



NEWSLETTER

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A Message from the ABA President The Challenges of Success

By Jay Moore, PhD



Jay Moore

It seems like a mere 28 years ago (gasp!) that I received my PhD. As I was finishing my degree program, I was not surprisingly anxious about my prospects of finding a job, and I not surprisingly talked with my adviser a great deal about how to become gainfully employed. I learned that a new professional society had been formed and it looked like it was going to thrive. By joining, I might increase the prospects of landing a job. I also might be in a better position to contribute to the discipline. So, I joined and began to attend the annual conventions. That society is now known as ABA International, and thrive it has. Happily, I now find I am also able to contribute to its governance in ways I hadn't anticipated back then.

From its beginnings in the mid-1970s, ABA has grown to over 4,000 members. Approximately 3,000 individuals register for our annual convention. The annual convention includes roughly 2,000 events, with approximately 708 posters, 236 panels and symposia, 229 papers, 21 invited addresses, 75 workshops, and a wide variety of meetings, reunions, exhibits, and special events. We operate in the black, and we have our own sparkling building in Kalamazoo. Few other professional societies can claim this degree of success in this time span. Clearly, then, ABA is thriving, just as anticipated 28 years ago.

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ABA Delegation Works Toward the Establishment of Behavior Analysis in the Middle East

By Maria E. Malott, PhD, Nour Al-Qassab, MA, Linda Hayes, PhD, M. Jackson Marr, PhD, Kent Johnson, PhD, Phyllis Williamson, PhD, and Steve Richardson, BS

Overview

From October 15th to the 24th, an ABA delegation traveled to the Middle East to promote the long-term establishment of behavior analysis in the region. Members of the delegation traveled to Manama, Bahrain; Dhahran, Saudi Arabia; and Doha, Qatar. The delegation's major activities took place in Bahrain's capital and largest city, Manama. Bahrain, officially the Kingdom of Bahrain (Mamlakah al-Bahrain in Arabic), is an independent country made up of 33 islands in the western Persian Gulf. Dhahran is the headquarters of Saudi Aramco, the largest oil company in the world. Doha, the capital and largest city of Qatar, is a major Persian Gulf port. Figure 1 shows the sites of the Middle East delegation.



Figure 1. Map of delegation sites: Dhahran, Saudi Arabia; Doha, Qatar; and Manama, Bahrain.

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However, success also brings challenges, the recognition of which is the central topic of this message.

As Skinner (1971) noted when talking about the cultural level of selection, a culture that induces its members to work for its survival is more likely to survive. At issue for ABA, then, is the identification and strengthening of a set of practices that will enhance the probability of its survival, so that it can continue to contribute to humankind. Two interrelated sets of practices seem relevant. The first concerns diversity. The second concerns the balance among the domains of behavior analytic activity.

Diversity in Behavior Analysis

Let me speak to diversity first. Just as species whose repertoires become restricted through inbreeding lose certain degrees of freedom in dealing with their environments, so also do organizations that become inbred lose certain degrees of freedom in dealing with their environments. I am not suggesting for a minute that ABA turn to mentalism or cognitivism in its efforts to diversify, any more than I am suggesting it would be useful for humans to diversify by returning to the time when our thumbs did not oppose our fingers.

It seems to me that a useful form of diversifying concerns membership. At present, about a third of our members are students. However, only a modest percentage of those who are student members will be full members a few years later, as professionals. Our surveys typically indicate that the individuals have not maintained their membership because the membership is not required as a condition of employment and it isn't related to job success.

As my generation grays (some of us skipped much of the graying stage and advanced directly to the next stage), the hope for the future of behavior analysis lies in ensuring those students stay involved in ABA. It is unlikely that ABA will be able to change the state of affairs as it involves employers. However, we might take steps to promote another form of control over the behavior of future generations of behavior analysts.

One possible problem is that one form of reinforcement is present when one is a student, and that when one is no longer a student, that form of reinforcement disappears. As a result, certain elements of the behavior analytic repertoire, like remaining a member of ABA, undergo extinction. One possibility, then, is to try to promote another kind of control at earlier stages. This form of control might result in maintained membership in ABA, and a resulting diversification in behavior analysis.

Let me be specific. Much of the reinforcement for behavior analytic activity at the student level is social reinforcement. One is around a congenial and supportive group of people--peers as well as faculty, who express interest in one's behavior analytic activities. When one

enters the world outside of academe, that form of reinforcement may no longer be present. It seems to me that it would be helpful to fade out the control exerted via social reinforcement, in favor of another form of control. Ferster (1978) commented some years ago that

Traditionally, the major reinforcer that led so many into operant conditioning was the opportunity to condition a rat or a pigeon that resulted in a powerful personal experience of controlling the behavior of an individual animal. In one moment, psychology became converted, for these students, from something read about passively to a practical and powerful activity that influenced large magnitudes of behavior instantly and in orderly ways. For these students, the result of the experiment was more important than what could be said about it. (pp. 347-348)

To be sure, science is a social enterprise, and social reinforcement is vital to certainly the origin and to some extent the maintenance of that enterprise. At issue is whether contrived, proximate social reinforcement schemes are a means to an end, namely of serving as a vehicle to promote an interest in behavior in its own right, or whether social reinforcement has become an end in itself. It may be that we are short sighted when we develop a generation of individuals who do not stay involved in the field if the same kind of social reinforcement they originally encountered is no longer present, and they have not been in sufficient contact with the enduring reinforcers that come from the science of behavior. It seems to me the practices according to which we educate the next generation of behavior analysts is worthy of our serious consideration.

Maintaining a Balance Among the Domains of Behavior Analysis

Let me now speak to maintaining a balance among the domains of behavior analytic activity. In a recent article in *The Behavior Analyst*, John Cooper and I followed the lead of other behavior analysts and distinguished among four domains of behavior analysis: applied behavior analysis, the experimental analysis of behavior, the delivery of behavior analytic professional services, and the conceptual analysis of behavior (Moore & Cooper, 2003).

On the one hand, both applied behavior analysis and the experimental analysis of behavior are scientific research activities, in ways that service delivery is not. The distinction of being a research activity carries certain implications, one of which is that artifacts are produced that make it unnecessary for others to go through the same experiences to derive reinforcers from nature.

On the other hand, both applied behavior analysis and service delivery deal with socially significant behavior, in ways that basic research does not. The distinction of dealing with socially significant behavior also carries

certain implications, one of which is that the activity has greater immediate relevance to the day to day affairs of humankind than does the basic research of the experimental analysis of behavior.

Nevertheless, applied behavior analysis is not equivalent to service delivery. Making data based decisions in service delivery may well be applying behavior analysis, but it is not applied behavior analysis. No artifact is ordinarily produced to guide others in their interactions with natural events, as in applied behavior analysis. An important consideration, then, is how we are training future generations of behavior analysts with regard to basic research, applied research, and service delivery.

For example, academic degree programs traditionally include a master's thesis or doctoral dissertation. It seems relevant for academic programs to consider just what they aspire to be. If they aspire to be scientist practitioner programs, then some part of the program must entail scientific research. As suggested above, an important component of science is the production of an effective artifact that guides others. A thesis or dissertation may well be the most significant component of such a program. On this view, an academic program that involves "projects" that are more of a case history of how to apply behavior analytic techniques to achieve a stated end are clearly important, but may not necessarily entail science. The academic program might consider whether it is advancing knowledge of behavior as a subject matter in its own right by promoting a view of the thesis/dissertation as a project or case history. To be sure, an academic program might train individuals in how to deliver behavior analytic professional services, in which case many of the technical matters associated with scientific training need not apply. However, someone needs to remain cognizant of the number that exists of each kind of program—research orientation or service provider, otherwise the future of behavior analysis and its continued contributions to humankind are at risk.

A distinction among the domains of behavior analysis is especially relevant when it comes to ABA as a learned

society. The growth of ABA has come more from a growth in the number of individuals who are applying behavior analysis than from a growth in the number of faculty whose job descriptions include teaching, research, and service. However, the advances in knowledge of behavior as a subject matter in its own right come more from basic and applied research carried out in academe than service delivery. As behavior analysis evolves and continues to contribute its benefits to humankind, it seems to me that ABA will need to maintain a balance among its domains. We should recognize that our contributions will be greater, and will be sustained over a longer time span, if research and service delivery go hand in hand. We know that immediate reinforcers are more effective than remote, and given the public interest there is much immediate reinforcement for delivering behavior analytic professional services. Colleges and universities are under intense budgetary pressure, given the downturn in the economy. This pressure often translates into pressure on academic programs for training in service delivery, and when there is pressure on academic programs, there is corresponding pressure on learned societies in the disciplines. To allow either research or service delivery to dominate ABA is presumably counterproductive to the advancement of behavior analysis. Again, it seems to me the practices according to which we maintain a balance among the domains of behavior analysis is worthy of our serious consideration.

See you all in May!

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(Continued from front cover)

Very little is known about behavior analysis in the countries of the Middle East, and there is a tremendous need for services and opportunity for growth.

The 2003 Middle East delegation was organized by Nour Al-Qassab and Maria Malott, with the administrative support of Tami McDowell and other ABA staff. Nour Al-Qassab has taken a leading role in the expansion of behavior analysis in the Gulf Region. Al-Qassab has a 14-year old child with developmental disabilities, and he encountered behavior analysis while researching services and treatment options. Al-Qassab is a senior geologist at Saudi Aramco, and earned a masters degree in Special Education from the University of Michigan, Dearborn after his child's diagnosis. He received a 2001 International Development Grant from the Society for the Advancement of Behavior Analysis to disseminate behavior analysis in the region; facilitated the creation of the Gulf Region Applied Behavior Analysis chapter in 2002; and, since then, has worked tirelessly in the planning and execution of the 2003 delegation visit. He founded a company called NAMA Consultancy, with the mission of the dissemination of behavior analysis in the Middle East. NAMA sponsored the 2003 ABA delegation and will continue coordinating future dissemination efforts. Figure 2 is a photograph of Nour Al-Qassab.



Morrow, Phyllis

Figure 2. Nour Al-Qassab. Williamson, and Steven Richardson from Applied Behavior Consultants. Morrow was unable to travel with the delegation; however, he contributed with an address on the behavioral treatment of autism and developmental disabilities. Figure 3 shows the ABA delegates at the Middle East Applied Behaviour Analysis Conference.

In addition to Al-Qassab, delegates included M. Jackson (Jack) Marr from Georgia Tech; Kent Johnson from Morningside Academy; Linda Hayes from the University of Nevada, Reno; Maria Malott from the Association for Behavior Analysis; and Joseph



Figure 3. ABA delegates. From left to right: Dr. Kent Johnson, Dr. Linda Hayes, Dr. Jack Marr, Nour Al-Qassab, Dr. Phyllis Williamson, Steven Richardson, and Dr. Maria Malott.

Activities

The delegation's main activities were to disseminate the science and practice of behavior analysis and explore opportunities for growth in the region. The activities included providing an overview of behavior analysis, conducting specialized seminars, and networking.

Overview of Behavior Analysis

The central activity of the delegation was the Middle East Applied Behaviour Analysis Conference, which was attended by approximately 100 doctors, teachers, professionals, and parents from Bahrain, Egypt, Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia, the Sudan, and the United Arab Emirates. The conference was opened by Shaika Hind Bint Salman Al Khalifa, a member of the Bahraini Royal family representing the Labour and Social Affairs Ministry. The delegates provided a comprehensive introduction to behavior analysis, including a general overview presented by Marr; a history of the treatment of autism with behavior analysis by Williamson; an outline of behavior analysis applications for the education of children and youth by Johnson; an introduction to organizational behavior management and systems analysis by Malott; and a description of training opportunities in behavior analysis in higher education by Hayes. Figures 4 and 5 were taken of the conference audience.



Figure 4. Audience left.



Figure 5. Audience right.

Specialized Seminars

Williamson and Richardson conducted two-day introductory and advanced seminars in autism. The introductory seminar, *Autism and Behavior Analysis* focused on the assessment of behavior excesses and deficits, development and implementation of a curriculum based on assessment, and evaluation and improvement based on implementation data. The *Advanced Autism Seminar* focused on the practice of sequential, discrete trial lessons across several basic skill deficits typically exhibited by children with autism, development of communication repertoires, and generalization of learned skills.

Johnson conducted a two-day seminar about applications of behavior analysis to regular school education, and education for children and youth with mild learning disabilities and ADHD. He demonstrated applications of instructional technologies such as Direct Instruction, Precision Teaching, peer coaching, delayed prompting, as well as behavior management techniques and methods. Participants also practiced behavioral methods. The workshops also showed how these technologies can be incorporated into existing and new

schools and after-school programs. Following Johnson's workshop, Marr presented a paper on applications of behavior analysis to instruction in science at the university level. Afterwards, Marr conferred with Dr. Farid Elyahky of the Higher Colleges of Technology in Abu Dhabi regarding the possibility of a conference devoted to engineering education sometime in the near future.

Networking

Delegates experienced a tremendous demand for services wherever they traveled, especially in developmental disabilities and education. Following are some of the networking highlights.

Autism and Developmental Disabilities

Hayes, Al-Qassab, and Malott visited the Shafallah Center for Children with Special Needs and the Al-Noor Institute, both advanced centers in the treatment of children with disabilities in Doha, Qatar. They explored ways to bring behavior analysis technology and training to those centers. The Shafallah Center is a private, non-profit institution that provides special education, therapeutic, and health care support services for children. The Center has been experiencing accelerated growth, and will move next year to a state-of-the-art facility able to provide services for 1,000 children.

Figure 6 shows Hakam Abu Al-Kheir, Department Head of Psychological Services and Behavior Analysis at the Shafallah Center, who was trained by Dr. Donald Baer and is currently a doctoral student at the University of Kansas. Figure 7 shows Dr. Eddie M. Demming, General Manager of the Shafallah Center, who welcomed the visitors and offered the institution's collaboration and support for long-term development of behavior analysis in Qatar.



Fig. 6. Hakam Abu Al-Kheir.



Fig. 7. Dr. Eddie Demming.

Al-Qassab, Hayes, and Malott also visited the Al-Noor Institute, which specializes in the education of blind children and is becoming the most advanced and well-recognized center for the blind in the Gulf Region. Although the center emphasizes treatment for the blind, its children typically present multiple developmental disabilities. Abeer F. Jaffal, Headmistress and Special Education Counselor, expressed a significant need for effective treatment of developmental disabilities to better serve the institute's population. She welcomed the

delegates and explored means to offer behavior analysis training for her staff. Jaffal, shown in Figure 8, was enthusiastic about the possibility of having the Institute become a center of application of behavior analysis in the region.

Laila Alkadhem, Al-Qassab, Malott, and Marr visited the Psychiatric Division of Dhahran's Health Center in Saudi Aramco. Saudi Aramco has been active for more than 70 years and controls a quarter of global oil reserves. In 2000, Saudi Aramco employed more than 56,000 people and it offers a broad range of benefits including housing opportunities, educational assistance, and free medical care for its 300,000 employees and family members. Alkadhem, Clinical Psychologist of the Psychiatric Division, offered tremendous support for the delegation, facilitating contacts within Saudi Aramco, processing visas, and serving as an interpreter for many events. Figure 9 shows Alkadhem.



Figure 8. Abeer Jaffal. **Figure 9. Laila Alkadhem.**

The delegates met with Dr. Hany Alshafey, Chief of the Psychiatric Division of the Dhahran Health Centre in Saudi Aramco, William Ewing, Supervisor of the Community Counseling Clinic within the Psychiatric Division and Dr. Sayed Elsayed, Child Psychiatrist, shown in Figure 10.



Figure 10. From left to right: Dr. Sayed Elsayed, Dr. Hany Alshafey, and William Ewing.

The objective of the visit was to further the Psychiatric Division's initial exposure to behavior analysis, which began in 2002 through the efforts of Al-Qassab, who at that time arranged a seminar in autism presented by Dr. James Partington. The Community Counseling Clinic addresses the treatment of autism and developmental disabilities and the need for effective technology is eminent. The delegates talked about the field of behavior analysis's progress and developments in the US, including information about certification, growth, and practitioner demand.

School Education

Johnson engaged in multiple networking activities related to education, including an introductory presentation on behavior analysis to teachers at the British School of Bahrain. He also met with Dr. Siham Al-Suwaig, a private consultant from Bahrain who has formed a partnership with McGill University in Quebec, Canada to open the Royal University for Women in Bahrain. His Majesty, Shaikh Hamad bin Isa Al Khalifa, King of Bahrain, donated the land to build the University; a temporary site is scheduled to open in the fall of 2004. Dr. Al-Suwaigh expressed interest in incorporating the teaching and application of behavioral technology in the University's curricula and discussed the possibilities of sponsoring the training of faculty at Morningside Academy in Seattle, Washington, who would then return to teach behavior analysis in education at the Royal University for Women.

Johnson's seminar generated other possible opportunities to bring behavioral technology to education in the Persian Gulf, including inquiries from Sue O. Hale, Director of the Learning Center of the Qatar Foundation for Education, Science and Community Development in Doha, Qatar, and Elizabeth H. Naert, Principal of the Learning Center. Figure 11 shows Hale and Naert.



Figure 11. From left to right: Sue Hale and Elizabeth Naert from the Learning Center in Qatar.

Mrs. Hayat Hammoud, Deputy Director of Al Nahda National Schools in Abu Dhabi, United Arab Emirates, has requested a two-week workshop for their teachers this coming winter, and is would like to develop a long-term cooperation plan with Morningside Academy.

Higher Education

Hayes, Al-Qassab, and Malott, sponsored by NAMA, traveled to Doha, Qatar, to explore the potential for developing a masters program in behavior analysis through a partnership of the University of Nevada, Reno and the Qatar Foundation for Education, Science and Community Development. The delegates met with Dr. Saif Ali Al-Harari, Vice Chairman of the Qatar Foundation, which is a non-profit private foundation established in 1995 by His Highness Sheikh Hamad Bin Khalifa Al Thani, the Emir of Qatar. Her Highness Sheikhha Mozah bint Nasser Al-Missned, consort of the Emir of the State of Qatar serves as the chairperson of the Qatar Foundation of Education. A picture of the Foundation is shown in Figure 12. It seeks to support Qatari society through the establishment of scientific and educational institutions and has partnered with Cornell University to establish the Weill Cornell Medical College and with Virginia Commonwealth University to create the VCU School of the Arts in Qatar. The Foundation has also signed a ten-year agreement with Texas A & M University to establish a school of engineering and has created the RAND-Qatar Policy Institute in Doha in collaboration with the RAND Corporation, among other partnerships.

In addition to these activities, Johnson and Marr were invited to the Psychology Department at Bahrain University where they met with the Chair, Dr. Tawfik Abdul Moniem, and several colleagues primarily to discuss establishing laboratories for training and research. They were at the very early planning stages and discussed some stages in the development of laboratory facilities. They toured the university, including classrooms, computer facilities, and the university library. Johnson and Marr agreed to maintain contact and to provide relevant information on development of laboratories and other resources.



Figure 12. The Qatar Foundation for Education, Science and Community Development.

In order to assemble a solid program for behavior analysis in the Middle East, a critical mass of well trained behavior analysts needs to be established. To this end, Hayes, with the help of other delegates and their organizations, drafted a preliminary package to offer a masters program in behavior analysis. The proposal

currently being developed by the University of Nevada, Reno, could provide faculty from multiple programs in the United States to teach a three-year MA program in Qatar. The program would require an enrollment of 36 students who could have the choice of three specializations: Developmental disabilities, education, or organizational behavior management. Hayes is planning to seek funding for such an endeavor.

Next Steps

The delegation was successful in the dissemination of behavior analysis. The delegates had ample opportunity to present a comprehensive view of the field and to discuss applications, especially in the areas of developmental disabilities and education. The delegation led to the growth of Gulf Region ABA into Middle East ABA, an expansion approved by the ABA Executive Council. The scope of the chapter is now much larger, encompassing eight more countries and allowing potential for greater dissemination.

Opportunities for further development are being explored and some of these could have significant impact, in particular, the University of Nevada, Reno's proposal for a masters program in behavior analysis. Other efforts are being explored by the Morningside Academy and Applied Behavior Consultants, as well other institutions. By current demand, ABA will conduct a follow-up delegation in 2004. Requests have already come from Qatar and Abu Dhabi and Dubai, both Emirates within the United Arab Emirates.

Figure 13 shows Dr. Hussain Ali Maseeh, who traveled from Dubai to explore a follow-up delegation in 2004. Next to him is Mr. Ahmad Sultan, a business man who assisted with 2003 delegation logistics.



Fig. 13. From left to right: Dr. Hussain Ali Maseeh and Ahmad Sultan.

Much work is still necessary to continue disseminating behavior analysis internationally. ABA will need the help of many committed behavior analysts and institutions to provide support for long-term development. The article on page 7, "Dissemination of Behavior Analysis: The Role of International Delegations," provides information about how ABA members and organizations can participate.

Dissemination of Behavior Analysis: The Role of International Delegations

By Maria E. Malott, PhD

ABA has experienced an increase in the rate of international growth. Non-US ABA membership increased 228% between 1993 and 2003. Today, 12% of the ABA membership is from 42 countries other than the United States. There has also been significant growth in non-US affiliated chapters. During the past ten years, the number of affiliated chapters has increased 110%. Today, ABA has 21 non-US chapters with 5,708 reported members. Chapters are usually assembled in locations with a significant number of behavior analysts who work together to disseminate behavior analysis in their communities.

ABA's international presence has also grown as a result of its international conferences, which are planned in regions with well-established chapters and behavioral organizations. For instance, the first ABA international conference in Venice was made possible with the collaboration with the Italian Association for the Analysis and Modification of Behavior and other European associations. The 2004 Brazilian conference is being developed in collaboration with the Brazilian Association for Psychotherapy and Behavioral Medicine and the support of the Association for Behavior Analysis of Brazil, the Brazilian Society of Psychology, and the Brazilian Society for the Advancement of Science. The 2005 conference in Beijing will be conducted with assistance from chapters in China, Japan, and Korea.

How do we begin dissemination in regions of the world where there is little or no knowledge of behavior analysis, tremendous opportunity for growth, very few behavior analysts, and scant resources to create a movement? To target these areas of potential growth, the ABA Executive Council approved the concept of international delegations in 2000. The mission of ABA international delegations is to help basic and applied behavior analysis develop in regions of the world where their establishment might be difficult without such support. A delegation consists of a small group of experienced behavior analysts who travel to the region and, jointly with pioneer behavior analysts at the location, volunteer to explore and implement suitable long-term development of the field based on need and available resources.

ABA has organized three international delegations to date: Russia in 2000 (Malott, et al., 2000), China in 2002 (Malott, et al., 2002), and the Middle East in 2003 (Malott, et al., 2003). Costs associated with the delegations have been paid by the delegates themselves, their institutions, the host country, or local organizations, rather than ABA. The first three delegations were exploratory and experimental; their objectives were to determine if such efforts could serve

as effective dissemination strategies, identify how best to organize and implement them, and define critical elements for success.

Accomplishments

What have previous delegations accomplished and what has been the impact thus far? Because delegations are relatively new initiatives, it is difficult to assess their long-term impact. However, concrete results have already been obtained in Russia, China, and the Middle East.

Russia. This was truly a pioneering delegation. Contacts were made with relevant institutions in the region and the US to plan activities and determine the potential for impact. The Russian delegation was conducted with no local host, which made logistics very difficult. None-the-less, the delegation accomplished the creation of an affiliated chapter and established a partnership with the Psychology Department of the University of St. Petersburg. Subsequently, the Behavior Analysis program of the University of Nevada, Reno (UNR) offered to cover one year of training for a faculty member from the University of St. Petersburg with the intent that the instructor would be able to teach behavior analysis on her/his return. After the long process of obtaining a visa, a Russian faculty member is currently studying at UNR. The Russian chapter continues to be operational with tremendous difficulties due to limited resources and the lack of a critical mass of well-trained behavior analysts. Although the delegation began the dissemination effort, much support is needed for behavior analysis to grow in Russia.

China. This delegation also proved effective in assembling an affiliated chapter. Additionally, it helped to support an initiative of Japanese ABA to develop a regional movement—the Asian Association for Behavior Analysis, which includes China, Japan, Korea, and Taiwan. A faculty member from the University of Beijing is currently being sponsored by UNR to study for one year and will return to the University of Beijing, hopefully with the commitment to teach behavior analysis. As well, there have been several follow-up trips to train faculty at the University of Beijing, parents, and professionals in the behavioral treatment of autism and developmental disabilities. The training has taken place in Beijing, Tianjin, Wuhan in Hubei province, and on Gulang Island in Fujian province. Trips have been conducted by staff members of Applied Behavior Consultants (ABC), Helen Bloomer from Crossroads Center for Children, and Thomas Zane of The Sage Colleges. ABC will continue providing educational opportunities at the University of Beijing and it is working to establish a school for children with developmental

disabilities in Wuhan, which would receive supervision every two months to ensure the quality implementation of behavioral technology.

Middle East. The Middle East delegation took place just this past October, but, as described in “ABA Delegation Works Toward the Establishment of Behavior Analysis in the Middle East” (cover article), much activity is already occurring in its aftermath. Delegation planning inspired the creation of the Gulf Region chapter, which now has been expanded to the Middle East Association for Behavior Analysis. Several other initiatives are in early planning stages, including a second delegation to other countries in the Middle East next year, dissemination of behavioral technology to regular education and the treatment of children with developmental disabilities, and the consideration of an MA degree in behavior analysis.

Characteristics of Delegations

These first international delegations have allowed the development of a system that might be effective for international dissemination of behavior analysis in places without a significant group of behavior analysts. They have been possible due to the efforts of pioneer delegates, their supporting organizations, and the regional hosts. Some of the lessons learned include: 1) Delegations ought to target areas where there is not only potential for growth, but for long-term support; 2) delegations cannot accomplish the goal of long-term establishment of behavior analysis in a single visit. Resources are needed to support sustained growth for several years until a significant group of behavior analysts are identified or trained, so they can continue the movement. 3) There are key roles with specific requirements necessary for a successful delegation.

For this reason, proposals are welcome from ABA members and behavioral organizations that could contribute to the international dissemination of behavior analysis in areas with too few resources to create a movement. In considering a proposal, certain roles of hosts, delegates, organizations, and ABA must be understood as essential to assuring that delegations meet the needs of all involved parties. The characteristics of each role follow.

Hosts

Two of the three delegations had hosts whose help was indispensable. David Zhuo-xi Peng, in China, made contacts and all of the logistical arrangements for the delegates to visit to numerous institutions and locations in Beijing, Changchun, and Shenyang. He has since assisted with further initiatives and has worked to support follow-up dissemination initiatives. Nour Al-Qassab was also an exemplary host in the Middle East delegation; without him the initiative would have not been possible. He arranged all of the local contacts in Saudi Arabia, Bahrain, and Qatar; sponsored the delegates’ travel; and continues donating substantially to the planning of future efforts.

The role of the host is essential to the delegation’s success. Hosts volunteer time, energy, and resources to identify needs, network, and plan activities with ABA. Previous hosts have set standards for others in the future. A host must be able to document a need and opportunity for the development of behavior analysis, recruit members and support the creation of an affiliate chapter, and be committed to working actively for the development of behavior analysis for at least five years. The host needs to be able to arrange meetings between higher education representatives and delegates, organize facilities and advertising for seminars and meetings, bring an audience and media to the events, and arrange for translation of presentations, if needed. Hosts are expected to be part of all the delegates’ activities. The host should also play a role in seeking funding for delegation travel and, if possible, for development efforts.

Delegates

A number of participants have been involved in delegation initiatives to date: Nour Al-Qassab, Sigrid Glenn, Linda Hayes, Maria Malott, Jackson Marr, Joe Morrow, David Zhuo-xi Peng, Steve Richardson, Naoko Sugiyama, Brenda Terzich, Joyce Tu, and Phyllis Williamson. Thanks to their participation, enthusiasm, and initiative, the delegations have been successful.

Although each delegation is unique because it is designed to meet local needs, delegates usually travel for a period of 7 – 10 days initially, volunteer their time, and cover their own expenses, if necessary. Each delegation attempts to present a comprehensive view of behavior analysis rather than a single area of application. A delegate must be a well-established behavior analyst and have expertise in one of the areas needed in the host country, such as the history of behavior analysis, conceptual framework, basic and applied research, developmental disabilities, education, organizational behavior management, or others.

Delegates must be committed to continue their efforts on behalf of the host country, especially after the first visit, and work to develop a long-term plan for international development that includes initiatives for post-delegation development. While traveling, delegates conduct seminars, network, give formal presentations, meet with media representatives, and engage in any other activity that might help dissemination and the establishment of behavior analysis.

Organizations

International development needs much support, and participating organizations can make a substantial difference. Past delegates have encouraged their organizations to donate significant financial and human resources. For instance, Applied Behavior Consultants donated ten ABA memberships to Russian members for two years to aid chapter development. It organized three seminars in China after the delegation, and sent two professionals to the Middle East to provide a

beginning and an advanced seminar on the treatment of autism—all at no cost.

Another institution that has made substantial contributions is the Behavior Analysis program at the University of Nevada, Reno. The program has sponsored the training of two faculty members for one year, including tuition and fees for 24 credits of instruction, all the paperwork and associated costs for visa applications, and stipends totaling \$31,200, all at the expense of the Behavior Analysis program of the University.

NAMA Consultancy sponsored the travel of the 2003 delegates to the Middle East. Japanese ABA supported the travel of David Zhuo-xi Peng to attend a meeting in Japan to support the assembly of the Asian Association for Behavior Analysis.

Organizations do not necessarily need to send representatives to travel with delegations. For instance, the New England Center for Children (NECC) has offered to support on-the-job training, work, and higher education for professionals from host countries. The University of North Texas has provided nine scholarships worth a total of \$7,600 to take a behavior analysis course via the internet through the Department of Behavior Analysis. This offer has been made to students and professors in Russia, China, and the Middle East. Other institutions are now beginning to volunteer resources and other support.

ABA

Delegations take at least a year of planning and coordination. We at the ABA office work with the host to plan activities, find delegates, identify organizations willing to help, and coordinate initiatives from conception to implementation and follow-up. ABA also provides support to create affiliated chapters and facilitate networking with regional organizations and individual behavior analysts.

One of ABA's major roles, with the collaboration of the delegates, is to ensure that delegations communicate a comprehensive view of the field by assuring that its

conceptual and scientific base is accurately portrayed and that behavioral applications are properly represented and directly relevant to the specific needs of the locations visited. Additionally, ABA clarifies the roles and responsibilities of delegates, hosts, and contributing organizations.

International dissemination, especially in areas where behavior analysis is very limited, needs the sustained work and commitment of many individuals and organizations. If you see the need for a delegation and would like to serve as a host, delegate, or supporting organization, please submit a proposal at the following Web sites:

HOSTS:

www.abainternational.org/sub/membersvcs/intldevelopment/Delegations/hostapp.asp

DELEGATES:

www.abainternational.org/sub/membersvcs/intldevelopment/Delegations/delegateapp.asp

ORGANIZATIONS:

www.abainternational.org/sub/membersvcs/intldevelopment/Delegations/orgapp.asp

All ABA members and behavioral organizations are encouraged to participate in pioneer international dissemination of behavior analysis.

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International ABA Delegations

To read more about past delegations, or to make a proposal to participate as a host, delegate, or organization in a future international delegation, visit:

www.abainternational.org/sub/membersvcs/intldevelopment/delegations/

An Update on Providing Graduate Level Training in Applied Behaviour Analysis in the UK

By Simon Dymond, PhD, Mecca Chiesa, PhD, and Neil Martin PhD

The Society for the Advancement of Behavior Analysis established an international development grant program to promote the development and dissemination of behavior analysis internationally. The program, established in 1999, provides three annual \$1,000 grants to successful applicants. Drs. Simon Dymond and Mecca Chiesa received a 2002 International Development Grant to help fund the development of the first postgraduate program in applied behavior analysis in England to satisfy the education coursework requirements of the Behavior Analyst Certification Board® as well as providing university postgraduate qualifications.

The demand for training in applied behaviour analysis in the UK generally, and for autism specifically, far exceeds the expertise available to deliver such training. For this reason, several UK- and Ireland-based behaviour analysts set up the Applied Behaviour Analysis Lecturers' Co-Operative. Founded in 2001 by Dr. Oliver Mudford BCBA (now at the University of Auckland, New Zealand), the Co-Operative consists of Dr. Simon Dymond BCBA, Dr. Mecca Chiesa BCBA, Dr. Steve Noone BCBA, Dr. Ken Kerr, and Dr. Neil Martin BCBA.

The first course in the UK to meet the coursework and experience requirements for the BACB's Associate level exam recently came to an end. Eleven students graduated from the course at a ceremony held at the TreeHouse school in London. Generously funded by The Headley Trust, this graduate-level course was a collaborative venture between the TreeHouse Trust (a school for children with autism and related communication disorders) and the Lecturers' Co-Operative.

Following on from the success of this first course in applied behaviour analysis, the Lecturers' Co-Operative and the TreeHouse Trust are pleased to report that the second BACB-approved course sequence is scheduled to commence in January 2004. The course, which is made possible through the support of The October Club, will be taught at APU, Cambridge by the Co-Operative and several other prominent UK-based behaviour analysts,



Clockwise from bottom left: Dr. Neil Martin, Kristin Grandner (mentor), Dr. Simon Dymond, Chris Alfred, Jayne Pinder, Clare Bearder, Edva Sims, Jerry Wong, Jennie Edes Pierotti, Terrie Callis, Dr. Mecca Chiesa, Leanne Clark, Kelly Taylor. Missing from the picture are students Debbie Allen and Ansa Sheikh and lecturers Dr. Oliver Mudford, Dr. Steve Noone and Dr. Ken Kerr.

including Dr. Deborah Carr BCBA, Peter McGill BCBA, Emma Hawkins BCBA, and Debbie Allen (Doctoral student).

In addition to this initiative, an ABA International Development Grant awarded to Simon Dymond and Mecca Chiesa helped to fund the establishment of a Masters degree in Applied Behaviour Analysis at APU, Cambridge. The Masters program has completed the first in a series of validation events and it is expected that student recruitment for the course will commence within the next eighteen months. Already, interest in this

exciting new program is growing, spurred on by the unprecedented success of the BCABA course. This growing interest is testimony to the acute need for more applied behaviour analysis programs in the UK. The recent approval of a Masters program at the University of Wales, Bangor is a welcome development in this regard.

These are exciting times for behaviour analysis here in the UK. We look forward to providing another update on educational training in the near future and would like to acknowledge the pivotal role played by Oliver Mudford and the TreeHouse Trust in making such a positive investment in the future of our field.

For more details about the TreeHouse Trust please see <http://www.treehouse.org.uk/>. For more details about the BCABA or Masters courses please contact Dr. Simon Dymond (s.dymond@apu.ac.uk)

Beatrice H. Barrett

Beatrice H. Barrett, 74, died in peaceful relief at her Lincoln home on September 4, 2003, after nearly 10 years of encountering and partnering with cancers and severe emphysema. A regular exerciser, avid sailor, ballet aficionado, art supporter, and conservationist, her profession of human behavior analysis focused the greater part of her life, beginning with a specialized post-doctoral fellowship at Harvard Medical School, where she did pioneering laboratory studies of learning in people with mental retardation. At his invitation, she became a regular participant in B. F. Skinner's laboratory meetings and thus joined the family of operant conditioners making behavioral science history in and around the Cambridge area. She built her own laboratory at The Fernald School, where residents used the automated lab daily, then participated in classroom experiences fashioned on their lab findings and the teaching adaptations that made them successful. Numerous instructional developments from that period are used today in the country's advanced programs for special education. Dr. Barrett's work was recognized by the Massachusetts Psychological Association when it gave the Ezra Saul Award to its first female recipient in 1979 and by the Standard Celeration Society with its Lifetime Contribution Award in 1997.

A graduate of the University of Arizona (BA), The University of Kentucky (MA), and Purdue University (PhD), Dr. Barrett was elected to Phi Kappa Phi and was an active member of Sigma Xi and numerous science and professional organizations. Dr. Barrett joined the Psychiatry Department of Indiana University Medical School as Chief Psychologist of its Children's Outpatient and Consultation Service where she trained residents in both Psychiatry and Pediatrics and conducted a private practice. She also did research at the Institute for Psychiatric Research, where she was deeply influenced by Charles Ferster, who, having run Skinner's lab, was then establishing a child schizophrenia lab in one of the hospitals where Dr. Barrett was consulting. Thus began the series of contacts that eventuated in her invitation to Harvard and a retraining of her career from clinician to laboratory researcher with Ogden Lindsley, who first applied Skinner's methods to analysis of human behavior.

Long past retirement, she maintained her research into the field of behavior analysis and served for over 20 years on the board of The Cambridge Center for Behavioral Studies, where she became a lifetime Senior Fellow. The B. F. Skinner Foundation elected her to its board and invited her to write a foreword for its reprinting of Skinner's *The Technology of Teaching*.

Barrett's lifelong involvement with the arts and the environment will become public after her death. She has always remained an anonymous donor, hoping to maintain the privacy that has marked her lifestyle.

At sea, she found strength in its solitary bond, her most fulfilling life force.

Dr. Barrett is survived by her brother, Richard Barrett from Washington, DC. Contributions may be made to the Nature Conservancy Barrett Fund, Vineyard Haven, MA.

A History of ABA Affiliated Chapters

The following special section of the ABA Newsletter contains articles about the founding of 16 affiliated chapters of ABA. Within these articles may be found the specific challenges and successes of developing and disseminating behavior analysis, in different settings with different goals. Learn how different chapters have addressed the issues of continuity of mission and governance, financial viability, relationships with other fields, legislative challenges, and effective dissemination of the science, among many others.

Alabama Association for Behavior Analysis

By James Johnston, PhD

The Alabama Association for Behavior Analysis was founded in 1992 by a small group of academic behavior analysts and a few individuals working in the state's mental retardation system. Although the formal mission of the organization made the customary references to promoting the science and its application, its real aim was to provide an independent power base within the state on behalf of the profession of behavior analysis. In order to work toward this goal, it has been important to attract a membership that was large enough to earn credibility and that included many people involved in the delivery of services in the area of developmental disabilities. From the outset, the organization won the enthusiastic support of the state mental retardation (MR) system by showing that it was interested in helping the state build internal capacity and address its needs for behavior analysis services. When senior figures in the MR system have attended the annual convention to give an invited welcome or talk, they have a found program addressing important issues concerning behavior analysis services and many of their employees furthering their understanding of behavior analysis. An early focus on mental retardation has now grown to include autism and special education.

This strategy has allowed the organization to accumulate a sufficiently large membership to provide the financial means to hold an annual fall event that includes a pre-convention workshop day with three all day workshops followed by a two-day convention organized into three concurrent sessions. After accumulating sufficient reserve funds, last year, ALABA also initiated a one-day theme conference in the spring. The membership is made up of a mixture of academics, employees of state and provider agencies serving individuals with mental retardation, special education teachers, and parents. Approximately 64% of the attendees to the last convention held bachelor's or advanced degrees, with 44% of these holding a master's degree and 20% holding a doctorate.

The visibility of ALABA within the Division of Mental Retardation and other state agencies has given the field of behavior analysis an important presence in Alabama. Of course, it is difficult to trace the impact of this presence on other events, but the Department of Mental Health and Mental Retardation now supports Auburn University's Master's Program in Applied Behavior

Analysis in Developmental Disabilities, which is annually graduating young professionals who are working throughout the state. Their collective influence will soon far exceed any direct impact of ALABA.

The key to the success of ALABA has been in building a membership from within the human service area of developmental disabilities. Although this focus has meant that convention programs do not feature presentations concerning basic research and conceptual issues, such interests are small in Alabama, as they are in most other states. It is important (for both financial and political success) to build an organization that will have lots of members, and this is generally available only in the area of developmental disabilities. Furthermore, such a membership is useful in garnering the support of the division of state government responsible for providing such services. In turn, their support helps augment the size and importance of the organization.

Thus far, ALABA has not tested its influence in any particular way, nor has such a test been called for by events in the state. Merely putting together convention programs that attract a good number of diverse registrants who are interested in behavior analysis has been a sufficient challenge. Although members receive a call for papers, most presentations wind up being invited, which allows the luxury of tailoring the program to balance the needs and interests of the community from which registrants and members are drawn. The Board of Directors determines the priorities each year for both the invited, all-day workshops and the convention program, and the resulting selections allow the organization to strengthen its appeal to particular interests (e.g., autism, special education teachers, community providers, etc.). Invited workshop presenters and keynote speakers have included many leaders in the field.

After some years, ALABA reached the point in its development that it required the involvement of a formally trained behavior analyst who was able to serve in an executive director capacity. Passing the convention, newsletter, and other responsibilities from one president to another each year discouraged consistency and systematic development. Furthermore, although some presidents elected by the membership were formally trained behavior analysts, others were not, which resulted in convention programs that varied in the extent of their behavior analytic focus. Accordingly, the organization was able to obtain the voluntary services of Jim Johnston as an executive director. Having a single individual serve the Executive Committee by running the day-to-day affairs of the organization has resulted in

some major improvements in its financial health and programmatic consistency.

In summary, ALABA is a stable and healthy organization that serves the behavior analysis community with a strong fall convention and spring conference. It also serves this community by giving the field a highly visible presence throughout the state, particularly in the human services area of developmental disabilities. Its meetings attract many who are not formally trained in behavior analysis, but this is an effective way of broadly increasing awareness of the field. Starting and maintaining a state chapter of ABA can be a challenge, but it can have many benefits for our field at the state level, complementing ABA's impact nationally and internationally.

Australian Association for Cognitive and Behaviour Therapy

By Carla Schlesinger, PhD

The Australian Association for Cognitive and Behaviour Therapy (AACBT) began its life in 1974 as the Australian Behaviour Modification Association (ABMA). In its current form, the association operates as a non-profit society which promotes the scientific approach to understanding and modifying behavior in applied settings. The AACBT was developed for a range of health professionals with an interest in the application of the principles of cognitive and behavioral psychology to help alleviate the difficulties experienced by individuals and groups in the community. With branches in most states of Australia (Victoria, New South Wales, Western Australia, South Australia and Queensland), the national association maintains links with international associations with similar aims.

The aims of the AACBT are (i) to organise continuing education and training in the principles and practice of Cognitive and Behaviour Therapy, (ii) to publish and disseminate information to members about developments in Cognitive and Behaviour Therapy in Australia and other countries, (iii) to educate the community in the principles and ethical practice of Cognitive and Behaviour Therapy, (iv) to liaise and consult with other persons or organisations in the teaching and practice of Cognitive and Behaviour Therapy, and (v) to promote the ethical practice of Cognitive and Behaviour Therapy by members.

In recent years, AACBT has reviewed its philosophy and practices, and has engaged in strategic planning in a number of areas identified by internal working groups and the wider membership. Issues identified included a lack of unification between state branches, a lack of 'adequate CBT training' and minimum standards, biases towards CBT researchers as opposed to genuine clinical expertise when advancing knowledge in CBT, a bias towards psychologists over other health professionals,

and a lack of representation in policy and mental health strategic planning.

The AACBT has examined the future directions and strategic initiatives most likely to achieve maximum benefit for the membership. Strategic directions have included the development and initiation of a process of unification, collaborative partnerships, and increasing our responsiveness to emerging issues. Some of these directions are now underway. Unification processes have included profile building within other professional associations and the Australian public. In addition, the AACBT has changed its national constitution to incorporate the ability to engage in an accreditation process with the aims of (i) increasing national identity and increased unification, (ii) building the profile of CBT in Australia, and (iii) developing a set of evidence-based minimum standards for the training health professionals in Australia.

The AACBT is aware that unification strategies can have a detrimental impact on responsiveness at both state and localised levels. The ability to respond appropriately to local needs form the core business for the AACBT. To meet the needs of Australian multidisciplinary health professionals, the association is working towards the development of branches for Tasmania and the Northern Territory. On a more localised level, sub-branches are being created to meet the needs of non-urban members by actively responding to areas of interest, issues and needs identified by local members. Sub-branches will have the ability to function independently and will be encouraged to conduct workshops and training opportunities that are geared to local issues and needs of health professionals. The sub-branches will also have the ability to build community networks and a local public profile.

Australian clinical researchers are influencing the development and evaluation of cognitive behavior therapies, nationally and internationally. This has been particularly evident in the areas of youth anxiety and depression, substance misuse, obsessive compulsive disorders, eating disorders, and couples therapy. The AACBT offers regular forums through which this evidence base can be disseminated. The association's journal *Behaviour Change* receives a number of national articles which further the evidence base for CBT. The association's annual national conference, which is rotated between states, offers another forum by which researchers can disseminate their findings and network with other interested clinical researchers. Workshops conducted within states also offer this benefit, and are regularly attended by clinicians intending to critique and improve upon their own practice.

The need to be receptive to the membership base has been the key to the association's success to date. Ongoing evaluations and monitoring of treatment trends, emerging client populations, and an understanding of

membership demographics allow the Chapter to address and match our operations appropriately. The AACBT also seeks to link with related international Chapters to further cross country collaborations in research as well as increasing our own philosophical capital.

Berkshire Association for Behavior Analysis and Therapy

By Alan Harchik, PhD

The Berkshire Association for Behavior Analysis and Therapy is now in its 24th year. It was founded at the University of Massachusetts in Amherst, Massachusetts under the direction, supervision, leadership, and vision of Beth Sulzer-Azaroff. Dr. Azaroff saw the need for behavior analysts and therapists to have a local and accessible association.

Today, BABAT conducts an annual conference on the UMass campus every October. The conference has grown over the past five years in terms of the number of people attending, the geographic areas from which they travel, the expertise of the presenters, and the breadth of the topics. This year, for example, we expect over 400 people to attend a variety of papers, addresses, symposia, and workshops.

BABAT's primary role has been to provide this conference every year. It is a regular part of most local behavior analyst's annual professional schedule. Also, it is an excellent opportunity for young behavior analysts to make a professional presentation, meet and talk with nationally recognized experts, and experience the successes and challenges of their colleagues who engage in similar work with a similar theoretical, methodological, and scientific approach.

BABAT's success has been largely due to its focus on doing one activity and doing it well. The operation of the annual conference was also greatly improved when we created a program committee a few years ago, rather than relying on a single program chair. The committee members serve for a number of years.

Reflections on the History of ABA Colombia: Five Years of Experience and Development

By Wilson Lopez Lopez, PhD and
Maria Constanza Aguilar

The Context

The birth of ABA Colombia took place with modifications in systems of contingencies and with a commitment to a set of metacontingencies. It was born from the clear necessity for the organized and systematic expression of a scientific psychology at the undergraduate level, built upon behavior analysis. This perspective needed to address macroproblems within the community (violence, crime, and poverty, among others) and to thus transcend clinical, educational, and industrial issues. As well, due to

prejudices about behaviorism, there was need for space from which to extend behavior analysis and to modify many of the prejudices and wrong ideas born by both general psychology textbooks and non-behavioral communities.

In addition to these needs, there was a lack of efficient and broad organizations in Colombian psychology as well as an isolation of scientific communities because of the image problems that Colombia with regard to security. The establishment of Colombian ABA, finally, was intended to address and amend the lack of support and guidance for the formation and growth of a community of behavior analysts.

Out of this panorama arose ABA Colombia, addressing these issues and utilizing a base behavior analysts and behavior analysts in training, who moved around the Latinamerican Association for Behavior Analysis and Modification (ALAMOC). The Colombian chapter's functions would be assumed later by ABA Colombia, due to legal and organizational limits. Later on, ABA Colombia, like other chapters, limited itself to producing the organization's bulletin.

Within these dynamics, ABA Colombia encountered a set of problems, still being addressed. ABA Colombia, as an Association, requires a minimal infrastructure to allow its functioning; this has brought a set of economic demands that are generally solved with income from events, affiliations, and the development of products (agreements to obtain discounts in events or services with other organizations, journals, research and advisory services, for example). In spite of this, most of these products have not been developed and are not easily marketable, because of the limits of a new organization, and ABA Colombia's main resource currently comes from the planning of events.

Positioning Strategy

ABA Colombia developed a strategy that included generating resources, building an image for the community of psychologists and non-psychologists, and planning the treatment of macroproblems. The *1st International Symposium on Criminal Behavior* was its first effort, and was successful in its visibility, organization, and academic impact. It did not create surpluses that allowed for better sustenance, although it did not report losses either. It is necessary to point out that the event was not linked exclusively to a behavior-analytic perspective, but was a part of the effort to make changes in the way that non-behavioral communities perceive us and to strengthen public relations. The success in terms of organization is reflected on the invitation to carry out the *5th International Congress of Health Psychology*, which took place in the city of Cartagena, and was successful in terms of attendance and diffusion. ABA Colombia later organized the *First International Journeys of Political Psychology: Mass Media, Conflict Negotiation and Civilian Movement*. This event generated contacts with the State and addressed

one of the most relevant problems in Colombia: peace. In addition to event, and together with the Embassy of the United States of America and non-governmental organizations, ABA Colombia has been supporting many events in this direction. Among others, a project has arisen called ABA Solutions for Peace, currently under development.

Diffusion, Training and Fostering Strategy

ABA Colombia, besides its macro commitments, develops activities of diffusion of behavior analysis, prints ALAMOC – ABA Colombia's bulletin, and consolidates the web www.abacolombia.org.co, which has become a source for Spanish-speaking psychology. On the other hand, ABA Colombia has continued the silent work of collaborating in the training process of behaviorists and in this context it applied for a SABA International Development Grant, which was supported the work of doctorate students in the United States and in Spain. Moreover, ABA Colombia has aided the biannual meetings of behavioral sciences and the *1st National Congress of Cognitive-Behavioral Psychology*, in addition to other events at the national and international levels, which promote scientific proposals, and especially behavioral proposals.

This multiple and diverse commitments imply a set of financial risks that test the organization's development. The success of the Health Congress has an international nature and implies a much larger process of agreement. In the end, these problems are solved here and again, the largest weakness is the administrative and financial structure that, even though is growing, shows new problems and demands.

Growth of the Organization

The growth of the organization has revealed that administrative problems are linked mainly to the impossibility of having a permanent staff that delivers a large part of their time to ABA Colombia, and that generates resources for its maintenance. Volunteer work is very effective on occasion, but not permanently, and this continues to be a challenge.

Follow-up of the Strategy

The success of the Health Congress brought a series of agreements with Spanish organizations. The main one is with the Official College of Psychologists of Spain, and with it, ABA Colombia assumed the even bigger challenge of planning a macrocongress of Psychology: the *3rd Iberoamerican Congress of Psychology*, which implied an effort in organization, agreement and international image development not of psychology, but of Colombia. This challenge increased the investment not only of Colombia, but Latin America as a whole. The Congress was a success in terms of attendance, and had an international presence of scientists in a very delicate moment of public matters in Colombia. This led to the creation of the *Iberoamerican Federation of Psychological*

Associations (FIAP), of which ABA Colombia is not only a founding member, but assumes vice-presidency of diffusion and journals. The 2nd Symposium of Editors of Psychology Journals in Iberoamerica also took place, and committed to cooperating toward the creation of an index and system that promises to strengthen the impact of research and knowledge through Iberoamerican journals. The proposal is to create an Iberindex, and finally, the Iberoamerican Network of Psychology Deans of Programs and Faculties was created. The Congress generated a large number of agreements and had a wide diffusion in the national and Iberoamerican contexts, and its impact is still going on.

In international development, ABA Colombia has propitiated meetings with behavior analysts in countries such as Saudi Arabia, Paraguay, and Chile.

Last, but not least, ABA Colombia took place in perhaps one of the most important contributions of applied behavior analysis to the development of psychology in Colombia. In a concerted effort with the Colombian College of Psychologists, the Official College of Colombian Psychologists and the Colombian Society of Psychology, a new proposal for the law of the psychological profession in Colombia is currently ongoing in the Congress of the Republic.

The Future

Our experience has shown the countless complexities of creating new enterprises and it may be necessary to plan again the benefits and aids needed to extend and support their development. ABA Colombia has maintained itself because of the effort and hard work of many dedicated people who have remained committed, despite many problems, for a long time. ABA Colombia lasts because of the friendly bonds that tie us to many people bearing a commitment to behavior analysis and to the professional and social commitment that we have to our country.

ABA Colombia has need of support and cooperation in the development of chapter's projects (events, journals, etc.); training, now made possible by the Internet and students of behavior analysis in the United States; access to bibliography by lower costs of books and journals; the solidarity of other chapters; and the participation in academic, trans-national projects in behavior analysis. As well it needs support for travel grants, hosting to ABA conventions and, last, logistic, financial and institutional organizational experience support. The development of behavior analysis in the world needs a strategy of collaboration from those who have a commitment to its development.

Connecticut Association for Behavior Analysis

By Suzanne Letso, MA

The Connecticut Association for Behavior Analysis (CTABA) is one of the newest affiliated chapters of the Association for Behavior Analysis International, having only been approved by the ABA leadership at the last Executive Council meeting in San Francisco this past May. In addition to being a new chapter, it may well be the smallest (18 members and 3 recent requests for membership), and the most under-funded (current financial status: assets \$125). Our major achievement to date is simply that the entity now formally exists. We have by-laws, a mission statement, vision statement, goals and objectives, an interim Executive Council, and a membership application form. Our primary objectives for the next twelve months are to double our membership to 36, conduct an election of the first full-term Executive Council, organize a small, half-day conference, concurrently hold our first Executive Council meeting, and submit an application to the Behavior Analyst Certification Board to become a continuing education provider. When our financial situation permits, we will also submit articles of incorporation to the Secretary of State, and seek federal status as a non-profit agency.

In comparison to other chapters, these objectives are quite modest. However, we have purposely selected goals that are manageable in relation to the human resources available to work on these projects. We want to feel and appear successful. We do not want to scare away prospective members and future organizational leaders away by requiring too great a time or financial commitment.

In some respects, establishment of an affiliate chapter is probably easier than many people may believe. ABA International has a vested interest in the creation of new chapters and was an invaluable resource to us throughout the process. We were provided with guidance, sample by-laws, and the names and addresses of prospective Connecticut-based members from their national database. Although it took a fair amount of time to re-write comprehensive by-laws that were applicable specifically to our chapter, this was a much easier task than creating this document "from scratch," or by utilizing a template from an organization with a different organizational structure and purpose.

The most difficult aspect of starting CTABA was each of us individually making a personal commitment to find the time to see this project through to fruition. At least ten current ABA members had to be willing to sign a request for an affiliate chapter; and at least five full ABA members had to be willing to make a commitment to not only be the first Executive Council members, but to also simultaneously engage in the start-up tasks necessary to create the organization.

Although it was not a specific requirement put forth in the application by ABA, our goal was to assemble an Executive Council comprised completely of individuals who were currently involved in some capacity as providers of behavioral services within the state, regardless of whether they were Connecticut residents. Additionally, we thought it was critically important for the organization to empower an Executive Council that had prior experience in organizational design, development, and administration of an agency with a similar purpose. We required the majority of the founding Executive Council members to have served in some leadership capacity for other similar organizations within our field of endeavor. Of the five founding Executive Council Members, three of us have held positions as members of a board of directors for behavioral programs and/or as Executive Council Members for other affiliate chapters.

This sounds fairly simple doesn't it? It is, but we did not know that at the time. We had been discussing the need for a Connecticut-based chapter for years, but repeatedly put the application off due to our perceived lack of a large enough constituency to support such an organization. Then, last February, we decided the concept of an affiliate chapter would be more likely to attract a statewide membership if the organization actually existed, rather than continuing to try to recruit individual support for an organization that might or might not obtain status as an affiliate chapter at some time in the future.

Now that CTABA is an official entity, we have begun to work toward building our roster of members. We have put announcements in newsletters published by other organizations with an interest in the field of behavior analysis, placed announcements on related list-serves, and have recently mailed out a an announcement letter and membership application form to individuals who are living and/or practicing in this geographic area.

CTABA has three classes of members: Full Members, Student Members, and Nonvoting Members. To be considered for Full Membership, applicants must have the educational background and experience commiserate with the requirements established by ABA (minimum of a master's degree in psychology, behavior analysis, or a related discipline and also demonstrate competence in either experimental or applied analysis of behavior). To be eligible for application as a Nonvoting Member, individuals must have an interest in behavior analysis and be nominated in writing by a Full Member. To be eligible for application as a Student Member, individuals must be actively enrolled in an academic, internship, or resident program relevant to a career in behavior analysis. Applications for Student status must be accompanied by proof of enrollment in an academic degree program, internship experience, or residency program. Individuals interested in becoming a member of CTABA must submit a completed application form,

including submission of additional information such as transcripts, diplomas, behavior analyst certification documents, or other documentation as applicable, and pay an annual membership fee. Membership fees for Full Members are \$25 for the first year, and \$15 for Student and Nonvoting Members. Anyone interested in obtaining an application form or more information about CTABA can send an email to the attention of Suzanne Letso at letso@cccinc.org, call (203) 882-8810, extension 11, or send a fax to (203) 878-9468.

Georgia Association for Behavior Analysis

By Coby Lund, PhD

The Georgia Association for Behavior Analysis (GABA) was founded in 2002. At that time, there were not many behavior analysts in Georgia. In fact, there were only three BCBA's in the entire state. However, there was a very loose-knit community of professionals and academics. Our beginnings were informal, largely social gatherings with some discussion about the state of behavior analysis in Georgia and whether an affiliated chapter would be beneficial. In the early 1990's, there had actually been a state chapter, but interest had waned, members had moved away, and the chapter had dissolved within a few years.

So, recreating a state chapter was met with some skepticism. However, a few individuals persisted, and a tenuous affiliated chapter was begun by 2002. Our main objectives were to provide: (1) a professional network and resource for behavior analysts in Georgia; (2) a forum for members to collaborate, disseminate recent research, share ideas, and discuss needs; (3) a voice to promote the ethical and effective use of behavior analysis; (4) a resource for those seeking ABA services in Georgia; (5) the organization of an annual regional ABA conference; and (6) a provider of continuing education for professionals in Georgia.

During the year since then, one of GABA's moderate successes has been recruiting membership. At this time, there are over 30 members. While this is certainly a modest membership, we continue to grow and hope to increase membership substantially in the coming year. Certification in Georgia has also grown from three BCBA's in 2001 to 14 today (some of whom are BCABA's). In regard to promoting behavior analysis and providing resources, one of GABA's major accomplishments this year was the launching of our website (www.georgia-aba.com). Here professionals can locate and contact colleagues, and consumers can find and research behavioral services.

Thus far, the main role of GABA in the development of behavior analysis in Georgia has largely been related to education and networking. Not surprisingly, some members are located at universities. Informing and involving students in behavior analysis has been very

beneficial. Additionally, the professional network that GABA provides to behavior analysts has allowed many of us to discover that we are not as isolated in Georgia as we may have thought.

In the future (hopefully, *near future*), one of the main roles of GABA in the development of behavior analysis in the state will also include an annual conference. Though preparations for this conference are in their infancy, we plan to provide a one-day, general-session conference, including topics related to developmental disabilities (i.e., autism), school applications (i.e., functional assessment, behavior management), performance management, and others.

Because the number of behavior analysts with certification is growing so quickly, the demand for continuing education will increase as well. Consequently, meeting this need will also be a role for GABA in the future.

For others considering the formation of a local, state, or regional chapter, I would strongly encourage you to do so. Admittedly, initial formation issues (i.e., chapter bylaws, officer elections, building membership) seemed daunting, but the advantages have been well worth the effort. In regard to those formation issues, GABA received a great deal of guidance and support from existing state chapters and individuals in those chapters (namely FABA and Jon Bailey). Those existing organizations, the people in them, and their materials (i.e., websites) were the most-helpful resources for GABA.

Behaviorism and Behavior Analysis in Italy

By Paolo Moderato, PhD

Many factors account for the reason that behaviorist psychology remained unknown in Italy until 1942, when Virginio Lazzeroni introduced the term "psychology of behavior" referring, for the first time here, to behavior as the main goal of psychology. This is why in 1992, with the Congress "Behaviorism at Fifty in Italy", we celebrated the 50th birthday of Italian behaviorism in Siena, the homeland of Virginio Lazzeroni. To tell the truth, Italian behavioral psychology started to develop in significant ways some time later, in the second half of the 60's, thanks to two different roots. But the Institute of General and Clinical Psychology of Siena for many years represented a basic center for theoretical and empirical work on the theory and therapy of behavior.

The Beginning

Italian behaviorism has had two main roots and souls: one can be defined as Pavlovian-reflexological (in Milan and Rome), the other Skinnerian-operant (in Milan and Padua). These streams followed independent routes until the end of the 1970's, when three of them joined on a single path. The residual one followed a cognitive route.

At the end of the 1960's the Brazilian behaviorist Isaia Pessotti came to Italy to hold a series of seminars for internship activities of the Institute of Psychology of the Medical School of the University of Milan and contributed to the realization of a laboratory for the experimental analysis of the behavior. In 1970, the volume by Pessotti *Introduction to the Study of Operant Behavior* was published in Italian. In 1971 the first book by Skinner was published in Italian: it was *Science and Human Behavior* (1953).

In 1972, Ettore Caracciolo organized an international conference on "Recent Trends in Psychology of Learning" at the European Center Villa Falconieri in Frascati. Fred Keller came to Italy for the first time for this event. Many other distinguished scholars in the field attended the conference, as well: Gregory Kimble, Victor Meyer, Jean-Francois LeNy, Joseph Nuttin, Pierre and Geneviève Oléron, Isaia Pessotti, Leo Postman, and Marc Richelle.

As a consequence of this cultural stimulation, a behaviorist group coalesced in Milan at the Institute of Psychology around Ettore Caracciolo. This group developed theoretical issues and applications of the analysis of behavior, with particular emphasis given to the field of the normal and to special education.

In the mid-1970's two northern souls, the Pavlovian one and the Skinnerian one, joined and melded together to represent the first and constitutive nucleus of the Italian Association of Behavior Analysis and Modification.

In the same years, another group of radical behaviorists was getting together at the University of Padua: Roberto Anchisi, Beatrice Bauer, Aldo Galeazzi, Paolo Meazzini, Ezio Sanavio, and Salvatore Soresi. They disseminated behavior modification in the Northeast with meetings and events.

The Take Off

At the end of 1977 in Verona, the Italian Association of Behavior Analysis and Modification (AIAMC) was founded. Roberto Anchisi was the first president: Paolo Meazzini, Gian Franco Goldwurm, Paolo Moderato, Ezio Sanavio, Anna Meneghelli, and Daniela Sacchi followed him as presidents.

In June 1978, the International Congress "Learning: Theory, Experimentation, and Applications in Clinical, Educational, and Social Settings" was held in Venice. Many international scholars attended the congress: H.J. Eysenck, Daniel K. and Susan O' Leary, S. Rachman, Arthur Staats, and Travis Thompson, among others.

In July 1983, the "The First Meeting of the European Group of Experimental Behavior Analysis" was organized in Liege by Marc Richelle. Many behavior analysts came from all over the world. For the first time an Italian group of behaviorists, the historical nucleus of the Institute of Psychology (Caracciolo, Moderato, Perini

and collaborators), went abroad to share their research and had the chance to meet B.F. Skinner and scholars from all over the world.

The Age of Maturity

In autumn of 1983, the III Congress of AIAMC was held in Alta Fiumara on "New Perspectives in Behavior Science: Normality and Pathology of Learning." Special guests of the Congress were Sidney W. Bijou and Marc Richelle. The proceedings have been published in the homonym volume.

In July 1988, Marc Richelle organized once again in Liege the "Second European Meeting of the European Group of Experimental Behavior Analysis", the most important European meeting for behavior analysts who operated in the "Old Continent" and who met distinguished overseas colleagues, including A. Charles Catania, Philip N. Himeline, C. Fergus Lowe, Henry S. Pennypaker, Morris Sidman, Emilio Ribes, Roberto Ruiz, and Joao Claudio Todorov. The habitual group of Italian speakers (Caracciolo, Moderato, Perini and collaborators) attended the conference.

In 1992, thanks to the contribution of the University of Guadalajara, *Acta Comportamentalia*, a Latin language journal of behavior analysis, was founded and presented during the first Congress on Behaviorism and Behavior Sciences, which took place in Guadalajara. *Acta Comportamentalia* is edited by Emilio Ribes and the Italian section is co-edited by Paolo Moderato.

As previously mentioned, the VII Congress of the Italian Association of Behavior Analysis and Modification celebrated Virgilio Lazzeroni and 50 years of behaviorism in Italy in December 1992.

The VIII Congress of AIAMC took place in Palermo in 1994, within the Second Congress on Behaviorism and Behavior Sciences, a series ideated by Peter Harzem together with Emilio Ribes, to focus discussion on behavioral issues around the world. The development of Italian behavioral psychology was testified by the presence of so many international scholars whom one can usually meet only at ABA: Paul Thomas Andronis, R. Arrington, Sidney W. Bijou, Carlos A. Bruner, Philip N. Chase, A. Celso Goyos, R. Douglas Greer, Peter Harzem, Linda J. Hayes, Philip N. Himeline, Bill L. Hopkins, T.V. Joe Laying, C. Fergus Lowe, Francis Mechner, Thomas C. McWhinney, Jay Moore, Edward K. Morris, Gary D. Novak, Martha Pelaez, Ullin T. Place, Hayne W. Reese, Emilio Ribes, Masaya Sato, Michael D. Zeiler, and William S. Verplanck. Certainly not all participants have been mentioned, but nobody will forget the day when Fred Keller gave his last lecture before he died in the spring of 1995.

In 1997, 20 years after AIAMC was founded, the Congress of EABCT was held in Venice. Considering that people from 39 different countries attended, it was much more than a European Congress.

In 2001, at the Fondazione Cini in S. Giorgio Island (Venice) the first ABA International Congress took place. It was the first ABA conference held outside the US, and testified to the international attitude and orientation of ABA. It was a great honor for the Italian behavior scientists to host the first congress and collaborate in its organization.

Today

The last meeting was in July 2003, in Parma, where the Department of Psychology hosted the First Conference of the European Association for Behavior Analysis (EABA). It was a small conference; nevertheless, the participants had many opportunities to meet and talk both in the sessions and in informal settings. Many distinguished scholars had the chance of meeting once again: among them A. Charles Catania and R. Douglas Greer, the President of EABA Phil Reed, the President Elect of ABA Linda J. Hayes, some Past Presidents of ABA (Marc N. Branch, M. Jackson Marr, and Carol Pilgrim) and many researchers from all over Europe, from Turkey, Israel, Mexico, and the US, among them some of my best friends: Phil Chase, Peter Harzem, Fergus Lowe, Gary Novak, Martha Pelaez, and Emilio Ribes.

Behavioral psychology in Italy is still a minority, but its diffusion is progressively and strongly increasing, because there are some points of strength for its diffusion: short and effective clinical interventions, education for subjects with special needs, organizational behavior and ergonomics, a methodology that can be exported to other branches of science. AIAMC is a fairly large association, about 600 members. Into AIAMC there are different souls: cognitive, behavioral, behavioral-cognitive, and so forth. Behavior analysts are a minority in the Association, but this did not prevent them from organizing successful meetings, as in Palermo, Venice and Parma, to carry on research in the emergent fields of BA and to apply effective procedures in different areas. If one were to describe a characterizing feature of the Italian way to behaviorism, one might say that it is humanistic. The term defines the work of Leonardo da Vinci, master of arts, fine painter, engineer and inventor of amazing machines and apparatus, as well as it defines the attitude and the personality of B.F. Skinner, too often misrepresented as a man rather than as a scientist.

The Origin, Evolution, and Struggles of the Kansas Association for Behavior Analysis

By Edward K. Morris, PhD

The Kansas Association for Behavior Analysis (KansABA) was organized in Lawrence, KS in 1998, patterning its by-laws and governance structure after those of the Association for Behavior Analysis International (ABA). In early 1999, the organization applied for affiliated chapter status with ABA and was granted this status by ABA's Executive Council that May. KansABA's own Executive Council then (and now) consisted of four voting members – a president (Edward Morris) and representatives for full KansABA members (David Born), student members (Jennifer Dressel Wosmek), and affiliate members (Lois Orth-Lopes, now Pete Peterson) – and a secretary-treasurer (Renee Norman, now Linda Heitzman-Powell). It had, in addition, a ten-member Advisory Board that represented a variety of professional and geographic constituencies (e.g., psychologists, educators, community members; major cities). As stated in its by-laws, KansABA's mission was (and is):

to provide a forum for (a) disseminating information about the science and practice of behavior analysis, as well as about education and training programs therein; (b) discussing issues relevant to the science, practice, and dissemination of behavior analysis; (c) maintaining disciplinary, professional, and ethical standards in the science and practice of behavior analysis; and (d) recruiting and enhancing interest in behavior analysis throughout the State of Kansas.

To achieve these goals, KansABA's objectives were to develop a membership base, establish a website, fill an extensive board and committee structure, publish a bi-annual newsletter, conduct yearly elections, and hold an annual conference.

As the Association evolved, however, its mission, governance structure, and objectives proved to be, quite frankly, overly ambitious. Its Executive Council struggled with the time and effort that were required. The membership base was never developed because KansABA could get by without the revenue in light of changes in its other objectives. The web site, in contrast, was quickly established (www.KansABA.org), but mainly because KansABA had generous pro bono assistance (thank you, Brad Wosmek); maintaining the site with volunteer staff members who have more important work to do has proved a more difficult task. The lack of membership revenue has meant, though, that the site has had to be funded out of pocket. As for the newsletter, none has been published because of the reasons mentioned above. Finally, filling the boards and

committees and conducting yearly elections proved to be beyond KansABA's capabilities.

Still, KansABA's founding and its web site were a success, and even more so its first annual conference, held on March 22, 2003. The latter is now KansABA's main role in the development of behavior analysis throughout the state. The conference's success was greatly aided, though, by KansABA's partnership with the University of Kansas. KansABA was able to secure a 100-seat auditorium and meeting rooms at no cost (shh!); the Provost's Office and the College underwrote conference expenses to the amount of \$4,000; and the KU Division of Continuing Education (and its very professional staff – Cathy Malett, Pat Flory, and Marvin Hunt) managed most aspects of the conference, including mailing lists and mailings, on-line and on-site registration, and the budget. In order to assure this level of support, KansABA organized a program around a theme attractive to University Outreach – “Applied Behavior Analysis Across the Lifespan.” The conference had 92 registrants, which filled the auditorium, and was able to offer modest honoraria, yet still return monies to the university. Given this success, KansABA expects to have the same resources available next spring for a second conference, this one on the theme of “Applied Behavior Analysis Across Kansas.”

Two recommendations follow from KansABA's failures and successes. First, other ABA affiliate chapters should not, at the start, be overly ambitious. They might, for instance, restrict their mission to serving just the needs of local behavior analysts. They might organize a governance structure based not on elected officials, but on an executive director model; the latter provides continuity and efficiencies important to a new organization. They might limit their objectives to establishing and maintaining a web site and holding an annual conference. Only after successfully achieving a more modest mission, governance structure, and objectives might the organization begin reaching out to underserved constituencies. One other suggestion: Obtain state not-for-profit corporate status and file for 501c3 tax exempt status with the Internal Revenue Service right away. They open up funding opportunities and can provide important savings. *Max fiscalis.*

The second recommendation is to develop partnerships with local community colleges, four-year colleges, or universities, and with city, county, and state agencies (e.g., mental health departments). They can sometimes underwrite conferences with grants and in-kind donations, might offer personnel and technical assistance for organizing and managing them, and may have available meeting space. As we know, ABA's own existence owes much to the largesse of a university – Western Michigan University – and its psychology department. Other suggestions: Invite workshops – they are a good source of revenue; provide Behavior Analysis Certification Board and psychology continuing education credits – they boost attendance; and set aside

time and space for special interest groups to form – their members are more likely to return the next year. *Max registration.*

History of Korean ABA

By Jeongil Kim, PhD

The Korean Association for Behavior Analysis was officially founded in April of 2003 as an affiliated chapter of Association for Behavior Analysis International. The Korean ABA promotes the ethical, humane and effective application of behavior principles in supporting individuals with special needs and provides the best continuing education opportunities to members of Korean society. Based on the achievement of the Korean Society for Emotional & Behavioral Disorders (KSEBD), which has been actively contributing its efforts to scientific research and best application in applied settings for individuals since November 1985, the Korean ABA held a council meeting and elected Dr. Sang Bok Lee president on the 1st of May, 2003. Dr. Jeongil Kim was elected executive director of a permanent committee of the Korean ABA, and was directed to launch an active ABA development program.

The Korean ABA includes education, rehabilitation, psychology, social work, and other related fields for individuals with special needs. Its current membership includes special education teachers, rehabilitation and mental health professionals, behavior program supervisors, administrators, program directors, direct care staff, parents, and students.

The Korean ABA held a 2003 International Symposium, sponsored by the Lotus Flowers Children Center (a positive-development-supporting school for young children with autism spectrum disorders) on November 8 in Ulsan, Korea. Dr. Yoshiaki Nakano from Japanese ABA, Dr. Alan Ralph from the Australian Association for Cognitive Behavior Therapy, and Dr. Martin Agran, in special education at the University of Northern Iowa, were invited to present at the symposium.

The Korean ABA publishes a quarterly journal that was evaluated as one of the best publications by the Ministry of Education. The journal in Korean, *Journal of Emotional & Behavioral Disorders*, targets the education and general welfare of children and youth with emotional and/or behavioral disorders.

It holds its annual convention and international symposium every fall. As one of its activities, the Korean ABA has summer and winter professional training programs with around 500-600 participants. Based on its certification regulations, the Korean ABA grants a certificate of behavior therapist to individuals who complete two year-training courses and pass the certification examination. Special allowance for a behavior therapist who is certified by the KSEBD, a base of the Korean ABA, is institutionalized by the government.

As an international affiliate chapter, the Korean ABA is highly motivated to work cooperatively with ABA chapters in different regions to advance scientific and practical application of applied behavior analysis in Korean society.

Maryland Association for Behavior Analysis

By SungWoo Kahng, PhD, Iser G. DeLeon, PhD, and A. Charles Catania, PhD

The Maryland Association for Behavior Analysis was founded in 1998 to serve as a scientific and professional reference group for those in Maryland who identify themselves as scientists or practitioners that embrace the principles and practices of behavior analysis. For many years prior, several individuals had seriously considered organizing behavioral psychologists in the state. These initial movements grew out of the "Behavior Modification Family," a collection of behavior analysts that met informally throughout the 1970's to discuss the field and research in their laboratories throughout Maryland. MABA evolved out of this core at Maryland's universities, who's members included A. Charles Catania, Richard Foxx, Don Hake, and Michael Cataldo.

Although the interest in, and personnel for, a more formal organization had been present for many years, it was not until several years later that specific circumstances arose to provide sufficient interest and motivation to get organized. These antecedent conditions included interest in ensuring that appropriate services were being provided for those that could benefit from behavior analytic intervention and research in the state, and in relation, the realization that a formal organization was needed to promote hiring and reimbursement opportunities for behavior analysts in the area. An increased national interest in the certification of behavior analysts and the success of other states in getting support for behavior analysts further set the occasion for the formation of MABA. Finally, the behavioral program at the Kennedy Krieger Institute had grown from two faculty members to 22 and from six staff to over 200, ensuring sufficient numbers to sustain a regional chapter. These influences converged in 1997, leading to the founding of MABA in 1998 by the faculty of the Kennedy Krieger Institute at the Johns Hopkins Medical Institution in Baltimore, MD. The driving forces behind this organization were Wayne Fisher, MABA's first president, Michael Cataldo, and Lynn Bowman, MABA's first secretary and treasurer (known throughout the organization as Madam MABA). MABA continues to be administratively housed at Kennedy Krieger.

Since its inception, one of the primary activities of the organization has been to organize and sponsor an annual convention to serve as a forum for the presentation of scientific and technological achievements as well as for discussion of the affairs of the organization. At its inaugural meeting, presenters

discussed and described the rich history of behavior analysis in the state. Presenters included Joseph Brady, Michael Cataldo, A. Charles Catania, Andy Egel, and Wayne Fisher.

When MABA was originally founded, it consisted primarily of individuals from the State of Maryland. Since its inception, MABA has grown to over 160 members and has brought together behavior analysts from the Mid-Atlantic region (e.g., Maryland, Virginia, Pennsylvania, West Virginia, and New Jersey). Members include individuals from a variety of professional backgrounds (e.g., direct care personnel, students, researchers, faculty, and psychologists), all of whom are interested in the advancement of behavior analysis in this area.

MABA has provided behavior analysts in this region, many of whom do not typically participate in behavior analytic conferences, an opportunity to learn from distinguished speakers such as those already mentioned and others including Judith Favell, Gina Green, Brian Iwata, Michael Perone, Gerald Shook, and Kenneth Silverman. Furthermore, it has given members an opportunity to learn about the activities of behavior analytic programs in this region such as the Departments of Psychology at the University of Maryland Baltimore County, West Virginia University, and Temple University as well as activities in the Department of Behavioral Psychology at the Kennedy Krieger Institute and the Behavioral Pharmacology Research Unit at the Johns Hopkins University School of Medicine. The activities of behavior analysts in this region have included work in the areas of drug addiction, education, developmental disabilities, and basic behavioral research. Finally, MABA has begun the process of educating members and the public of the potential benefits of Board Certified Behavior Analysts (BCBA) moving toward the increased recognition of BCBA's at a regional level.

The development and success of MABA may in large part be due to the availability of a central behavior analytic organization with a core group of behavior analysts dedicated to the advancement of behavior analysis in the Mid-Atlantic region. This centralized organizational structure provides an efficient means of ensuring the completion of the day-to-day activities involved in maintaining MABA as well as organizing the annual meetings. This central organization facilitates participation by all members in the administration of MABA.

The 6th Annual Conference is scheduled for November 14 and 15, 2003 in Baltimore, Maryland. Featured speakers include Patrick Friman, Philip Heline, and Kennon Lattal. This year, we are offering a workshop to attract direct service personnel and parents to MABA. The theme of this workshop is Promoting Social Behavior and Effective Transitions for Individuals with Autism and consists of two parts led by Peter Gerhardt, Randy Horowitz, and Bridget Taylor. We expect that the

continued development of MABA will lead to more involvement by a broader and larger audience and a greater recognition of behavior analysis within the Mid-Atlantic region.

Mid-American Association for Behavior Analysis (MABA)

By Ruth Anne Rehfeldt, PhD

A Midwest Association for Behavior Analysis was founded in 1974. One year later, that same organization held its first meeting in Chicago. This organization soon outgrew its regional roots and eventually became what is now known as the Association for Behavior Analysis. Approximately 25 years later, the Mid-American Association for Behavior Analysis (MABA) took form, with a mission similar to that of its predecessor: To promote scholarly exchange in behavior analysis, primarily through our annual convention. The foundation for MABA was established in 2000, when a day-long, one-track series of papers under the rubric of "Scientific Issues in Behavior Analysis" was held in conjunction with the Behavior Analysis Society of Illinois (BASIL) conference in Orland Park, IL. Over 50 people from several Midwestern states attended the session. Our interests and aims were different from those of many state organizations. That, coupled with the growing interest in pursuing a regional chapter from individuals all over the region, led us to apply for affiliate chapter status with the Association for Behavior Analysis in 2001. Our annual convention is held each fall, and serves to facilitate the scholarly exchange of experimental and conceptual issues within the field.

We were fortunate in that BASIL was willing to allow us to meet in conjunction with their annual convention during that first year. For others seeking to establish an affiliated chapter, it would be wise to explore scheduling a day-long series of presentations in conjunction with an already-existing state organization's meeting. After evaluating the attendance for your session and the interest of individuals in your region to present, you will have a good measure of the interest level in your region for pursuing the establishment an affiliate chapter. It would also be wise to seek the involvement of representatives from colleges or universities in your region that have a strong undergraduate or graduate behavior analytic emphasis, and to do so early on in the planning stages. A large proportion of our conference attendance is made up of students. This has allowed us to hold a student poster session and a student poster and paper competition. The conference has also been a great way for prospective students to learn about graduate programs. We now have a student representative who coordinates a student social in conjunction with our conference. These activities combined have been a great way to encourage student interest and involvement within the field of behavior analysis. With regards to planning strategies, we were also fortunate in that several prominent players in the

organization had been historically involved in the Southeastern Association for Behavior Analysis (SEABA). We were thus able to use their bylaws as a starting point for our own. Thus, familiarity with another affiliate chapter's bylaws will be helpful in creating your own. (The MABA bylaws are available on our website, at: <http://psyc.uwec.edu/maba/bylaws.html>).

MABA holds a business meeting at our convention each year. We also hold a mid-year planning meeting in conjunction with ABA. Meeting bi-annually has been very helpful in planning the organization's future endeavors. Regular communication occurs between the President, Treasurer, and Operations Coordinator beginning several months prior to our annual convention. MABA does several things to sustain the interest of behavior analysts in the region and thus encourage a high turn-out for our conference: First, the president for each year typically appoints a program chair(s), whose job it is to schedule the conference program. In the past, strong efforts have been made to schedule a program that is an equal representation of experimental, conceptual, and applied behavior analysis. Second, we communicate regularly with our members via email. Third, we have a very attractive and informative website! (Our website can be viewed at:

<http://psyc.uwec.edu/maba/maba.html>

(For more information on MABA, please contact Ruth Anne Rehfeldt at: rehfeldt@siu.edu).

Missouri Association for Behavior Analysis

By Donald McCarty, MS

The Missouri Association for Behavior Analysis (MOABA) formed as an affiliated chapter in 2000 and recently was established as a non-profit corporation. Primarily composed of individuals employed by St. Louis area school districts and private organizations, the chapter currently acts as a mechanism for the exchange of behavior analytic knowledge for parents and professionals in the St. Louis area. Following the initial recognition of the affiliated chapter, efforts resumed in the fall of 2002 to develop an active and growing Missouri association for behavior analysis.

Important to maintaining the momentum of the chapter has been the establishment of regular meetings in which chapter members present research and address issues relevant to behavior analysis within an informal atmosphere. Held at a local university, these meetings lasting one to two hours are focused around previously agreed upon presentations and are intended to stimulate discussion. In addition to providing a discussion forum, presenting members have the opportunity to formalize ideas and receive immediate feedback regarding their presentations. These regular meetings help ensure that attention and energy are consistently directed toward the growth of the organization. As chapter membership

grows and diversifies, meetings will be moved to other regions within Missouri and an annual convention established.

Expanding the membership of MOABA to contain a broader base of behavior analytically oriented individuals and increasing geographic diversity will be a major focus for the upcoming year. At present, membership is almost completely composed of individuals working within the St. Louis region. To assist in addressing this issue, the chapter is attempting to reach potential members through email and newsletter formats. Additionally a number of professionals from both inside and outside the current MOABA membership have generously volunteered to assist in efforts develop the chapter by offering to provide low cost presentations and workshops.

Aside from expanding membership and exchanging ideas, MOABA seeks to act as a source for accurate information regarding behavior analysis and to promote behavior analysis as an effective and humane approach to behavior change within the state of Missouri. Though to date progress in these areas has been limited, it is hoped with increased membership and a state wide reach, MOABA will be able to act as an important resource for the increasing number of individuals within the state seeking behavior analytic services. To assist in the wide dissemination of MOABA information, a web site is currently being planned.

Undoubtedly the key factor in the survival and growth of MOABA has been the outstanding efforts of its members in sustaining the organization despite a number of initial set backs. During the course of the past year, MOABA members have established the chapter's status as a non-profit organization, created a newsletter, organized multiple chapter meetings, and revised its bi-laws. MOABA is now positioning itself to play an important role in a state where an increasing awareness of behavior analysis is leading to an increasing demand for behavior analytic technology and accurate information.

Affiliated Chapter Applications

ABA welcomes applications for new affiliated chapters from members interested in establishing state, regional, or national Associations.

On-line applications are located at www.abainternational.org/sub/membersvcs/affchapters/

History of the New York State Association of Behavior Analysis

By Thomas Zane, PhD

Our history began in 1989 or thereabouts. Our "Founding Fathers" were Bill Bryson-Brockmann, Howard Schneider, and David Roll. All worked in the New York city area and, obviously, were behaviorally trained. At that time, there was no formal organization of behavior analyst in New York (the closest was Berkshire Association for Behavior Analysis and Therapy over in Massachusetts). Howard, David, and Bill saw the value of having such a New York organization.

So, anyway, these guys were eating fish and chips at a bar during an ABA Convention in Nashville (starting an annual tradition at our state conference of drinking like fish) and made the momentous decision to start NY ABA. Bill and Howard had both gone to Peabody-Vanderbilt for their PhDs, so the three went out to visit a friend who still lived in the Nashville area. He happened to have a basketball hoop in his driveway, so Bill, Howard, and David decided to play HORSE to determine the first set of NYSABA officers. The winner (Bill) became the first president, David started as vice-president and president-elect and Howard (no outside shot) became Secretary treasurer. David was president for the second and third years and Howard for the fourth.

The first meeting was at C.W. Post and consisted primarily of people from C.W. Post, Queens College, Developmental Disabilities Institute, and Young Adult Institute. Our first conference was held in 1990 at the Devereux Center, interestingly enough, in the school's basketball gymnasium. Claire Poulson lecturing from underneath a basketball hoop remains part of NYSABA lore.

NYSABA represents scientists, scholars, and practitioners in psychology, education, and related fields who reside in (and outside of) New York state and are interested in the experimental analysis of behavior in all forms. We sponsor local presentations, publish a newsletter and mailing list, and run an annual conference. NYSABA currently has over 400 members and keeps them in touch with events that affect those of us here in New York state. NYSABA supports quality education for human services in New York state through the applications of ethical, humane, and effective principles of behavior analysis.

We strive to promote ABA across the state. To that end, we have established regional conferences (i.e., in the New York City area), "upstate" as we call it, and out towards Buffalo). We also have semi-annual one-day conferences on special topics (e.g., functional analysis) that are given by NYSABA members at several locations around the state on the same day. Our long-term goal is to have the State Education Department in New York

recognize the behavior analysis certification. We believe that is the most influential event that can promote the certification process and lead to the growth of ABA in our state.

For behavior analysts considering starting a state or regional association, our experience suggests that you should think big! Hold true to your ABA roots while you promote your organization. Be inclusive. Small workshops and conferences open to the public will get out the ABA message, make money for your organization, and recruit members. A priority should be the promotion of the certification of behavior analysts in your state or region. If every state organization and chapter can achieve that particular goal, then we will truly have made a positive difference.

North Carolina ABA

By Duke Schell, PhD

History

NCABA was founded in 1988 by Carolyn Green, Vicki Canipe, Jim Phillips and Rod Realon, with the social support and financial backing of Denny Reid and the professional support of Western Carolina Center (WCC), where all those folks were employed. Carolyn had been to FABA and had seen how a grass roots behavior analysis organization was developed. After some conversations with Jon Bailey, a founder of FABA in 1980, and fashioning some NCABA by-laws after FABA's, NCABA applied to national ABA and was awarded Chapter status. According to the original founders of NCABA, the Northern California ABA chapter was upset with us when we appeared at ABA having the same acronym as they!

In many ways the roots of behavior analysis at WCC were planted by Jim and Judy Favell, first-generation graduates of the Behavior Analysis program at Kansas University, who moved to WCC in 1970 and developed the first behavior analytic research department within a public residential facility. At the same time Steve Schroeder and Andy Wheeler were spearheading behavior analysis at the Murdoch Center. Behavior analysis really flourished when the Favell's recruited Denny Reid in 1982, who then developed a longstanding research program with several collaborators including Carolyn Green, Marsha Parsons, and Maureen Schepis, which continues into 2003.

The connection between NCABA and WCC has remained strong. Ten NCABA Presidents and nine recipients of the Fred Keller Award for Excellence in Behavior Analysis have worked at WCC.

As set forth in the constitution and by-laws, the purposes of NCABA are to:

- Serve as a professional reference group for all in the State of North Carolina whose work involves the principles and practices of behavior analysis.

- Promote research that will advance the understanding of human behavior.
- Identify and promote the use of effective and humane treatment procedures in meeting the educational and habilitative needs of persons within the State of North Carolina.
- Organize and sponsor an annual conference that serves as a forum for presentation of technological achievements in behavior analysis.
- Publish and distribute a newsletter devoted to dissemination of technological achievements within the scope of behavior analysis and other matters of interest to the membership.
- Promote the development and expansion of educating, training and employment in the field of behavior analysis.
- Support efforts of allied organizations with common interests.

Successes and Planning

NCABA continues to be successful by staying true to its core value—promoting the field of behavior analysis, and coordinating a cost-efficient high quality annual conference by relying on “local” NC talent, such as Denny Reid and Carol Pilgrim, and bringing in well known national leaders for invited presentations and workshops, including Fred Keller, Beth Sulzer-Azaroff, Jon Bailey, Judy Favell, Richard Foxx, Brian Iwata, Gina Green, Lynn McClannahan & Pat Krantz.

NCABA developed awards recognizing outstanding behavior analytic work. Fred Keller was the first recipient of the NCABA award that bears his name at the inaugural conference in 1989. Brian Iwata was instrumental in the development of the Outstanding Poster Award in 1993 by giving NCABA an initial endowment for monetary prizes. In 1994 NCABA began to present the Technical Utilization Award for the outstanding practice of behavior analysis by a person in a paraprofessional position who had not been in graduate-level training in the field.

NCABA continues to recognize the contributions of students in the field of behavior analysis by showcasing a student symposium at the annual conference and directly encouraging student participation in the poster session. Over the years students at all levels of school—elementary to graduate school—have contributed. Jeannie Golden, NCABA President 1996-1997, and Martin Ivancic, NCABA President 1994-1995, deserve special recognition for bringing their students and student interns to the annual conferences and encouraging students' enthusiastic participation. In addition each year an outstanding student is recognized by NCABA with an award and monetary prize. The NCABA Executive Council also includes a Student Representative elected yearly by the student membership of NCABA.

NCABA disseminates information about behavior analysis through the publication of a bi-annual newsletter and through our website—thanks to the dedicated efforts of Fred Spooner and has also published and distributed NCABA brochures. On a somewhat humorous note, when we initially tried to get “NCABA.org” as a web domain name, we were quite surprised to find that it was already taken by the “Nation’s Capitol Area Bowling Association”!

Role in the Development of Behavior Analysis

NCABA did not develop behavior analysis in the state (several luminaries in the field were already in NC, including JER Staddon at Duke University and Fred Keller at UNC-Chapel Hill), as much as set the occasion for the annual NCABA conference to occur to share the data and reinforcers. Through these conferences NCABA reached out beyond the original core of behavior analysts working in public residential MR/DD facilities to different people and areas of practice such as autism, regular education students, parents, animal training, and basic human operant work.

In 1998 NCABA received a “North Carolina Proclamation on Behavior Analysis” by Governor James B. Hunt, Jr., that recognized the importance of behavior analysis in improving the lives of the citizens of NC.

Strategies for Chapter Success

Stay true to your core mission and product and don’t get too fancy with your conferences. In the face of struggling state economies, think small high-quality conferences with low overhead and off-season locales.

In closing, let me leave you with some nice quotes from people who have been instrumental in the success of NCABA over the years.

“My vision was to provide an avenue for folks who were trained to apply ABA and share that with lots of folks in NC who worked in all walks of human service.”

—Carolyn Green, NCABA co-founder 1988 & NCABA President, 1997-1998

“I think that NCABA has done a good job of keeping a focus on behavior analysis in North Carolina while also reaching out. It has been valuable to invite people from state government or researchers from other perspectives to attend.”

—Greg Olley, NCABA President, 1992-1993

“I think central to our program have been some of our invited speakers. (Iwata for endowing our poster awards, Foxx for invited presentations and community workshops, and Bailey for drawing our attention to behavioral diagnostics)”

—Martin Ivancic, NCABA President, 1994-1995

“Denny said it would be a good thing and put his money up to prove it! In the first 3 or 4 years it was always 3 or 4 people who did all the work.”

—Bill Helsel, NCABA President, 2002-2003

For more information about NCABA please visit our website at www.uncc.edu/fhspoone/NCABA !

A Brief History of Penn ABA

By Angela F. Smith, BA

The Pennsylvania chapter for the Association of Behavior Analysis (Penn ABA) was incorporated in 1998. Richard M. Foxx and William (Bill) Helsel saw a need to support behavior analysis in the state of Pennsylvania. In 2000 Richard (Rick) Kubina chaired a meeting at ABA to help elect Penn ABA’s first set of officers. With the creation of Penn ABA, service providers, teachers, students, and families in Pennsylvania gained a resource, which fosters the application and growth of behavior analysis.

The first conference was held in 2001 in Harrisburg with approximately 100 attendees. The 2002 conference in State College attracted over 70 participants while last’s year’s return conference to Harrisburg saw well over 100 attendees. With the growing interest in ABA, Penn ABA has experienced a continuing increase in its’ membership. With this growth in mind, the Executive Council of Penn ABA has targeted the Philadelphia area as the site of the 2004 conference with an expanded day and a half conference format in Valley Forge, PA, on April 1 and 2, 2004. The conference will feature Drs. Judy Favell, Richard Foxx, Stephen Luce, Bridget Taylor, and other prominent Behavior Analysts.

Penn ABA has been encouraged with the growth in the demographics of its’ membership. Not only have seasoned professionals who provide ABA services maintained a membership in Penn ABA, but students, teachers, and direct care providers, and family members of those needing services have joined the ranks. With the goal of supplying members with skills and resources in behavior analysis, Penn ABA has dedicated its’ annual conference to providing speakers who encourage and foster behavior analysis within the lives of its members.

Changing locations each year to allow each region to participate in the conference, as well as offering continuing education credits has encouraged growth in Penn ABA’s membership. A yearly newsletter, which includes Penn ABA updates and news of the work of regional area service providers in behavior analysis has also been initiated. Penn ABA continues to work on designing a web site that will enable its members to

access information regarding the association as well as resources and contacts regarding regional and national behavior analysis. For information regarding Penn ABA please contact Angela Smith, Secretary, Penn ABA, at AngelaSmith@melmark.org.

Texas Association for Behavior Analysis

By Joel Greenspoon, PhD

History

TxABA emerged from a meeting held in late summer at the home of Robin Rumph. After discussing the pros and cons of trying to undertake such a mammoth task, the group unanimously agreed to try to hold the first state-wide conference in February 1986. The first conference was a one-day affair with a poster session held the evening before. Behavior analysts throughout the state were notified and agreed to support the organization.

Beginning in 1990, TxABA provided a pre-conference workshop for behavior analysts and those persons applying our discipline who needed further training. These conferences became the vehicle for recognition and support of our discipline. In 1994, TxABA added additional pre-conference workshops.

Major Successes

Since 1986, TxABA has provided an opportunity for behavior analysts state-wide to gather, to discuss not only ways to advance our science, but also, how to protect our discipline from being enveloped by more well-established disciplines in Texas. TxABA produced a Code of Ethics that has been largely adopted by the Behavior Analyst Certification Board in their ethical code. TxABA's eyes and ears have been effective in

maintaining the independent status of behavior analysis and in promoting recognition of the differences between applied behavior analytic technology and other applied disciplines.

Strategies

Our primary approach has been to maintain vigilance with respect to events within the state legislature and other state agencies.

Main Role in the Development of Behavior Analysis

The chapter was extremely helpful in the developing and supporting the MS in Behavior Analysis program at the University of North Texas. The chapter has played a significant role in promoting behavior analytic research forums for graduate student research presentations (during the conference). Equally important, TxABA has furthered information about the science to other professionals—educational diagnosticians, teachers—and nonprofessionals (e.g., parents).

Suggestions to Encourage Other Regional Efforts

Have the following in place first: 1) A “home” that will serve as the “nerve center” for the organization (for TxABA it has been the Department of Behavior Analysis at University of North Texas); 2) a nexus of persons ready and able to commit time to “grow” such a chapter; 3) a delivery system to maintain contact among behavior analysts in the state and to generate information leading to areas not being served by behavior analysis, but areas with a need for our services(e.g., recommendation from one of TxABA's founding members generated the momentum for our pre-conference workshops—now a staple of TxABA annual conferences).

18th Annual BAAM Convention

The 18th annual convention of the Behavior Analysis Association of Michigan will be held on March 18 and 19, 2004 at the McKenny Student Union on the campus of Eastern Michigan University. The BAAM convention is the region's premiere annual venue for presentations in all areas of behavior analysis and behavior therapy. The BAAM convention features presentations, workshops, and other events in all areas of behavior analysis and therapy including, autism, developmental disabilities, applied behavior analysis, behavior therapy, reinforcement-based animal training, PTSD, discrete-trial therapy, conceptual and historical analysis of psychology, conditioning and learning, and many more. The BAAM convention features presentations by some of the pioneers of behavior analysis as well as some of the newest, most promising scholars and treatment professionals.

The theme for this year's convention is “Reaching Across the Disciplines.” We will have a number of events Integrating behavior analysis with other related disciplines. The new location will facilitate interaction with colleagues in other disciplines at Eastern. It will also allow us to provide enhanced convention features at lower cost, greater choice of food service, and other advantages.

For more information go to the BAAM website: www.baam.emich.edu

ABA Board Updates

Education Board Update

By Pamela Osnes, PhD

Education Board Coordinator Pamela Osnes worked with Dr. Janet Ellis, Chair of the Council of Directors of Graduate Programs in Behavior Analysis (CDGTPBA), members of the CDGTPBA, members of the Education Board at the University of South Florida, and Dr. Maria Malott throughout the year.

Beginning in October, monthly meetings at the University of South Florida were held. Students in the Master's Program in Applied Behavior Analysis at USF provided assistance: John Adelinis, Stephanie Alpert, Alisha Arnold, Bennie Colbert, Stacey Evans, Trisha Evans, Kerri Haley, Tara Lieblein, Sylvia Lackmann, Anna Randazzo, Tamika Rickerson, Tera Southard, Jenny VanHorn, Robin Wagner, Deb Westerlund, and Catherine Wilcox. Teleconferencing from the University of North Texas were Janet Ellis and Carrie Hartman, who assisted Dr. Ellis. Anna Randazzo, USF, served as the Administrative Assistant for the Board. Four subcommittees were formed, in addition to the extant CGTPBA committee: International Development, Employment Placement and Internship Site Identification, Instructional Technology, and Student Resources Website Updating.

2002-2003 Goals and Progress Toward Their Achievement

Goal 1. To discontinue the Student Resources and Employment Committees of the Board by merging their activities with the ongoing activities of the general Education Board and CDGTPBA, the Board requested dissolution of the two committees. The ABA Council approved the request.

Goal 2. To recruit more students as ABA members and to increase posting of student vitae in START, ABA Student Committee representative, Matt Tincani, provided the following information: There were 10 Professional Development Series DS events at the 2003 convention. Additionally, the convention provided a forum for students to present their research, and an opportunity for students to interact with established researchers who can provide feedback and suggestions regarding student research. Board Member Tera Southard developed a brochure that was distributed at the ABA Convention in San Francisco to describe the advantages of student membership. To increase the posting of student vitae in START, Dr. Osnes had students in her classes post their vitae to receive bonus points. This method was recommended to members of the CDGTPBA at the 2003 meeting in San Francisco.

Goals 3 and 4. Oftentimes students' internship and practicum sites serve eventually as their employment

sites, so individuals at these sites were contacted to request that they post their sites' information on START. As information is received, it is sent to ABA to post on START.

Goal 5. The Education Board presented a poster at ABA Expo, 2003, to describe the goals and activities of the Board the CDGTPBA.

Continued Goals from 2001-2002 Activities

Goals 1 and 2. Board member Bennie Colbert reviewed the ABA Membership Directory to ascertain the international membership of ABA, and 446 members were identified and a list of strategic contacts was developed. To recruit additional information regarding distance learning courses, Sylvia Lackmann contacted 49 professors to solicit course vita. Additionally, Dr. Ellis provided a website for the UNT Center for Distributed Learning (<http://www.unt.edu/untvn/>) that contains information about how to set up distance learning courses.

Goal 3. The Education Board obtained the TBA SIG's syllabi bank and the syllabi collected by the CGTPBA were combined to form one ABA Syllabi Bank that is now posted on the ABA website. It contains over 100 syllabi.

Goal 4. The Student Resources Committee's website is now located at <http://apps.abainternational.org/sub/membersvcs/student-news/index.asp>.

Council of Graduate Training Programs in Behavior Analysis Update

Janet Ellis was elected Chair of the CGTPBA for 2002-2005. The CGTPBA held its annual meeting following the ABA conference in San Francisco. The Council's activities at ABA were a START to Work symposium, with topics that included resume building, how to locate jobs on START, and 13 interview questions and suggestions regarding how to respond. Secondly, three panel presentations from 15 graduate programs were presented to promote graduate training programs.

Progress Toward Completion of 2002-2003 Tasks

- A system to receive dues from international members was identified.
- To receive assistance to update ABA's program directory information, program representatives need only to contact ABA.
- Jim Carr (domestic membership) and Doug Greer (international) worked to increase membership.

- The CDGTPBA's bylaws were posted on the ABA website.
- To increase membership, the CGTPBA decided to pursue involvement in coordinating its activities with ABA's accreditation activities.
- The Student Committee of the ABA Membership Board will take responsibility for recruiting undergraduate students to graduate training programs.
- CDGTPBA strategic plan: To create and strengthen graduate training programs, the CDGTPBA will:
 1. Work with Accreditation and Standards Committee to increase the number of accredited programs;
 2. Develop a network for the hiring of new faculty into University programs;
 3. Obtain information from programs that are exemplary models for new program development.

Education Board Plans for 2003-2004

The Board will continue working to accomplish the previous year's goals, and will focus on developing a quantifiable data base to show progress. Included in this database will be the numbers of:

- student members of ABA
- students posting vita on the START website
- employers posting advertisements on the START website
- syllabi collected for the Syllabi Bank and visitors to the Bank
- syllabi collected from programs/individuals outside the U.S.
- domestic and international programs in the CGTPBA

Update on the Activities of the Standards, Accreditation, and Professional Affairs Board: 2002-2003

By James E. Carr, PhD

The Standards, Accreditation, and Professional Affairs Board is comprised of two committees: Professional Affairs and Accreditation. During the reporting period, the Accreditation committee was chaired by Janet Twyman and the Professional Affairs committee was co-chaired by John Jacobson and Michael Hemingway.

Accreditation Committee

The mission of the Accreditation committee is to promote, organize, and coordinate activities that lead to university program accreditation from the Association for Behavior Analysis.

Below is a brief summary of the committee's notable accomplishments during the 2002-2003 period.

- Coordination of 2 new accreditation applications with site visits (West Virginia University; University of Maryland, Baltimore County). Both programs were granted ABA accreditation through 2008.
- Coordination of 2 re-accreditation applications with site visits (Western Michigan University, University of North Texas). Both programs had their ABA accreditation renewed through 2008.
- At the request of the ABA Executive Council, the Accreditation committee has begun an application to have ABA's accreditation program nationally recognized by the Office of Postsecondary Education within the U.S. Department of Education.

Currently Accredited Programs

- **California State University, Los Angeles:** MA program in the Department of Psychology (1994-1999, 2000-2005)
- **California State University, Stanislaus:** MS program in the Department of Psychology (2002-2007)
- **Ohio State University:** MA and PhD programs in Applied Behavior Analysis from the Department of Education Services and Research (1995-2000, 2002-2007)
- **Queens College and Graduate Center of CUNY:** PhD in the Learning Processes Doctoral Subprogram (2002-2007)
- **Southern Illinois University:** MS in Behavior Analysis and Therapy from the Rehabilitation Institute within the College of Education and Human Services (2001-2005)

- **St. Cloud State University:** MS program in Behavior Analysis from the Department of Applied Psychology (1999-2004)
- **University of Kansas:** PhD in Behavior Analysis from the Department of Human Development and Family Life (2002-2007)
- **University of Maryland, Baltimore County:** MA in Applied Behavior Analysis through the Human Services Psychology Program (2003-2008)
- **University of Nevada, Reno:** PhD and two MS programs in Behavior Analysis from the Department of Psychology (2000-2004)
- **University of North Texas:** MS program in Behavior Analysis from the Department of Behavior Analysis (1993-2008)
- **West Virginia University:** PhD program in Psychology with a specialization in Behavior Analysis from the Department of Psychology (2003-2008)
- **Western Michigan University:** MA and PhD programs in Behavior Analysis from the Department of Psychology (1998-2008)

Professional Affairs Committee

The mission of the Professional Affairs committee is to identify issues of concern to basic and applied members related to their research or practice as behavior analysts, to provide analysis, advice, or technical assistance on such matters, and to provide recommendations for action on professional issues to the ABA Executive Council when this is warranted. Below is a brief summary of the committee's accomplishments during the 2002-2003 period.

- The "Professional Affairs Forum" was convened as a panel discussion at the 2003 ABA Convention in San Francisco. The purpose of this

now-annual forum is to expand the activities of the committee by identifying possible professional issues of concern to basic and applied members of ABA, in academic and service settings, and that are of interest to sufficient numbers of members to justify ABA's attention and technical assistance activities by the committee. Another forum will be scheduled at the 2004 ABA Convention in Boston. As always, recommendations for issues on which the Professional Affairs committee might provide technical assistance are welcome and may be sent to John Jacobson (e-mail: jjacobso@nycap.rr.com).

- Michael Hemingway (2003) published an article on responsible conduct in clinical behavioral practice.
 - Hemingway, M. (2003). Do no harm – An ethical dilemma and one possible way out. *The Behavior Analyst Today*, 4, 149-151.
- John Jacobson has been working with Sigrid Glenn and Veronica Joker on the ad hoc committee established by the ABA Executive Council to investigate and promote legislative and regulatory recognition of behavior analysts.
- The committee has continued to work closely with the Behavior Analysis Certification Board to promote effective support for ABA members who are practitioners, and for members who are academics and provide basic and applied training for prospective practitioners. The committee has had the opportunity to respond to several regulatory and legislative proposals as a result of this collaboration.

2nd International ABA Conference
in Campinas, Brazil

CALL FOR PAPERS

Deadline:

February 19, 2004

Deadline for Poster Submissions:

July 1, 2004

www.abainternational.org/brazil

News from ABA Special Interest Groups

Autism SIG Meeting Saturday, May 24, 2003 ABA 29th Annual Conference San Francisco, CA

By Lara Delmolino, PhD

President's Report

The meeting was called to order at 7:05 pm, beginning with a SIG business meeting. Revised consumer guidelines were distributed for review by the SIG. The original version of the guidelines was put forth before the initiation of the national ABA certification process. The revised version has been updated to reflect the current certification system. Members who have comments regarding the distributed draft were asked to submit their comments to David Celiberti (dacnys@aol.com).

Following this, the Student Research Award was presented to Kevin Cauley from the University of Toronto. Kevin was awarded a certificate and \$50.00 credit to the ABA bookstore for his winning poster. CONGRATULATIONS!!!!

Judges for next year were then recruited, including: Andy Bondy, Bobby Newman, Frank Cicero and William Edwards. Thanks to all for volunteering!

Vice-President's (Treasury) Report

At the 2002 SIG meeting in Toronto, \$561 was collected and deposited to the Douglass Developmental Disabilities Center at Rutgers University for reimbursement of newsletter printing and postage costs, thanks to generous voluntary donations. Sandra Harris and Jan Handleman of the DDDC were thanked for their continued support of the SIG

An update was then provided for the website links project launched the previous year. It had been proposed that the SIG be involved (in collaboration with the Parent-Professional Partnership SIG) in compiling a list of web links for consumers or others who contact the Autism SIG for information. Based on contributions from the committee, a core list of web references has been compiled, and will be distributed in the next issue of the newsletter.

David Celiberti was voted into an additional 2-year office term. Lara Delmolino's 2-year term as SIG vice-president will expire in May 2004.

Newsletter Report

Newsletter Editor Heather Jennet gave a description of the newsletter and a request for participation and submissions. Megan Martins, who will be serving as newsletter editor for the next two years, was introduced.

Related SIG Representatives

Bill Potter, president of the Verbal Behavior SIG was introduced. He announced that the journal *The Analysis of Verbal Behavior* is changing editorship, and indicated that the new editor would be Jack Michael. It was reported that the journal is seeking to increase in autism submissions and articles. The VB SIG currently maintains a list-serv and a website, and plans to link the VB SIG and Autism SIG websites in the future.

Suzanne Buchanan, vice-president of the Parent and Professional Partnership (PPP) SIG was also introduced. The PPP SIG is a newly formed SIG aimed at addressing the needs of parents and consumer's attending the conference and facilitating collaboration among the parents and professionals in attendance. Suzanne encouraged participation from other SIG members.

Announcements from Other SIG Members

John Jacobson spoke to the membership regarding the Reauthorization of IDEA, Bill 1350 passed in the House of Representatives. Members were urged to write to senators regarding the bill. John also reported that he is collaborating with Sigrid Glenn on the ABA working committee for recognition of Behavior Analysts to encourage government acknowledgement of the BACB and to review federal regulations for support of Behavior Analysts.

Panel Discussion

The remainder of the SIG meeting involved reports from a number of state affiliate SIG chapters. The details of the panel discussion will be printed in an upcoming Autism SIG newsletter.

Spread the Word: An ABA Clinical SIG Initiative for 2004-2005

By Ennio Cipani, PhD

Rationale

There are many books and materials that provide the lay and professional public with good solid use of behavioral strategies for dealing with problems in parenting, mental health and education. Unfortunately, many fine books and materials do not get the exposure they deserve, and need, to make such behavioral practices more common in everyday life. We as ABA members need to move from discussions of why behaviorally oriented approaches have not received greater attention in everyday life to an action plan that will result in greater exposure in the public domain. This initiative is aptly termed, *Spread the Word*.

This initiative focuses on the need to *Spread the Word*, by having ABA members take a more active role in

informing the public about such great resources. In order to make the general public and consumer more aware of behavioral practice, members of ABA have to begin disseminating information on the availability of useful materials and books that people can use in the areas of parenting, education, performance management, animal training, and mental health/self help.

When you come across a good behaviorally based book, *Spread the Word*. There are many venues to accomplish this, described below.

Goal

The goal of the initiative is to increase the visibility of behaviorally-oriented books and materials to the general public/consumer. Specifically, the target of this initiative is two fold (i.e., two subordinate objectives). First, this initiative hopes to increase the number of printed reviews of behaviorally-based material in on-line bookstores, newspapers, list serves, various newsletters (such as PTA's, civic organizations) and public libraries. Second, this initiative hopes to increase the number of public presentations of behaviorally-based material (supported with a book or material reference) with PTA's, parent groups, advocacy groups, support groups, civic organizations, and/or school district faculty.

General Plan

To accomplish these two subordinate objectives the Clinical SIG has designed a monitoring and performance feedback system for ABA members engaging in these endeavors. For each submitted activity within one of the 6 categories below, the ABA member would receive a designated number of points for completing the activity (contingent on submission of appropriate documentation of such activity). In the middle and at the end of the 2004-2005 year, all ABA members earning points will be listed on a web site with the number of points they accrued next to their name.

Such documentation will be sent to the Performance Feedback Unit (PFU), whose responsibility is the collection of such data and awarding of points. The PFU will be composed of students from Florida Institute of Technology's (Florida Tech) master's program in behavior analysis, with an emphasis in performance management. The PFU will keep track of such documentation. The PFU is headed by Dr. David Wilder, a Florida Tech faculty member.

Areas for Points

Category 1: On-line book reviews. Bookstores with an on-line capability (e.g., Barnes and Noble, Amazon, Borders, etc.) allow readers of books to write their own review. This is an excellent vehicle for *Spreading The Word* and is within the scope of many ABA members. Further, several persons can do reviews on the same

book within the same on-line service, since they allow several readers to offer their opinion. Similarly, discussions of a book in chat rooms or list serves (of a particular group) would also fall into this category.

- *Document Verification:* The ABA member would need to send the print verification of such a review or mention to the PFU.
- *Points:* 25 per review.

Category 2: Reviews in professional journals.

While many reviews are sent by the book review editor of a journal to a specific person, it is possible to send in a review of a book that you have read to the book review editor to see if they would be interested in publishing it. Also consider writing a review of a book for newsletters of agencies or associations who serve various clientele.

- *Document Verification:* The ABA member would need to send a copy of the print verification of such a review.
- *Points:* 50 per review.

Category 3: Reviews in newspapers. While major newspapers such as the NY Times have their own departments and personnel for book reviews, smaller newspapers (possibly your home town newspaper) may be amenable to a well thought-out, concisely written review of a book of general public interest. A textbook would not be of general interest, but a book on parenting or self-help might spark the interest of the newspaper editor of the lifestyles or family section. Another possibility is to do a book review for the local Psy Chi Chapter's newsletter, especially suited as a mechanism for ABA student members to participate

- *Document Verification:* The ABA member would need to send a copy of the print verification of such a review.
- *Points:* 50 per review.

Category 4: Presentations to the PTA or other civic organizations.

Many PTA's sponsor a talk about children, school or family issues. Volunteer or paid presentations that provide a resource for the attendees are a valuable disseminating activity for this initiative, *Spread the Word*. Again textbooks would not be appropriate, but a topic that is of interest to the attendees, that is drawn from a book about parenting, child development, performance management or self-help (for the civic groups) would be a useful promotion of behaviorally oriented practice.

- *Document Verification:* The ABA member would need to send a copy of the print verification of such a presentation, either a flyer delineating the presentation and featured book, or the reference list used as a handout to participants.
- *Points:* 35 per presentation.

Category 5: In-service to school or district teaching personnel. Obviously, this would have to involve some aspect of behavioral practice as it applies to teaching or managing children in school settings. Behavior management is a common topic (and source of problems) for school personnel, and one that has received extensive attention from behavioral books. Also, I believe the current focus on student performance in content areas would also make many behaviorally based strategies of interest to teachers. Volunteer or paid presentations that provide a book and/or material resource for teachers are a valuable disseminating activity, and one that exists right down the road from your house. The documentation would be a handout with a short synopsis of the relevant book (with information on where to get the book) for attendees. *Spread the Word* to education.

- *Document Verification:* The ABA member would need to send a copy of the print verification of such a presentation, either a flyer delineating the presentation and featured book, or the reference list used as a handout to participants.
- *Points:* 35 per presentation.

Category 6: Public libraries. Many public libraries will post the jacket of a book they recently acquired on a wall or bulletin board, as a means to make their patrons aware of such a title. Getting the public library to buy a behaviorally oriented book and post it on their bulletin board, which is often right at the front entrance, will provide a means for people who apparently have an interest in reading to become aware of such a book. Additionally, having the public library purchase the book makes it available to many people in the community who may not be able to afford to purchase the book.

- *Document Verification:* Documentation would include a photo of the book on the shelves or book jacket on the wall.
- *Points:* 30 per book.

Performance Feedback Unit or PFU

The PFU, housed at the Florida Tech Behavior Analysis program, is the central administrative branch that will serve as the place where document verifications will be sent. The ABA member sends in the document verification as well as a note indicating what category (i.e., 1, 2, 3 etc,) the document is submitted under. Dr. David Wilder and student members of the PFU will be responsible for collecting such data, as well as setting up a data-base of persons earning points and tabulating earned points twice per year. When a document verification form comes in, a member of the PFU will examine which category was selected by the submitter and determine if it meets the criteria for points. Points will then be awarded and recorded in the data-base of ABA members participating in this initiative, *Spread The Word*.

The summary data in regards to points for each ABA member will be updated twice per year, right before the ABA Convention and six months hence. This data will be posted and updated on the web site twice per year, as well as being printed in *The ABA Newsletter* once per year.

Health, Sports, and Fitness SIG and the Healthy People 2010 Initiative

By Michael A. Kirkpatrick, PhD

Healthy People 2010 is a federal initiative to achieve specific health-related goals by the target year in a specific set of focus areas. The 28 focus areas include substance abuse, tobacco use, injury and violence prevention, mental health and mental disorders, occupational safety and health, nutrition and weight, physical activity and fitness, and several specific diseases. Behavior is identified as a central component of the health model advocated within the program, and leading health indicators used to assess the overall health of the nation were established include measurable behaviors such as physical activity, tobacco use, "mental" health, and responsible sexual behavior, all of which are modifiable in individuals through behavior analysis.

While the government objectives are aimed at increasing or decreasing the number of people in the national population who demonstrate targeted characteristics, the domains identified for change are in many cases the subject of systematic behavior analytic research and intervention. Healthy People 2010 therefore provides a context within which we might integrate diverse interests and applications within behavior analysis, establish a relational frame in which functional analyses are identified with individual and public health objectives, and market the value of our science and application for advancing the public good. Healthy People 2010 provides us a unique opportunity to provide a positive answer to the questions, often raised in suspicious tones, for what purpose do we wish to predict and control behavior? The purpose of prediction and control, in this context, is unambiguously to advance the health of individuals and communities. Health is defined broadly enough to include virtually every application of our science.

The Health, Sports, and Fitness Special Interest Group (SIG) therefore wishes to pose a challenge to the membership of ABA to make a commitment to the goals of Healthy People 2010 for the purposes of integrating and promoting the work of behavior analysts in the public interest. We invite you to submit an individual goal to the SIG for public monitoring and reporting

purposes. Goals may include but are not limited to the following:

- Self-monitor a targeted physical fitness activity.
- Execute a research project promoting Healthy People objectives.
- Establish a call for papers on the topic for a journal or newsletter you edit.
- Write a conceptual article on the application of behavior analysis to Healthy People goals relevant to your specialized interest area.
- Join a health club and maintain personal records of attendance and outcomes.
- Add a health behavior assessment and intervention project into a class you teach.
- Implement a behavioral health intervention with a client where appropriate.
- Attend a conference or pursue continuing education credits in the behavioral health domain.
- Others of importance to you.

Our goal as a SIG is to utilize the Healthy People initiative to publicize the utility of behavior analysis in achieving national health goals. This is an especially valuable opportunity given the broad interdisciplinarity characteristic of the health field. Additionally, we share the view that health, sport, and fitness domains are unique opportunities to study behavioral phenomena that may be less prominent and therefore more difficult to analyze in other contexts (for example, response persistence on lean and sometimes punishing schedules). Finally, the social validity characteristic of health goals provides a relational framework within which behavior analysis may be seen in a more favorable light by the public than has historically been the case.

We will collect the goals and prepare a presentation for a future newsletter (and perhaps a conference or journal) describing the level of participation within the organization, the number of goals obtained (pending follow up reports from volunteers), and suggestions for future directions. Please consider establishing, monitoring, and sharing with us your goal for the 2003-2004 academic year. Goals may be e-mailed to Kirkpami@Wesley.edu with the subject line ABA health goals. All submissions are welcome, however great or small.

Behavior Analyst Certification Board[®] Update

Gerald L. Shook, PhD, BCBA

BACB[®] Fall 2003 administrations were held Saturday, November 22, 2003. The College Teaching Option for qualifying for examination has been reinstated by the Board of Directors. Interested parties should refer to the current Board Certified Behavior Analyst application for examination for details. Note that Option 2 for qualifying for the BCBA examination expires on December 31, 2003. Applications for examination and documentation materials for this option will not be accepted after that date. Dates for the Spring 2004 administrations, including the administration held in conjunction with the ABA Annual Convention in Boston, are posted on www.BACB.com.

Individuals who are interested in having the examinations administered in their area, or who are interested in Behavior Analyst Certification Board presentations at conferences, should contact the BACB at info@BACB.com.

The BACB wishes to welcome the following programs to the list of universities with BACB approved course sequences: University of Wales (United Kingdom), Chicago School of Professional Psychology, California State University at Monterey Bay, State University of New York at Albany (distance learning), University of West Florida, and Anglia Polytechnic University Cambridge (United Kingdom). Faculty who wish to apply for BACB course sequence approval should send a request for application to info@BACB.com. For a complete listing of universities and continuing education providers, please see www.BACB.com.

The Behavior Analyst Certification Board and Professional Testing, Inc. are progressing in the development of the Third Edition Task List and examination item bank that will go into effect with the Fall 2005 examination administrations. We wish to thank all of the behavior analysts who have participated in the recent Knowledge, Skills and Abilities statements writing project.

Form a Special Interest Group of ABA!

ABA welcomes applications for new Special Interest Groups from members interested in creating networking opportunities in specific areas of behavior analysis. On-line applications are located at

www.abainternational.org/sub/membersvcs/sig/

Opportunities for Behavior Analysts

Other opportunities are available on the START Web site: www.abainternational.org/start/

Psychology of Learning. The Psychology Department of Queens College of the City University of New York (CUNY) announces a tenure-track Assistant Professorship starting in the Fall of 2004 (Salary range: \$35,031-61,111). Candidates must have a doctoral degree in Psychology or a related field, and a commitment to teaching didactic and/or advanced laboratory courses in Learning, Experimental Psychology and/or Statistics at the undergraduate and graduate levels. The candidate must show evidence of productive research in basic behavioral processes of human and/or animal learning. Post-doctoral research experience is preferred. The candidate is expected to participate in the CUNY Doctoral Subprograms in Learning Processes and/or Neuropsychology.

www.qc.edu/Psychology provides information about the department and its graduate programs. Candidates should submit a letter of application stating research and teaching interests and expertise, a curriculum vitae and sample publications, as well as arrange to have three letters of recommendation sent to: **Psychology of Learning Search Committee**, Department of Psychology - Box ABAN, Queens College, CUNY, 65-30 Kissena Blvd., Flushing, NY 11367-1597. Applications must be received by **November 1, 2003**. Screening will continue until suitable candidates are identified. AA/EOE.

Behavioral Psychologist: Positions in Behavioral 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 190 students who live in 31 community residences.

Due to expansion JRC is seeking additional Psychology staff to deliver and oversee behavioral treatment at both its residences and educational sites. Opportunities currently exist for Masters of Doctoral level 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: s.antunes@judgerc.org

Or mail to: Shirley Antunes; Judge Rotenberg Center; 240 Turnpike Street; Canton, MA 02021

Or fax: (781) 828-7547

The Chicago School of Professional Psychology. The MA program in Clinical Psychology (Applied Behavior Analysis Specialization) is seeking an outstanding Scientist / Practitioner / Scholar for appointment as Coordinator of the Specialization Program in Applied Behavior Analysis. Candidates must have a doctorate from a regionally accredited university and must be Board Certified by the Behavior Analyst Certification Board within one year of hire. Applicants will be considered for both half time and full-time appointments at all ranks. Candidates with expertise in Developmental Disabilities and / or Autism will be given particular consideration. Successful candidates must have a proven track record of applied experience, teaching, and scholarship. The ability to excel as a graduate educator and mentor is required. Candidates must be able to demonstrate ongoing professional activity and scholarship and the ability to involve students in their program of scholarship. This is a ground floor opportunity to lead this new program in Applied Behavior Analysis (BACB certified), which will have its first students in Fall '04. Responsibilities will include both administrative and teaching duties. The Chicago School has received national recognition for its institutional commitment to diversity and intercultural education. Candidates must minimally have an appreciation and enthusiasm for this aspect of the program and the school.

Applications are encouraged as soon as possible, the closing date is February 1, 2004. The start date is flexible (August 15, 2004 at the latest). Applicants should submit a CV (p)reprints (including conference presentations), three recommendation letters and a letter of interest to Christoph Leonhard, PhD, ABPP, ABA Coordinator Search, Chicago School of Professional Psychology, 47 West Polk Street, 2nd Floor, Chicago, IL 60605. The Chicago School is an independent, not for profit graduate school that is in an era of unprecedented growth and creativity. Other programs at the school include Doctoral Programs in Clinical Psychology and I/O and Master's programs in Clinical Psychology (Counseling Specialization), I/O and Forensic Psychology. The school also houses the Center for Intercultural Psychology and the Center for Sustainable Solutions. Applicants should learn more about the program and school by visiting our website at www.csopp.edu. The Chicago School is an Affirmative Action/Equal Opportunity Employer strongly committed to increasing the diversity of its faculty and administration. Full time employees at the Chicago School are eligible for domestic partnership benefits. This position is advertised pending final budget approval.

Clinical Director Provides and directs the delivery of clinical services in concert with established standards and practice guidelines. Responsible for the supervision and development of clinical and direct care staff. Doctoral Degree: Doctor of Medicine, Doctorate in Professional Psychology, or Masters of Social Work. Licensed as Independent Practice Provider (Treating Professional) within the State or service or if a new State resident, must be licensed eligible and complete licensing requirements within ninety days of first becoming eligible. Five years hospital, private practice, and/or human services experience providing clinical services, supervising services, and/or coordinating clinical services.

Fax 856-384-9605, e-mail hrwoodbury@devereux.org or mail to 901 Mantua Pike, Woodbury, NJ 08096. Drug-free workplace/testing required. AA/EOE

START

Service to Apply, Recruit & Train

<http://www.abainternational.org/start>

will help you find

Jobs, Internships and Graduate Programs

in behavior analysis

&

Applicants

for your organization

Calendar of Upcoming Conferences

February 2004

California ABA ♦ February 19 – 21 ♦ San Francisco, CA

North Carolina ABA ♦ February 25 – 27 ♦ Wrightsville Beach, NC

March 2004

Behavior Analysis Association of Michigan ♦ March 18 – 19 ♦ Ypsilanti, MI

Queens College Behavior Analysis in Developmental Disabilities Conference ♦ March 26 ♦ New York, NY

Texas ABA ♦ March 5 – 6 ♦ Dallas, TX

April 2004

Behavior Analysis Society of Illinois ♦ April 2 – 3 ♦ Orland Park, IL

Experimental Analysis of Behaviour Group, UK and Europe ♦ April 5 – 7 ♦ London, England

May 2004

Association for Behavior Analysis ♦ May 28 – June 1 ♦ Boston, MA

July 2004

American Psychological Association ♦ July 28 – August 1 ♦ Honolulu, HI

August 2004

2nd International ABA Conference ♦ August 12 – 15 ♦ Campinas, Brazil



Sidney W. & Janet R. Bijou Fellowship Society for the Advancement of Behavior Analysis Application 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 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)
- 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 Society for the Advancement of Behavior Analysis Application 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 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 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

ABPMC & ABA International Conference

Campinas, Brazil

August 12-15

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)

The Associação Brasileira de Psicoterapia e Medicina Comportamental (ABPMC) and the Association for Behavior Analysis (ABA) are proud to offer what might be the most significant conference in the advancement of behavior analysis in Latin America. ABPMC and ABA are jointly sponsoring this event with the most respected institutions and leaders in the science and application of behavior analysis in Brazil.

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:

- Submission Instructions and On-line Forms
- Conference Registration
- Regional Information
- Hotel and Travel Information
- Discounted Rates for Leisure Travel to Rio de Janeiro and Salvador de Bahía



Campinas
BRAZIL2004

2004 ABPMC/ABA Conference in Campinas, Brazil

Early Registration Form

August 12-15, 2004

Register on the ABA website at www.abainternational.org/brazil, or mail form and payment to:
 ABPMC/ABA Conference Registration; 1219 South Park Street, Kalamazoo, MI 49001, USA
 Telephone: (269) 492-9310, Fax: (269) 492-9316

Registration Prices

Please circle the rate that applies to you

Registration Type	Before May 31		Between May 31 and June 30		After July 1		Cancellation Fees (before July 1)	
	Brazilian Reais	US Dollars	Brazilian Reais	US Dollars	Brazilian Reais	US Dollars	Brazilian Reais	US Dollars
Professional	R\$330	US\$116	R\$396	US\$140	R\$476	US\$168	R\$99	US\$35
ABA Student Member	R\$180	US\$64	R\$216	US\$77	R\$260	US\$93	R\$54	US\$19

Personal Information

NAME (Last, first, middle) _____

ADDRESS _____

ADDRESS _____

CITY, STATE, COUNTRY, POSTAL/ZIP CODE _____

WORK TELEPHONE # (please include area/country codes) _____

HOME TELEPHONE # (please include area/country codes) _____

WORK FAX # (please include area/country codes) _____

E-MAIL _____

Conference Name Badge

Print your name as you would like it on your badge: _____

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

Call for Papers

The call for papers deadline for all submission types except poster is February 19, 2004. The deadline for poster submissions is July 1, 2004. A preliminary program schedule will be posted on the ABPMC/ABA Conference Website in April.

Conference Registration

Registration discounts are available for payment on or before May 31st. Please see chart above to find the rate that applies to you.

Registration Fee \$ _____

Method of Payment

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

American Express Discover MasterCard Visa

If paying by credit card, please include:

Name as it appears on you card _____

Card Number _____

Expiration Date _____

Signature _____

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, Costa Rica, Denmark, Finland, Georgia, Germany, Guam, Hong Kong, Iceland, India, Ireland, Israel, Japan, Malaysia, Netherlands, Norway, 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'. These countries include: **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'. These countries include: **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 <25% of the US'. These countries include: **Bangladesh, Brazil, China, Colombia, Jordan, Mexico, Paraguay, Peru, Philippines, 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 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

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 *2004 ABA Program*, subscriptions to *The ABA Newsletter* and *The Behavior Analyst*, and reduced convention registration fees.

Requirements:

Sustaining Full and Supporting Full: See Full member requirements.

Sustaining Affiliate and Supporting Affiliate: See Affiliate member requirements.

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.

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 2004 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. You may also apply for membership online at: <http://www.abainternational.org>

Voting Member Status Determination

First time applicants for full, supporting, or sustaining membership must show evidence of at least a Master's degree in psychology or a related discipline. Your application must include your vita and the following completed check list (please check one and include the requested information):

- 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. Applicant's vita must include a description of supervised experience, as well as specific topic areas to which the applicant was exposed.
Name of supervisor: _____
Organization in which supervised experience occurred: _____
- I have had two or more years of supervised experience in experimental or applied behavior analysis. Applicant's vita must include a description of the experimental or applied experience, as well as specific topic areas to which the applicant was exposed.
Name of supervisor: _____
Organization in which supervised experience occurred: _____
- I have made significant contributions to the knowledge in behavior analysis as evidenced by research publications, presentations at professional conventions, or by other comparable means, as reflected in my attached vita.
Please note that additional information regarding the nature of supervised experience may be requested before voting member status can be determined.
Name: _____
Affiliation: _____

ABA 2004 Membership Form, Category A

For members in: Australia, Bahrain, Belgium, Canada, Cayman Islands, Costa Rica, Denmark, Finland, Georgia, Germany, Guam, Hong Kong, Iceland, India, Ireland, Israel, Japan, Malaysia, Netherlands, Norway, Philippines, Poland, Qatar, Sweden, Switzerland, Taiwan, United Kingdom and the United States.
 Mail form and payment to: 1219 South Park Street; Kalamazoo, MI 49001-5607
 Telephone: (269) 492-9310; Fax: (269) 492-9316

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: _____
 COUNTRY: _____
 CITIZENSHIP: _____
 POSTAL ZIP CODE: _____
 WORK TELEPHONE # (include area and/or country codes): _____
 HOME TELEPHONE # (include area and/or country codes): _____
 FAX # (PLEASE INCLUDE AREA AND/OR COUNTRY CODES): _____
 E-MAIL: _____
 WEBSITE: _____

STUDENT MEMBER INFORMATION

STUDENT HIGH UNDERGRD 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: _____

**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.*

MEMBERSHIP DUES

Check one of the following and enter the amount due here:
 \$ _____

Category	One Year	Three Years
SUSTAINING FULL**	<input type="checkbox"/> \$267	<input type="checkbox"/> \$773
SUSTAINING AFFILIATE	<input type="checkbox"/> \$267	<input type="checkbox"/> \$773
SUPPORTING FULL**	<input type="checkbox"/> \$145	<input type="checkbox"/> \$420
SUPPORTING AFFILIATE	<input type="checkbox"/> \$145	<input type="checkbox"/> \$420
FULL	<input type="checkbox"/> \$109	<input type="checkbox"/> \$306
AFFILIATE	<input type="checkbox"/> \$109	<input type="checkbox"/> \$306
EMERITUS	<input type="checkbox"/> \$43	<input type="checkbox"/> \$121
STUDENT	<input type="checkbox"/> \$43	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$38	<input type="checkbox"/> \$106

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*.

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.

New Members: Reason for becoming a new member:

- 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

Renewing Members: Reason for renewing your ABA 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

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
- 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)
- Instructional Design
- Interbehaviorists in ABA
- OBM Network
- Parent-Professional Partnership
- Rehabilitation & Independent Living
- Society for the Quantitative Analyses of Behavior (SQAB)
- Spanish Speaking
- Sports, Health, & Fitness
- Standard Celeration Charters
- 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
- Hawai'ian ABA
- Italian Association for the Analysis and Modification of Behavior
- Japanese ABA
- Kansas ABA
- Korean ABA
- Maryland ABA
- Mid-American ABA
- Middle East ABA
- Midwestern 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
- Norway 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

During the past 12 months have you served as a member of a grant review committee?

- Yes No

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

ABA 2004 Membership Form

Membership Forms for Categories B, C & D**
Association for Behavior Analysis: An International Organization

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: _____
 COUNTRY: _____
 POSTAL ZIP CODE: _____
 CITIZENSHIP: _____
 WORK TELEPHONE # (please include area and/or country codes): _____

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

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

 E-MAIL: _____
 WEBSITE: _____

STUDENT MEMBER INFORMATION

STUDENT TYPE: HIGH SCHOOL UNDERGRD DOCTORAL MASTERS 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

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 ON CARD:

CARD NUMBER:

EXPIRATION DATE: _____

SIGNATURE:

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.

**Income per capita data was obtained from the US Department of Commerce, International Trade Administration, 1999.

INTERNATIONAL MEMBERSHIP FEE CHARTS**

PLEASE CIRCLE YOUR FEE IN THE APPROPRIATE CHART BELOW.

Category B: For countries with income per capita of 50%-75% of the US, including France, Italy, New Zealand, Saudi Arabia, Singapore, Spain

Membership Type:	Renewing Members	
	1-Yr	3-Yr
Sustaining Full Sustaining Affiliate	\$203	\$588
Supporting Full Sustaining Affiliate	\$109	\$317
Full	\$83	\$232
Affiliate	\$83	\$232
Emeritus	\$39	\$109
Student	\$39	NA
Chapter/Adjunct	\$38	\$106

Category C: For countries with income per capita of 25%-50% of the US, including Argentina, Greece, South Korea

Membership Type:	Renewing Members	
	1-Yr	3-Yr
Sustaining Full Sustaining Affiliate	\$162	\$469
Supporting Full Sustaining Affiliate	\$87	\$253
Full	\$66	\$185
Affiliate	\$66	\$185
Emeritus	\$39	\$109
Student	\$39	NA
Chapter/Adjunct	\$38	\$106

Category D: For countries with income per capita of <25%-of the US, including, Bangladesh, Brazil, China, Colombia, Jordan, Mexico, Paraguay, Peru, Philippines, Portugal, Russia, Turkey, and Venezuela

Membership Type:	Renewing Members	
	1-Yr	3-Yr
Sustaining Full Sustaining Affiliate	\$108	\$314
Supporting Full Sustaining Affiliate	\$59	\$171
Full	\$44	\$123
Affiliate	\$44	\$123
Emeritus	\$39	\$109
Student	\$39	NA
Chapter/Adjunct	\$38	\$106

Full Supporting and Full Sustaining members contribute to the development of ABA through higher fees, and meet the requirements of Full membership.

New Members: Reason for becoming a new member:

- 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

Renewing Members: Reason for renewing your ABA 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

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
- 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)
- Instructional Design
- Interbehaviorists in ABA
- OBM Network
- Parent-Professional Partnership
- Rehabilitation & Independent Living
- Society for the Quantitative Analyses of Behavior (SQAB)
- Spanish Speaking
- Sports, Health, & Fitness
- Standard Celeration Charters
- 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
- Hawai'ian ABA
- Italian Association for the Analysis and Modification of Behavior
- Japanese ABA
- Kansas ABA
- Korean ABA
- Maryland ABA
- Mid-American ABA
- Middle East ABA
- Midwestern 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
- Norway 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

During the past 12 months have you served as a member of a grant review committee?

- Yes No

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

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Guest Name _____

Affiliation _____

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City, State, Zip _____

Daytime Phone _____

Fax # _____

Email Address _____

Arrival Date _____ **Time** _____ **Departure Date** _____

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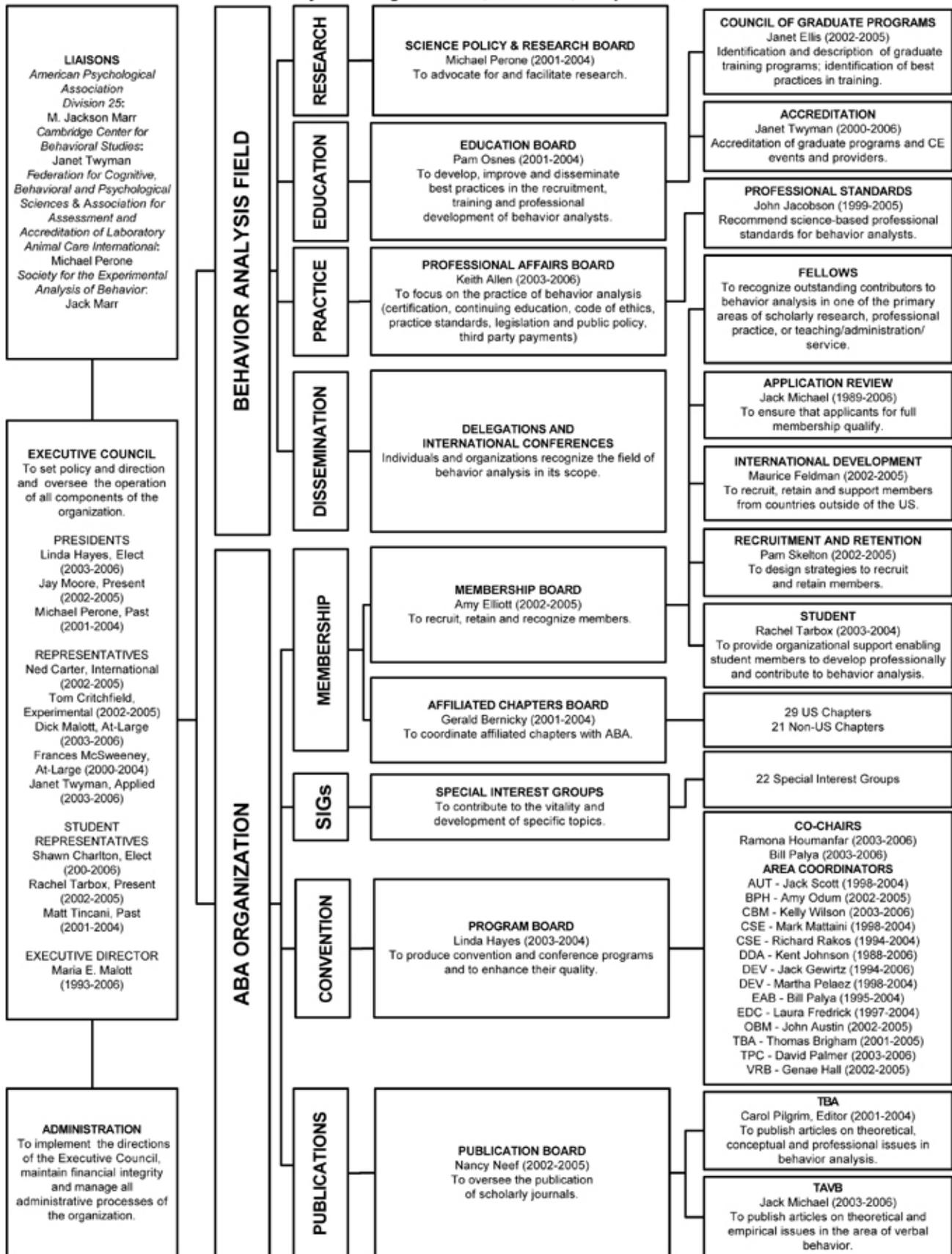
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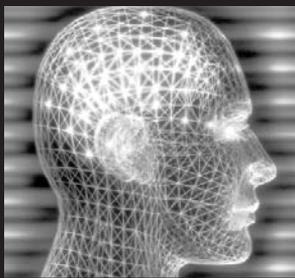
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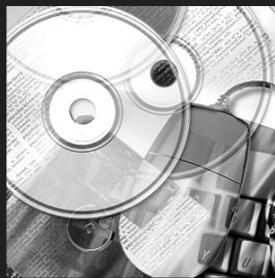




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