benefit of behavior analysis. Gifts received through the annual, endowment, and planned giving programs of SABA are used to supplement the activities of ABA and its members beyond the financial support such programs can receive from the ABA membership. The Society's Board of Directors and staff work with both members of ABA and other donors to determine specific programs to be supported with funds received by SABA.

Advantages of Giving

The Society provides advantages to donors and to behavior analysis because:

- It is private and non-profit, existing solely for the benefit of behavior analysis.
- It is directly accountable to the behavior analysis community through its permanent connection with ABA's Executive Council.
- It allocates unrestricted gifts to help advance behavior analysis in areas which otherwise might not be funded.
- It is flexible in working with donors to see that any specific requests they have will be honored within the guidelines of the Society.
- Its gifts are tax deductible.
- Its small size and low overhead ensure that gifts are directed to programs and not to administrative costs.

Tax Status

As a non-profit organization, SABA is exempt from federal income tax under Section 501 (c)(3) of the 1986 Internal Revenue Code as amended.

Contributions to SABA qualify for tax deductions to the full extent provided by law. The IRS identification number assigned to SABA is 38-2325364.

Ethical Standards

The Society is deeply committed to the philosophy, science, and practice of behavior analysis and will support only those activities and programs consistent with this commitment. Behavior analysis activities and programs supported by SABA must in turn conform to the ethical guidelines promulgated by the Association for Behavior Analysis. Such programs also must be consistent with the Association's policy on social justice.

The Society safeguards privacy rights and confidential information. The Society neither accepts nor grants favors for the personal gain of any individual, nor does it accept favors where a higher public interest would be violated. The Society avoids actual or apparent conflicts of interest and, if in doubt, seeks guidance from appropriate authorities.

Contributions

When making a donation to support the advancement of behavior analysis, please indicate to which SABA fund you are contributing:

The **Endowment Fund** is allocated to support the dissemination of behavior analysis outside of the United States.

The **Student Presenters Fund** supports registration fees for senior student presenters of a paper or poster at the ABA annual convention.

Unrestricted funds are used to support the SABA award ceremony at the ABA convention and other regular SABA activities.

Gifts should be made to:

Society for the Advancement of Behavior Analysis, Inc.
1219 South Park Street
Kalamazoo, MI 49001

SABA welcomes inquiries about gifts of any type by writing to the above address, by calling (269) 492-9310, by sending a fax to (269) 492-9316, or by E-mailing the ABA office at mail@abainternational.org.

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