



Association for Behavior Analysis
International

NEWSLETTER

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A Message from the SABA President

By Michael Perone, PhD



The Society for the Advancement of Behavior Analysis is a non-profit corporation that secures and administers private funds to advance basic knowledge about behavior analysis and applications of that knowledge to address problems of social significance. Thanks to

many generous donors, SABA is able to underwrite a number of projects. Most readers of this newsletter are familiar with the awards that SABA bestows to individuals and organizations for the good work they have accomplished on behalf of our field. These awards are made with great – and well-deserved – fanfare at the outset of the annual ABA convention. But most of SABA's resources are spent to promote new work:

- **International Development Grants.** Three \$1,000 awards are made annually to support efforts to develop and disseminate behavior analysis internationally. This year's awards went to Linda Hayes to support Chinese and Russian scholars studying at the University of Nevada-Reno; Phil Reed and the European ABA to bring Eastern European speakers to the first European ABA conference; and Simon Dymond and Mecca Chiesa to develop graduate-level studies in behavior analysis.
- **Student Registration Grants.** SABA paid the registration costs of 174 student members who made presentations at the 2003 convention in San Francisco (more than double the number supported at the 2002 convention in Toronto). The students came from 67 universities in 8 countries (Brazil, Canada, England, Ireland, Japan, New Zealand, Spain, and the United States).

FEATURED!

Summer Issue on Federal Funding

Welcome to Volume 26(2) of the *ABA Newsletter*. In addition to its traditional emphasis on the Society for the Advancement of Behavior Analysis, this issue includes a focused, 15-page section on Federal funding of behavioral research. From pages 6 to 20, successfully funded behavioral researchers have communicated their knowledge and experiences negotiating the granting process. Read on to learn about funding from:

- The US Department of Education, including the Office of Special Education and Rehabilitative Services
- The Centers for Disease Control and Prevention
- The National Institutes of Health, including the National Institute of Mental Health, the National Institute of Child Health and Human Development, and the National Institute of Environmental Health Sciences
- The Canadian Institute for Health Research
- The Swedish government

The authors, as well, discuss their experiences:

- Researching grant opportunities and Requests for Proposals
- Communicating with program staff and program officers
- Structuring successful proposals
- Understanding the Peer-Review Process
- Learning from rejected proposals

We hope you find this section to be informative and supportive.

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General Information

The *ABA Newsletter* is ABA's primary means of communicating with members about association activities, the activities of ABA chapters and special interest groups, upcoming events, job positions in behavior analysis, and other items of interest to the behavioral community.

Submitting to The ABA Newsletter

The Association for Behavior Analysis publishes the *ABA Newsletter* three times a year. The newsletter Editor is Maria E. Malott, PhD. Publication dates and submission deadlines are as follows:

Mailing Date	Deadline for Submissions
January 2	December 15
July 15	June 1
October 1	September 15

Articles and Advertisements

All advertisements are accepted and published on the representation of the advertiser and its agency that they are authorized to publish the entire contents thereof and that, to the best of their knowledge and belief, all statements made therein are true. The advertiser and the agency agree to hold the publisher harmless from any and all claims arising out of advertising published. Publication of articles, announcements, or acceptance of advertisements in *The ABA Newsletter* does not imply endorsement by ABA. ABA reserves the right to reject any advertisement or copy that ABA, for any reason, deems unsuitable for publication in any association publication.

Articles and announcements must be submitted to the ABA office for consideration. Articles should consist of information of general interest to the behavioral community, and should not be reports of empirical research or conceptual developments, as such articles are more appropriate to refereed journals. Announcements and other advertisements must be relevant to behavior analysis science and/or practice.

Classified advertisements may be submitted in hard copy or faxed, and will be entered at the ABA office. The fee for classified is \$80* for the first 25 lines and \$3 for each additional line (approximately 50 characters/line). ABA reserves the right to edit all copy.

Display advertisements should be submitted on camera-ready, laser-quality copy. The following table shows the standard pricing structure for display advertisements.

Display size	Cost*
Full page (7" wide x 10" deep).....	\$550
Half page (6½" wide x 4½" deep) or (3¼ wide x 9½" deep).....	\$385
Quarter page (3¼" wide x 4½" deep).....	\$220
Organizations with ten (10) or fewer employees receive a 10% discount on all advertisement prices.	

* Prices subject to change.

Subscriptions

All members of the Association for Behavior Analysis receive *The ABA Newsletter* as a part of their membership benefits. Institution and nonmember subscriptions may be obtained at a cost of \$33/year. Single issues may be purchased for \$12.

Continued from front cover

- **Experimental Analysis of Behavior Fellowship.** A cash award is given to support a student committed to the experimental analysis of behavior. The fellowship for 2003-04 went to Kazuhiru Goto of the University of Exeter.
- **Sidney and Janet Bijou Fellowship.** The purpose of this cash award is to enable doctoral students in *psychology* or education to study child development from a behavior-analytic perspective. The most recent recipients are Marleen Adema of the University of Wales, Bangor and Caio Miguel of Western Michigan University.

These investments in the future of behavior analysis are only possible through the sustained generosity of members, associates, and friends of ABA. Last year over 300 donors made contributions, several over \$1,000.

The generosity of Sidney and Janet Bijou has been truly extraordinary. Their \$100,000 contribution to SABA in 1996 endowed the fellowship that bears their name, and the investment income soon supported an annual award of \$5,000. Last year, just before the 2003 convention, Dr. Bijou contributed another \$200,000 to endow a second annual award. And that was not all. He sent another \$30,000 to offset

the poor investment performance of the endowment and ensure that the stipends remained at least \$5,000 for the next several years. The Bijou legacy in the behavior analysis of development will live in Dr. Bijou's books and articles, in the work of the students and colleagues who have come under Dr. Bijou's direct influence, and in the work of the students sustained and encouraged by the Sidney and Janet Bijou Fellowships.

As SABA does its best to be a good steward of these established programs, we continue to seek ways to expand our support of behavior analysis. Our current efforts focus on completing the International Development Endowment Fund, which was established to support individuals and organizations wishing to pursue research or organize workshops and meetings internationally. We have raised almost \$31,000 so far; Ed Anderson has our special thanks for his \$1,000 contribution last year. But we have a long way to reach the \$100,000 we need so that an annual award can be made on the basis of the investment return on the fund.

To learn more about SABA's programs, or to make a contribution to SABA online, visit our website at www.abainternational.org/saba.

Presidential Message

Calendar of Upcoming Conferences

September 2003

Australian Association for Cognitive Behavior Therapy ♦ September 13-17 ♦ Adelaide, Australia

October 2003

Gulf Region Association for Behavior Analysis ♦ October 18, 2003 ♦ Bahrain
Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento (ALAMOC) ♦ October 22-25 ♦ Guayaquil, Ecuador

November 2003

Ontario ABA ♦ November 6-7, 2003 ♦ Toronto, Canada
Standard Celeration Society ♦ November 6-8 ♦ Columbus, OH

May 2004

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

Fall 2004

2nd International ABA Conference ♦ Brazil

Positive Schools

The May Institute is a large and well respected nonprofit organization serving thousands of individuals each year. Our Positive Schools program creates calm K-12 school environments conducive to learning through training and consultation on effective school-wide behavior support strategies and classroom management techniques.

Educational Consultant Central NJ or Eastern MA

You will be responsible for conducting functional behavioral assessments and developing and implementing behavior support plans for individual students, classrooms and schools systems. Consultants also provide training and consultation to educational staff and parents of children with special needs and challenging behaviors. Opportunities exist to participate in research projects, conference presentations and journal publications.

A minimum of a Master's degree, training or experience in Applied Behavior Analysis, and experience in public school systems is required. Local travel by car is expected.

This position offers an excellent salary with a very generous benefit package including: health and dental insurance, tuition reimbursement, a 403(b) retirement plan and up to 34 paid days off annually.

Send Resumes to:

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E-mail: careers@mayinstitute.org



We are dedicated to supporting a diverse workforce.

2003 Fellowship Awardees

The Sidney W. and Janet R. Bijou Fellowship Awardees

The Society for the Advancement of Behavior Analysis (SABA) is delighted to announce that it recently received an extraordinary and most generous donation from Dr. Sidney Bijou and his family to establish a second Sidney W. and Janet R. Bijou Fellowship. In 2003, there were a total of 21 highly qualified applications for the awards, and the 2003 awardees of the Fellowship are Marleen Adema, of the University of Wales, Bangor, and Caio Miguel, of Western Michigan University.



Marleen Adema is a linguist from The Netherlands "brought up" scientifically in an environment of Chomskyan linguistics, Functional Grammar and cognitive psychology.

During her studies at the University of Amsterdam she more and more developed an interest in behaviorism and behavior analysis, much to the surprise of her lecturers. She specialized in first language acquisition, and also took classes in psychology and philosophy. Philosophy classes in high school had taught her that behavior analysis was a serious option in science. However, it was hardly treated as such during lectures in either psychology or linguistics at university. All the misunderstandings that surround behaviorism and behavior analysis attracted her attention and made her want to study the primary sources. She heard the claim 'behaviorism is dead' often enough to believe it, and was delighted to discover one day in the library that behavior analysis was still being practiced. She studied the 'discussion' between Skinner and Chomsky, and for her Masters thesis she compared radical behaviorism and connectionism especially in the field of the learning of verbal behavior.

After graduation for her Masters in December 1999 there was no opportunity to do a PhD in behavior analysis in The Netherlands. Attending several international behavior analytic conferences in the years after graduation made for exciting experiences and the end of isolation as a behaviorist. It also opened up new possibilities.

Marleen Adema is currently taking an MSc course in Research Methods in Psychology at the School of Psychology of the University of Wales, in Bangor (UK), where a group of behavior analysts led by Prof. Fergus Lowe and Dr. Pauline Horne is working in several areas of research. At Bangor, Marleen specializes in Learning,

Language and Development. She is specifically interested in a combination of theoretical and experimental work within behavior analysis and language development or, more generally, child development. The research project for her MSc focuses on the development of imitation. For her PhD, starting in September of this year, she will study child development in further detail.



Caio Miguel received his bachelor's degree in Psychology at the Pontificia Universidade Católica de São Paulo, Brazil. He completed his MA degree in Behavior Analysis at Western Michigan University where he is currently working on his PhD. Caio's research interests include verbal

behavior, more specifically, language development/acquisition. His master's thesis evaluated the role of automatic reinforcement on the development of vocal behavior in children diagnosed with autism. The results of this study were published in the journal *The Analysis of Verbal Behavior*.

As a primary student investigator, Caio has collaborated in several research projects with children. These include the evaluation of the Interpolated Reinforcement Effect (IRE) with preschoolers, use of tabletop conditional discrimination procedures to teach geography to children diagnosed with autism, and the study of the effects of multiple-tact and receptive-discrimination training upon the acquisition of word categories/intraverbal skills by preschoolers.

Caio has also taught several sections of the *Introduction to Behavior Analysis Laboratory* (rat lab), has served as Dr. Jack Michael's graduate teaching assistant, and has taught two semesters of an undergraduate class, *Concepts and Principles of Behavior Analysis*. In 2002 and 2003, the Psychology Department and Graduate College at Western Michigan University awarded Caio the department graduate research and creative scholar and the university-wide outstanding graduate teacher awards.

Currently, Caio is interested in studying the relationship between listener and speaker's repertoires in the development of arbitrary stimulus classes. His dissertation research will be co-supervised by Dr. James Carr and Dr. Jack Michael. Subsequent to obtaining his PhD, Caio plans to continue working with children and possibly developing a verbal behavior research program.

**The Society for the Advancement of
Behavior Analysis Experimental
Analysis of Behavior Fellowship
Awardee**



Kazuhiro Goto was born in Japan in 1976. He got his first degree at Keio University, Tokyo in 2000, where he carried out a project in the laboratory of Shigeru Watanabe. He then moved to the University of Exeter, in south-west England, where he was awarded an MSc in Psychological Research

Methods in 2001. His MSc dissertation investigated movement discrimination by pigeons, and was published in *Animal Cognition* in 2002, coauthored with his supervisor Stephen Lea and his collaborator Winand Dittrich. He started his PhD in 2001 at the University of Exeter under the supervision of Stephen Lea and Andy Wills. The dissertation investigates category discrimination, feature analysis and stimulus control by holistic and elemental features of static and movement

stimuli in pigeons and humans. One of the experiments that will form part of the thesis will be published in the July 2003 issue of the *Journal of the Experimental Analysis of Behavior*, and two further chapters have already been submitted for publications in various journals.

He is very pleased and honored to have received the SABA EAB fellowship. He really enjoys working in the lab, and he is enthusiastic about developing his research project. He is also very keen on meeting people and having collaboration to extend his research fields: his undergraduate work on behavioral neuroscience in Tokyo earned him a co-authorship on a paper in *Physiology and Behavior* and at Exeter he has shared in the teaching of animal behavior fieldwork, supervising projects on seals, grazing animals and marine birds. He is looking forward to visiting the laboratory of Robert Cook at Tufts University, where he will hold a visiting scholar position supported by the UK Experimental Psychology Society from October to December 2003, and he plans to complete his PhD in September 2004. He also hopes to attend the Boston meeting of ABA in 2004.

Fellowship Awardees

2004 ABA Convention
in Boston, MA

CALL FOR PAPERS

Deadline

October 15, 2003

Submit your proposals
on the ABA Web site:

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

2002-2003 SABA Donors

Many thanks to those individuals who made donations to the Society for the Advancement of Behavior Analysis in 2002-2003. Your contributions support students, researchers, and development of the field.

\$230,000

Bijou Endowment:

Sidney Bijou

\$2,000 - \$3,000

International

Endowment:

Association for
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Edward Anderson

Verbal Behavior Special Interest Group:

Jack Michael

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2nd International ABA Conference

Brazil, 2004

Seeking Funding for Behavioral Research

By Maria E. Malott, PhD

In recent years, thanks to the leadership of Michael Perone, the Executive Council has worked to position behavioral research in the scientific community by strengthening ABA's relationship with the Federation of Behavioral, Psychological and Cognitive Sciences, promoting behavior analysis research on Capitol Hill, and becoming a member of the Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC) (See Perone, 2002, 2003).

The Council also recognizes that the ability to obtain funding is critically important for the advancement of behavioral research and, as a result, suggested a special section in the *ABA Newsletter* where members who have successfully obtained research funding could share their perspectives and experiences. This section offers a number of strategies, resources, and funding sources (national and international). Among others, included are sections focused on obtaining funding from the Office of Special Education and Rehabilitative Services in the Department of Education, the Centers for Disease Control and Prevention, the National Institutes of Health, and the National Science Foundation. Many thanks to all the contributors for the time and effort they took to make this information available. We hope you find it helpful.

References

- Perone, M. (2002). A message from the ABA President: Behavior analysis and translational research. *The Association for Behavior Analysis Newsletter* 25(3), Front cover – 2.
- Perone, M. (2003). ABA joins Federation in promoting behavior analysis on capitol hill. *The Association for Behavior Analysis Newsletter* 26(2), 25-26.

Getting Funding from the Office of Special Education and Rehabilitative Services; US Department of Education

By Jennifer M. Asmus, PhD

Overview

The U.S. Department of Education (U.S. DOE) houses the Office of Special Education and Rehabilitative Services (OSERS), which is one of six principal offices run by the U.S. DOE. I will discuss OSERS funding that is linked to Part D priorities within IDEA. Projects funded under Part D monies needs to be aligned with the goals of IDEA by clearly specifying the intended outcomes for children and youth with disabilities as well as specific research outcomes.

There are a variety of funding options available through OSERS Part D monies, such as Student-Initiated Research Projects (CFDA #84.324B) and Initial Career Awards (CFDA #84.324N). Each provides one year of funding (up to \$20,000 for student-initiated and \$75,000 for initial career awards). Twelve student awards and four initial-career awards are typically funded each cycle. Directed Research Topics (CFDA #84.324D) support research to practice projects while the focus of Field Initiated Research Projects (CFDA #84.324C) are quite broad (supports innovation, development, and advancement of knowledge and practice). All of these grant competitions are competitive discretionary grants (meaning tied to legislative and regulatory requirements of IDEA). Directed research and field initiated grants are funded for up to \$180,000 per year for three years (\$540,000 total). There are several other types of funding available, such as model demonstration projects, personnel preparation, and outreach projects. (For more information on these and

other funding options see the "grant resources" section of <http://www.ed.gov/offices/OCFO/grants/sites.html>).

When there is a call for proposals, it comes in the form of an "absolute priority," under which there are three to four "broad areas of focus" stated (e.g., access to learning, accountability and reform, social and emotional development). For directed research grants, each of these areas of focus has several "target areas" to select from (e.g., research on early childhood mental health, assessing self-determination skills) and each focus area has a set number of awards to fund (eighteen for each priority). Field-initiated projects list out three to four invitational priorities but all 14 awards are allotted across all areas.

A team of outside peer reviewers that changes with each competition reviews research grants. This panel may include consumers of research, such as parents, persons with disabilities, or practitioners. Peer reviewers read and score a group of assigned applications and give a proposal a pre-panel score from 0 (lowest) to 100 (highest). This score is based on adding the scores for each individual section of the proposal. There are five sections: significance (20 points), quality of the project design (35 points), quality of project personnel (20 points), quality of the management plan (15 points), and adequacy of resources (10 points). After the pre-panel review, the entire group meets again to review and discuss all of the applications and reviewers have the opportunity to change their scores. There is then typically some standardization of scoring conducted by OSERS and they review all of the proposals prior to making final decisions on which proposals will be funded. Typically Congress has to approve the funding of awards (i.e., release the funds) prior to the program officer notifying recipients.

I have submitted single-case design projects to directed research (both were funded) and field-initiated (not funded) competitions. The time from submission to decision ranged from two to five months. There were three to four reviewers assigned to each proposal. Justification of the number of participants to be included, communicating a clear and reasonable research plan, and the ability to demonstrate that the project would improve educational practices/educational outcomes for children with disabilities appeared critical based on reviewer feedback.

Where to Begin

It all begins with the notice in the Federal Registrar of grant competitions (<http://www.ed.gov/offices/OCFO/grants/forecast.html>) This website provides links to the OSERS charts of the anticipated or actual application notice and deadlines for submission and review. The forecast tables also specify the number of awards and amounts. This issue is very crucial. For example, the field initiated competition is very fierce, over 100 applications typically submitted for 14 awards. However, directed research grants have fewer applications and a larger number of awards when there is sufficient notice (3 months) and even less competition (e.g., 55 applications for 22 awards) when there is minimal notice (typically one month notice in the summer). So it pays to know the typical grant deadline cycle but also to watch for and be prepared for unexpected announcements.

Suggestions to Maximize Scoring

Here are a few suggestions to maximize your chances of funding, based on my own experience. First, check with the program officer assigned to the project competition to be sure your idea sounds like one that would be considered favorably by the panel. Second, the director of the Office of Special Education Programs (OSEP) delivers an address about the upcoming priorities for the next fiscal year at the annual project director's meeting held the second week in July in Washington, DC. This information may help to prepare in advance for certain focus areas of grant competitions for the coming year. Finally, the details of the grant application are the most important to attend to. If the information is incomplete or missing, chances are you will not be funded. There is a page limit (typically 50 double spaced pages) and the reviewers are only required to read the items included in those 50 pages. There are also several "assurances" that you need to carefully review and include in the proposal. For example, state which of the absolute priorities your application addresses, and discuss how you plan to try to recruit persons with disabilities and/or from under represented ethnic groups to be a part of the project team. We always highlighted the page number where we addressed these assurances as a separate table prior to the table of contents in the pages of the application.

In summary, although \$180,000 per year is getting harder to stretch (our universities' 45% indirect costs come out of that \$180,000 per year) OSERS funding is an excellent federal mechanism to begin a programmatic line of behavioral research.

Federal Funding Opportunities Through The Centers for Disease Control and Prevention

By Barbara Becker-Cottrill, EdD

The Centers for Disease Control and Prevention (CDC) offer many grant funding opportunities in a variety of areas that lend themselves well to behavior analysis. The CDC is one of the major operating components of the U.S. Department of Health and Human Resources and is considered the lead federal agency for protecting the health and safety of people - at home and abroad. The CDC includes 12 Centers, Institutes and Offices. Of these, perhaps of most interest to behavior analysts would be the National Center on Birth Defects and Developmental Disabilities, The National Center for Chronic Disease Prevention and Health promotion, the National Center for Injury Prevention and Control, and the National Institute for Occupational Safety and Health.

CDC encourages strong partnerships in fulfilling its mission. Within these partnerships, there is a growing trend for establishing interdisciplinary collaboration between epidemiology, medicine, and a variety of other disciplines including behavioral science. A few current examples of grant opportunities that call for collaborative efforts among disciplines include education programs in occupational safety and health, development and validation of measures to assess outcomes of mild traumatic brain injury, a cooperative agreement program for fetal alcohol syndrome (FAS) prevention, and a cooperative agreement for assessing folic acid knowledge and behaviors.

"Healthy People 2010", the national agenda on preventative health, has several focus areas and grants available that are well suited for behavior analysts. Many of these are related to the development, implementation and evaluation of community-based interventions. One objective set forth in "Healthy People 2010" is to reduce motor vehicle-related fatalities to no more than 9.2 per 100,000 from a baseline of 15.6 per 100,000 persons in 1998. Behavioral science has already had an impact on seat belt use. Current research sponsored by the CDC calls for further interventions and collaborative efforts in this area; specifically to (1) reduce alcohol-impaired driving among high-risk groups; (2) increase safety belt use among low-use groups; and (3) increase the use of child safety seats, with an emphasis on booster seats.

The CDC has an excellent reputation with regard to its relationships with grantees and collaborative partners. From personal experience, their grants management office and technical assistance personnel provide a superior level of support at every phase of grant development and implementation. The West Virginia Autism Training Center (WVATC) at Marshall University successfully applied for a grant from the CDC in 1996 to develop a model of prevention of some secondary conditions of autism (i.e. familial stress, self-abusive behavior). To date, this model has been implemented with over 300 West Virginia families and their children with autism. In 1999, the WVATC began to conduct population-based surveillance of autism spectrum disorders based on CDC methodology. The addition of an epidemiologist to our staff has enabled us to conduct this type of research and has opened new doors to research. We now work collaboratively with nine additional states that have been awarded similar grants. Grantees come from public health, medicine, education and behavioral science backgrounds. As work goes forth with this group of grantees, it becomes very clear that it will take this type of interdisciplinary collaboration to move forward in the field of autism and many other fields.

In summary, the CDC offers many research opportunities for behavioral scientists interested in public health issues. Collaboration with other disciplines is most often essential and considered a credit to a proposal. Funding opportunities with the CDC can be found easily on their website at www.cdc.gov. There is a link on the home page that will take you to funding opportunities. Under funding opportunities, specific grants are listed by focus area. Requests for proposals are detailed and most often, the request states what resources must be in place in order to be considered. Addressing each point listed in the RFP in detail, and ensuring the appropriate resources are available is essential. Grant forms are available on line and can be located at the CDC funding site. Specific questions of a budgetary or technical nature related to a proposal submission are always welcome.

Getting Funded from the National Institute of Mental Health (NIMH)

By Edward Fantino, PhD

My first application to NIMH, back in 1964, was unsuccessful, but the rejection was informative. I had put together what I thought were proposals for three good sets of experiments. I learned that the experiments were not all that good, that they were too unrelated and that I was asking for far too much. Since that first application I have submitted dozens more. In all I tried to take into account the lessons learned from that first ill-fated attempt. While several of these proposals were not

funded, and while I certainly bristled from time to time at the reviews, based on my experiences with NIMH and the National Science Foundation (NSF) and based on a term on the NSF panel, in large measure I believe that the grant process is fair. Perhaps I have been asked to write this piece because I have succeeded in obtaining uninterrupted funding from NIMH and/or NSF since my first NSF grant in 1965. Currently we are completing the second year of a five-year NIMH grant. But it has never been easy (and a thick skin is recommended). What have I learned? While there is a certain degree of variability in the process, I would say that there generally is a correlation between the perceived quality of the proposal and the likelihood of funding. So the first principle involves putting in the time and planning required for a strong proposal. The proposal should have implications either for theory or application if it is to compete successfully. At the very least, the proposal should make clear why the outcomes of the proposed experiments are likely to be of interest to others. Above all the proposal should be clearly written. The application for NIMH funding features a single-spaced proposal of up to 25 pages. If the application proposes experiments studying non-human animals it goes to a panel that includes several members sympathetic to behavior-analytic research. The panel meets three times a year.

Unlike NSF panels, which rely on the reports of outside reviewers as well as on the evaluations of the panel members, NIMH relies solely on the opinions of the panelists. Thus, one's first step should be to check out the membership of the appropriate panel on the NIMH web site or by phoning the office of the relevant program director (currently, Howard S. Kurtzman, PhD, Chief, Cognitive Science Program). Obviously one takes special care not to ignore research relevant to one's proposal done by any of the panel members. Since our laboratory investigates choice in humans as well as in pigeons this panel was appropriate. If our proposal had consisted entirely of human research, however, it would have been sent to another panel (I know not which), and very possibly would have received a less favorable reception. There can be a downside to this strategy however: if the human and non-human research is not well integrated the proposal may be judged unfocused. Since I have been repeatedly advised of the importance of coherent well-focused proposals there is a definite tradeoff here. Indeed I have had a proposal from our lab derided as "a potpourri proposal" for this reason (one person's breadth is another's potpourri). In my judgment steering the proposal to the appropriate panel is probably even more important than submitting the best possible proposal. In our most recent proposal that strategy was successful. Although one or two of the three reviewers did comment on the lack of focus, they nonetheless recommended funding.

While all of the panelists on an NIMH panel vote (giving a score in a secret tally) three panelists are primarily

responsible for influencing the fate of the proposal (one “primary” and two “secondary” reviewers). These panelists present their detailed evaluations to the rest of the group and lead the discussion. Soon after the panel meeting, the investigator receives the three detailed reviews and a “priority score” and percentile rank. The percentile rank is critical. The cutoff for funding will depend on how well funded NIMH is at the time. In the past few years at least the top 20% have been funded. If the proposal is not funded, the investigator may revise and resubmit it twice (for a total of up to three considerations). If the reviewers’ concerns can be adequately dealt with, chances for funding obviously improve.

What can we do to increase the number of behavior-analytic proposals that are funded by NIMH (and NSF for that matter)? The most obvious and effective strategy IS TO APPLY! The more applications received from behavior-analytic researchers, the more qualified panelists will be appointed in our area. And the more panelists who are knowledgeable about, and sympathetic to, research in behavior analysis, then the brighter the prospects for the funding of behavior-analytic proposals.

Getting Funding from the Canadian Institutes for Health Research (CIHR)

By Maurice A. Feldman, PhD and
C. T. Yu, PhD

As stated on their website (<http://www.cihr-irsc.gc.ca>), “CIHR is Canada’s premier federal agency for health research. Its objective is to excel, according to internationally accepted standards of scientific excellence, in the creation of new knowledge and its translation into improved health for Canadians, more effective health services and products and a strengthened health care system.”

CIHR consists of 13 “virtual” institutes, two of which are most relevant to behavior analytic researchers: (a) Human Development, Child and Youth Health and (b) Neurosciences, Mental Health and Addiction. Moving beyond the traditional medical model (“body parts research”), CIHR institutes strive to fund multidisciplinary research that encompass four “pillars,” (1) biomedical, (2) clinical science, (3) health systems and services, and (4) social, cultural and other factors that affect the health of populations. Currently, CIHR funds 3,251 grants, 1,625 awards, 644 Career Awards and approximately 4,000 trainees.

What is Entailed in Applying for Grants from the Canadian Institutes for Health Research

Rather than duplicating information, we refer readers to the link “How to apply for a grant or award”, <http://www.cihr-irsc.gc.ca/services/funding/apply/>

[how_to_apply_e.shtml](#). We would add that CIHR is revising its peer-review committee structure. Studies dealing with childhood and adolescent disorders should be submitted for review to the new committee on Children’s Health (CHI). Studies related to the behavioral problems of the elderly should be referred to the new committees on Biological and Clinical Aspects of Aging (BCA), or Social Dimensions in Aging (SDA). Other *applied* behavioral research should be referred to the long-standing “Behavioral Sciences B Committee,” whereas *basic* research should go to the “Behavioral Sciences A Committee”.

Advice for Behavioral Researchers Seeking Funding

Again, we refer to another “must read” link, “Tips for writing a successful CIHR grant application or request for renewal,” <http://www.cihr-irsc.gc.ca/services/funding/apply/tipsfor.pdf>. In addition, we offer the following advice that may not be covered in the above link (these suggestions probably are relevant for any grant application, not just CIHR).

Write in language understandable to non-behavioral researchers. While CIHR asks you to provide the names of several possible external reviewers, reviewers of your proposal will most certainly include researchers from diverse disciplines. Members of CIHR review committees are listed on their website.

- Recommend reviewers who appreciate and understand behavior analytic research. CIHR is quite open to suggestions for foreign reviewers. This is particularly important for Canadian behavior analytic researchers because there are so few of us, and we often collaborate, making us ineligible to review each other’s applications (even when we are not on them).
- Your summary is crucial because when the committee meets to make its final funding decisions, not everyone on the committee would have read your entire proposal. Ensure that your summary conveys the originality and potential contribution of your proposed study to knowledge translation and improving the health of Canadians.
- It is highly desirable to include pilot data to support proposed studies.
- Include power analysis to justify your proposed sample size for group designs or justify the use of within-subject and/or time series designs. Include statistical consultation where appropriate (this is a fundable expense).
- Include letters of support from partners and agencies, especially those you will be approaching for participant recruitment.

Collaborating to Support Behavioral Funding

CIHR strongly supports multi-site, interdisciplinary collaborative projects. Behavioral scientists can often contribute to large-scale applications, for instance, by designing and conducting sub-projects covered within the larger application. For example, we are Team or Site Leaders of an international consortium of autism researchers (www.autismresearch.ca) headed by Jeanette Holden, a geneticist at Queen's University in Kingston, Ontario. The consortium has obtained over C\$4 million funding from CIHR to run a suite of studies examining genotyping, phenotyping, early identification and prevention of Autistic Spectrum Disorders (ASD). Among other things, our behavioral expertise is being utilized to design and conduct the latter two initiatives.

Check the CIHR website regularly for updates and announcements of new requests for applications, beyond the regular funding programs. Frequently, requests for applications are announced for multi-site collaborations in specific areas or by individual institutes.

CIHR provides grants for multidisciplinary research training to build capacity in traditionally under-represented areas of health research. For example, we are part a six-year transdisciplinary training program in ASD that has just been funded by CIHR. We will offer training in behavior analytic research models and techniques to students and research trainees from a variety of disciplines.

CIHR also offers salary awards for researchers at different levels. There is significant new funding for post-doctoral fellows and new health researchers. Again, CIHR is committed to a broad definition of health research and innovative approaches, particularly for marginalized populations and under serviced conditions. Thus, CIHR may be more disposed than in the past to fund behavioral researchers who often conduct treatment research with persons who have developmental disabilities, behavior disorders, or acquired brain injury.

Thirteen Things I Wish I'd Known About Granting

By Steven C. Hayes, PhD

I've been funded over the years by a variety of federal agencies: NSF, NIDA, NIMH, NCI, and SAMHSA. Some of the exact procedures differ agency to agency, so nuts and bolts considerations have to be learned by dealing with a funding source. Some considerations are so obvious (e.g., have a good idea) that they hardly seem worth mentioning. There are some things that are not obvious, however. For what it is worth, here are a few of the things I wish I'd known from the beginning.

1. Program Staff is Usually Encouraging

Beginners do not realize that (in the NIH institutes at least) program staff (who write and know about the program announcements or requests for applications) is separated by a semi-permeable organizational membrane from reviewing staff (who review and score your grants). Program staff almost always wants you to apply. They want good grants too, but numbers of applications drive the competition within their agency for staff and funding resources, so it is in their interest to be encouraging. While you want to a good relationship with program staff (for reasons explained later) take their enthusiasm with a grain of salt. Beginners sometimes call the program staff and then get all excited that "they like my idea." Perhaps, but that does not mean that funding is likely.

2. Know Who Sits on the Committee if Possible

Your grant application will be reviewed by peers. Not just any peers, however. Increasingly grant review committees are centralized, even across several institutes. You might have several psychologists on a large review committee, but only a few will be behavioral in any way, shape or form. In some cases you can find out which committee is likely to review a grant. It is a good idea to look at the list and think about what this means. Don't write to specific people, but deal with the fact that you will have to sell your study to people far from your field to get funded. Look up who they are and what they do. It will be sobering. If you can't reach these folks you will fail, so know your audience.

3. Connect Across Disciplines and Perspectives

It is helpful, because of this breadth, to present your study in a way that maximizes its appeal. Be respectful of other approaches. If your project could usefully involve other disciplines or perspectives, try to find a way to include them. Bring on some major consultants. Find high quality co-investigators. If the grant has a bio facet to it, bring in a bio person. The hardest part of this process is that you may need to use a mixed methodology, at best, and you may need to deal with statisticians a whole lot more than you would like. I've written a lot on single case designs. I have one (count them, one) grant using a formal single-case design and I hated the outcome because I specified phase shifts (etc.) so much that I lost of the whole point of single-case designs. In some institutes and agencies you can do great single-case work. In many, it is just too damn hard to get funded that way. I hate writing this part. I wish I had a better solution to suggest. Maybe someone else in this group of funded folk will have one but most of my funded work is psychotherapy outcome research, and the randomized controlled trial is the gold standard there. So far as I know, when you are in China, you speak Chinese.

4. Behavioralese Can Be Harmful

You need to sell your project, and you need to be true to your thinking to sell it. But use behavioral terms carefully and relatively sparingly, and then try to use terms that connect with more common ways of speaking about the same events. I think the “relational frame theory” literature gives an example, if you will forgive the plug. For example, when speaking of verbal behavior I like to talk about human language and cognition. Why not? Any human psychology has to deal with cognitive behavior, and there is no reason to cede this whole area over to mentalists. Terms like “emotion” or “thinking” or “reasoning” need to be in our grants (and the references need to be real and thoughtful) to connect what we do with the domains of interest in the culture and in granting agencies. We can do this without compromise.

5. Start Small

You have to establish a track record to be funded. Don't go for big projects until you show you can manage small ones. Work with others who already have a reputation; do a small treatment development project; start where you are – not where you want to be.

6. Turn Around Revisions Quickly

When you get a grant review, read it (in all likelihood it is a rejection), fume for a few moments, and then put it away for at least a week. Then get on it. You want your revision in the next cycle because committees turn over a lot and you want them to remember your earlier proposal. In your revision, say how you dealt with all of the suggestions, and do the best damn job you can.

7. Develop a Good Relationship with Program Staff

If program staff understand you and respect your work they will fight for it to be funded. After the review is done – if the project is fundable – program staff get to tweak the final list. Funding is not strictly in order of priority scores.

8. Say Yes and Mean It

Once you get funded you will begin to be asked to do the many things (e.g., reviewing) that are needed to have an agency work. Say “yes” and mean it. Grant agencies don't call their researchers their “stable” for nothing. If you take the money, you agree to be ridden. What's fair is fair, and this is fair.

9. RFAs Are Your Friend

Program announcements and unsolicited grants are reviewed in the normal way. Dedicated money linked to a formal “request for applications” often (not always) has a dedicated review committee. Such committees know about how much money there is to spend. If they are too conservative, it does not get spent. Plus the competition may be less. This is another reason to have good professional friends among program staff – they

can explain why the RFA is there. It doesn't mean that the reviewers will understand the RFA (a major frustration to grant applicants and program staff alike), but if the committee is a dedicated one, you have a better chance.

10. Track Record Matters

If you get funded, perform. Publish. Present. Duh.

11. It Does Not Help to be Cheap

Beginners think they will get points for saving money. For example, they list themselves at only 10% involvement, instead of a more reasonable 30 or 40%, reasoning “I will do the research anyway – so there is no need to pay me. Heck, this is a bargain.” Wrong. The reviewers will concluded either that you are naive or that you are not committed to the project. Either reaction is unhelpful. Better to ask for what experienced grant writers know you will need in personnel and data management: top quality statistical consultants; people to help you get all of the data in and checked; adherence checkers; etc., etc. Document why you need these things and ask for the money it takes to have them. Ask for the bells and whistles if they are linked to scientific quality. You will not get points for cutting corners.

12. Make It Easy on Reviewers

Reviewers often are skimming grants the night before the review meeting. Make it easy of them. Create sections linked to the criteria in the program announcement or request for applications. Embolden key words linked to the reviewers job. Tell the reviewer where things are. One grant even had a “points for reviewers” section listing where everything was, and describing the strengths and weaknesses of the project. I suspect that their reviews were readily written using that section as a guide. It was funded.

13. Work with Others

Collaborate and give more than you take. Don't hide your ideas – get them out there. Don't horde your ideas either. Help others use them. If they are good, you will eventually benefit. If you demand the benefit you choke off the flow of support from others.

And, yes, have a good idea.

Good luck.

Funding. An Excellent Idea for All Parties!

By M. Christopher Newland, PhD

A lot of scientists want to study behavior badly and, unfortunately, that is exactly what they do. It is stunning how much policy, drug development, and science is based on poorly conducted behavioral research. Experimental psychology has over 120 years of history in trying to understand one of the most complex phenomena of nature. Behavior analysis is one outcome of this history and we can claim many successes in how to talk about behavior, how to study it, and how to apply it. There are opportunities for behavior analysts in the huge range of research areas that behavior touches. Here I wish to address why we should seek funding, what areas might be of interest, and some thoughts on structuring the application.

Your Search for Funding is Good for Us

Funded research is good for behavior analysis and it is good for science for the same reasons, and these derive from the activities that seeking, receiving, and using such funding selects. Our success stories are not widely appreciated and, unfortunately, many success stories in other sciences, such as the cognitive and behavioral neurosciences, are not well known by behavior analysts. One cannot participate in the broader biomedical research arena and remain insular. We need to get out more, and that is what the search for funds encourages.

In case the point has not been made, let me be explicit. Behaviorists in the U.S. must communicate with other sciences. We must do that using the currency of other sciences, funded research. We must do it in such a way that we can influence other sciences. Finally, we must do it in such a way that our own science is influenced and changed by the remarkable research going on in other settings.

Your Search for Funding is Good for You and for Your Institution

Funding is good for you because grant support from NIH is generous and provides flexibility and resources as you explore your research ideas. Oddly enough, it is sometimes necessary to state explicitly that NIH funding is good for your institution, especially if administrators are concerned that it distracts from podium-based teaching. Extramural funding provides resources as other revenue sources dry up. Moreover, teaching in the laboratory or field sciences also entails experience in research settings. Funded projects provide opportunities for undergraduate and graduate research, and sometimes employment, in a research project that is so good that it passed rigorous peer review.

Opportunities for Funding in Environmental Health Sciences

We are in the decade of behavior, and this public-relations endeavor is taken seriously, or at least exploited, to promote behavioral research in many settings. There may be a place for improved understanding of respondent and operant phenomena in nearly every one of the institutes of the NIH. The NIEHS, who funds my research, is no exception. The list of compounds that affects the nervous system is long but people don't really become concerned until effects appear in function, i.e. behavior, and this is where we come in (Anger, 1984). It is through behavior that we are exposed to neurotoxins, that effects are identified, and that effects are modulated.

As with other institutes, the mechanisms for funding are several. The major one is the RO1, an investigator-initiated project that can provide up to five years of funding. Other mechanisms include RO3 (the "small grant") for more modest or exploratory ideas. Training grants are available to fund fellowships. Seasoned investigators can apply for types of "few-strings-attached" "K" awards. There are special mechanisms for investigators in under-served undergraduate institutions. The NIH web page describes these different mechanisms (<http://grants.nih.gov/grants/index.cfm>)

A wide variety of types of projects might be considered. Principles of respondent and operant conditioning apply in many ways to the examination of how neurotoxins act on behavior change, self-control, motor function, sensory function, social behavior (e.g., social dyads, maternal behavior, reproductive behavior), interactions with drugs or nutrients (Newland, 1995; Newland & Reile, 1999; Weiss & Cory-Slechta, 1994). In all of these areas there is a need to improve how we study neurotoxins in the laboratory as well as in exposed populations. In many cases neurotoxic substances participate in behavior directly, as discriminative or consequent stimuli.

A growing, and very important area to which we can contribute is the study of gene-environment interactions over the expression of neurotoxicity. Our expertise in understanding meaningful behavioral phenomena and environmental contributions can usefully be applied to this growing and interesting area.

The examination of effects of environmental neurotoxins on human behavior is certainly fertile ground and behavior analysis could offer much in doing this in ways that bridge human and animal behavior. To do this properly requires an understanding of behavior principles so well that rapid but effective human testing protocols can be developed (Paule, Chelonis, Buffalo, Blake, & Casey, 1999; Paule, Forrester, Maher, Cranmer, & Allen, 1990).

Risk communication might be promising, as might be environmental education. In either case instructional

techniques and a full appreciation of verbal behavior could offer promising results not just in the above mentioned areas but also in standardizing testing in different cultures (Anger et al., 2001; Anger et al., 1996).

Many behavior analysts are extraordinarily sophisticated quantitatively and this can serve as a real strength not just in describing effects on behavior but also in the larger area of the assessment of risk. The old way has involved identifying the lowest dose reported to have an effect in a laboratory study and divide by ten several times for each of several sorts of uncertainty. Newer, more empirically-based approaches are being developed, interestingly enough, by behavior analysts, that are quantitative and that exploit our appreciation of the analysis of individual subjects (Cox & Cory-Slechta, 1987; Glowa & MacPhail, 1995).

Structuring the Application

The driving force behind a successful application is a good idea. This idea must be presented well and must be linked clearly and explicitly to the proposed research. It could be a novel but related development in your research program or a new approach to an important but difficult problem. While it must move the field forward, it doesn't have to move heaven and earth, so don't let the perfect be the enemy of the good.

The overall project is broken down into a few specific aims. These must be thematic, carefully thought out, and achievable. Typically, there are three to five specific aims, though there may be some sub-headings of these. They may represent different experiments, or themes that run through several experiments. Either way, they must not be open-ended fishing expeditions but specific and achievable with clearly defined ends. Many proposals actually state what effects are expected. That can help a reviewer get a sense of the logical flow of an application, but nobody is going to hold your feet to the fire on these. After all, if you know the outcome then you are not doing research.

Ideas are judged on their merit and their feasibility, but there are other considerations. Study sections are admonished not to "eat our young." If you have never been funded by the NIH then check the appropriate box on the application. New investigators are not expected to have as much supporting data as are established investigators. The other side is that seasoned investigators cannot expect simply to sail through the review process. Having a track record is part of the picture since it increases the probability that a project will be successful, but being well known, and even highly respected, is no guarantee of funding. I have seen applications from stellar researchers denied.

The application asks for proposed studies. Describe these as you would to a scientist because that is who will be reading your application. That said, don't overlook the value of stating the obvious. Describe important

details, but only important ones. State how an experiment relates to a specific aim. Be clear about dependent variables, control conditions, analytic approaches. State what problems you might anticipate and how you will deal with them.

Good writing is as important as good science. (I advise students to read Zinsser's "On Writing Well.") The committee will likely contain an expert in the area(s) covered in your grant application but at least one of the reviewers will be an expert in a peripheral area, so avoid unspoken assumptions and certainly keep jargon to a minimum. In the best applications, the reviewer can anticipate the next topic before it is actually presented and may even have a fair idea of your experimental approach before actually getting to it.

One mistake often made is that of being overly ambitious. Be sure that your proposal is feasible with the budget and in the time-frame allowed. If it is not, then perhaps you should re-think your specific aims to make them more modest, or more circumscribed.

Don't propose to do something that you don't know how to do. State in your proposal who is doing what, or how you will learn techniques that you need to learn. Implicit behind this suggestion is that an interdisciplinary approach can strengthen an application. This is not necessary; many excellent single-investigator proposals are funded, but it can help. If your experiment requires microdialysis or functional MRI and you have never done that, then collaborate with someone who has. Include the expertise required for your project, and the budget required to conduct it. I have seen applications' budgets cut because items were not justified well but I have also seen proposals rejected because the budget requested or the experimental design was inadequate. The study section knows that good science cannot be done on the cheap.

Getting funded is like quitting smoking or completing your dissertation: the probability of success rises with each attempt. You get three strikes at an idea so don't give up. Your re-submission should address reviewers' comments explicitly. Be prepared for blunt, direct criticism that can sometimes sting. Remind yourself that good scientists appreciate good feedback, which sharpens ideas. Contact the program officer to get some additional information that may be helpful, especially if a criticism is unclear or inappropriate. The officer was in the room when your proposal was reviewed and speaking with you is his job. Program officers' career advancement is related to how well they manage their stable of grantees. In fact, consider contacting the relevant program officer before even writing the application, but after your idea is pretty well formulated, to get a feel for how it might be received.

Make Yourself Look Good

In an ideal world a good idea is enough but we only live in a partial meritocracy. The merit of the idea and its implementation are the most important components of the application, but the investigator and the investigative team are also crucial. The application form asks information about the applicant, the applicant's track record, and the institution. Pay attention to this.

Training is related to the advice that you propose to do what you know how to do. A good postdoctoral fellowship can provide an excellent opportunity to expand one's skills, conduct concentrated research, receive mentoring, establish contacts, and sharpen grantsmanship tools.

The social aspects of science matter. It can only help if the reviewers have read your work or, better, have heard you present it at meetings. Meetings also help you gain a sense of current trends and techniques and, equally important, it can help you be seen and heard. This means attend meetings that reviewers attend.

Do not take lightly the necessity of institutional support, especially if you are in an institution with relatively little experience with funded research. The research infrastructure, letters from the appropriate administrators, and a clear statement in your application that you will be allowed the necessary time to conduct the research are important elements of a successful application.

Apply

You don't get money if you don't ask for it. Start early, set a deadline of two weeks before the actual deadline, do your homework, and apply!

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Swedish Funding for Clinical Research in Behavior Analysis

By JoAnne Dahl Olerud, PhD

Getting funded for doing clinical research in Sweden is not complicated, especially if you choose an application that is of national interest, which is most commonly how to save the taxpayers money. I have been involved in designing and implementing applications of behavioral analysis in a number of medical areas that cost Swedish taxpayers, the government and insurance companies significant portions of their budgets. Costs for sick leave, work absenteeism, and health care consumption have skyrocketed. There is great interest in developing models for getting people back to work. In Sweden, insurance companies are presently making major funding available to researchers who are willing to develop and evaluate programs to reduce these costs.

The Swedish government research institute has deemed multidisciplinary rehabilitation programs based on a behavioral analysis of pain behavior to be the most effective means of helping persons get back to work. These programs are, however, costly. Insurance companies, especially, are looking for treatment models that can be used both preventively and as interventions for helping persons who have gotten stuck in different symptoms.

The last few years we have been developing preventive and treatment models based on the “third wave” behavioral programs, which offer a simpler, more cost effective intervention. There has been great interest from occupational health centers, insurance companies and rehabilitation centers in implementing these cost effective models. Even though Sweden may be extreme compared to other countries, with its unlimited health care and sick leave, the models developed in helping people get back to work would probably be applicable in many places. We are also developing integrative health models as an alternative to the medical models in countries like Africa, Serbia, and India, which do not have access to the quick fix drugs of western health care. Within the European community, we could collaborate on these efforts and there is EU funding available. There are also ethical reasons for cooperation with developing countries to find alternatives to the commercialized medical model of health care. We have much to learn from each other.

Finding Your Way Through the Peer Review Process at the National Institutes of Health

By Thomas A. Tatham, PhD

Contact NIH Institute Staff Prior to Writing an Application

It is often helpful to contact an NIH institute with a mission related to your research prior to writing an application. A list of NIH institutes may be accessed from the “Institutes, Centers & Offices” link on the NIH home page (www.nih.gov). Most institute home pages have a link similar to “Funding Opportunities” leading to descriptions of content areas (known as “programs”) and the scientist (“program official”) responsible for each area. Program officials can be of great service in deciding whether your research topic is of interest to their institute and may be able to refer you to another institute if your research does not fit their institute’s interests. The NIH has a broad array of funding options (grant mechanisms), including pre- and post-doctoral fellowships (F31 and F32 grants), Career Development Awards appropriate to various career stages and situations (K awards), Small Grants (R03), Academic Research Enhancement Awards (R15) for researchers at academic institutions that do not have substantial NIH funding, and standard Research Grants (R01). Program officials can assist in selecting an appropriate grant mechanism, which is very important to obtaining funding. Institute staff can also provide guidance on the mechanics of preparing grant applications as well as offer scientific guidance.

Consider Requesting Dual Institute Assignment

Following receipt, grant applications are assigned, based on content, to a primary funding institute (such as the National Institute on Mental Health or the National

Institute on Drug Abuse). The assigned institute will have the first opportunity to fund your application if it receives a favorable merit review by a study section. Your chances of being funded may be increased if your application has been assigned to one or more secondary institutes; secondary institutes have the option of funding an application if the primary institute declines and your research is consistent with their objectives. Both primary and secondary institute assignments may be requested in a cover letter submitted with your application; it is best to contact program staff at the relevant institutes prior to submission.

Consider the Audience

Study sections tend to be highly interdisciplinary so not every member of the panel will be an expert in your area. Furthermore, the several reviewers assigned to critique your application in detail may not be experts in all facets of your project. For example, a project applying a given technology to a special population might be critiqued by a reviewer with expertise in both the technology and population, a reviewer with expertise in the technology but not the population, and a third reviewer with expertise in the population but not the specific technology. Do not assume that methods or knowledge common to your field will be understood or accepted without justification by all members of the study section. The interdisciplinary nature of study sections may be seen by perusing the list of study sections run by the Center for Scientific Review (www.csr.nih.gov, which reviews approximately 75 percent of applications).

Ask Colleagues to Critique Your Application

It would be ideal to complete a draft of your application well before the submission deadline so that you can ask several colleagues to review it. However, avoid contacting a colleague serving on a study section that might review your application because this could prevent your application from being reviewed by that person. Related to the issues raised under “Consider the Audience”, it would be ideal to have the application read by colleagues with varying levels of expertise in the area of your application.

Carefully Attend to Application Instructions

Application instructions may vary depending upon the type of application and across institutes. Be sure that your application conforms to the appropriate guidelines. Also be sure to use current application instructions and forms. Applications involving human subjects must fully address the protection of human subjects in a very specific format, and must also discuss the inclusion of women, minorities and children. Similar considerations apply to applications involving non-human vertebrate

animals. Non-compliance in these areas can negatively affect your score, reduce your chances of funding, and could serve as a bar to funding until the issues are resolved.

The Budget Should be Appropriate

Study sections are not permitted to consider budgetary details when evaluating applications for scientific merit, so there is no advantage to attempting to convince the reviewers that your project is a “bargain”. However, excessive requests may be reduced by study sections or program officials following scientific merit review and it is best to avoid having someone else bring

your budget into line. In other words, make a realistic request.

Persist

Although there is considerable variability across institutes, most institutes award funding to no more than the top 20 percent of applications. However, many applications that are not initially funded receive a favorable score and funding following revision and resubmission. An area of special concern is “unscoring”. In general, study sections designate 50 percent of the applications as falling in the lower half of the merit distribution, and these applications are not discussed at the study section meeting. This practice allows study sections to devote more discussion time to applications with a greater likelihood of funding. When study sections designate an application as unscored, they are not attempting to “send a message” to the principal investigator; they are simply making a dichotomous decision regarding the score. In many instances, initially unscored applications receive fundable scores upon revision and resubmission.

Attend Carefully to Prior Critiques

Principal investigators receive a summary statement following review (usually within six to eight weeks). The summary statement contains the essentially unedited critiques of the assigned reviewers (typically three people). It is essential to consider the critiques carefully and to explicitly respond to their concerns if it is necessary to revise and resubmit your application. Ignoring or responding dismissively to critiques is detrimental to receiving a favorable review; indeed it is likely that the previous reviewers will be asked to review your revision and prior summary statements are typically provided to the reviewers. If you feel that the reviewers missed or did not understand something that was already in the application, it would be wise to consider whether your presentation of the issues needs to be reworked. Program officials can assist in interpreting summary statements and formulating an approach to your revision.

Take Advantage of Helpful NIH Websites

The NIH home page: www.nih.gov.

Study section descriptions, study section rosters, and other peer review information is available on the Center for Scientific Review's home page: www.csr.nih.gov.

A portal to many forms, instructions and helpful information about applying for grants: www.grants.nih.gov.

An overview of the grant review process is available at <http://grants1.nih.gov/grants/peer/peer.htm>.

An NIH page with multiple links proving grant writing tips: http://grants1.nih.gov/grants/grant_tips.htm

Obtaining Funding from the National Institute of Child Health and Human Development

By David P. Wacker, PhD

The National Institute of Child Health and Human Development (NICHD) is one of the National Institutes of Health. As with the other institutes, NICHD reviews research proposals three times per year (with application receipt dates for new submissions being February 1, June 1, and October 1). The first step in the review process is the Scientific Merit Review, which occurs three to four months after the submission deadline. It is at this stage that the scientific merits of the proposal are evaluated. The second step is the Advisory Council Review, which occurs about two months after the scientific review. It is at this step that funding decisions are made regarding individual proposals that have been evaluated as having high scientific merit.

The two most common funding mechanisms are the R01 and R03 applications for funding. The R01 is an individual research proposal and comprises the majority of NIH-funded research projects. For an R01 application, you will need a very strong rationale or conceptual model, pilot data (including publications) that provide empirical support for your proposed investigation, and some indication of feasibility (including letters of commitment from participating agencies). Contrary to popular belief, single-case designs are acceptable (I have had three R01s funded, and all were single-case designs), but it is clear that group designs are preferred by most reviewers. In the analysis section, it is important to justify the design selected (e.g., importance of internal validity), and, if a group design is used, an estimate of power is needed. Projects can be funded for up to five years and can be continued as competitive renewals for several more five-year periods. Competitive renewals are a good way to support programmatic research but are subject to the same type of review process as new R01 proposals. Having served on a review panel for the previous four

years, I can state firmly that competitive renewals are reviewed just as critically as new proposals.

An under-utilized funding mechanism is the R03. This is a small grants program that is used by investigators to collect needed pilot data. The projects are limited to two years (\$50,000 per year), and their purpose is to develop or demonstrate the organizational capacity needed to conduct a larger version of the project, to obtain data that support the research hypotheses, and to show feasibility. The proposal length is also reduced, which makes this mechanism more “user friendly” than the R01.

All submitted proposals are assigned to two to four reviewers, with the modal number being three. Each reviewer prepares a detailed written review that is posted for the other reviewers to read and is presented orally at the scientific review meetings. The three reviewers each indicate a score for the proposal, with the lower and upper scores forming the range. Following a group discussion with the entire panel, all committee members (approximately 25) anonymously score the proposal, with the mean of those scores being sent to the principal investigator with the written critique by the three reviewers. If a proposal is judged by the three reviewers as being in the lower half of the proposals, then no score is provided and no discussion occurs. In this case, the investigator is notified of this outcome but still receives the three written critiques. Approximately 70 proposals are reviewed each funding cycle over a two-day period.

If a proposal is not funded, regardless of the score and even if it is unscored, the investigators have the option to revise and resubmit the proposal. They can revise and resubmit twice. It is not uncommon for a proposal that was unscored during the first review to receive a good score on a revised application. This outcome occurs, for example, when a significant design or analysis problem is noted in the first review and is successfully (and sometimes easily) addressed in a revision. Although it is difficult to receive an “unscored” rating, do not let this stop you from revising the application, especially if the reviewers view the idea as being innovative or significant. Remember that unscored simply means that the proposal appears to be in the lower half of the current proposals, not that it is poorly conceived.

Most funded proposals go through at least one revision. Of the three R01s that we have had funded, one was revised once and the other twice. We always expect to revise a proposal, and view the first submission as a probe to find out what revisions are needed. It is critical that the revised proposal directly address every concern raised by the reviewers, and a section in the proposal is designated for that purpose.

We have found the review process to be generally scientific and objective. One advantage of the NICHD review process is that the review panel remains mostly

constant from one review cycle to the next. Reviewers serve for up to five years on the panel, and so there is a good chance that the same reviewers will receive the revisions. Thus, if you can address the reviewers' concerns, there is a good probability that the score will improve. Scores range from 100 – 500, with 100 being perfect. Scores over 300 are rare because they are usually in the lower half. Reviewers do not make funding decisions, but review scores in the 120 – 170 range are correlated with funding.

The review panel is large and quite diverse. There are usually fewer than three behavioral analysts serving on the panel, and so most proposals will be assigned to at least one reviewer who is a psychiatrist or a neuropsychologist. It is very important to define terms and to write in a descriptive fashion. If possible, show how the behavioral mechanism being studied ties into other conceptual models or clinical concerns better understood by more typical reviewers.

The Funding of Behavior Analytic Research in the U.S. Federal Government

By Barbara A. Wanchisen, PhD

When it comes to the U.S. Federal Government, there are many funding sources, such as the Department of Education and the Environmental Protection Agency, to name just two. All sources are worth investigating, but my comments will focus on two of the largest funding sources of psychological research in Washington: the National Science Foundation (www.nsf.gov) and the National Institutes of Health (www.nih.gov). My comments will be less concerned with the mechanics of obtaining grants and more on my observations in Washington as an advocate for the psychological sciences. As a behavior analyst and former academic, I hope that my insights will be of some help.

The National Science Foundation (NSF) is viewed as the premier source of basic science funding. Their predominant focus is on the physical and life sciences but there is also the Directorate of Behavioral, Social and Economic Sciences (BSE). It is important to note that the budget for BSE is small in comparison to the other directorates and that most of what they fund in psychological realms is more in line with your cognitive counterparts and neuroscientists than in basic behavioral processes. In fact, when it comes to basic research, a behavior analyst has a very small chance of funding at the NSF as things currently stand – that is, all animal behavior is reviewed in NSF's Biology Directorate, and your kind of work is not at the top of their list. I do not like saying this, since the more applications made the better – one way to make a big impact at the NSF is to

flood them with related applications and then they will be forced to deal with the field. However, I would be dishonest if I said that one application (in your field) out of the many they receive (in Biology) would make an impact. (I must hasten to add that a number of us are working on this problem at the NSF and I hope to report better news to you one day.)

As for applied research, there is little funded at the NSF since their focus is on basic processes; however, the Education Directorate might consider certain topics of interest to you. In fact, if you do work related to their mission, the Directorate of Computers and Information Sciences could be an area where you could have some success.

Finally, NSF does have a program area called "Crosscutting" that you might want to explore. It is multi-disciplinary or cuts across various sciences and includes such topics as women in science, liaisons of academics with industry, and the like. All of the NSF program areas are listed on the first page of their web page (www.nsf.gov).

The National Institutes of Health (NIH) is absolutely "the" place where I would go as a behavior analyst to seek funding. Perhaps surprisingly to some of you, the NIH funds both basic and applied research, not just the applied. Sometimes people have asked if the NIH (or any agency really) is biased against the behavior analytic tradition and, from what I have seen and heard, that is simply not the case. In my experience here, agencies are seeking good science and internal disputes of approach to a field are irrelevant.

That said, one way to get a good sense of where you might find your application reviewed (and simply to find out what NIH funds) is to visit this page: http://www.csr.nih.gov/Roster_proto/sectionl.asp. This shows the names of the various study groups (scroll to the Bs for example for all the behaviorally-oriented ones) and the names of people who sit on them. One of interest to those doing basic research would be Biobehavioral Regulation, Learning, & Ethology (BRLE) and a glance at the roster reveals that your reviewers would include folks like Peter Balsam (chair), Nancy Ator, Mark Galizio, Howard Rachlin, and Shep Siegel (to name a few). These are people who are or have been funded by NIH in the past and my point here is to say that you will likely have your application reviewed by "friendly" faces. (However, contacting them directly is not advised – always go through the NIH program officer for information.)

BRLE funds this sort of work (excerpt taken directly from the web page):

- Learning, cognition, and behavioral control: Classical and operant conditioning; sensitization and habituation; choice; observational and social learning; sensory, perceptual, spatial, motor, and navigational abilities; timing, counting and other quantitative abilities; attention; memory; categorization; problem-solving; executive function
- Behavioral mechanisms of substance abuse: Preferences and aversions; craving; tolerance and sensitization; discriminative and reinforcing effects of abused substances; subjective, sensory, perceptual, and performance effects; vulnerabilities to dependence; social influences; learning-theoretic and behavioral economic approaches
- Animal models of psychopathology and treatment: Processes underlying fear, depression, mania, violence, regulatory dysfunction, cognitive dysfunction, behavioral [dis]inhibition; genetic, biological, and social influences on development of pathology; behavioral interventions; behavioral aspects of psychopharmacologic interventions

This is just one example and one that may mostly of interest to the *basic* researchers of ABA. Note that quite a bit of applied research is funded at the NIH in areas that are of interest to applied behavior analysts. A major initiative at the NIH is understanding autism spectrum disorder, not to mention depression in men as well - for more on these and other initiatives, visit: <http://www.nimh.nih.gov>. If you are interested in bridging basic work with applied, there is an NIH-wide initiative on "translational research" (see: <http://www.nimh.nih.gov/tbsia/priority.cfm>). This is an interesting area because they seek proposals where an applied researcher plans and works with a basic researcher and so both "sides" get added insight and benefit. (Mike Perone, ABA President, has written recently in this newsletter about this initiative and in fact, ABA hosted a special set of meetings here in Washington to raise awareness that ABA is well-grounded in thinking this way about research problems.)

Spending some time browsing the NIH site will give you a great deal of information and insight. Not all of a behavior analyst's research will be funded via an "obvious" institute like the National Institute of Mental Health (NIMH) but nowadays many institutes include interest in behavioral (psychological) work. For example, the National Cancer Institute (NCI) is a leading funding institute of your kind of applied (and basic for that matter) work. Also some of you have received funding from the National Institute of Child and Human Development (NICHD). Other institutes who fund your type of work well include the National Institute on Drug Abuse, and the National Institute on Alcohol and Alcoholism. (All of these institutes, by the way, are under the umbrella of the NIH.) Special opportunities can be obtained through the Small Business Innovations Research program and should be seriously considered.

One thing I have learned about the NIH is how important outreach and good communication are to the directors. That said, I can say with great confidence that program officers believe it is their duty and mission to talk to potential applicants. *Once you find someone on their pages who seems to be interested in your kind of work, do not hesitate to call or email that person directly!* If you contact the wrong person, soon you will be on the right track. This is not a hollow statement – they will help you and in talking to someone, it will likely take the fear out of the process. They are there to help and want to help so at least see if your idea is on the right track before you fill out any forms or go further.

As you know, there are many sources of funding of research in the United States, not the least of which is from private foundations and businesses (non-governmental). For a good list of available funding, you might try “Fund Source” on the web page of the Decade of Behavior (<http://www.decadeofbehavior.org>). Also it is wise to ask others in your area of interest where they receive funding, as this can be an invaluable source of information.

Finally, ABA is a member of the Federation and while I am afraid to say this to the thousands of you who receive the ABA newsletter, if you think I can be of any help, please email me at bwanchisen@fbpcs.org and I will certainly try! Good luck!

Federal Funding Resources on the Web

With thanks to Dr. Kurt Salzinger for providing this information.

Some of the items shown below are included with additional information at www.apa.org/science. When you find a granting agency that seems to offer support your research interests, do not hesitate to call the granting officer and discuss your specific project. Some will even look at brief written descriptions of a grant application before you work on the full-blown application.

SPIN (Science Policy Insider News): a monthly electronic newsletter created by the APA Science Directorate Public Policy staff to provide information on policy issues that affect psychological science and psychologists:

<http://listserve.apa.org/cgi-bin/wa.exe?SUBED1=spin&A=1>

Psychological Science in the Workplace InfoNet (PSWIN): an information network for psychologists interested in research applied to the workplace. This is a moderated, post-only listserv developed by APA’s Science Directorate and distributed once a month. It includes: calls for papers; announcements of conferences or workshops; calls for nominations for awards, boards or committees; upcoming special issues of a journal; new federal reports or programs; calls for comments on federal draft documents or professional documents; or

new sources of research funding. Subscribers are encouraged to submit items. All submissions will be edited for conciseness and to ensure items are appropriate for the InfoNet. To subscribe or un-subscribe, go to <http://listserve.apa.org/cgi-bin/wa.exe?SUBED1=pswin&A=1>. Subscribers can review archives at <http://listserve.apa.org/archives/PSWIN.html>

FundSource: A Search Tool for Research Funding in the Behavioral and Social Sciences:

FundSource is a tool designed to help behavioral and social scientists find research funding. It has been designed to be *specific* to behavioral and social science research, *freely available* with no subscription costs, and *responsive* to your needs and feedback. The FundSource database includes short descriptions; contact information; and web links to programs in federal agencies, foundations, and international organizations that fund behavioral and social science research. FundSource Searches include:

List Search - Generates a *complete* list of organizations in the FundSource database. Click on those that interest you to view contact information and a brief description. <http://www.decadeofbehavior.org/fundsource/search-list.html>

Database Search - Generates a *tailored* list of organizations in the FundSource database determined by the name, discipline and/or topic that you select. Click on those that interest you to view contact information and a brief description. <http://www.decadeofbehavior.org/fundsource/search-db.html>

Web Search - Generates a tailored list of webpage URLs determined by your own keywords that will take you directly to organizations’ own information about their research support. This search will give you the most up-to-date information but is not as selective as the database search. <http://www.decadeofbehavior.org/fundsource/search-web.html>

For more general information on funding sources across the behavioral and social sciences, please see FundSource (www.decadeofbehavior.org/fundsource).

Biomedical Science and Technology; National Institutes of Health (NIH) For innovative research in biomedical computational science and technology to promote the progress of biomedical research. Letter of Intent Deadlines: September 24, 2003; January 24, 2004; May 24, 2004; September 24, 2004; January 24, 2005; May 24, 2005; September 24, 2005; January 24, 2006. Application Deadlines: October 24, 2003; February 24, 2004; June 24, 2004; October 24, 2004; February 24, 2005; February 24, 2005; October 24, 2005; February 26, 2006

<http://grants.nih.gov/grants/guide/pa-files/PA-03-106.html>

Gifted Children American Psychological Foundation (APF) Ester Katz Rosen Fund: Up to \$25,000 a year for a maximum of three years for activities related to the psychological understanding of gifted and talented children and adolescents. Application Deadline: October 1, 2003
<http://www.apa.org/apf/research.html>

Lesbian, Gay & Bisexual Family Psychology & Family Therapy American Psychological Foundation (APF) Roy Scrivner Research Grants: Supports empirical research focused

on lesbian, gay and bisexual family psychology and family therapy. Proposal Deadline: November 1, 2003
<http://www.apa.org/apf/research.html>

Violence Prevention and Intervention American Psychological Foundation (APF): Up to \$20,000 for research-based programs in violence prevention and intervention. Application Deadline: November 15, 2003
<http://www.apa.org/apf/research.html>

Cognition - Psychophysiology American Psychological Foundation (APF) F. J. McGuigan Young Investigator Research Prize: Supports a biennial \$25,000 prize to a young investigator engaged in research that seeks to explicate the concept of the human mind from a primarily psychophysiological perspective. Physiological and behavioral research may also qualify for support. Application Deadline: March 1, 2004.
<http://www.apa.org/apf/research.html>

Behavioral and Social Sciences Research Guide to NIH Grants: <http://obssr.od.nih.gov/Publications/BSSR-Guide/>

NIH Guide to Grants and Contracts:
<http://grants.nih.gov/grants/guide/>

Office of Behavioral and Social Sciences Research:
<http://obssr.od.nih.gov/>

Institute of Education Sciences

With thanks to Dr. Beth Sulzer-Azaroff
for providing this information.

The US Office of Education has made a policy shift regarding research funding. They want education to be *Evidence Based* and there are substantial funding opportunities (e.g. \$1.8 million for demonstrations of methods to promote student's character and social development) to support controlled field trials of educational methods for which evidence of effectiveness is already present (as in single subject demonstrations).

The head of the research division, newly renamed the *Institute of Education Sciences* is Grover Whitehurst, a committed behaviorist. Now the Institute of Education Sciences invites researchers to take the studies they have completed and subject those methods to large controlled field trials. One example was the now-expired call for proposals designed to document the efficacy of methods to promote social and character development. Behavior analysts have devised a plethora of methods along these lines in work on violence management, classroom conduct and many other classes of behavior. IES also seems to want to encourage broad scale field testing the generality of other methods demonstrated effective by means of single subject research as well as other designs. Others RFP's should be forthcoming. ABA members should regularly check the Institute of Education Sciences website to remain informed about these major grant opportunities. The website is:
<http://www.ed.gov/offices/IES/index.html>.

Universities with ABA Accredited Graduate Programs

California State University, Los Angeles

California State University, Stanislaus

Ohio State University

Queens College and Graduate Center of the City
University of New York

Southern Illinois University

St. Cloud State University

University of Kansas

University of Maryland, Baltimore County

University of Nevada, Reno

University of North Texas

West Virginia University

Western Michigan University

Learn About These Great Programs at
www.abainternational.org/start/findgtd.asp

Héctor Enrique Ayala Velázquez (1946-2002)

By Carlos A. Bruner, PhD

The international community of behavior analysts is grieving for the death of Héctor E. Ayala Velázquez, a distinguished professor at the Faculty of Psychology of the National University of Mexico (UNAM). Héctor passed away peacefully on December 21, 2002, in the company of his loving wife Noemi and his son Hector Jr.

Héctor received a doctorate from the University of Kansas in

1974 with Montrose M. Wolf as his mentor. Upon his return to Mexico the following year he joined the Faculty of Psychology at UNAM where he remained for the rest of his professional life, except for a four-year leave of absence from 1983 to 1987, when Héctor worked as a postdoctoral fellow in the University of Texas at Austin and subsequently in the Department of Mental Health of the State of Massachusetts at Boston.

At UNAM, Héctor taught innumerable courses at both the undergraduate and graduate levels, mainly on applied behavior analysis. Héctor was so dedicated to his students that he directed 46 honor theses and dissertations. He was also a prolific researcher, studying themes such as pre-school education programs, integration into the community of former psychiatric patients, prevention of mental health problems, behavior of Mexican adolescents, prevention of child abuse, modification of several types of abnormal behavior in children (e.g., aggression) and the treatment of addictions in adults. He published more than 200 papers on the results from his studies, including books, articles and research reports. In addition to his teaching and



research loads, Héctor was also a prominent disseminator of psychological knowledge, with more than 400 presentations in conventions and invited lectures, not only in Mexico but in other countries such as Canada, the United States, Colombia, Chile, Sweden and Spain.

Due to his dedication to academia and scholarship, Héctor received many awards during his life.

Among others, he received the Clay Moore Award for Distinguished Research on Developmental Disabilities (Toronto, 1990), the presidency of the Mexican Society for Behavior Analysis (Mexico, 1992), the Recognition for Services Rendered to Educational Guidance (Mexico, 1993), the National Award for Excellence in Community Social Services (Mexico, 1999), the highest level of membership within Mexico's National Research System (Mexico, 2000), the University Merit Distinction (Mexico, 2001) and the National Award of Psychology (Mexico, 2002). During the 16th Mexican Convention of Behavior Analysis -to be held this year in Puerto Vallarta, Mexico- we will organize a symposium to honor Héctor's memory, with some of his students and colleagues as participants.

Héctor will be remembered by the international community for his contributions to the progress of psychology and particularly to behavior analysis. In Mexico, we will not forget his efforts to advance behavior-analytic knowledge and his defense of the scientific view of our discipline. His friends and students will remember his large figure, his honest smile, his candor and specially his joy of living.

Updates from ABA Boards and Committees

The Council of Directors of Graduate Programs: Promoting, Recruiting, and "Growing" Graduate Programs in Behavior Analysis

By Janet Ellis, PhD, BCBA and Carrie Hartman

The Council of Directors of Graduate Programs in Behavior Analysis, founded by Linda Hayes in 1999, is a committee focused on promoting the advancement of graduate education in Behavior Analysis. The Council of Directors is a committee of the ABA Education Board. Janet Ellis was elected chair of the Council replacing Linda Hayes. Currently, 21 university programs have joined the Council. These programs include:

Akershus College (in Norway)
Auburn University
City University of New York
Columbia University
Eastern Michigan University
Florida Institute of Technology
Florida State University-Panama City
Jacksonville State University
Ohio State University
Pennsylvania State University-Harrisburg
Southern Illinois University
Syracuse University
University of Kansas
University of Florida
University of Maryland
University of Nevada-Reno
University of North Texas
University of South Florida
University of The Pacific
Western Michigan University
West Virginia University

At the ABA 2003 Council of Directors meeting, the following mission goals were discussed and recommendations made to forward to the ABA Executive Council:

- **Disseminate information, exchange views, and facilitate communication concerning graduate education in behavior analysis.** Pam Osnes attended the International Student Breakfast invited directors of international programs to join the Council. Four international programs expressed interest in joining the Council.
- For new programs starting up, the Council offers such services as syllabi, input from successful behavior analysis programs, access to relevant information concerning course development, and course content, etc.

- **Promote the ABA accreditation of graduate programs in behavior analysis.** Pam Osnes agreed to explore the extent to which Council can be involved with the accreditation process.
- **Recruit students into the discipline** (see Colin Peeler's description of graduate programs' participation in four panel discussions.)
- **Promote the effective placement of graduates of behavior analysis programs.** The Education Board sponsored a symposium focused on job searches using START (included resume-building recommendations, networking, and 13 critical interview questions and options for effective responses.) Maria Malott reported there were 260 jobs listed on START in 2002-03 and 100,000 hits on the ABA website in 2002. There are now four internship sites listed for the first time.
- **Liaison with other organizations relevant to graduate training in behavior analysis.** To this end the Council voted to invite programs to designate a representative other than its director to be a Council member. This provides an option for a program that does not have a behavior analyst as its director. For more information contact the Council's chair, Janet Ellis (jellis@unt.edu)

Program Board 2002 - 2003

By Frances McSweeney, PhD

The Program Board is comprised of the Program Board Coordinator, a role filled by the incoming President of ABA, the ABA Executive Director, two Committee Co-Chairs and twelve area coordinators, with additional support of the ABA office staff.

Changes in the Program Committee

For the 2003 convention program, Jay Moore replaced Michael Perone as the Program Board Coordinator, Amy Odum joined Christine Hughes as Area Coordinator for Behavioral Pharmacology (BPH) and John Austin replaced Ramona Houmanfar as the Area Coordinator for Organizational Behavior Management (OBM). We thank Michael and Ramona for their hard work.

Preparation of the Program

The Call for Papers was mailed to the membership in August of 2002. The "received by" deadline was October 16, 2002. All proposals were submitted directly to ABA. Zero percent of all submissions arrived by mail; 2% by fax; 7% by e-mail; and 89% by web. In addition, 2% were either brought directly to the ABA office or were ABA initiated events. These numbers continue the trends of increasing web submissions and decreasing mail and fax submissions.

Maria Malott (Executive Director), Frances McSweeney (Senior Program Co-Chair), and Ramona Houmanfar (Program Co-Chair) were responsible for quality control of the workshop submissions. All workshop proposals were reviewed in terms of content and suitability for continuing education credit.

Submissions for the 2003 Convention

There were a total of 1,433 submissions for the 2003 convention. This represents a 21% increase over 2002 (1,183). Autism (AUT, 18.4%), Experimental Analysis of Behavior (EAB, 17.3%), Developmental Disabilities (DDA, 13.8%), and Education (EDC, 12.6%), continued to be the largest areas and together accounted for approximately 62% of all area submissions. Although most areas experienced gains over last year, the largest gains were usually in applied areas: AUT, 41%; Clinical, Family, Behavioral Medicine (CBM), 41%; and Community Interventions, Social and Ethical Issues (CSE), 95%.

Posters continued to account for the majority of submissions (59%), followed by symposia (19%), individual papers (17%), panel discussions (3%), and invited addresses (2%). Tutorials were introduced two years ago and their number was kept intentionally low, at one per area. For the 2003 convention, only six areas sponsored a tutorial.

This year we instituted three-year terms for the Area Coordinators. As a result, Derek Blackman will end his term and be replaced by David Palmer and David Greenway will end his term and be replaced by Kelly Wilson. Kent Johnson and Jacob Gewirtz agreed to serve another term. Mark Mattaini will continue for another year as co-chair with Richard Rakos. Then, both of them will retire.

As indicated by the data, the convention is healthy and continues to grow. All of the many people who contributed to the program deserve our thanks for their hard work. This is the last year of my second term as Program Chair. I would like to thank all of those with whom I have worked. Special thanks go to Maria Malott and her extraordinarily well-organized staff at the ABA office and to my Program Co-Chairs, Edelgard Wulfert, Martha Pelaez, and Ramona Houmanfar. It has been a pleasure to serve as Program Co-chair for such a successful convention.

The International Track at the ABA Convention

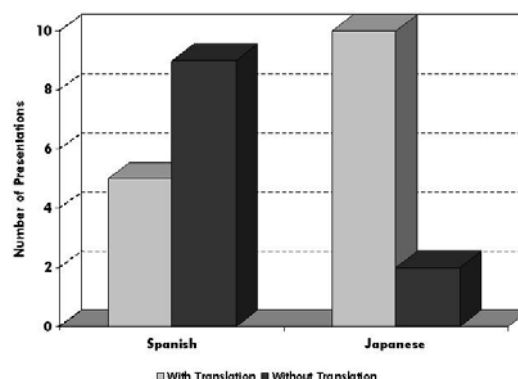
By ChiewFei Tan

The availability of 26 bilingual presentations added a new element to the 29th ABA annual convention in San Francisco. The success of these presentations is due to the great effort, time and enthusiasm of everyone who shared their knowledge and expertise with international attendees. We received great appreciation and support from international members.

The goal that we set for this year was achieved. We successfully arranged 12 Japanese and 14 Spanish presentations during the convention. These presentations were organized to allow the speaker to talk for a few sentences and a bilingual volunteer to translate immediately following. In a 50-minute presentation, 20 minutes was allotted for the speaker to present and 20 minutes was used for translation. The last ten minutes was a question-and-answer session, during which the same translation format applied. In other words, the translator converted the question from Japanese/Spanish into English for the speaker's benefit. Then, the speaker answered the question in English, and finally the information was translated into Spanish/Japanese.

Of the 12 Japanese bilingual presentations, ten were successfully translated. Five of the 14 scheduled Spanish bilingual presentations were translated into Spanish. Nine Spanish and two Japanese presentations were not translated because none of the audience needed translation. Figure 1 shows the number of presentations that were translated into Japanese and Spanish.

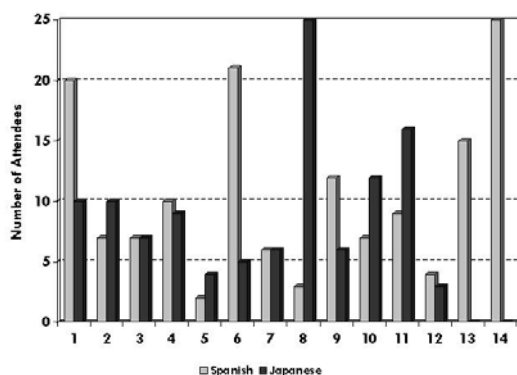
Figure 1: Number of Translated Presentations



Audience attendance ranged from two to as many as 25. A total of 148 audience members attended the 14 Spanish-English presentations and a 113 people attended the 12 Japanese-English presentations. The

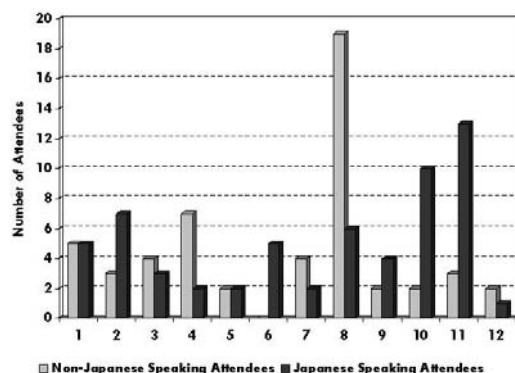
average number of audience members for the Japanese-English presentations was nine and the average number for the Spanish-English presentation was 11. The audience patterns attending the Japanese and Spanish bilingual presentations throughout the three-day period are shown in Figure 2.

Figure 2: Audience Patterns at International Track Presentations.



We went a further step and analyzed the audiences of the Japanese bilingual presentations (See Figure 3). It is interesting to know how many people in the audiences were Japanese and non-Japanese. Throughout the three-day period, we had a total of 113 attendees for the 12 presentations. Sixty of these audience members, or just over 50%, were Japanese.

Figure 3: Audience Makeup at Japanese Translated Events.



Future Planning

Eighty-three percent and 36% of the presentations were translated into Japanese and Spanish respectively. Some of the presentations were not translated into Spanish due to the absence of Spanish-speaking people in the audience or to the audience having a sophisticated English repertoire. Some areas are more in need of translation than others, especially into Japanese, where

a great appreciation was expressed. Thus, we are planning to continue having Japanese-translated presentations at the next convention.

A survey was designed to learn what topics most interest Japanese attendees and to identify other factors to increase attendance to the Japanese bilingual presentations. This survey was translated into Japanese and distributed during the Japanese ABA convention on August 3-5, 2003.

The efforts this year in Spanish translation sparked interest in the formation of a Spanish Special Interest Group to expand this year's efforts to include working as a group to design and organize special programs, workshops, presentations and social activities at future conventions. The SIG is in the process of planning and development now. We appreciate the initiation and efficiency of Spanish members in forming the group.

Once again, we would like to thank those who participated in the project this year and who showed their support throughout the process. If you have any questions or suggestions regarding this project, please feel free to email ChiewFei Tan at chiewfei.tan@wmich.edu or Dr. Richard Malott at dickmalott@dickmalott.com.

Publication Board Update

By Nancy Neef, PhD

ABA members can look forward to stimulating summertime reading with the publication of the Spring 2003 issue of *The Behavior Analyst* (TBA) and the 2003 issue of *The Analysis of Verbal Behavior* (TAVB). With the capable leadership of the journals' Editors (Carol Pilgrim and Sam Leigland, respectively), the issues were processed in a timely manner.

The Table 1 shows the number of manuscripts submitted, the percentage accepted, and lag times for processing manuscripts in 2002 for each journal.

Table 1: 2002 Manuscript Submission, Acceptance and Processing Times.

Jrnal	#MSs	% Acpt	Rcpt - Initial Dec (mo)			Rcpt - Final Accept (mo)		
			M	Med	Rnge	M	Med	Rnge
TBA	37	38	2.4	2	1-4	3.6	4	1-6
TAVB	11	45	2.8	3	2-4	4.5	5	2-7

Following publication of Volume 18 of TAVB, a decision was made to change printers to better accommodate the journal's production needs in a cost-effective manner. At the same time, Kathy Hill resigned as Managing Editor of TAVB to assume her recent additional duties as Business Manager of the *Journal of Applied Behavior Analysis*. We had come to rely on Kathy's experience, but with Maria Malott's assistance in recruiting Kevin Hile as the new

Managing Editor for TAVB, there was minimal disruption to the publication schedule for Volume 19. Maintaining the timely publication of the journals will be one of our main goals.

The timely publication and the vitality of both journals depend to a large extent on receiving a sufficient number of high quality manuscripts. The presentations at the 2003 ABA convention suggest a large source of material that would be of interest. To aid in the goal of increasing the number of manuscripts, TBA will begin accepting electronic submissions. Because electronic submission and processing of manuscripts is convenient and can minimize turn-around times, we hope that it will encourage more submissions. Second, the well-designed web pages for the journals provide a resource for both increasing the visibility of the journals and for attracting and soliciting manuscripts. The web pages include prominent information regarding the preparation of manuscripts, the editorial board, the current and previous table of contents, search capabilities for abstracts, and other information. Web statistics indicate more than 18,000 views per year for each of the journals.

Sam Leigland worked diligently to achieve the goals for TAVB during his 3-year term as Editor. As a testament to his efforts, the number of subscriptions to TAVB more than doubled for 2001/2002. TAVB will be well served by its esteemed **Editor-elect, Jack Michael**.

We hope to be just as fortunate with the selection of the next Editor for TBA, and to do justice to the contributions Carol Pilgrim has made in strengthening the journal during her term. **Nominations for Editor of TBA** can be sent or emailed to Carol Pilgrim (email: pilgrimc@uncw.edu).

Special thanks are also due to the submitting authors, the editorial members of the journals, and the ABA staff, whose work made 2002 – and promises to make 2003 – a successful year in achieving the goals for the journals.

ABA Joins Federation in Promoting Behavior Analysis on Capital Hill

By Michael Perone, PhD

ABA collaborated with the Federation of Behavioral, Psychological, and Cognitive Sciences on two days of meetings in Washington, D.C., to publicize the contributions that behavior analysis can make toward the federal research goals. On April 10, ABA co-hosted what the Federation calls a "Forum on Research Management." This kind of meeting is designed to allow scientific officers from federal agencies, university researchers, and representatives from science advocacy groups to examine and discuss possible resolution of research-related issues and management problems. On April 11, we conducted a "Science and Public Policy Briefing" to educate members of Congress and their

staff on the important role of behavioral science research findings on policy.

The theme for both events was "translational research," which is a major federal priority, particularly at NIH. Translational research addresses how knowledge of basic behavior processes informs diagnosis, prevention, treatment, and delivery of services for mental illness, and how knowledge of mental illness increases our understanding of basic behavioral processes.

ABA was represented by three senior NIH-funded researchers: Edmund Fantino (University of California at San Diego), Kathryn Saunders (University of Kansas), and Michael Perone (West Virginia University). Taken together, the speakers' presentations illustrated a range of behavior analytic approaches to research that will advance understanding of public health issues.

A total of 63 people attended the Forum, which was held at the headquarters of the American Psychological Association where the Federation rents office space. Besides the speakers and officers of the Federation, there were 52 participants from a range of agencies and institutions. In general, this was a group of Ph.D.-level scientists, many with significant decision-making authority as program officers within federal granting agencies. All of the presentations were well received and generated a great deal of discussion. We were especially fortunate to have as our discussant Robert Heinssen, Program Officer, Psychotic Disorders Research Program, in the NIMH Division of Mental Disorders, Behavioral Research and AIDS. He characterized the presenters' work as models of "excellent science" and pointed out the potential contributions to a range of research priorities at NIH and other federal agencies.

A total of 36 people attended the Briefing, which was held at the Rayburn House Office Building. Besides the speakers and officers of the Federation, there were 30 participants from a range of agencies, institutions, and congressional offices. For the most part, this was an audience of non-scientists, with many having significant input into federal research policy. One might argue that, for the long term, this was the more important meeting of the project. Again, the presentations were well received and there was an unusually lively discussion that continued well beyond the scheduled session.

ABA's Science Board is indebted to Barbara Wanchisen, Director of the Federation, and her associates, notably Jill Egeth, for their superb work in organizing and executing the Washington project. The Board also is indebted to Edmund Fantino and Kathryn Saunders for the time and effort they took away from their own research to prepare and present clear and compelling

examples of behavior analytic research in the public interest.

In a related development, ABA took another step towards raising the voice of behavior analysis in the scientific community by obtaining institutional membership on the Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC). An ABA representative will attend annual meetings of the Association and vote on matters related to the accreditation of programs for the care and use of laboratory animals.

News from the ABA Student Committee

By Rachel S. F. Tarbox

Your Student Representatives:

Current: Rachel S. F. Tarbox, University of Nevada, Reno

Elect: Shawn Charlton, University of California, San Diego

Past: Mathew Tincani, University of Nevada, Las Vegas

The ABA Student Committee is an organization that is comprised of all student members of ABA. The ABA Student Committee's mission is to provide organizational support for ABA student members that will promote participation in ABA, professional growth, and enable members to contribute to the science of behavior analysis.

ABA 2003 in San Francisco

This year's convention in San Francisco was a great success. There were 1,283 student registrations out of 3,217 total convention registrants in San Francisco; making student registration 40% of the total registration! The Professional Development Series returned this year, including presentations on grant development, how to give effective presentations, and advice from recent graduates on job placement. Other events included a conversation hour with prominent women in behavior analysis and a panel discussion on the dissemination of basic behavioral research.

The Student Committee would like to thank those individuals who made the Student Committee sponsored events possible:

- Thanks to the individuals from the following organizations for their financial support of the student social; The Bay School, Millennium Community School, New England Center for Children, Applied Behavior Consultants, Inc., and the Kennedy Krieger Institute.
- We thank all student volunteers who assisted in data collection on the poster presentations.

- Special thanks to all individuals involved in student committee sponsored events including the presenters in the Professional Development Series.
- We thank all attendees of the Student Committee business meeting. Your input was extremely helpful.

ABA 2004 in Boston

We are looking forward to the upcoming convention in Boston and would like to take this opportunity to encourage student members to e-mail one of the Student Committee members with any presentation suggestions. Please feel free to also contact us if you wish to become involved with the Student Committee in any way. Contact information can be found on-line at www.abainternational.org.

New Student Representative

The Student Committee wishes to congratulate and welcome the Student Representative-Elect, Shawn Charlton from the University of California, San Diego. He will serve on the committee from May 2003-2006.

Contests and Awards

Please remember to visit the ABA website (www.abainternational.org) for more information on the following opportunities for students:

The Autism SIG

The SABA Experimental Analysis of Behavior Fellowship

The Sidney W. and Janet R. Bijou Fellowship Program

Human Operant SIG Paper Competition

Verbal Behavior SIG Student Paper Award

Future Goals

The ABA Student Committee has a number of future goals, including the continued promotion of professional development topics for the ABA convention. Additionally, the Student Committee would like to promote involvement from student members. As mentioned above, student registrants account for 40% of convention attendance. However, fewer than 15% of student members have participated in the ABA council election process for student representatives in past years. We would like to take this opportunity to remind students to get involved in the nomination and election process. Your participation and input is invaluable.

Updates from ABA's Affiliated Chapters

Alabama ABA

By Jim Johnston, PhD, BCBA

ALABA was founded in 1992 to serve the interests of behavior analysis in Alabama. From the beginning, the core membership of the organization was in the area of developmental disabilities. This focus has not changed, but over the years increasing interest within the autism community has influenced both convention attendance and convention programs.

As with most state chapter affiliates of ABA, ALABA's primary activity each year has been organizing an annual convention, which is usually held in Birmingham. The model that has worked well for ALABA starts with a preconvention workshop day that includes three all-day workshops by out-of-state invited presenters. These workshops are priced independently of convention registration to encourage attendance by non-members. Workshop presenters have included Mark Sundberg, Pat McGreevy, Denny Reid, Michael Aman, Michael Mahoney, and Steve Starin, among others. The following two-day convention, organized in three concurrent sessions, has been keynoted by a number of well-known behavior analysts, including Gina Green, Richard Foxx, Brian Iwata, Alan Harchik, Judy Favell, Aubrey Daniels, Ray Romanczyk, John Jacobson, Mark Sundberg, and Sigrid Glenn.

Two years ago, the organization reached the point at which appointment of a volunteer executive director was necessary to provide continuity across elected officers, and this arrangement has worked well. During this period, ALABA has attained its financial objectives, streamlined its annual elections by conducting nominations and elections by mail, broadened its membership, and increased convention attendance. A quarterly newsletter continues to keep members informed about behavior analytic activities in the state and nationally, and includes brief reviews of recent books in behavior analysis in developmental disabilities.

The most recent evidence of ALABA's growing maturity was its first spring conference, held this past April. Unlike the annual convention, which is always held in the fall, the spring conference is a one-day, single-track meeting focused on a theme of importance in the state. All of the day's speakers are invited and organized to present a coherent and integrated treatment of the theme. The theme this first year was "Use of Psychotropic Drugs in Alabama Facility, Community, and School Settings." The keynote speaker was Dr. Tom Gualtieri, a psychiatrist well known for his work in this area and his support of programmatic alternatives, and speakers included a deliberate mix of behavior analysts who are well-known within the state and professionals from within the state facility and community system.

Perhaps the most important challenge now facing the organization is more effectively involving individuals who work in the community and showing how behavioral services can be broadly used in diverse community settings. This issue will be addressed through selection of workshop and convention speakers, spring conference themes, and targeted advertising of convention and conference events. This initiative will also be aided by the first class of graduates from Auburn University's Master's in Applied Behavior Analysis in Developmental Disabilities, who will disperse throughout the community system to begin their careers.

Behavior Analysis Association of Michigan

By James T. Todd, PhD

The 17th annual convention of the Behavior Analysis Association of Michigan (BAAM) Convention was held over March 20-21, 2003 at the Eagle Crest Conference Center in Ypsilanti Michigan. Despite a small decrease in attendance due to the state's budget situation, BAAM 2003 was nevertheless a complete success.

Approximately 260 people attended representing more than a dozen universities and colleges from half a dozen states and the Province of Ontario. Dozens of local and regional agencies and providers sent staff and administrators. Patrick Friman of Boys and Girls Town served as Keynote Speaker and presented a workshop. Many other influential behavior analysts, including the new ABA President, Jay Moore, attended or presented. BAAM appreciates all of its attendees and presenters, and again sends a special appreciation to the long-distance travelers who drove twelve hours or more to reach BAAM: Jerry Mertens and students from St. Cloud State, in St. Cloud Minnesota and Paul Andronis from Northern Michigan University in Marquette, Michigan. A record number of posters filled the expanded poster presentation area.

BAAM will hold its 18th annual convention on March 18-19, 2004 at the McKenny Student Union Building on the campus of Eastern Michigan University. The theme for BAAM 2004 will be "Reaching Across the Disciplines." In addition to offerings by and for non-behavior analysts with compatible interests, BAAM will continue to showcase a mix of basic, applied, and theoretical presentations and workshops. BAAM continues to upgrade its website with a much faster server and new online features (go to: www.baam.emich.edu). Online program submission is available immediately; online convention registration to be activated shortly. In addition, BAAM plans to continue to offer wireless internet access at the convention site and downloadable convention schedules in a variety of formats, including a version for PDAs. Visit the BAAM website for news of next year's keynote speaker.

California ABA

By Gina Green, PhD, BCBA

The California Association for Behavior Analysis (CalABA) is an active affiliated chapter with 560 members at present. Most of the Chapter's objectives and activities fall in the broad categories of maintaining the financial solvency of the organization, advocating for the profession, and maintaining the scientific and ethical integrity of the field.

The annual CalABA conference program has long included presentations on conceptual, experimental, and applied aspects of behavior analysis, as well as topics in the professional practice of behavior analysis.

This year's conference in Newport Beach continued the CalABA tradition of featuring prominent speakers from around the country, many of whom addressed the conference theme, "Evidence-Based Practice." The conference drew over 700 registrants from California as well as other states in the region. We are already looking forward to next year's conference, which will be held February 19-21, 2004 in San Francisco. Come join us!

During the past year, CalABA became the first provider of Type 2 continuing education for Board Certified Behavior Analysts and Associate Behavior Analysts to be accredited by the Behavior Analyst Certification Board. Many workshops and other presentations at our annual conference were available for BACB continuing education units. We would like to make even more high-quality, affordable continuing education opportunities available for BACB certificants in the future.

CalABA staff and several of our members work very actively to support legislation and regulations that enhance the status of behavior analysis and open employment opportunities for behavior analytic practitioners in our state. We also monitor proposed policies that might be harmful to our profession. This past year, CalABA members were instrumental in getting Board Certified Behavior Analysts recognized as eligible service providers (vendors) by the state Department of Developmental Services (DDS). One of our next major objectives is to revise DDS regulations to include Board Certified Associate Behavior Analysts as eligible service providers, working under the supervision of Board Certified Behavior Analysts. Other legislative initiatives that we are currently monitoring include a proposed bill on the use of LiveScan technology for employee background checks, a proposed bill on the use of seclusion and restraint for challenging behaviors, and of course, cuts in the state budget that will impact education and other human services. Additionally, we are exploring possibilities for making affordable liability insurance available to behavior analytic practitioners.

CalABA publishes a biannual newsletter, which is currently mailed to all members and posted on the CalABA website (www.calaba.org). During the coming year we hope to make publication and dissemination of the newsletter largely, if not entirely, electronic. Not surprisingly, the web is becoming an increasingly important tool for our chapter. We are in the process of revising the CalABA website to include a listing of all BCBA's and BCABA's in the state by county, to make it easier for consumers to find certified individuals in their area. Additionally, in response to frequent requests from parents and other consumers, we will provide consumers with guidelines for identifying qualified providers of behavior analytic services via links on our website to the ABA Autism SIG's Guidelines for Consumers as well as the consumer flyer on finding behavioral consultants that was developed recently by the American Association on Mental Retardation, the American Psychological Association, and ABA.

For more information about CalABA activities and membership, please log on to www.calaba.org.

ABA Colombia: Its Role in the Development of Behavioral Sciences in the Iberoamerican World

By Wilson López-López, PhD

After arranging, along with the Spanish College of Psychologists (COP), the 3rd Iberoamerican Congress of Psychology, the kind of projects that ABA Colombia can lead became evident. These types of events have a great impact on the field and go beyond ABA Colombia's previous work promoting the development of behavior analysis in Colombia and in the Iberoamerican world.

Within this arena, ABA Colombia and five organizations in Iberoamerica participated in the creation of a new international organization. This was done in a congress organized by ABA Colombia and the COP in Bogotá, Colombia, from the 21st to the 27th of July, 2002. Later, between the 27th of May and the 3rd of June, 2003, these organizations gathered for the first time in the Castle of la Mota, Medina del Campo, Spain, in order to continue this process and formalize the Iberoamerican Federation of Psychology Associations (FIAP). The first meeting of FIAP developed ordinances and a set of projects to guide its future action. Among its main projects was the creation of a proposal for the diffusion of Iberoamerican research that permits access to developments within these countries and facilitates recognition of the editorial and research efforts in Iberoamerica, which have, generally, poor diffusion internationally.

As well, commissions working on the development of united research proposals were formalized, as were ones to work on the international accreditation of postgraduate programs. In addition, the next

Iberoamerican congresses of psychology were discussed, among other things.

In the development of psychology as a science and profession in Colombia, ABA Colombia took part, with other Colombian psychological associations, in a commission that wrote the document of the new law that will regulate the job of psychologist in Colombia; this document represents an effort of agreement on the part of diverse groups of psychologists that see, in this new law, a positive future for psychology in Colombia. We certainly hope that ABA Colombia's perspective is reflected in it.

What seems to be clear is that the processes of development assume complex efforts of agreement and communication, which could be supported by the contributions of ABA International. Those who, as we do, have a commitment to behaviorism, aim not only toward a discursive, methodological or technological universe linked to Skinner's principles and transformed by contributions of later behavior analysts. We aim as well toward a lifestyle, a philosophy of life, a utopia, which presumes cooperation, solidarity and inclusion.

ABA International has the opportunity to generate processes of support, diffusion and development of united projects that permit real strengthening of behavior analysis. Processes that are committed to those new realities and those utopias that interest us. I celebrate, for example, that the ABA annual conventions include more than one language and that ABA publications can be accessed freely, but there is still much to do.

Connecticut Association for Behavior Analysis

By Suzanne Letso, MA, BCBA

The international Association for Behavior Analysis, Inc. (ABA) recently approved an application to establish another affiliate chapter, the Connecticut Association for Behavior Analysis (CTABA). CTABA was formed to assist in the development and advancement of the field of behavior analysis within this state through research, education, and dissemination of information. CTABA will provide a newsletter and will hold an annual meeting and conference. This conference will include opportunities for behavior analysts to present basic and applied research findings, earn continuing education credits toward the maintenance of their national behavior analyst certification, and networking opportunities for anyone with an interest in behavior analysis within this geographic area.

CTABA is dedicated to promoting the theoretical, experimental, and applied analysis of behavior across a wide array of applications and audiences, and is not designed solely for the purpose of advancing the application of behavioral strategies as they apply to individuals with autism or related disorders. However, today much of the interest in behavior analytic practices

and services are driven by the needs of children with autism spectrum disorders, their families and other related professional service providers. Therefore, CTABA is joining together with CTEAT to convene a CTABA Autism Special Interest Group, consisting of both parents and professionals that focus specifically on the needs of this population.

In order to facilitate development of CTABA, an initial founding Executive Council has been established: Suzanne Letso, MA, BCBA, Connecticut Center for Child Development, is President; Erica Roest, MEd, MA, BCBA, Institute for Educational Planning, is Treasurer; Patricia Fitzsimons, MS, BCBA, Connecticut Center for Child Development, is Secretary; James Mulick, PhD, Ohio State University/Children's Hospital, is an Executive Council Member; and Peter Gerhardt, EdD, Nassua Suffolk School for Autism, is an Executive Council Member. This start-up Executive Committee has been established for a period of six months for the purpose of establishing the organization, soliciting membership, organizing the first membership meeting, and coordinating the election of the first full-term Executive Council.

According to the by-laws, CTABA will have three classes of members: Full Members, Student Members, and Nonvoting Members. To be considered for Full Membership, applicants must have educational 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). Nonvoting Members must express an interest in behavior analysis and be nominated by a Full Member. Student Members must be actively enrolled in an academic program, internship, or resident program relevant to a career in behavior analysis. Applicants for Student status must be accompanied by proof of enrollment in an academic degree program, internship experience, or residency program. Anyone who is 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 email Suzanne Letso at letso@cccdinc.org, call (203) 882-8810, extension 11, or send a fax to (203) 878-9468.

Update on the 8th International Congress of Behavioural Medicine, Mainz, Germany (25-28 August 2004)

By Prof. Winifred Rief

The Eighth International Congress of Behavioural Medicine is to be held in Mainz, Germany, 25-28 August 2004. Check out all the details at www.icbm-2004.de or email info@icbm-2004.de for more information. Jointly organised by the International Society of Behavioural Medicine (ISBM) and the German Society of Behavioral Medicine and Behavioral Modification (DGVM), the congress promises to be an excellent scientific meeting. The theme of the Congress will be 'Integrating Social and Behavioural Sciences with Medicine and Public Health'. The designated program tracks will cover all aspects of behavioral medicine and related fields, including research related to basic mechanisms, clinical treatments and public health/health promotion research.

Keynote presentations will be given by Sheldon Cohen (USA), Herta Flor (Germany) and George Kaplan (USA). There will also be Master Lectures given by Michael Antoni (USA), Clemens Kirschbaum (Germany), Johannes Siegrist (Germany), Jane Wardle (UK) and Anuar Zaini (Malaysia). There will be an excellent scientific program made up of symposia, oral and poster presentations, as well as a workshop program and many other meetings and activities held in association with the Congress.

There will also be a Satellite Meeting held in Budapest (August 31-September 2) on the topic of "The role of behavioral medicine in addressing the health challenges confronting Central and Eastern European societies" (email staadr@net.sote.hu for more information).

Key dates include:

Deadline for submission of abstracts: December 1, 2003

Deadline for early career award applications: February 1, 2004

Deadline for submission of abstracts for rapid communication posters: May 1, 2004

Kansas ABA

By Edward K. Morris, PhD, BCBA

KansABA's application for state affiliate status was submitted to ABA in the winter-spring of 1999. The Association was chartered that May. As stated in our bylaws:

The purpose of KansABA shall be to provide a forum for (a) disseminating information about the science and practice of behavior analysis, and education and training programs therein; (b) discussing issues relevant to the science and

practice of behavior analysis; (c) maintaining disciplinary, professional, and ethical standards in the science and practice of behavior analysis; and (d) enhancing and recruiting interest in behavior analysis throughout the State of Kansas.

KansABA also embraces behavior analysis as a whole – basic research (i.e., the experimental analysis of behavior), use-inspired research (e.g., behavioral synthesis), empirically-based solution to problems of individual and social importance (e.g., applied behavior analysis), and conceptual coherence (e.g., in concepts and philosophy).

Since being chartered, KansABA largely attended to the details of its internal administration. This year, however, on March 22, the Association held its first conference, a day-long, single-track program on the theme of "Applied Behavior Analysis Across the Lifespan." The program featured sessions on (a) early childhood and behavior analysis, with papers on sign language, classroom contingencies, and child preference for function-based interventions and (b) applied gerontology, with papers on memory assessment through matching-to-sample and on restoration of limb use through practice after stroke-induced hemiparesis. Individual papers were presented in the areas of education – disseminating class-wide peer tutoring; developmental disabilities – the functions of disruptive behavior in children with and without autism; and clinical applications for adult disorders – dialectical behavior therapy. The keynote address was given by Dr. Patricia Meinhold: "Beyond Early Childhood Intervention: Behavioral Treatment Benefits Children and Youths of All Ages." A poster session was also held, with posters on human and nonhuman operant behavior, classroom behavior, and veterans' counseling. Ninety-five registrants attended the conference from across the state of Kansas and the Great Plains (and Wisconsin and Florida). Plans are underway for next year's conference.

For access to KansABA's By-laws and membership information, go to www.kansaba.org.

Maryland ABA

By SungWoo Kahng, PhD, BCBA

The 5th Annual Meeting of the Maryland Association for Behavior Analysis (MABA) was held on November 22, 2002 in Baltimore, Maryland. We had the largest number of participants since the inception of MABA. Over 160 members attended the conference to hear our keynote speaker, Michael Perone, give a presentation entitled "Why Applied Behavior Analysts Should Be More Negative About Positive Reinforcement." Other presenters included A. Charles Catania, Henry Emurian, Shannon Haag, Gregory Lieving, Ethan Long, Eve D. Marschark, and Kenneth Silverman. Last year, MABA became BACB approved continuing education (ACE) providers. Therefore, we offered BACB ACE credits for the first time in the history

of MABA. Finally, Charlie Catania ended his term as the President of MABA and Roger McIntyre assumed that role. Additionally, Jane Barbin was voted President elect and Michelle Uy was voted student representative.

Our 6th Annual Meeting is scheduled for November 14 and 15, 2003 in Baltimore, Maryland. As always, the annual meeting will offer a mix of applied and basic research as well as highlight behavior analytic programs in the mid-Atlantic area. This year, MABA will continue to offer BACB ACE credits. Furthermore, MABA will, for the first time, sponsor a workshop for parents and professionals. Finally, given the strong interest in MABA, this year's meeting will be held in a larger venue. We expect that these many changes will stimulate the continued growth of MABA.

Mid-American ABA

By Ruth Anne Rehfeldt, PhD

The Mid-American Association for Behavior Analysis (MABA) held its second convention under the official name "MABA" last October 4-5 in Kalamazoo, MI. The convention was hosted by faculty and students in the department of psychology at Western Michigan University. The convention included two days of presentations on a range of experimental and applied topics. Program chairs included Mark Dixon and Eric Jacobs (Southern Illinois University), each of whom was responsible for organizing clinical/applied or experimental/basic symposia, respectively. This was the first year of a student paper competition, which was coordinated by Doug Woods (University of Milwaukee, Wisconsin). The winner of the student paper competition was Daniel Fienup (Southern Illinois University), who had the opportunity to present his paper at the conference. A poster session was also held, which was organized by Kevin Klatt (University of Wisconsin, Eau Claire). The poster session included 37 posters. A prize was given at the conclusion of the poster session for the three best student posters. The convention concluded with a colorful slide show of memorable convention moments, as created and presented by Dick Malott. The convention program can be viewed at the MABA website, at: <http://psyc.uwec.edu/maba/maba.html>

The attendance was quite high for our second official meeting. Approximately 100 individuals attended the convention, slightly over half of whom were graduate and undergraduate students. The following universities and research institutes were represented at the convention: Southern Illinois University; Illinois State University; Bradley University; Illinois Wesleyan University; Indiana University South Bend; University of Wisconsin, Milwaukee; University of Wisconsin, Eau Claire; Western Michigan University; St. Cloud University; University of Texas; University of New Hampshire; University of Nevada; University of South Dakota; Eastern Michigan University, and the Marcus Institute.

A business meeting was held at the convention, during which elections were held for upcoming vacancies in leadership positions. A position for a student representative was also established. Election results were as follows: Elizabeth Noltz (SIU) was elected as the student representative on the Board of Directors (term ends 2004); Jim Carr (WMU) was elected to the position of Board of Directors (term ends 2006); and Larry Alferink (ISU) was elected to the position of President-elect (2003), and President (2004). Larry will continue to serve as Treasurer this next year.

Plans are currently underway for the MABA 2003 Convention. It has been determined that the convention will be held in Milwaukee, WI, on Oct. 3 and 4. The program committee for the upcoming conference consists of faculty from the psychology department at Western Michigan University, who are planning the conference under the leadership of Wayne Fuqua, MABA's current president.

MABA presented a poster at the 2003 ABA Expo and held a business meeting in conjunction with ABA.

North Carolina ABA

By Duke Schell, PhD

Under the excellent leadership of Bill Helsel, President, and Ed Konarski, President Elect, NCABA held its 14th annual conference in Wrightsville Beach, NC, February 19th through the 21st, with over 130 participants, 16 excellent addresses and 14 exciting posters. Some of our outstanding speakers included Kent Johnson from the Morningside Academy, Martin Kozloff from the University of NC at Wilmington, Michael Stoutimore and Teresa Rodgers from the Florida Department of Children and Families—back for a return performance from last year's conference, Denny Reid from the Carolina Behavior Analysis and Support Center, Carol Pilgrim from the University of NC at Wilmington, and Alison Moors and Michael Fabrizio from Fabrizio/Moors Consulting.

NCABA presented Carol Pilgrim, ABA's Past President, with its most prestigious honor, the Fred Keller Excellence in Behavior Analysis Award, for her sustained high-quality research in areas such as stimulus equivalence and class-specific reinforcement. This year the Technical Utilization Award went to Rose Marie Sherman from Pitt County, who had done work with Jeannie Golden. NCABA continues to highlight the participation of students at the conference with a symposium—hosted by Jamie Clary, our Student Representative from Appalachian State University—that is dedicated to their research work and a poster session award honoring the best student posters. The Student Scholarship Award was presented to Mary Ingalls, a student with Jeannie Golden at East Carolina

University. At the poster session, this year's awards went to Christy Ashford, Carol Pilgrim and Kelly Stanley from UNC-Wilmington, and Maggie Ivancic from Salem Elementary School and Martin Ivancic from Western Carolina Center in Morganton.

As is true with many states, North Carolina continues to have budget crises and its financial support of state employees in professional development has been meager. However, NCABA continues to provide a quality conference at an affordable price. This year the NCABA board added special workshops by Erica Wise from the University of NC at Chapel Hill and Ed Konarski from the Human Development and Training Institute at Western Carolina Center. To cap off the

conference Kent Johnson put on a "fluency" workshop.

Newly elected officers included Marsha Parsons to a two-year Member-at-Large and Carolyn Green as Vice President. Both are at Western Carolina Center and

have previously served on the NCABA board. It is great to have them back. Joining the board as Student Representative is April Nolan, a student with Jeannie Golden at East Carolina University. NCABA thanks Anne LaForce, Past President, from Murdoch Center, Jeannia Rollyson, Member-at-Large, from Western Carolina Center, and Jamie Clary, Student Representative, who went off the board at the end of their terms—jobs well done.

NCABA maintains financial integrity, despite the state budget woes, so that it can support behavior analysis throughout NC and the region with a post-conference balance near \$10,000 thanks to our fiscal wizard Secretary/Treasurer, Maureen Schepis, from the Center for Early Communication and Learning at Western Carolina Center. The new NCABA board is already well under way in arranging our 15th annual conference in February, 2004. For the latest information about NCABA, visit our website, hosted by Fred Spooner, at: www.uncc.edu/~fhspooner/NCABA



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

Updates from ABA Special Interest Groups

Animal Trainers Forum SIG

By Barbara Kaminski, PhD

The Animal Trainers Forum Special Interest Group (ATF SIG) continues to grow and develop! The purpose of the ATF is to support and provide information to members of the behavior analytic community who are working in the field of animal training and applied animal research. This is accomplished through presentations, symposia, and special programs offered at ABA, a newsletter, the maintenance of a web page (located at the Cambridge Center for Behavioral Studies web site), and participation in an internet discussion list. Recently, the ATF SIG has focused on encouraging research in the field of animal training and on increasing the number and quality of data-based presentations at the ABA convention. At the 2003 convention in San Francisco, ABA members learned about current developments in animal training and applied animal research by attending the three symposia, five paper presentations, a panel discussion, a pre-convention workshop, and numerous posters by ATF members.

As members of ABA we are uniquely qualified to help interpret, critique, and disseminate behavior analytic information to trainers outside of behavior analysis. Equally important, applied animal research can make important contributions to the field of behavior analysis. Applied animal research on acquisition, transfer of stimulus control, and so forth may be of potential interest to ABA members working in other applied areas. Conversely, research from other specialty areas, both basic and applied, is also applicable to animal training. Recent convention symposia have included presentations from other specialty areas and populations.

The ATF is also promotes and supports training of and research by undergraduate and graduate students. Currently, the SIG is interested in encouraging students to present the results of their research projects at the ABA convention. To that end, the SIG recently began development a student research award. We hope to have the student research award program in place during the upcoming year and feature those student presentations at ABA 2004.

The ATF welcomes ABA members working in any area to join the SIG. Membership information can be obtained from Marge Gibbs, ATF secretary, 14 Fox Trail, Lincolnshire, IL 60069.

Behavioral Gerontology SIG

By R. Mark Mathews, PhD

The Behavioral Gerontology Special Interest Group is actively creating a new web page for SIG members that includes a membership listing, archives of previous SIG newsletters, news of employment and funding opportunities in behavioral gerontology, discussion forums, a reference database of empirical and discussion articles relevant to behavioral gerontology, and links to other relevant web sites. This spring, UCLA Professor Jack Schnelle presented an invited address entitled: "Barriers to translating behavioral interventions into nursing home practice" at the 29th annual convention in San Francisco. The SIG awarded a cash prize for the best student presentation of behavioral gerontology research at the annual ABA conference to Lelani Diliberto for her poster entitled: "Decreasing wandering in an individual with mental retardation, bipolar disorder and probable dementia." In addition, Linda LeBlanc edits and distributes a bi-annual SIG newsletter that is e-mailed to all current SIG members and posted on the SIG web site.

Interbehaviorists SIG

By Jennifer L. Thomas, MS & Cristin D. Harrison

The Interbehaviorists Special Interest Group of the Association for Behavior Analysts (i-ABA) is based upon Jacob Robert Kantor's *Interbehavioral Psychology and Philosophy* (1958). This approach is a naturalistic, monistic approach to events in the universe and is consistent with the scientific assumptions that Kantor outlines in *The Logic of Modern Science* (1953).

The scientific systemization that Kantor provided to the Interbehavioral approach to psychological events was one of the key features that allowed for the continued interest and growth of Interbehaviorism today. Such a system aligns the theoretical and philosophical assumptions of any scientific field with its experimental approaches. The behavior of organisms however, is complex, dynamic and in constant evolution such that the description, understanding, and analysis of the participating variables are not easy tasks, let alone accomplishing the goals of prediction and influence. Through an Interbehavioral approach, a strong foundation of scientific assumptions and experimental procedures has primed the field of behavior analysis to be able to collaborate with the other sciences.

Therefore, the promotion of interdisciplinary research and intellectual collaboration is one of the i-ABA's goals for this and upcoming years. For example, one of the most scientific characteristics of the field of behavior analysis, is the emphasis on empirical data. However, most behavior analysts are provided with minimal, if any, training in analyzing data with computer languages,

which might be more appropriate for our subject matter. This is of particular interest for those behavior analysts displaying complex data, like social interactions, which is most interesting when described within its field of interaction. Therefore, collaboration with other scientific disciplines may be useful here. In addition to data analysis, methods and tools from other approaches such as dynamical systems can be useful to some behavior analysts and such integration of physics and mathematics has been encouraged in our field before (Marr, 1992).

During the year of 2002, the members of i-ABA prepared to address this and other goals in several ways. First, in order to disseminate Interbehavioral psychology and philosophy, one of our ongoing goals, we established a web site

(<http://www.unr.edu/psych/behavior/iaba/>)

This site provides a brief description of Interbehaviorism and links to related people, articles, and books. Additionally, the *Interbehaviorist* news journal can be found at this site. The reintroduction of this news journal appeared this spring with an invited article by Dennis J. Delprato. Finally, a list of presentations appearing in the ABA, 2003 program is also provided.

An on-going endeavor to generate scientific dialog continues to occur by way of the Interbehavioral psychology discussion forum (IB-I). Some of the IB-I topics of 2002 included: brain and behavior, psychology and quantum physics, and programmed instruction and testing. This forum can be found at the i-ABA site or at: <https://list.emich.edu/mailman/listinfo/ib-i>.

In addition to establishing a web site and reintroducing the *Interbehaviorist* news journal, one of the I-ABA SIG's goals for 2002 was to reestablish the advisory board. We are pleased to announce the members of the i-ABA advisory board are: Dennis J. Delprato, Debra W. Fredericks, Linda J. Hayes, Emilio Ribes Iñesta, Edward K. Morris, and Noel W. Smith. We hope to develop the SIG with the help of these Interbehaviorists who have already demonstrated significant contributions to the field of psychology.

Finally, we would like to acknowledge the valuable contributions to Interbehaviorism and experimental psychology made by William S. Verplanck who passed away this last year (1916-2002).

The history of psychology is largely constituted of a succession of fads overlying the continuity given by a few technological methods which have been progressively misapplied with little critical concern for their social, political, or scientific consequences. Can any person, working over a period of fifty years, make a difference?

William S. Verplanck, *Who's Who in America*, 43rd-51st Ed., incl.

Bill's contributions will be missed dearly and we hope to continue the development of Interbehaviorism and psychology with the vigor and enthusiasm for science that he had. He will be sorely missed.

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Parents and Professionals in Partnership: Introduction of a Newly Formed SIG

By David Celiberti, PhD, BCBA

Behavior analysts have long advocated for parents as partners in their child's education and treatment. For the behavior analyst working with individuals with autism and related disabilities, collaboration with parents is essential. In an effort to formally incorporate the growing number of parents who are seeking information from the Association for Behavior Analysis, we have created the Parent-Professional Partnership SIG. This group is intended to serve both parents of children with autism and related disabilities and interested professionals. While the Autism SIG has a long and successful history of providing a forum for professional discussion and networking, the Parent-Professional Partnership SIG will address the specific needs and concerns of parents, particularly parents who are active participants in the ABA conference.

The creation of the Parent-Professional Partnership SIG is a result of a welcome advance in the field of ABA. Over the last decade, there has been an increasing trend in the rate of consumers who are requesting ABA services (e.g., Jacobson, 2000). Greater numbers of parents are becoming knowledgeable about science-based treatments. They assertively advocate for their children's right to effective education. Some parents have gone the extra mile to promote effective education and treatment for all persons with autism. These parents have created organizations (e.g., Association for Science in Autism Treatment) designed to raise awareness of science-based treatments and to generate the funds necessary to achieve such objectives. Goals of these organizations include helping parents of newly diagnosed children gain access to accurate information and effective services and increasing the number of qualified professionals.

The members of the Parent-Professional Partnership SIG desire to use parents' perspectives, experiences, and compassion to make the journey easier for others. We also hope that this SIG serves as a forum for discussion among parents and professionals to improve service delivery to families. The SIG's initial objectives are the following:

1. ABA Conference
 - a. Provide orientation to the parent attendees and help them make the most of the conference experiences and opportunities;
 - b. Sponsor formal conference events that target issues of significance to parents (e.g., how to make important treatment decisions, how to enhance parent-professional collaboration);
 - c. Sponsor informal "end of the day" conference events that promote networking and help parents assimilate the information presented at the conference; and
 - d. Hold an annual business meeting at the conference to discuss objectives
2. Support initiatives to help parents access accurate information from existing resources and web links.
3. Create new resources to help parents become more familiar with ABA services, how to better access such services, and how to better advocate for such services, and how to promote accountability.

To date, we have planned a symposium for parents and interested professionals that addressed: 1) what to expect at the conference, 2) elements of research design, and 3) how to evaluate treatments. There were also two "socials" scheduled to provide informal opportunity for parent and professional networking. Prior to the conference, the SIG also provided parents with a categorized list of conference events more relevant to their interests (e.g., social skills, communication, toilet training). In addition to the conference opportunities, the Parent-Professional SIG has been working with the Autism SIG to include information relevant to parents in their newsletter. We added a regular column describing the nature and scope of family services offered by schools and organizations that specialize in autism. Lastly, we are gathering information on websites that may be useful to families who are considering or utilizing ABA services.

The Parent-Professional Collaboration SIG is committed to improving the quality of service provision for families through active partnerships with parents. Fortunately, there are many avenues to effective parent-professional collaboration. Although beyond the scope of this newsletter article, there are a few suggestions. Parents should be encouraged to ask questions about the benefits, risks, and limitations of a treatment and such questions should be welcomed at any point in the intervention process. Parents should also ask about qualifications, experiences, and certifications. Parents

should be provided with training on an ongoing basis, not simply as a one-time orientation or workshop. Service providers could solicit parents' input and help parents to prioritize their short- and long-term goals for their child and their family. Service providers could also request feedback from parents regarding their performance. Responses may lead to a productive discussion and enhance performance with all families.

If you are interested in improving parent-professional collaboration or just want to know more about our activities, we strongly encourage you to join the Parent-Professional Partnership SIG by contacting one of the officers.

Suzanne Buchanan, Vice President;
suzanne.buchanan@njcosac.org
David Celiberti, President; dacnys@aol.com
Clarisse Domingo, Secretary/Treasurer; risse9@aol.com

References

Jacobson, J. W. (2000). Early intensive behavioral intervention: Emergence of a consumer-driven service model. *The Behavior Analyst*, 23, 149-171.

You can obtain information about The Association for Science in Autism Treatment (ASAT) by visiting their website www.asatonline.org.

Rehabilitation and Independent Living SIG

By Mike Mozzoni PhD, BCBA

The Rehabilitation and Independent Living SIG welcomes ABA members and invited guests to actively participate in task force projects brought forth by the membership. The objective of this year's meeting was to:

1. Identify SIG projects.
2. Organize (a) task force(s) to conduct literature reviews and research as appropriate.
3. Coordinate the SIGs resources and the approval of projects by the ABA Council.

Some issues raised included:

- What does ABA have to offer rehabilitation?
- What do comparative studies indicate about "Best Practices?"
- Does ABA have guidelines or "standards of care" relating to common rehabilitation practices?
- How can we educate physicians in the use of single subject designs and measure the effectiveness vs. the standard operating procedures?

- How can we help the teachers of children returning to school following catastrophic injuries/extensive medical procedures?
- Outcomes what are they and should we generate or support a standard measure?

And more . . .

Members were sought to join task force groups, with many unable to attend. Groups are currently being formed, and ABA members or guests interested in joining a task force should contact Mike Mozzoni (877) 758-8799 or by e-mail at mpmozzoni@ualr.edu or mmozoni@neurorestorative.com

If you want to be a part of the solution and are willing to work on issues, join the Rehabilitation and Independent Living SIG.

Together we can make a difference!

Standard Celeration Society SIG

Abigail B. Calkin, PhD

In November 2002, the Standard Celeration Society held its Fifteenth International Precision Teaching Conference in Harrisburg, PA. Over 150 people attended, including faculty and students from Connecticut's Ben Bronz Academy. A sizeable number of parents of autistic children from Canada and the United States attended.

The Sixteenth International Precision Teaching Conference will occur in Columbus, Ohio November 6 through 8 For information contact Rick Kubina at rmk11@psu.edu.

We have recently updated the Standard Celeration Society website. Its URL is <http://www.celeration.org>. Check it out! Its new, rapid speed allows very quick access to all sorts of interesting information about charting, its growth from Skinner through Lindsley to the present, and its over 35-year history.

The *Journal of Precision Teaching and Celeration*, issue 1 of volume 19 is out. Volume 18, number 2 of the journal included a special section on Precision Teaching in Ireland.

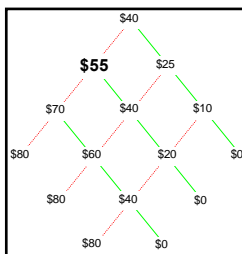
Society for the Quantitative Analyses of Behavior (SQAB)

Lessons from the *Problem of Points*
By Armando Machado, PhD

Historians like to assign the symbolic birth of the various sciences to important events. The birth of probability theory is usually assigned to the correspondence exchanged during the seventeenth century between two famous French mathematicians, Blaise Pascal and Pierre de Fermat. As the story goes, the *Chevalier de Mère*, a gentleman known for his fondness of gambling, asked Pascal how to solve the following problem: Two players, A and B, play a fair game. For example, they may flip an honest coin, with Player A winning one point if the outcome is Heads and Player B winning one point if the outcome is Tails. The first player to win five games receives the handsome sum of, say, \$80. Unfortunately, the game must be interrupted when Player A has won three games and Player B has won two games; how should the stakes be divided between them?

Pascal and Fermat's solution to the *problem of points*, as it came to be known, rested on the principle that the

stakes should be divided according to the number of games each player still needed to win at the moment the game was interrupted. More specifically, each player should receive a sum proportional to his probability of winning the game, were the game to continue as initially planned. The two



authors advanced different, but ultimately equivalent, ways to determine the probability of winning for each player. In particular, Pascal's solution introduced the famous Pascal triangle familiar to students of probability theory.

Naturally, historians of mathematics have tended to stress the ideas and techniques used by the two Frenchmen to compute the probabilities. But one should not overlook the fact that these ideas and techniques were advanced only after a principle had been agreed upon, a principle that divided the stakes according to the probabilities of winning the contest. The principle seems eminently reasonable, but reasonableness is not a mathematical concept. In fact, there was nothing in the mathematics of the 17th century, nor is there anything in the mathematics of the 21st century, to suggest or justify it.

I would like to draw two lessons based on the *Problem of Points*. First, when applied to our physical, biological, or social worlds, the language of mathematics is secondary to clear and distinct *non-mathematical* ideas.

'Reasonableness' pertains to philosophy, 'momentum' to physics, and 'reinforcement' to psychology. Second, the language of mathematics should not be confused with

that which is described mathematically. Criticism of one does not apply to the other. Were someone to claim that the stakes should be divided in proportion to the games already won, we could agree or disagree, but our decision would have no bearing on the probability concepts and techniques introduced by Pascal and Fermat. Similarly, if someone claims that to deal with the molar, global, or Gestalt-oriented properties of learning and perceptual processes, for example, we need "a better mathematics" because the current one is local, elementalist, and feature oriented, we would reply that the claim confuses descriptions of the world with the mathematical concepts and techniques used in the descriptions. For mathematics is neither molar nor molecular, global or local, Gestalt or elementalist, but simply abstract. That is why the same mathematical ideas and techniques can be used to describe remarkably different phenomena, from the division of stakes between two players to the behavior of pigeons in a Skinner box; from the movement of planets around the sun to that of ions across a cell membrane.

The *Society for the Quantitative Analysis of Behavior* (SQAB) held its annual meeting in San Francisco, May 23 and 24, just before ABA. Randolph Grace, the new Program Chair, invited a set of distinguished speakers to address the main theme of the meeting, Decision Theory and Choice in humans and animals. Bill Palya invited four additional speakers to deliver the preeminent tutorials—SQAB's attempt to help researchers and students understand the strengths and limitations of specific quantitative techniques. The concepts and techniques of

probability theory first developed by Pascal and Fermat were present, almost surely, to cloth interesting psychological concepts and theories. A poster session with cash-bar on the night of the 23rd brought everyone together in an informal, pleasant setting. Darlene Crone-Todd organized the logistics of the meeting and Patrice Miller and Michael Commons handled the financial aspects of the Society and composed its Newsletter. If you missed SQAB in San Francisco, I invite you to join us in Boston.

In the meantime, please visit our website at <http://sqab.psychology.org>. If you are not yet a SQAB member, you may wish to become one and gain access to the peer-reviewed proceedings of previous meetings. Former SQAB president Peter Killeen and I have just completed the editorial process regarding the meeting in Toronto. The proceedings of that meeting have been posted on our web site (special thanks to Bill Palya and Don Walter) and published in a special issue of *Behavioural Processes*. SQAB members attending the San Francisco meeting received a copy of that special issue. Once again, come and join us!

Correspond with: Armando Machado; Instituto de Educação e Psicologia; Universidade do Minho; 4710-057 Braga, Portugal; mail: armandom@iep.uminho.pt

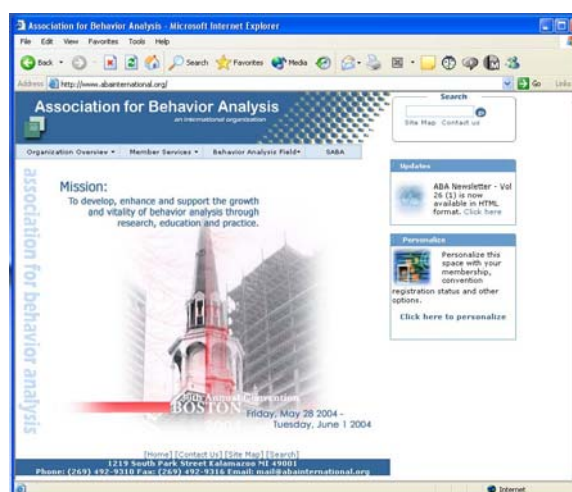
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- Program (posted on-line February 2004)



Updates from the Behavioral Community

2004 Panel Discussions on Graduate Training Programs

By Colin Peeler, PhD

Since May of 2001 at the annual ABA convention, panel discussions on graduate training programs in ABA have been conducted each year. Due to their success we will be conducting this in Boston next year. This past year, representatives from 17 graduate programs presented information about their programs in four different panels. In the panel discussions a representative from each graduate program provides a brief overview (e.g., admissions and course requirements, practicum and research opportunities, faculty interests, and job placements of graduates) and answers questions about their program. The panel discussions provide a forum in which potential students can learn about several programs at once and compare them. The idea is that this will help students decide which graduate program is the right one for them. Please let us know if you would like to be a part of one of these panels to market your program and recruit students. To participate you will need to become a member of the Council of Directors of Graduate Programs in Behavior Analysis and send in the information listed below. Membership in the Council has many benefits and allows your graduate program to have a voice in the future of Graduate Training in ABA. Information about the Council of Directors is located on page 22. We look forward to your participation in these panels in Boston.

If you would like to be a part of the panel discussions on Graduate Programs in ABA send the following:

- Completed Graduate Council Membership Form
- Check or Money Order for Graduate Council Membership Dues

Please identify the degrees offered and who the presenter(s) will be during the panel at the ABA conference in Boston in 2004. Send all materials to:

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Behavior Analyst Certification Board Update

By Gerald L. Shook, PhD, BCBA

The Behavior Analyst Certification Board® administered examinations to over 400 candidates in 14 cities in the United States as well as Cambridge, England on Saturday May 17, and in San Francisco on May 28 following the ABA Convention. The total number of certificants, including projected numbers certified in the May administrations, will likely exceed 2,000. BACB® Fall administrations are scheduled for Saturday November 22, 2003. Applications must be postmarked by September 12, 2003. Late applications must be postmarked by September 26, 2003 (additional late fee applies). Individuals who are interested in applying for the fall examinations should refer to www.BACB.com for application due dates and forms

Note that Option 2 for qualifying for the Board Certified Behavior Analyst examination expires on December 31, 2003. Applications for examination and documentation materials for this option will not be accepted after that date. The College Teaching Option has been reinstated and interested parties should refer to the BCBA application for examination for details. Individuals who are interested in having the examinations administered in their area, or who are interested in BACB 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 Manitoba (Canada), the University of Texas at Arlington, Auburn University, the University of Wisconsin Eau Claire, the University of Tel Aviv (Israel), the University of Rochester, and the University of Dublin (Ireland). We also welcome all new continuing education providers, and encourages all qualified providers to apply. For a complete listing of universities and continuing education providers, please see www.BACB.com.

The BACB is pleased to announce the election of the following individuals to the Board of Directors: Ray Romanczyk, Cherish Richards (BCABA Representative), and Mike Stoutimore (Florida Department of Children and Families Representative). Dr. Romanczyk will chair the newly formed Professional Experience Committee that will be developing new experience requirements for qualifying applicants to take the certification examinations.

The Board of Directors is deeply saddened by the untimely death of one of its members, Michael Hemingway, in a motorcycle accident Sunday, May 4, 2003. We can not overstate the impact of contributions Michael made to the field and profession of behavior

analysis; those at-risk in Florida and nationally; the Behavior Analyst Certification Board; and to all of us as colleagues and friends. Without the contributions of Michael Hemingway and the Florida Department of Children and Families, the BACB most probably would not exist.

The BACB has updated and expanded its website, BACB.com, to better meet the needs of new applicants, consumers and certificants, while giving the site a new friendly and professional look. Over the next few months, the site will increase its emphasis on addressing behavior analysis consumer issues by providing educational pages on behavior analysis and BACB certifications, and by making it more attractive and easier for consumers to obtain services of BACB certificants. We also will be adding features to BACB.com to increase the value of certification for certificants, and to make the process of maintaining certification as easy and pleasant as possible. For example, we are exploring a certificants section containing features such as an electronic newsletter that addresses important topics (i.e., the upcoming recertification process). Please refer to BACB.com for current information on the BACB and its credentials.

Open Letter from the APA Executive Director for Science

August 6, 2003

Dear Colleague:

It is my great pleasure, as the Executive Director of the APA Science Directorate, to ask that you consider joining APA.

Some people might wonder why it is useful to be a member of APA if you also belong to ABA. There are many reasons for being an APA member and I will list some of them below, but I believe most important for behavior analysts is for us to keep our colleagues aware of the behavior analytic approach to psychology and to make certain that students become aware of the behavior analytic approach.

In addition, the question about dual membership is answered by the fact that APA is a different kind of umbrella organization. Its broad coverage across science and practice offers a forum for collaboration and dialogue within the organization, and places APA in a position to foster such dialogue across the discipline and with funding agencies. APA addresses the critical legislative and policy issues that affect psychological researchers. APA's range of products—from journals, books and convenient electronic access, to training institutes and programs for students—make meaningful contributions to the growth of our science.

What else does APA do for psychological scientists? The actual list is far too long to cite in a brief letter, but

here's a sense of the APA programs that support scientists, academicians, and their students.

- The Advanced Training Institutes (ATIs) – week-long training sessions on new technologies, techniques or methods in psychological science
- The Summer Science Institute – a week-long seminar in scientific psychology for talented undergraduates
- Scientific conferences program supporting specialty conferences and festschrifts
- Academic career workshops held at the regional psychological associations and specialty society meetings, helping graduate students and new faculty learn how to find academic jobs or negotiate the years before tenure.
- Extensive advocacy by five lobbyists who devote 100% of their time to psychological research funding and regulatory issues.

If you would like to become a member of APA, it is easy to join. Just call (800) 374-2721 or send an e-mail inquiry to membership@apa.org. Because you are a member of ABA, you may be eligible for a 25% reduction in APA dues. Please call to get more information.

Please visit <http://www.apa.org/science> for more information on how APA furthers the science of psychology, and how you can benefit from membership in APA. You can contact the science directorate at science@apa.org if you have questions or comments.

APA is working hard on the issues that are of importance to you. Join forces with APA to preserve and promote psychology as a science!

Sincerely,

Kurt Salzinger, PhD
Executive Director for Science

Diversity Statement

The Association for Behavior Analysis seeks to be an organization comprised of people of different ages, races, nationalities, ethnic groups, sexual orientations, health status, religions, abilities, and educational levels.

Opportunities for Behavior Analysts

Other opportunities are available on the START web site: <http://www.abainternational.org/start/>

Applied Behavior Analysts May Institute, an award-winning nonprofit human services organization of over 180 educational, behavioral and rehabilitative programs in more than 17 states is looking for experienced applied behavior analysts to work in a number of locations around the US. A PhD in behavioral psychology or special education and BCBA preferred. For more information about the May Institute or current job listings, please email abajobs@mayinstitute.org or call 1-800-778-7601.

Behavior Intervention Specialist - Home & School Settings Travis Unified School District, Fairfield, CA – 5,000 Students. 2003-2004 School Year (183 Days/Rainbow Calendar). BA degree required, MA/Certified Behavior Analyst preferred. Minimum three years working with ASD and related disorders - preferably cross age groups.

SALARY: \$53,837 - \$68,711.00 + Benefit Package

Designs and delivers behavior intervention plans, implements training and other related inservice programs, including student-specific intervention training to staff and parents. Collaborates in implementation of individual educational programs with children with autism and related disorders. Plans, organizes, coordinates, supervises, and is responsible for providing supportive consulting services to assist staff and families in the development and implementation of comprehensive behavior intervention. Conducts functional analysis assessments, develops behavioral plans, provides data driven services, and trains staff concerning emergency behavioral interventions. Must have experience in a variety of appropriate curriculum, intervention techniques and applied behavioral analysis. Supervises Instructional Assistants.

Contact: Steve Vaczovsky, Assistant Superintendent, HR Travis Unified School District, Fairfield CA (707) 437-4604 or svaczovsky@travisusd.k12.ca.us For full posting see the employment section of www.travisusd.k12.ca.us

The Devereux New Jersey Treatment Network Position Available For Clinical Director: Provide and direct the delivery of clinical services in concert with established standards and practice guidelines. Serves as a consultant to Network leadership and staff on behavioral health care. Responsible for providing the leadership and vision needed to provide Clinical Accountability (i.e., quality programming, supervision, and treatment within Devereux standards). Responsible for the supervision and development of clinical staff.

This individual will develop and support clinical programs and services in concert with established best practices. Direct the research and outcome studies activities at the program level and support National QI Initiatives.

Supervise and evaluate clinical staff, including graduate trainees. Supervise the preparation of documentation and/or reports for guardian, funder, agency, appropriate Center and Corporate leadership. Direct and coordinate the development and implementation of consultative services in schools, homes, and other community settings, delegating responsibilities to staff as necessary. Supervise and direct the establishment and implementation of in-service training programs. Chairperson for the Network's Peer Review Committee.

REQUIREMENTS:

Doctoral Degree: Doctor of Medicine, Doctorate in Professional Psychology, or Masters of Social Work. Licensed as Independent Practice Provider within the State of service. 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.org, or mail: 901 Mantua Pike, Woodbury, NJ 08096

www.devereux.org Drug-free workplace/testing required. AA/EOE

Excellent opportunity for a part-time behavioral psychologist to work with the author of *Anyone Can Have a Happy Child*, in a well established private practice. Will teach a wide variety of behavioral techniques for children and adults. Applicants must have a doctorate in psychology and be on at least two major insurance panels (i.e., BC/BS, Tufts, Magellan, Harvard Pilgrim.) Send resume to: Jacob Azerrad, PhD; PO Box 353; Lexington, MA 02420 or fax to (781) 861-8637.

Psychologist (Doctoral) The Judge Rotenberg Educational 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 behavioral principles. Staff training and performance are managed along behavioral lines. JRC now serves 170 students in 28 community residences. Due to expansion, JRC is seeking additional psychology staff to deliver and oversee behavioral treatment at its residences and educational sites. Opportunities currently exist for full-time psychologists who are committed to the behavioral model. Features include attractive salary (\$65,000-\$70,000), negotiable hours, excellent benefits, and a happy, motivated environment. Send your resume to: s.antunes@judgerc.org, or Ms. Shirley Antunes, JRC, 240 Turnpike Street, Canton, MA 02021, or fax (781) 828-7547. Visit our website at www.Judgerc.org

2003 International Development Grant Information

2003 Grant Deadline: October 15, 2003

Purpose of the Grant: To promote the international dissemination and development of behavior analysis.

Grant Description: The Society for the Advancement for Behavior Analysis (SABA) provides three \$1,000 awards to individuals or organizations for projects with a significant impact on the long-term dissemination of behavior analysis internationally.

Who is eligible? 2003 ABA Members

What are the Project Requirements? Projects that will be considered will have an impact in establishment or development of behavior analysis in a country or region of the world. Projects with the following characteristics will have a higher chance of receiving the grant:

- A. **QUALIFICATION OF THE RECIPIENT:** The grant applicant must show evidence of strong analytical repertoire.
- B. **CONCEPTUAL AND METHODOLOGICAL INTEGRITY.** There should be conceptual and methodological integrity of behavior analysis in the efforts of dissemination.
- C. **TYPE OF IMPACT.** The grant reviewers will favor applications that have an impact in quality education of behavior analysis, research development, or application of behavior analysis.
- D. **LONG-TERM IMPACT.** The international development initiative should contribute to the long-term impact of the dissemination of behavior analysis in a country or region.
- E. **NUMBER OF BENEFICIARIES.** Projects with the largest number for benefactors will score higher.
- F. **UTILIZATION OF FUNDING.** The grant should include a detailed specification of how the funds will be used.
- G. **COMPLETE SUBMISSIONS.** Incomplete submissions that do not meet the specified requirements will be rejected.

What Types of Projects will be Considered for the Grant?

- 1. Education
 - a. To prepare and administer the education of behavior analysis concepts, methodology, or applications
 - b. To assist in the development of a university program in behavior analysis
- 2. Research
 - a. To assist with behavior analysis research that might have a positive impact for a community
 - b. To help establish a lab or research setting
- 3. Practice
 - a. To help establish or develop behavior analytical services to populations of various types
- 4. Publication
 - a. To translate significant work in behavior analysis. In order to apply for a translation project, the plans should under way and completion dates should be established
 - b. To print or distribute behavior analysis literature to a significant group
 - c. To bring behavior analysis knowledge to the mass media
- 5. Networking
 - a. To establish of a regional or local ABA chapter
 - b. To organize a conference that will attract significant audiences
 - c. To establish regional efforts of networking between organizations

Application Instructions: Submit the completed application to SABA by October 15, 2003. Incomplete submissions that do not meet the specified requirements will be rejected. Please provide clear and complete responses to each item requested on the application form.

Review Procedure: All applications will be reviewed by the SABA Board of Directors. All Board members will independently rate each grant application based on its contribution to the international development of behavior analysis. Results will be compiled and the three applications that receive the highest scores will be awarded.

Recipient Expectation: Those who receive the grant are expected to provide ABA a report on the implementation of the proposed project. This report will be published in the ABA Newsletter.

2003 International Development Grant Application

International Development of Behavior Analysis

2003 Grant Deadline: October 15, 2003

Contact Information:

Name: _____ Affiliation: _____

Address: _____

Telephone: _____ Email: _____

Project Information:

Title of proposed project: _____

A. QUALIFICATION OF THE RECIPIENT:

- Degree held
- University where degree was earned
- Courses taken in behavior analysis
- Provide a description (200-word maximum) of your training/background in behavior analysis

B. CONCEPTUAL AND METHODOLOGICAL INTEGRITY:

- Provide a description (200-word maximum) of the conceptual and methodological aspects on which the project or initiative is based.

C. TYPE OF IMPACT:

- Specify if this project is in the area of behavior analysis education, research, practice, publications, or networking

D. LONG-TERM IMPACT:

- Describe the possible impact of this project (200-word maximum)

E. NUMBER OF BENEFICIARIES:

- Describe who will benefit from this project

F. UTILIZATION OF FUNDING:

- Provide a clear description of how the funds will be used. The specification must add up to \$1,000.

Submit Application Materials To:

Society for the Advancement of Behavior Analysis
1219 South Park Street
Kalamazoo, Michigan 49001 USA
Telephone: (269) 492-9310
Email: mail@abainternational.org

ABA 2004 Convention Registration Form

Mail form and payment to: ABA, 1219 South Park Street; Kalamazoo, MI 49001
Telephone: (269) 492-9310. Fax: (269) 492-9316

Personal Information

NAME (Last, first, middle initial)

Fill out the following information ONLY if changed:

PREFERRED MAILING ADDRESS (for all ABA mailings)

PREFERRED MAILING ADDRESS 2

CITY, STATE, COUNTRY, POSTAL/ZIP CODE

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

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

FAX # (Include area and/or country codes) ☐ Home ☐ Work

E-MAIL

Convention Name Badge

Print your name as you would like it on your badge

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

Method of Payment

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

☐ American Express ☐ MasterCard ☐ Visa ☐ Discover

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

Name as it appears on your card

Card Number

Expiration Date

Signature

Note: To register for the convention at the member rates, you must be a member for the 2004 calendar year. If you do not wish to renew your membership for 2004, you must register as a non-member. **All presenters and authors must register for the convention.**

Pre-Registration will end May 17, 2004. No registration forms received by the ABA office after this date will be processed. On-site registration will open at 7:00 am May 28.

Convention Registration

A discount is available for early payment of registration fees. If your registration is postmarked before March 15, 2004, send the amount listed in the "before" column. You may register for the entire convention or for just one day.

Note: Discounts that are not taken will be considered donations to ABA unless a written request is submitted.

Registration for the Entire Convention

(Saturday 5/29 – Tuesday 6/1) **Circle** your membership category from the list below.

Fill in the appropriate amount: \$ _____

Category	Before 3/16	After 3/15
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$106.00	<input type="checkbox"/> \$126.00
Emeritus and Student	<input type="checkbox"/> \$53.00	<input type="checkbox"/> \$63.00
Chapter-Adjunct	<input type="checkbox"/> \$137.00	<input type="checkbox"/> \$157.00
Non-member	<input type="checkbox"/> \$253.00	<input type="checkbox"/> \$273.00

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

Saturday 5/29 Sunday 5/30
Monday 5/31 Tuesday 6/1

Circle your membership category from the list below and fill in the appropriate amount (fee X # of days): \$ _____

Category	Before 3/16	After 3/15
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$53.00	<input type="checkbox"/> \$63.00
Emeritus and Student	<input type="checkbox"/> \$53.00	<input type="checkbox"/> \$63.00
Chapter-Adjunct	<input type="checkbox"/> \$71.00	<input type="checkbox"/> \$81.00
Non-member	<input type="checkbox"/> \$94.00	<input type="checkbox"/> \$104.00

Special Events & Materials

Sweatshirts with Boston 2004 Design

-Adult Sizes: M L XL XXL / \$34 ea. \$ _____

Short-Sleeved T's with Boston 2004 Design

-Adult Sizes: M L XL XXL / \$24 ea. \$ _____

-Youth Sizes: S M L / \$18 ea. \$ _____

Long-Sleeved T's with Boston 2004 Design

Adult Sizes: M L XL XXL / \$28 ea. \$ _____

Boston 2004 Mug / \$12 ea. \$ _____

Donation to Support Student Presenters \$ _____

Total Payment Enclosed: \$ _____

Note: A \$25 processing fee will be charged for registration refunds up to May 2, 2004. After May 2, no refunds will be granted.

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, Netherlands, Norway, Philippines, Poland, Qatar, Sweden, Switzerland, Taiwan and the United Kingdom.**

Category B fees are for members in countries with income per capita between 50% and 75% of the US'. 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 between <25% of the US'. These countries include: **Bangladesh, Brazil, China, Colombia, Jordan, Mexico, Peru, Portugal, Russia, Turkey, and Venezuela.** Members in Category D will receive a 60% discount on membership dues.

Membership fees have not changed in Category A. Members in Category B will receive a 25% discount; in Category C, a 40% discount; and in Category D, a 60% discount. Income per capita information was obtained from the US Department of Commerce, International Trade Administration, 1999. Source data is available on the web at <http://ia.ita.doc.gov/wages/> or by calling ABA.

Your membership fee category is based on your permanent residency as determined by ABA and your mailing address. If 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 full, or sustaining full 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, 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

STD'T TYPE: ☐ HIGH SCHOOL ☐ UNDERGRAD ☐ 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: _____

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*.

For all renewing members, if payment is received in the ABA office by December 11, 2003 you may deduct \$20 for Affiliate, Full, Supporting, and Sustaining Members, or \$10 for Emeritus, Student, and Chapter-Adjunct Members.

MEMBERSHIP RENEWAL DUES

If you have been a member of ABA in a previous year, 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
STUDENT TRANSITION*	<input type="checkbox"/> \$62	<input type="checkbox"/> \$259

*If you were a student member last year and have received a graduate degree, you may apply for Full-member voting status at the student transition rate. Send vita and an official transcript (or letter from advisor) with this form and the information from page 20 under "Voting Member Status Determination." You may take advantage of this special rate once.

NEW MEMBERSHIP DUES

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

Category	One Year	Three Years
SUSTAINING FULL**	<input type="checkbox"/> \$133	<input type="checkbox"/> \$640
SUSTAINING AFFILIATE	<input type="checkbox"/> \$133	<input type="checkbox"/> \$640
SUPPORTING FULL**	<input type="checkbox"/> \$82	<input type="checkbox"/> \$357
SUPPORTING AFFILIATE	<input type="checkbox"/> \$82	<input type="checkbox"/> \$357
FULL	<input type="checkbox"/> \$63	<input type="checkbox"/> \$260
AFFILIATE	<input type="checkbox"/> \$63	<input type="checkbox"/> \$260
EMERITUS	<input type="checkbox"/> \$29	<input type="checkbox"/> \$107
STUDENT	<input type="checkbox"/> \$29	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$24	<input type="checkbox"/> \$92

METHOD OF PAYMENT

Total Amount for Dues & Subscriptions \$_____

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

☐ Am. Express ☐ MasterCard ☐ Visa ☐ Discover

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

Name on card: _____

Card Number: _____

Expiration Date: _____

Signature: _____

Payment of dues is subject to current federal, state and local tax regulations. To determine the tax-exempt status of your payment, contact your local office of federal, state, or local tax information. All funds are in U.S. dollars. Overpayments and discounts not taken by the applicant will be considered donations to ABA unless a request for a refund is received by the ABA office in writing.

**Supporting Full and Sustaining Full 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)
- ☐ 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)
- ☐ Australian Association for Cognitive Behaviour Therapy
- ☐ Behavior Analysis Association of Michigan
- ☐ Behavior Analysis Society of Illinois
- ☐ Behaviour Analysis in Ireland
- ☐ Berkshire Association for Behavior Analysis and Therapy
- ☐ California ABA

- ☐ Chicago ABA
- ☐ Chinese ABA
- ☐ Colombia ABA
- ☐ Connecticut ABA
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group, UK and Europe
- ☐ Florida ABA
- ☐ Georgia ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Greater Boston ABA
- ☐ Gulf Region ABA
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Kansas ABA
- ☐ Korean ABA
- ☐ Maryland ABA
- ☐ Mid-American ABA
- ☐ Midwestern Association of Behavior Analysis & Therapy
- ☐ Missouri ABA
- ☐ Nevada ABA
- ☐ New England Society of Behavior Analysis & Therapy
- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ Norway ABA
- ☐ Ontario ABA
- ☐ Pennsylvania ABA
- ☐ Russian ABA
- ☐ Sociedad Mexicana de Analisis de la Conducta
- ☐ Southeastern ABA
- ☐ Swedish ABA
- ☐ Tennessee ABA
- ☐ Texas ABA
- ☐ Venezuelan 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 Form for Categories B, C & D**

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: _____

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 ☐ UNDERGRAD 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.

*Early membership prices are for renewing members whose payment is received in the ABA office by December 11, 2003

**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:	New Members		Renewing Members			
	1-Yr	3-Yr	1-Yr	1-Yr Early*	3-Yr	3-Yr Early*
Sustaining Full						
Sustaining Affiliate	\$101	\$486	\$203	\$183	\$588	\$568
Supporting Full						
Supporting Affiliate	\$62	\$269	\$109	\$89	\$317	\$297
Full	\$47	\$197	\$83	\$63	\$232	\$212
Affiliate	\$47	\$197	\$83	\$63	\$232	\$212
Emeritus	\$29	\$99	\$39	\$29	\$109	\$99
Student	\$29	NA	\$39	\$29	NA	NA
Chapter/Adjunct	\$24	\$92	\$38	\$28	\$106	\$96
Student Transition	NA	NA	\$46	NA	\$196	\$186

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

Membership Type:	New Members		Renewing Members			
	1-Yr	3-Yr	1-Yr	1-Yr Early*	3-Yr	3-Yr Early*
Sustaining Full						
Sustaining Affiliate	\$81	\$388	\$162	\$142	\$469	\$449
Supporting Full						
Supporting Affiliate	\$48	\$214	\$87	\$67	\$253	\$233
Full	\$39	\$158	\$66	\$46	\$185	\$165
Affiliate	\$39	\$158	\$66	\$46	\$185	\$165
Emeritus	\$29	\$99	\$39	\$29	\$109	\$99
Student	\$29	NA	\$39	\$29	NA	NA
Chapter/Adjunct	\$24	\$92	\$38	\$28	\$106	\$96
Student Transition	NA	NA	\$39	NA	\$158	\$148

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

Membership Type:	New Members		Renewing Members			
	1-Yr	3-Yr	1-Yr	1-Yr Early*	3-Yr	3-Yr Early*
Sustaining Full						
Sustaining Affiliate	\$54	\$259	\$108	\$88	\$314	\$294
Supporting Full						
Supporting Affiliate	\$39	\$151	\$59	\$39	\$171	\$151
Full	\$39	\$118	\$44	\$24	\$123	\$103
Affiliate	\$39	\$118	\$44	\$24	\$123	\$103
Emeritus	\$29	\$99	\$39	\$29	\$109	\$99
Student	\$29	NA	\$39	\$29	NA	NA
Chapter/Adjunct	\$24	\$92	\$38	\$28	\$106	\$86

Supporting Full and Sustaining Full 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)
- ☐ 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)
- ☐ Australian Association for Cognitive Behaviour Therapy
- ☐ Behavior Analysis Association of Michigan
- ☐ Behavior Analysis Society of Illinois
- ☐ Behaviour Analysis in Ireland
- ☐ Berkshire Association for Behavior Analysis and Therapy
- ☐ California ABA
- ☐ Chicago ABA
- ☐ Chinese ABA
- ☐ Colombia ABA
- ☐ Connecticut ABA

- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group, UK and Europe
- ☐ Florida ABA
- ☐ Georgia ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Greater Boston ABA
- ☐ Gulf Region ABA
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Kansas ABA
- ☐ Korean ABA
- ☐ Maryland ABA
- ☐ Mid-American ABA
- ☐ Midwestern Association of Behavior Analysis & Therapy
- ☐ Missouri ABA
- ☐ Nevada ABA
- ☐ New England Society of Behavior Analysis & Therapy
- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ Norway ABA
- ☐ Ontario ABA
- ☐ Pennsylvania ABA
- ☐ Russian ABA
- ☐ Sociedad Mexicana de Analisis de la Conducta
- ☐ Southeastern ABA
- ☐ Swedish ABA
- ☐ Tennessee ABA
- ☐ Texas ABA
- ☐ Venezuelan ABA

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- ☐ Yes ☐ No

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- ☐ Membership – Recruitment & Retention
- ☐ Program – Program Committee
- ☐ Science Policy & Research
- ☐ Standards, Accreditation & Professional Affairs
- ☐ Publications



Society for the Advancement of Behavior Analysis (SABA) Donations

General Information

SABA was chartered in 1980 as a non-profit corporation devoted to the welfare and future of behavior analysis. SABA exists to secure and administer private funds in support of behavior analysis. These activities include, but are not limited to, the advancement of basic knowledge about behavior analysis and the applications of that knowledge to problems of developmental disabilities, and other areas.

SABA supports behavior analysis through both independent projects that it initiates and through underwriting activities of the Association for Behavior Analysis (ABA). The nine Directors of SABA also are members of the Executive Council of ABA.

Gifts of cash, securities, and other property are given absolutely or in trust by individuals, corporations, and foundations for the benefit of behavior analysis. Gifts received through the annual, endowment, and planned giving programs of SABA are used to supplement the activities of ABA and its members beyond the financial support such programs can receive from the ABA membership. The Society's Board of Directors and staff work with both members of ABA and other donors to determine specific programs to be supported with funds received by SABA.

Advantages of Giving

The Society provides advantages to donors and to behavior analysis because:

- It is private and non-profit, existing solely for the benefit of behavior analysis.
- It is directly accountable to the behavior analysis community through its permanent connection with ABA's Executive Council.
- It allocates unrestricted gifts to help advance behavior analysis in areas which otherwise might not be funded.
- It is flexible in working with donors to see that any specific requests they have will be honored within the guidelines of the Society.
- Its gifts are tax deductible.
- Its small size and low overhead ensure that gifts are directed to programs and not to administrative costs.

Tax Status

As a non-profit organization, SABA is exempt from federal income tax under Section 501 (c)(3) of the 1986 Internal Revenue Code as amended.

Contributions to SABA qualify for tax deductions to the full extent provided by law. The IRS identification number assigned to SABA is 38-2325364.

Ethical Standards

The Society is deeply committed to the philosophy, science, and practice of behavior analysis and will support only those activities and programs consistent with this commitment. Behavior analysis activities and programs supported by SABA must in turn conform to the ethical guidelines promulgated by the Association for Behavior Analysis. Such programs also must be consistent with the Association's policy on social justice.

The Society safeguards privacy rights and confidential information. The Society neither accepts nor grants favors for the personal gain of any individual, nor does it accept favors where a higher public interest would be violated. The Society avoids actual or apparent conflicts of interest and, if in doubt, seeks guidance from appropriate authorities.

Contributions:

When making a donation to support the advancement of behavior analysis, please indicate to which SABA fund you are contributing:

The **Endowment Fund** is allocated to support the dissemination of behavior analysis outside of the United States.

The **Student Presenters Fund** supports registration fees for senior student presenters of a paper or poster at the ABA annual convention.

Unrestricted funds are allocated by the SABA Board of Directors for specific purposes.

Gifts should be made to:

Society for the Advancement of Behavior Analysis, Inc.
1219 South Park Street
Kalamazoo, MI 49001

SABA welcomes inquiries about gifts of any type by writing to the above address, by calling (269) 492-9310, by sending a fax to (269) 492-9316, or by E-mailing the ABA office at mail@abainternational.org.