

San Francisco 2003

***Association for
Behavior Analysis***
an international organization

ABA Newsletter

29th Annual Convention

May 23-27, 2003

San Francisco Marriott

55 Fourth Street

San Francisco, CA 94103

ABA

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.

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.

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, Ph.D. Publication dates and submission deadlines are as follows:

Mailing Date Deadline for Submissions

| | |
|-----------------|--------------|
| January 2 | December 15 |
| June 30 | 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 (6½" wide x 9" deep)..... | \$550 |
| Half page (6½" wide x 4½" deep) | |
| or (3¼ wide x 9" 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. | |

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.

Questions?

Any questions, concerns, or submissions related to *The ABA Newsletter* may be addressed to the ABA office.

Association for Behavior Analysis
Attn: Majda M. Seuss
1219 South Park Street
Kalamazoo, MI 49001

Phone: (269) 492-9310
Fax: (269) 492-9316
E-mail: mail@abainternational.org

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:

The May Institute, One Commerce Way
Norwood, MA 02062; Fax: 781-440-0414
E-mail: careers@mayinstitute.org



We are dedicated to supporting a diverse workforce.

2003 Convention Overview

Friday, May 23

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

Saturday, May 24

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

Sunday, May 25

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

Monday, May 26

8:00 a.m. – 8:50 a.m. Business Meetings
9:00 a.m. – 11:50 a.m. Sessions
12:00 p.m. – 1:30 p.m. Poster Sessions
1:30 p.m. – 4:20 p.m. Sessions
4:30 p.m. – 5:30 p.m. Presidential Address
5:30 p.m. – 7:00 p.m. Poster Sessions
7:00 p.m. – 7:50 p.m. Business Meetings
9:00 p.m. – 1:00 a.m. ABA Social and Dance

Tuesday, May 27

9:00 a.m. – 1:50 p.m. Sessions

Table of Contents

| | |
|--|----|
| The 29 th Annual ABA Convention | 1 |
| Opening Event and SABA Awards | 3 |
| Convention Highlights | 6 |
| Invited Events..... | 13 |
| Calendar of Events..... | 24 |
| Corrections..... | 24 |
| Continuing Education Program | 25 |
| Pre-Convention Workshops | 26 |
| Student Presenters Registration Waiver | 57 |
| Bijou and EAB Fellowship Applications..... | 58 |
| US Airways Travel Information | 59 |
| BACB Update..... | 60 |
| Convention Registration Form..... | 61 |
| Workshop Registration Form..... | 62 |
| Membership Information | 64 |
| Membership Registration Forms | 65 |
| Hotel Reservation Form | 69 |
| SQAB Annual Meeting 2002 Schedule | 71 |
| Donate to SABA..... | 72 |

The 29th ABA Annual Convention: San Francisco, May 23rd - 27th

The 29th annual convention in San Francisco promises yet again to be the best convention we have ever had. Do not miss the opportunity to come to San Francisco on May 23rd through the 27th. We are expecting over 3,000 participants to gather, providing tremendous opportunities for networking and professional development in behavior analysis. ABA's most significant constituencies will be there, including directors and members of boards, 21 special interest groups, 14 accredited graduate training programs and 39 affiliated chapters.

As is customary, this issue of the ABA newsletter highlights many exiting events at the convention. This year's program offers 1,391 presentations and events with over 2,200 contributors, 60 workshops, and over 750 posters, all record numbers. The opening event will bring very distinguished people in the field of behavior analysis to be recognized with the 2003 Society for the

Advancement of Behavior Analysis (SABA) awards. Among them are Dr. Victor Laties, recipient of the award for Distinguished Service to Behavior Analysis, who has served as Secretary Treasurer of the Society for the Experimental Analysis of Behavior (SEAB) for over 35 years (1966-2003). Dr. Laties retired from the University of Rochester after 28 years of service; Dr. Douglas Carnine, recipient of the award for Public Service in Behavior Analysis, Professor of Education at the University of Oregon and is Director of the National Center to Improve the Tools of Educators; Dr. Richard Foxx, recipient of the award for Effective Presentation of Behavior Analysis in the Mass Media, for, among many accomplishments, the book *Toilet Training in Less than a Day*, which has sold over two million copies and been translated in seven languages. In addition, the Society for the Experimental Analysis of Behavior will receive the award for Enduring Programmatic

Contributions to Behavior Analysis for significant contributions to the field since its founding in 1957.

Everyone interested in behavior analysis will find a strong program in their area of interest, whether it be experimental, applied, education, theoretical, or some combination of these. The convention offers a solid program in the experimental analysis of behavior and behavioral pharmacology. There is a strong program in behavior analysis applications, including autism and developmental disabilities; clinical, family and behavioral medicine; community interventions, social and ethical issues; human development and gerontology; verbal behavior; and organizational behavioral management. There are many events in education and the teaching of behavior analysis. As well, there is also a solid track in theoretical, philosophical and conceptual issues in behavior analysis. Twenty-three expert in the field have been invited across all interest areas to highlight the program.

The pre-convention workshops and the convention will offer an unprecedented number and variety of events for continuing education for BACB™ certified behavior analysts as well as for psychologists in the American Psychological Association, opportunity to recruit behavior analysts for jobs and internships and students for graduate and undergraduate programs in behavior analysis through our START system, and opportunities to supply your library with behavior analysis-related books from our book store, which typically carries nearly 1,200 titles.

I hope this newsletter generates great, great enthusiasm to attend the upcoming convention. We look forward to seeing you in San Francisco!

Maria E. Malott, Ph.D.
Executive Director/Secretary Treasurer

2003 ABA Presidential Scholar

Alan E. Guttmacher, M.D., Ph.D. (Deputy Director, National Human Genome Research Institute of the National Institutes of Health)

presenting

“The Human Genome Project: Does It Need the Behavioral Sciences?”



Alan E. Guttmacher, M.D. is the Deputy Director of the National Human Genome Research Institute of the National Institutes of Health. In that role, he helps oversee the institute's efforts in advancing genome research, integrating the benefits of genome research into health care, and exploring the ethical, legal, and social implications of human genomics. Dr. Guttmacher also serves as the Director of the Office of Policy, Planning, and Communications at the NHGRI. In that role, he directs the institute's health affairs, public policy, communications, and public education functions.

Among Dr. Guttmacher's current activities is co-editing a series on Genomic Medicine that currently appears monthly in *The New England Journal of Medicine*. He has spoken to scores of national and international audiences regarding the health and societal implications of the Human Genome Project.

Dr. Guttmacher came to the NIH in 1999 from the University of Vermont, where he had a busy practice in clinical genetics, conducted research, and taught. A graduate of Harvard College and Harvard Medical School, Dr. Guttmacher completed a residency in Pediatrics and a fellowship in Medical Genetics at Children's Hospital of Boston and Harvard.

**Sunday, May 25
4:30 pm – 5:30 pm
Salon 9**

Opening Event and SABA Awards

Opening Address

Awards Ceremony: Society for the Advancement of Behavior Analysis

Chair: M. Jackson Marr, Ph.D. (Georgia Institute of Technology)

2003 SABA Awards

Award for Distinguished Service to Behavior Analysis: Victor Laties, Ph.D. (University of Rochester)



Dr. Victor Laties received his B.A. from Tufts and his Ph.D. from the University of Rochester. A postdoctoral year a Brown with Harold Schlosberg and Carl Pfaffmann introduced him to behavior analysis. A transforming event was helping to run two undergraduate rat labs with Rosemary Pierrel. These were based upon Keller and Schoenfeld's Columbia model.

He learned about operant conditioning with his students as together they read *Principles of Psychology*.

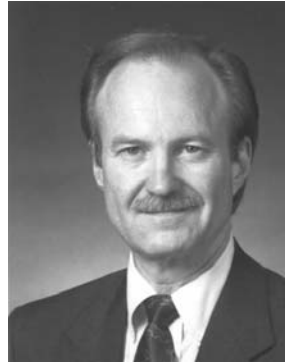
His first job was at the Johns Hopkins School of Medicine and it was there, in the Departments of Medicine and Pharmacology, that he started doing animal research, learning much from Bernie Weiss, a fellow Rochester graduate who had joined him at Hopkins. They ranged widely, studying pain measurement, heat reinforcement, human observing behavior, and various other types of schedule and stimulus control, usually but not always with an eye to usefulness in understanding the actions of behaviorally-important drugs. After moving together to Rochester's medical school in 1965, they expanded their interests to behavioral toxicology. However Laties continued to emphasize behavioral pharmacologic questions in his research.

Laties became Secretary-Treasurer of the Society for the Experimental Analysis of Behavior (SEAB) and Executive Editor of the *Journal of the Experimental Analysis of Behavior* (JEAB) in 1966. He had no idea then that the commitment was to be open ended. With no one else showing any interest in the job, he has been heavily involved in journal business affairs ever since, enjoying every minute, and also edited JEAB for four years in the mid-1970s. He retired in 1993 but remains actively engaged in managing the Web pages for the SEAB journals as well as taking care of his own department's Web site.

Dr. Laties will give a presentation titled **Behavior Analysis's Contribution to Pharmacology**.

Abstract: The early practitioners of behavior analysis played a large role in the history of behavioral pharmacology. One way of assessing their influence is to examine their relation to the *Journal of Pharmacology and Experimental Therapeutics*. Founded in 1909, this journal has retained preeminence within pharmacology for close to a century but rarely published studies of behavior until the mid-1950's. I shall describe some of that history, highlighting the contributions of psychologists who have written those papers and noting particularly their relation to behavior analysis. I also will examine some characteristics of the psychologists on the journal's editorial board over the years.

Award for Effective Presentation of Behavior Analysis in the Mass Media: Richard Foxx, Ph.D. (Penn State Harrisburg)



Dr. Richard Foxx is a Professor of Psychology and coordinator of the ABA master's program at Penn State Harrisburg. He is a Clinical Adjunct Professor of Pediatrics at the Penn State College of Medicine and the Clinical Research Advisor for the New England Center for Children. He has written or co-edited seven books, written over 130 scientific

publications, made 13 training films, and given over 1,500 talks. He is the Editor-in-Chief of *Behavioral Interventions* and is on the editorial board of five journals. He is a Fellow in the American Psychological Association, American Psychological Society, and the American Association on Mental Retardation. He was the President of the Association for Behavior Analysis in 1995. He has received Lifetime Achievement and Significant Contributions Awards from the New York State Association for Behavior Analysis and is an honorary member of the Norwegian Association for Behavior Analysis. He was the first President and serves as the Executive Director of the Pennsylvania Association for Behavior Analysis. He has been an expert witness in many court cases including before the U.S. Supreme Court. He is a licensed psychologist and Board Certified Behavior Analyst. His book *Toilet Training in Less Than a Day* has sold over two million copies and been translated into seven languages, and his training film, "Harry", has won numerous cinematic awards.

Dr. Foxx will make a presentation titled **Disseminating the Covenant: Some Caveats and Lessons Learned.**

Abstract: In my 1995 ABA presidential speech, "Translating the Covenant", I discussed individuals, behavioral artists, who apply behavior analysis successfully and contribute to its acceptance by systems, organizations, the public and the media. This talk briefly extends that discussion by offering a number of caveats and lessons gleaned from years of applying, defending and promoting behavior analysis in public settings and situations. Some topics covered include good things about behavior analysts that people don't know, our blessings and our curses, creating touchstones, buying in without selling out (Pennypacker's ABA presidential speech), truth in packaging, write the headline, and where behavior analysts have found fertile and fallow ground.

Award for International Dissemination of Behavior Analysis: Maria E. Malott, Ph.D. (Malott & Associates)



Dr. Maria E. Malott received her Ph.D. in applied behavior analysis from Western Michigan University in 1987. She was Vice President of Manufacturing for a plastic production company in the US Midwest and worked in process improvement and organizational management for nearly two decades in a variety

of industries, including service, manufacturing, retail, education and government. She has done organizational management work in public administration, the private sector and for educational systems in several Latin-American countries, including Mexico, Colombia, Uruguay, Peru and Venezuela.

She has served as Executive Director of the Association for Behavior Analysis and Secretary-Treasurer of the Society for the Advancement of Behavior Analysis for the past ten years. She is an adjunct faculty member in five universities and has collaborated with 33 universities around the world. She has presented over 150 papers and nearly 50 workshops in 16 countries throughout North America, Latin America, Asia and Europe.

Dr. Malott will give a talk titled **Toward a Globalization of Behavior Analysis.**

Abstract: If more scientists, professionals, and communities around the world embraced behavior analysis, the world would be a better place and behavior analysis a stronger discipline. Many behavior analysts and organizations are working toward this important goal. In this presentation, I will review the current status of behavior analysis internationally, opportunities that lie ahead and strategies for further development.

Award for Public Service in Behavior Analysis: Douglas Carnine, Ph.D. (University of Oregon and the National Center to Improve the Tools of Educators)



Dr. Douglas Carnine is a Professor of Education at the University of Oregon and is Director of the National Center to Improve the Tools of Educators. Dr. Carnine has over 100 scholarly publications: over 60 research articles in refereed journals, 40 essays, over 20 chapters in books, and seven books (two on

university-level computer science, *Teaching Higher Order Thinking*, *Theory of Instruction*, *Instructional Strategies for Diverse Learners*, *Direct Instruction Reading* and *Direct Instruction Math*.) He has presented at over a 100 conferences in the United States, Canada, South America, Europe, the former USSR, Africa, Australia, and New Zealand. He has served as consulting editor or editorial board member for eight journals.

Dr. Carnine has directed or co-directed over 20 federally funded grants, totaling over \$20,000,000. As Director of the National Center to Improve the Tools of Educators or NCITE, Dr. Carnine works with legislative, state board, business, community, union, and publisher groups to understand and support research-based educational tools for at risk students. Dr. Carnine has worked with these groups in California, Virginia, Washington, Texas, Illinois, and New York. He is currently involved with several offices within the US Department of Education (OESE, OSERS, OVAE, OERI, OIIA), the National Science Foundation and the US Agency for International Development on moving research into policy and practice. He is awaiting Senate confirmation to serve on the National Institute for Literacy Advisory Board and serves on the National Educational Research Policy and Priorities Board for the Office of Educational Research and Improvement.

Dr. Carnine will give a presentation **Knowledge Transfer Engineering and Education Reform**, which will be further developed in his invited address in the Education area (see page 20).

Abstract: The presentation will provide an overview of how the concept of knowledge transfer engineering has been developed and applied to bring about improved education results.

Knowledge includes domain knowledge, best practices, performance information and knowledge about the roles within the organization itself and relationships with stakeholder organizations.

Transfer is the delivery mechanism. For domain and best practices knowledge, the delivery mechanisms can be courses, manuals or workshops designed to help different audiences such as teachers, superintendents, legislators, etc., use that knowledge. Transfer of the criteria for legitimacy that defines the knowledge base is also critical. If members of organizations do not know what constitutes legitimate knowledge (i. e., the criteria for legitimacy for the knowledge base), they are not likely to value, use and understand the knowledge. The delivery mechanism for the criteria for legitimacy will often be media articles

Engineering makes the transfer happen by identifying and/or creating communication channels within and across organizations. These communication channels may differ in that some are designed for the technical knowledge itself and some are designed for lobbying and political communications concerning the value of the knowledge based on the criteria for legitimacy for a knowledge base. Engineering can also require motivating and training practitioners, and monitoring/adjusting practices.

Award for Enduring Programmatic Contributions in Behavior Analysis: Society for the Experimental Analysis of Behavior (SEAB)

Dr. Kennon A. Lattal will accept the award on behalf of SEAB and will give a presentation titled **Society for the Experimental Analysis of Behavior**.

Abstract: The Society for the Experimental Analysis of Behavior (SEAB) was founded in 1957 to publish the *Journal of the Experimental Analysis of Behavior*. In 1968, the *Journal of Applied Behavior Analysis* was added. These two journals are the flagship journals of their respective domains, with their publication overseen by the Board of Directors of SEAB. The 30 or so Board members, drawn largely from the pool of Editors and Associate Editors of both journals, serve eight-year rotating terms. The Board appoints the Editors of both journals. It also is responsible for distributing the journals and for their fiscal management. The Board also initiates other projects relevant to the advancement of the science of behavior and its applications.

2002 International Grant Awards

The Board of the Society for the Advancement of Behavior Analysis is very pleased to announce the winners of the 2002 International Development Grants. The following descriptions of granted projects are excerpted from the proposals submitted to the Board.

Phil Reed, Ph.D. (President, European ABA)

The first conference of the European Association for Behaviour Analysis will be held in Parma, Italy on July 22-25, 2003. In promoting behavior analysis within Europe, it is important to develop links between behavior analysis and those allied fields that are already strong in the region. This will expose the methods and approaches of behavior analysis to a wider audience and establish the potential for collaborative work between these workers across the region. The 2002 International Development Grant will be used to subsidize the expenses of invited key note speakers on behavioral genetics, language, behavioral ecology and conditioning—fields particularly strong in Europe that can contribute to the strengthening of ties in the behavioral community in the region.

Linda Hayes, Ph.D. (University of Nevada, Reno)

The Behavior Analysis program at the University of Nevada, Reno, has committed funds to support one international academic leader a year, for one year of intensive training in Reno, pursuant to Board certification as a behavior analyst, upon which the leader would be prepared to direct such training in their native country. Participants are selected in part based on the commitment of their home academic institutions to establish a graduate training program upon their return. The 2002 International Development Grant will be used to assist the first three candidates in the Academic Leaders Training Program at UNR with visa application fees, convention registration fees, and textbook allowances.

Simon Dymond, Ph.D. (Anglia Polytechnic University) and Mecca Chiesa, Ph.D. (University of Paisley)

In 2001, several UK- and Ireland-based behavior analysts developed the ABA Lecturer's Co-Operative to provide training in applied behavior analysis for classroom teachers of children with autism. The first non-university course to teach ABA in accordance with the educational coursework and supervisory requirement of the BACB® in the UK was formally commenced in the spring of 2001. This course does not, however, result in a university graduate degree. The 2002 International Development Grant will help fund the development of the first postgraduate program in applied behavior analysis in the United Kingdom that will satisfy the education coursework requirements of the Behavior Analyst Certification Board®. As well as providing university postgraduate qualifications.

Convention Highlights

Presidential Address

Behavior Analysis, Mentalism and the Path to Social Justice

Chair: Michael Perone, Ph.D. (West Virginia University)
Jay Moore, Ph.D. (University of Wisconsin, Milwaukee)



Dr. Jay Moore received his master's degree from Western Michigan University in 1969, where his adviser was Dr. David Lyon. After three years in the US Navy, he received his Ph.D. from University of California, San Diego in 1975, where his adviser was Dr. Edmund Fantino. Dr. Moore is currently on the faculty of the Department of Psychology

at the University of Wisconsin, Milwaukee, where he has been since 1977. His principal professional interests are in the experimental and conceptual analysis of behavior.

Dr. Moore has been a member of ABA since 1977. He served as Editor of *The Behavior Analyst*, as Board Coordinator for ABA's Accreditation and Professional Standards Board, and for the last five years on the ABA Executive Council, first as the At-Large, then as Experimental Representative, and now as President-elect.

Abstract: Much of traditional psychology is mentalistic in the sense that it appeals to inner causes in the explanation of behavior. Two conspicuous examples of mentalism in traditional psychology are (a) dispositional attributions and (b) conventional treatments of intelligence. These examples may be linked to such pernicious social -isms as racism and sexism by noting that some individuals justify engaging in discriminatory conduct toward others by appealing to some deficient inner quality of those being discriminated against. Ultimately, this conduct prevents us from progressing down the path to social justice. Behavior analysis offers a constructional alternative to the mentalistic views of traditional psychology and allows us to move down the path.

Invited Tutorials

Making Sense of Autism Treatment Research (AUT)

Chair: Jack Scott, Ph.D. (Florida Atlantic University)

Gina Green, Ph.D. (The Institute for Effective Education)



Dr. Gina Green received a Ph.D. in Psychology (Analysis of Behavior) from Utah State University in 1986 following undergraduate and master's degree studies at Michigan State University. Currently Dr. Green is the Director of Professional Training and Research for The Institute for Effective Education in San Diego, CA and an

adjunct faculty member in the Department of Behavior Analysis, University of North Texas. She has authored numerous publications on the treatment of individuals with developmental disabilities and brain injuries, as well as the experimental analysis of behavior. Dr. Green co-edited the books *Behavioral Intervention for Young Children with Autism* and *Making a Difference: Behavioral Intervention for Autism*. She serves or has served on the editorial boards of several professional journals in developmental disabilities and behavior analysis. Dr. Green also serves on the Board of Trustees of the Cambridge Center for Behavioral Studies, the Board of Directors of the Behavior Analyst Certification Board and the advisory boards of several autism programs and organizations. She is a Board Certified Behavior Analyst, former President of the Association for Behavior Analysis, and a Fellow of the American Psychological Association. *Psychology Today* named her "Mental Health Professional of the Year" in 2000. Dr. Green lectures and consults widely on autism and related disorders, behavioral research, and effective interventions for people with disabilities.

Abstract: Parents and professionals alike report that they find conflicting claims about treatments for autism confusing, even overwhelming. It behooves both groups to become skilled in making sense of autism treatment research so as to base their treatment selections on a sound knowledge base. The ongoing popularity of treatments for autism that have little or no scientific support increases the pressure on parents and professionals to discriminate pseudoscientific treatments from those that have been tested and found effective in sound studies. Scientific methods provide the means for making those discriminations, enabling parents and professionals to judge the quality of the evidence produced by various types of "research" so they can determine which autism treatments are likely to provide

measurable, meaningful benefits. This invited tutorial will provide participants with an overview of current research on treatments for autism, and some tools for making fully informed treatment decisions.

Using Verbal Behavior to Analyze Complex Verbal Operants, PECS, and a Better Understanding of Developmental Disabilities (DDA/AUT)

Chair: Barbara Becker-Cottrill, Ph.D. (Marshall University)

Andy Bondy, Ph.D. (Pyramid Educational Consultants)



Dr. Andy Bondy has over 30 years experience working with children and adults with autism and related developmental disabilities. For more than a dozen years he served as the Director of the Statewide Delaware Autistic Program. He and his wife, Lori Frost, pioneered the development of the

Picture Exchange Communication System (PECS). Based upon principles described in Skinner's *Verbal Behavior*, the system gradually moves from relatively simple yet spontaneous manding to tacting with multiple attributes. He has designed the Pyramid Approach to Education (with Beth Sulzer-Azaroff) as a comprehensive combination of broad-spectrum behavior analysis and functional communication strategies. This approach aims to help professionals and parents design effective educational environments for children and adults with developmental disabilities within school, community and home settings. He is the co-founder of Pyramid Educational Consultants, Inc., an internationally based team of specialists from many fields working together to promote integration of the principles of applied behavior analysis within functional activities and an emphasis on developing functional communication skills independent of modality.

Abstract: Skinner's *Verbal Behavior* (1957) provides a powerful analytic tool that can provide insight into the development of teaching strategies designed to improve the communication of children with developmental disabilities. His identification of core verbal operants, such as the mand, tact, echoic, and intraverbal, is increasingly familiar to practitioners of ABA. He also offered helpful pointers about "impure tacts," noting the origins of complex verbal operants, including examples of verbal episodes that contain characteristics of both mand and tact. This tutorial will offer suggestions on identifying other forms of 'impure' or complex verbal operants in hopes of identifying controlling factors. Examples of common teaching interactions will provide an opportunity to identify potential controlling stimuli and consequences, thus helping to organize other types of complex operants (behavior that may reflect

characteristics of both an echoic and mand, for example). The clarification of such factors should help us analyze training protocols (independent of theory) to distinguish between what a teacher hopes to teach versus what is actually being taught. Such an analysis will be used with PECS, a visually based simple communication system. While Skinner did not speak directly about autism or other developmental disabilities per se, the tutorial will note several written statements made about verbal behavior in general, and autistics in particular. These statements offer an interesting perspective on how we come to think, and thus talk, about children with various developmental and language related disabilities.

Words and Other Kinds of Behavior: Another Tutorial on Verbal Behavior (DEV)

Chair: Peter Harzen, Ph.D. (Auburn University)

A. Charles Catania, Ph.D. (University of Maryland, Baltimore County)



As a senior at Columbia, A. Charles Catania took a seminar on verbal behavior jointly taught by Fred Keller, Nat Schoenfeld and Ralph Hefferline. The course started with B. F. Skinner's William James lectures. Upon publication of *Verbal Behavior* midway through the course, the class turned to the revised and expanded account Skinner provided in that book. Ever

since, Catania has been addicted to the field of verbal behavior, teaching courses in it whenever possible. He regards the analysis of verbal behavior as fundamental to behavior analysis and therefore has extensively incorporated the topic into his writing; for example, it is an integral part of his text, *Learning*. Among his publications are research articles on verbal governance (in collaboration with Eliot Shimoff and other colleagues), papers on the evolution of verbal behavior and on psycholinguistics, and a retrospective review of Skinner's *Verbal Behavior* for the journal *Contemporary Psychology* (1997).

Abstract: An EAB tutorial in 2002 summarized some basic features of verbal behavior. So that this tutorial can stand alone, it will begin by briefly reviewing some of those features. It will then explore ways in which words, as instances of behavior, interact with each other and with other kinds of behavior. Verbal behavior is an exceedingly efficient way in which one organism can change the behavior of another. All other functions of verbal behavior derive from this most basic function, which has been called verbal governance. We recognize verbal governance when we note that much important human behavior is determined by verbal antecedents. This tutorial will explore the origins of verbal

governance in human evolution and its development in the behavior of the individual. Functional verbal antecedents can be generated when some individuals replicate the verbal behavior of others or when individuals repeat their own verbal behavior. Differential contact with different verbal antecedents follows from differential attention to verbal stimuli correlated with reinforcing or nonreinforcing events. Once in place, verbal behavior can be shaped by (usually social) consequences. These and other verbal processes can produce interlocking contingencies in which extensive classes of verbal and nonverbal behavior come to be dominated by verbal antecedents. Very different consequences can follow from verbal behavior depending on whether much of it remains firmly anchored to nonverbal environmental events, as in scientific verbal practices, or can become independent of them, as in religious fundamentalism.

Learning and Sexual Behavior (EAB)

Chair: William Timberlake, Ph.D. (Indiana University)

Michael Domjan, Ph.D. (University of Texas)



Dr. Michael Domjan is Professor and Chair of the Psychology Department at the University of Texas at Austin, where he has been teaching undergraduate and graduate courses in learning since 1973. He became excited about psychology as a high school student attending the Behavior Science Institute at Grinnell College, where visiting

speakers included Jack Michael, Murray Sidman, and Nathan Azrin. After obtaining his B.A. at Grinnell, Domjan spent a year at Western Michigan University before moving on to get his Ph.D. at McMaster University, working under the supervision of Shepard Siegel. It was there that he became interested in adaptive specializations and the generality of learning principles. Domjan examined these issues within the framework of studies of taste aversion learning for about 15 years before switching to studies of learning in the sexual behavior system. Along the way, he served as Associate Editor of *Learning and Motivation* and Editor of the *Journal of Experimental Psychology: Animal Behavior Processes*. He is recipient of the G. Stanley Hall Award from the American Psychological Association, and his research on sexual conditioning was singled out for a MERIT Award by the National Institutes of Mental Health. He has served on the Governing Board of the Psychonomic Society and as President of the Division of Behavioral Neuroscience and Comparative Psychology of the American Psychological Association. His book, *The Principles of Learning and Behavior*, is currently in its 5th

edition and is widely used in countries where conditioning and learning is a part of the core curriculum.

Abstract: Sexual conditioning is a form of learning in which some type of sexual stimulation serves as the reinforcer or unconditioned stimulus (US). The sexual reinforcer may be exposure to the visual, olfactory, and/or auditory features of a potential sexual partner, or it may be copulation with the sexual partner. The tutorial will describe studies of Pavlovian sexual conditioning conducted with animals in which either arbitrary or sexually relevant cues serve as the conditioned stimulus (CS). Pairing an arbitrary conditioned stimulus with sexual reinforcement permits demonstration of numerous major Pavlovian conditioning phenomena, including acquisition, extinction, renewal, blocking, second-order conditioning, conditioned inhibition, and context conditioning. The use of more naturalistic conditioned stimuli results in a greater range of conditioned responses and learning that is resistant to extinction, blocking, and increases in the CS-US interval. The implications of these findings for learning theory and for studies of sexual conditioning in humans will be discussed.

Assuring the Quality of Your ABA Interventions via Organizational Behavior Management (OBM)

Chair: John Austin, Ph.D. (Western Michigan University)

Beth Sulzer-Azaroff, Ph.D. (University of Massachusetts)



An early career in public education launched Beth Sulzer-Azaroff's quest for methods to promote behavior change in socially important directions. While pursuing her doctoral studies at the University of Minnesota she discovered the promise of the field of behavior analysis toward that objective. Since then she has been engaged in

scholarship, research, consulting and teaching in the field. First at Southern Illinois University, later at the University of Massachusetts, she addressed challenges facing students, clients, instructors, care providers, supervisors, managers and executives in the community, schools, factories, offices, health care organizations and elsewhere. Currently she is a Professor Emeritus of the University of Massachusetts, Adjunct Professor at Florida International University and the University of North Texas, Director of Quality Assurance for the Pyramid Educational Consultants and President of the Browns Group of Naples, a training and performance management consulting organization. In these capacities her work today emphasizes doing research, teaching and writing about behavioral systems for promoting quality Internet-based and direct educational services and healthy performance on the job.

The products of her individual and collaborative efforts have included over a dozen books and monographs, and about a hundred published papers. Sulzer-Azaroff has presented extensively at regional, national and international conferences and has received substantial research and training grant funding. Currently, in addition to consulting in education, human services plus other forms of performance management, she continues to conduct research, teach and write. Her most recent texts include *Who Killed My Daddy: A Fable About Behavioral Safety Systems*, a user-friendly novel for teaching the design and implementation of behavioral safety systems, its accompanying *Activities Manual*, and, with Andy Bondy, a revision of *The Pyramid Approach to Education: An Integrative Approach to Teaching Children with Autism*.

Sulzer-Azaroff has served her field and the public in a number of capacities, including: President of ABA, the Berkshire Association for Behavior Analysis and Therapy and Division 25 of APA; chair (APA Board of Scientific Affairs; Committee on Continuing Education) trustee (Cambridge Center for Behavioral Studies), and board member of various national committees; Associate Editor (JABA) and editorial board member of behavioral journals, member of research panels for national funding agencies and in numerous other capacities.

Recognition for Sulzer-Azaroff's achievements include her election to the Connecticut Academy of Science and Engineering, and being named Fellow in six divisions of the American Psychological Association, also the Academy of Behavioral Medicine and the American Psychological Society. She was the recipient of the Lifetime Achievement Award from the OBM Network of the Association for Behavior Analysis, the Fred S. Keller Award for Distinguished Contributions to Education from Division 25 of the American Psychological Association and the Outstanding Contributions Award from California ABA.

Abstract: Applied behavior analysis has documented the value of an abundance of successful interventions, from within the worlds of health, education and welfare as well as in the private sector. Replicating these methods to serve the needs of individuals and groups of consumers on a wider scale, however, is more easily said than done. Inconsistency, drift away from refined protocols, and "burnout" are familiar impediments to success. Here is where organizational behavior management strategies can play an important role. This talk will describe what OBM has to offer towards remedying the situation. Key points will be illustrated with examples from the promotion of improved performance by students in a variety of *en vivo* and distance settings to that of adults within their everyday working lives.

The Multiple Control of Verbal Behavior (VRB)

Chair: Bruce Hesse, Ph.D. (California State University, Stanislaus)

Jack Michael, Ph.D. (Western Michigan University)



Dr. Jack Michael was born in 1926 in Los Angeles and entered UCLA in 1943 as a chemistry major. He served two years in the army and returned to UCLA in 1946, this time as a psychology major. He obtained a B.A., M.A. and Ph.D. at UCLA, finishing in 1955. As a graduate student, his main interests

were statistical methodology, physiological psychology, and learning theory. During his first teaching job (Kansas University) he was much influenced by B. F. Skinner's *Science and Human Behavior* and since then has been primarily involved in teaching behavioral psychology at Kansas University, University of Houston, Arizona State University and, since 1967, at Western Michigan University. In 1957 as a result of influence by the rehabilitation psychologist, Lee Meyerson, he began to apply Skinner's approach to mental retardation, mental illness, and physical disability. During the next several years "behavior modification" was in a period of rapid expansion and Michael contributed with his teaching, writing, and public presentations. Most recently he has been concerned with the technical terminology of behavior analysis, basic theory regarding motivation and verbal behavior. He contributed to the founding of the Association for Behavior Analysis in 1974 and served as its President in 1979. He was Western Michigan University's Distinguished Faculty Scholar for 1989.

Abstract: After a brief review of Skinner's elementary verbal relations (mand, tact, etc.) various forms of divergent and convergent multiple control will be described. Included will be a simple combination of elementary relations, the multiple control in receptive language training, euphemism, the audience relation, humor and literature and in intellectual activities such as reading a difficult text.

ABA EXPO

Saturday, May 24th
Golden Gate A

10 pm – 12 am

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

In Honor of Donald M. Baer: His Contributions to the Behavior Analysis of Development

Chairs: Edward K. Morris, Ph.D. (University of Kansas) and Jacob L. Gewirtz (Florida International University)
Discussant: Paolo Moderato (Università di Parma)

Abstract: This symposium honors Donald M. Baer's contributions to the behavior analysis of development by reviewing his four of his major conceptual advances and discussing their implications and application. Hayne W. Reese will address the organism as host as it applies to behavioral science and social policy. Martha Pelaez-Nogueras and Jacob L. Gewirtz will review the age-irrelevant concept of development in the context of a program of research on infant development. Jesus Rosales-Ruiz will describe how behavioral cusps organize the phenomena of developmental stages. And, Gary Novak will ask the question, "The control of the developmental process—why wait?" as he addresses the very idea of promoting behavioral development. Paolo Moderato will serve as the discussant, commenting on Don's contributions in an international context. Jacob L. Gewirtz and Edward K. Morris will serve as the symposium's co-chairs.

- **The Organism as Host: Behavioral Science and Social Policy Implications.** Hayne W. Reese, Ph.D. (West Virginia University)

Abstract: Organisms and hosts are the product of evolutionary history; their behaviors are a consequence of developmental history. A scientific implication of this perspective is that behavior is a function of developmental context and contingencies, not of organisms per se. The lawfulness of behavior thus needs to be demonstrated, not for a majority of research participants in between-group research designs, but for all participants through the experimental analysis of their behavior in within-individual research methodologies. John B. Watson stated a social policy implication of this perspective: The penal system is based on political and religious notions of punishment, whereas it should be based on retraining. That is, the penal system deals with organisms or hosts, whereas it should be correcting their undesired behaviors.

- **The Age-Irrelevant Concept of Development: Infant Development and the Irrelevancy of the Hollow Variable "Age".** MARTHA PELAEZ, Ph.D. and Jacob W. Gewirtz, Ph.D. (Florida International University)

Abstract: This presentation summarizes a program of research on socio-emotional development in infants (e.g., attachment, social referencing, and fear of strangers) that is based in a behavior-analytic, age-irrelevant concept of behavior change. The research demonstrates how operant-learning processes may explain socio-emotional development without appealing to explanatory fictions (e.g., attachment, insecurity). In particular, the research experimentally analyzes the socio-emotional phenomena directly in terms of

contingencies and contexts, as opposed to correlating changes in their operationalized indexes with age. The presentation will also summarize the comparative advantage of the operant-learning paradigm—relative to diverse other behavioral and nonbehavioral approaches for organizing and explaining the sequential changes in behavior patterns conventionally thought to comprise infant development.

- **A Behavior-Analytic View of Development: Cusps, Not Stages.** Jesus Rosales-Ruiz (University of North Texas)

Abstract: Developmental psychologists are often fascinated by the order in which behavior changes across the life span. They see some of those behavior changes as products or markers of an invariable succession of emerging periods or stages that define and order much of the life of individuals. For behavior analysts, the concept of stages is neither essential nor explanatory. However, certain behavior changes open the door to especially broad or especially important further behavior change, leading to the concept of the "behavioral cusp": A behavior change that is crucial to what can come next. This presentation contrasts the logic of both stages and cusps, and further explicates the concept of cusps..

- **The Control of the Developmental Process – Why Wait?** Gary D. Novak (California State University, Stanislaus)

Abstract: Child development is typically viewed as the unfolding of largely genetically based stages. As a consequence, educational curricula and practices must be "developmentally appropriate"; that is, they must provide children with experiences appropriate for their age or stage. From a behavior-analytic perspective, behavioral development is a product of learning and thus teaching should involve arranging appropriate contexts and contingencies for expediting behavior change over time. The child's age or stage is irrelevant; the level of the child's skills and abilities, and their generalization, is what matters. This paper summarizes the effects of early interventions on development—cognitive, language and social—where we find that the consequences are profound, particularly for at-risk children. A new way to view "developmentally appropriate practices" emerges from this perspective.

Behavioral Follies

Sunday, May 25

Salon 8/9

10 pm – 1 am

Celebrating the Life and Work of William S. Verplanck

Chair: Joseph J. Plaud, Ph.D. (Cambridge Center for Behavioral Studies)

- David D. Baker, Ph.D. (Archives of the History of American Psychology)
- John C. Malone, Ph.D. (University of Tennessee, Knoxville)
- A. Charles Catania, Ph.D. (University of Kansas)



William S. Verplanck (1916-2002) is a founding contributor to the field of behavior analysis. The panel will discuss his many empirical and theoretical contributions, his structuring of our discipline in his glossary/thesaurus, his activities as a teacher both in the classroom and on the Web, and his abiding humor and humanity. Reminiscences will be shared by the panel and invited from the audience.

Newcomer's Session

An Introduction to the Association for Behavior Analysis

Chairs: Jack Michael, Ph.D. (Western Michigan University) and W. Scott Wood, Ph.D. (Drake University)

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

Professional Development Series

Conversation Hour with Prominent Women in Behavior Analysis

Chair: Rachel Tarbox (University of Nevada, Reno)

- Maria E. Malott, Ph.D. (Malott & Associates)
- Frances K. McSweeney, Ph.D. (Washington State University)
- Linda J. Hayes, Ph.D. (University of Nevada, Reno)

This Student Committee-sponsored event was organized to allow students to talk with some of the most influential women in behavior analysis. The purpose of our interaction will be to address topics relevant to professional development, with a special focus on issues unique to women within behavior analysis. Presenters include Frances McSweeney, Linda J. Hayes and Maria E. Malott. The Student Committee has encouraged many other professionals to participate in this event. All are welcome.

5th Annual ABA Student Social

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

Student members are invited to socialize with some of the big names in behavior analysis in an informal setting. Refreshments will be provided by Aubrey Daniels. We hope to see you there.

International Brunch

International Development Brunch

Chair: Ned Carter, Ph.D. (AFA, Stockholm, Sweden)

The international brunch is scheduled for the first day of the convention to welcome international members and review the international development of behavior analysis being conducted at ABA. All members are welcome.

Reunions/Receptions

B. F. Skinner Foundation Hospitality Suite

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

Columbia University and CABAS

Chair: Douglas Greer, Ph.D. (Columbia University Teachers College)

Eastern Michigan University: Doctoral and Master's Programs

Chair: Flora Hoodin, Ph.D. (Eastern Michigan University)

Florida State University

Chair: Donald Wachelka, M.A. (Quality Behavioral Outcomes)

May Institute Hospitality Suite

Chair: Alan Harchik, Ph.D. (May Institute)

Southern Illinois University Reunion

Chair: Marty Pollack, Ph.D. (Connecticut Department of Mental Retardation)

St. Cloud State University and Friends

Chair: Gerald C. Mertens (St. Cloud State University)

Standard Celeration Chart Data Share

Chair: John Eshleman, Ed.D. (Optimal Instructional Systems)

University of Wisconsin, Milwaukee Reunion

Chair: Douglas W. Woods, Ph.D. (University of Wisconsin, Milwaukee)

University of Wisconsin, Eau Claire

Chair: Kevin P. Klatt, Ph.D. (University of Wisconsin, Eau Claire)

University of North Texas Reunion and Hospitality Suite

Chair: Sigrid Glenn, Ph.D. (University of North Texas)

Western Michigan University Reunion for Students, Alumni and Friends

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

Behavioral Fitness

Mission Possible: A Night of Sport Climbing (Off-site Event at Mission Cliffs)

Chair: Richard Fleming, Ph.D. (University of Massachusetts Medical School)

Participants will take a cab to Mission Cliffs, an indoor climbing gym in San Francisco. After signing the Mission Cliff's waiver and paying the gym fee of \$23, Rick Fleming will provide guidance (demonstration and shaping of climbing technique) so you can enjoy an afternoon/evening out "on the rocks." The climbing challenges range from very basic to advanced, so there is something for everyone. The group will be limited to about twelve participants.

YogaFit Workout Session

Chair: Amanda Adams, Ph.D. (Fitness Evolution, Inc.)

This session will provide participants an easy to follow Yoga class. No experience necessary, all levels welcome in this fitness oriented Yoga session. We will strengthen, stretch, sweat a little and relieve stress. Wear easy to move in clothes and no shoes.

Martial Arts and Yoga Workout

Chair: Bobby Newman, Ph.D. (Room to Grow)

A beginner-level, non-contact workout will be held for ABA participants. The workout will emphasize basic movements that can be used for self-defense, as well as physical conditioning. Techniques will be task analyzed and the participants led through the activities by certified instructors. Participants should wear comfortable workout clothing.

Business Meetings

ABA Student Committee

Chair: Matt Tincani (University of Nevada, Las Vegas)

Affiliated Chapters Board

Chair: Gerald Bernicky (Toronto Preschool Autism Service)

Animal Trainers Forum SIG

Chair: Judith Stowe, Ph.D. (Quality Safety Edge)

Autism SIG

Chair: David Celiberti, Ph.D. (Private Practice)

BACB International Certification Development

Chair: Gerald Shook, Ph.D. (Behavior Analyst Certification Board, Inc.)

Behavior and Social Issues Editorial Board and Behaviorists for Social Responsibility

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

Behavioral Gerontology SIG

Chair: R. Mark Mathews, Ph.D. (University of Kansas)

Behavioral Safety Network Meeting

Chair: Thomas E. (Ted) Boyce, Ph.D. (University of Nevada, Reno)

Behaviorists Interested in Gambling SIG

Chair: Ginger Wilson, M.A. (University of Nevada, Reno)

Chicago Association for Behavior Analysis

Chair: Doreen Vieitez, Ed.D. (Joliet Junior College)

Clinical SIG

Chair: Ennio Cipani, Ph.D. (Alliant International University)

Developmental Behavior Analysis SIG

Chair: Jacob L. Gewirtz, Ph.D. (Florida International University)

Direct Instruction SIG

Chair: Timothy Slocum, Ph.D. (Utah State University)

Experimental Analysis of Human Behavior SIG

Chair: Gregory Madden, Ph.D. (University of Wisconsin, Eau Claire)

Greater Virginia Association for Behavior Analysis

Chair: Sherry Serdikoff, Ph.D. (James Madison University)

Instructional Design SIG

Chair: Guy Bruce, Ph.D. (APEX Consulting)

Interbehaviorists in ABA SIG

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

JABA Business Meeting

Chair: Wayne W. Fisher, Ph.D. (The Marcus Institute)

Journal of Behavioral Education, Editorial Board Meeting

Chair: Phillip Belfiore, Ph.D. (Mercyhurst College)

Journal of Precision Teaching & Celeration

Chair: Clay Starlin, Ed.D. (University of Oregon)

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

Chair: Kennon A. Lattal, Ph.D. (West Virginia University)

Lesbian Social Gathering

Chair: Kent Johnson, Ph.D. (Morningside Academy)

Mid-American Association for Behavior Analysis

Chair: Ruth Anne Rehfeldt, Ph.D. (Rehabilitation Institute)

New York State Association for Behavior Analysis

Chair: Thomas Zane, Ph.D. (The Sage Colleges)

Northwestern Association for Behavior Analysis

Chair: Ken Lloyd, Ph.D. (Central WA University)

OBM Network Annual Meeting

Chair: John Austin, Ph.D. (Western Michigan University)

Parent Professional Partnership SIG

Chair: David Celiberti, Ph.D. (Private Practice)

Parents and Professionals Sharing the Conference Experience

Chair: Jack Scott, Ph.D. (Florida Atlantic University)

Parents and Professionals Sharing the Conference Experience: Bringing Information Home

Chair: Randy Horowitz (Eden II Programs)

Sports, Health and Fitness SIG

Chair: Michael Kirkpatrick, Ph.D. (Wesley College)

Standard Celeration Society

Chair: Abigail Calkin, Ph.D. (Calkin Learning Center)

Teaching Behavior Analysis SIG

Chair: Pat Williams, Ph.D. (University of Houston, Downtown)

Tennessee Association for Behavior Analysis

Chair: Kevin Schama, Ph.D. (The Columbus Organization)

Verbal Behavior SIG

Chair: Bill Potter, Ph.D. (CSU, Stanislaus)

Invited Events

Autism (AUT)

Autism, Science and Politics

Patricia J. Krantz, Ph.D. (Princeton Child Development Institute)



Dr. Patricia Krantz is Executive Director of the Princeton Child Development Institute. In 1999, the Society for the Advancement of Behavior Analysis chose the Princeton Child Development Institute as the recipient of the Award for Enduring Programmatic Contributions in Behavior Analysis. Dr. Krantz holds

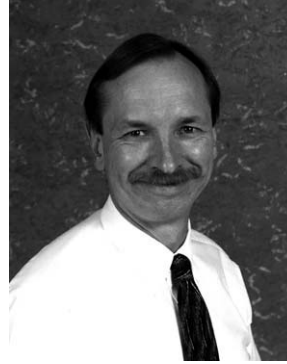
academic appointments at the University of Kansas, University of North Texas and Queens College of the City University of New York.

Her current research focuses on stimulus control procedures that increase spontaneous generative language. She has published many journal articles and book chapters and co-authored the book *Activity Schedules for Children with Autism: Teaching Independent Behavior*. She has made many international contributions to autism intervention, including lectures at the British Institute of Mental Handicap; the Congress of the European Association of Behavior Therapy; the Dean's Leading Edge Lecture at Deakin University, Victoria, Australia; and keynote addresses at the first conference on autism in the Soviet Union, the Norwegian Association for Behavior Analysis, and the Gdansk Conference on Autism.

Abstract: Recent decades have seen great strides in the behavior analysis of and intervention in autism, but it sometimes appears that the developers and the consumers of this technology (researchers, administrators, parents, practitioners and funders) are their own worst enemies. Perhaps this is because scientific successes are punctuated by certain large-scale failures. For example, measures of social validity are increasingly common and indicate that the consumers of behavioral technology like it, but there are signs that many of those consumers do not know what "it" is, and they sometimes launch successful campaigns that induce government to support only selected pieces of technology or to invest in pseudoscience. Practitioners who do not know what "it" is are nevertheless willing to disseminate "it," and to argue for the superiority of their own brands of "it." These problems are unlikely to disappear; they require careful applied behavioral analyses of social systems.

Developing Active Learner Participation by Children with Autism: Capturing the Motivational Variables

JAMES W. PARTINGTON, Ph.D., Teresa A. Grimes and Steven J. Ward (Behavior Analysts, Inc.)



Dr. James Partington is the director of Behavior Analysts, Inc., in Pleasant Hill, California. The corporation provides a variety of educational services for children with autism or other developmental disabilities. He is a licensed psychologist and a board certified behavior analyst (BCBA.), and has more

than 25 years experience. His expertise is in language intervention with children who are experiencing language delays as a result of autism-related disorders. Dr. Partington received his bachelor's degree and master's degree at Western Michigan University, and received his Ph.D. from Florida State University. He has taught courses in the Psychology Department at West Virginia University, in the Department of Education at St. Mary's College, and in the Counseling Psychology program at the University of San Francisco. He has published several papers on teaching strategies for children with disabilities, has co-authored with Dr. Mark L. Sundberg the book, *Teaching Language to Children with Autism or Other Developmental Disabilities* and *The Assessment of Basic Language and Learning Skills (The ABLLS): An assessment, Curriculum Guide, and Skills Tracking System for Children with Autism or Other Developmental Disabilities*, and has produced an instructional video, "Teaching Verbal Behavior: An Introduction to Parents Teaching Language".

Abstract: Children with a diagnosis of autism live in an environment that includes concurrent schedules of reinforcement. Practitioners who work with these children can benefit from attending to the motivational operations (variables) that are in effect when they attempt to teach the children new skills. A review of the response effort requirements to access socially-mediated reinforcement, along with a review of the ambient stimulus and motivational conditions present in both structured and naturally-occurring teaching conditions will be presented. Some potential environmental manipulations to increase a child's participation in learning activities, while maintaining the conditioned reinforcement value of the trainer, will be presented.

Behavioral Pharmacology and Toxicology (BPH)

Drug Effects on Remembering

K. Geoffrey White, Ph.D. (University of Otago, New Zealand)



Dr. Geoffrey White runs one of the two most Southern operant labs in the world (the other is Brent Alsop's lab in the same building), only a few degrees South of the labs of Anthony McLean and Randy Grace. Geoff has benefited from the fine EAB tradition in New Zealand, and finds

inspiration in the question of how to account for action at a temporal distance (remembering) without having to suppose cognitive representations. Geoff is Professor of Psychology at the University of Otago, New Zealand, where he chaired his department for a decade. He is active in New Zealand Psychology, and is a Fellow of the Royal Society of New Zealand. He has served as Associate Editor of the *Journal of the Experimental Analysis of Behavior*, and with John Wixted, won the George Miller award for their paper in the *Journal of the Experimental Analysis of Behavior* on psychophysics of remembering.

Abstract: The experimental analysis of behavior has made a major contribution in the area of quantification. Forgetting functions, the decrement in discriminability with increasing retention-interval duration, can be quantified in terms of two parameters of a fitted function, intercept and slope. Intercept, or initial discriminability, is influenced by task difficulty or conditions for encoding. Slope, or rate of forgetting, is influenced by conditions for retrieval. Intercept and slope are measures of the delay-independent and delay-dependent aspects of performance. The question asked in the present paper concerns the effects of different drugs on the two parameters of forgetting functions. Can evidence for the role of different neurotransmitter systems be gleaned from the effects of drugs on the intercept and slope parameters of forgetting functions? What conclusions can be drawn about the behavioral character and neural basis of Alzheimer's Disease?

Some Considerations in the Evaluation of Antidepressants

James H. Woods, Ph.D. (University of Michigan)



Dr. James Woods

obtained his Ph.D. at the University of Virginia. He is interested in the behavioral effects of opioids, phencyclidine related agents and the mechanisms associated with these actions. A variety of behavioral techniques are used to study these drugs in rodents, birds and primates. The processes of

drug tolerance and dependence are also of considerable experimental and theoretical interest to him.

Abstract: There are a variety of models of depression in animals. Many compounds have been assessed for anti-depressant activity. The interesting theoretical and procedural elements in this area will be discussed.

Clinical; Family; Behavioral Medicine (CBM)

Violence Prevention at the CDC and Behavior Analysis: A Mostly Good Match

John R. Lutzker, Ph.D. (Centers for Disease Control and Prevention)



Dr. John Lutzker is a Distinguished Consultant and Chief, Prevention Development and Evaluation Branch, Division of Violence Prevention, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. He is the author of over 100 professional articles,

four books, and 300 presentations dealing mostly in child maltreatment and in developmental disabilities. He is on the editorial board of five journals and has been on the boards or a guest reviewer for 55 others, including two stints on the JABA Board.

Abstract: Presented here will be an overview of the public health model and its areas of compatibility with applied behavior analysis. Also covered will be the violence prevention agenda at the Centers for Disease Control and Prevention. Finally, the presenter will recommend strategies and styles that are more or less likely to advance behavior analysis in government and other large arenas.

Community Interventions; Social and Ethical Issues (CSE)

The Conceptualization and Design of Research in Communities

Anthony Biglan, Ph.D. (Oregon Research Institute)



Dr. Anthony Biglan is a Senior Scientist at Oregon Research Institute. He does research on the prevention of child and adolescent problem behavior and the childrearing practices that affect child and adolescent development. He is the author of the 1995 book, *Changing Cultural Practices: A*

Contextualist Framework for Intervention Research, published by Context Press. Current work focuses on contextual analyses of childrearing practices in communities.

Dr. Biglan served on the Epidemiology & Prevention Review Committee for NIDA, and on Review Committees for NIH. He is on the editorial boards of four national journals, consults with the Office of National Drug Control Policy. He is a board member of the Society of Prevention Research and co-chairs its Prevention Science Advocacy Committee.

Abstract: This presentation will discuss the philosophical, conceptual and methodological issues involved in research on childrearing practices in communities. Considerable knowledge about the factors that influence child and adolescent development has accumulated in recent years, but little is known about how empirically-supported policies and programs might be widely and effectively disseminated. From a functional contextualist framework, research on this problem identifies independent variables that influence the adoption and implementation of research-based practices. Financial contingencies appear to be the most powerful influence on practice. Interrupted time-series designs provide the most efficient and appropriate method of analyzing influences on effective implementation.

International Development Brunch

Saturday, May 24th
Salon 5/6

10 am – 11:30 am

The Roots of Terrorism: A Contingency Analysis and Prescription

T.V. Joe Layng, Ph.D. (Headsprout)



Dr. Joe Layng is currently Senior Scientist with, and co-founder of, Headsprout in Seattle, WA. At Headsprout he worked with a talented team to develop a patented generative instruction technology for the purpose of teaching fundamental skills over the Internet.

Dr. Layng holds a Ph.D. in Biopsychology from the University of Chicago. At

the University, he performed and later published basic experimental research in the area of experimental psychopathology, and helped lay the conceptual foundation with Paul T. Andronis and Israel Goldiamond for an account of how behavior shaped in one set of circumstances can be recruited for an entirely different function in another set of circumstances: Contingency adduction.

Dr. Layng has extensive clinical behavior analysis experience. He has worked in both in-patient and outpatient settings, with adults, children, and families. While working with Israel Goldiamond, he was trained in the nonlinear contingency analysis of behavior, and has since improved and extended the analysis to many forms of individual, social, and societal behavior.

From 1991 to 1996, Dr. Layng was the Director of the Academic Support Center, and then Dean of Public Agency and Special Training programs at Malcolm X College in Chicago. He was instrumental in bringing research-based teaching practices to the Chicago Public Schools.

Abstract: This presentation describes a behavior analytic approach to understanding how children and adults can come to feel isolated and excluded from mainstream social groups in a school, a community or a nation. Using a nonlinear contingency analysis this talk describes contingencies that may result in the shaping, recruiting, and maintaining of isolated behavior. A matrix of contingency relations describes how such isolation can lead to a "rationalization" of violent or other aggressive action taken in response to the isolation. Further social and societal contingencies are described that may not only give rise to terrorist acts, but possibly to an even more virulent totalitarian terrorism. Methods of detection, prevention and intervention are described in the hopes that tragedy, both for the isolated and their victims, can be avoided.

Developmental Disabilities (DDA)

The Influence and Contributions of Beatrice H. Barrett

Chair: Cathy L. Watkins, Ph.D. (California State University, Stanislaus)

Abstract: This session highlights Beatrice H. Barrett's unique contributions in human operant conditioning, in "habilitation" of the handicapped, and in the conceptual development of behavioral education and assessment. Presenters will discuss different segments of her work, from different perspectives, quoting liberally from her recent book, *The Technology of Teaching Revisited: A Reader's Companion to B. F. Skinner's Book*, published by the Cambridge Center for Behavioral Studies. This symposium will use Barrett's contributions to explicate and discuss key ingredients of behavior analysis, as originally conceived and developed by Skinner, his students and associates.



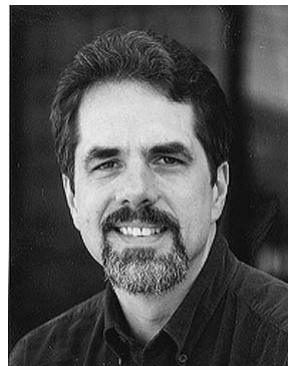
Dr. Cathy Watkins received her doctorate from the University of Florida in 1987. She is a Professor of Special Education at California State University, Stanislaus. Dr. Watkins is chair of the Department of Advanced Studies in Education and co-director of the Center

for Direct Instruction. She has consulted for the National Institute for Direct Instruction and the Effective Schools Model of Project Follow Through. Her analysis of Project Follow Through and the policy decisions associated with it was published as a monograph by the Cambridge Center for Behavioral Studies. She has served on the Content Review Panel for the California Reading and Language Arts adoption and as a member of the California Special Education Reading Task Force. Dr. Watkins is a Certified Behavior Analyst and past president of the California Association for Behavior Analysis. She serves on the editorial boards of the *Journal of Direct Instruction* and *The Behavior Analyst*. In 2002, Dr. Watkins received the Association for Direct Instruction's Excellence in Education Award for College Teaching and Staff Development.

Dr. Watkins is interested in identifying, analyzing and disseminating empirically validated instructional programs and procedures. She supervises and trains teachers at the university and in public schools, and consults with individuals and agencies on effective educational methods.

- **Operant Conditioning from the Laboratory to the Classroom: Barrett's Liberating Perspective.** Carl V. Binder, Ph.D. (Binder Riha Associates) and Jay S. Birnbrauer, Ph.D. (Murdoch University)

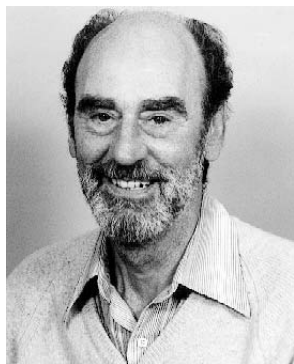
Abstract: B.H. Barrett began her operant conditioning work in the laboratory, working with Skinner, Lindsley and others. She continued her pre-operant conditioning interest in precise behavioral assessment through the use of operant conditioning methods and, in particular, the response rate measure. She was an early and outspoken advocate for precise behavioral programming for developmentally disabled people and an innovator through extension of laboratory paradigms into classroom practice. An early collaborator with Ogden Lindsley and Eric Haughton in the conceptualization of Precision Teaching, she pushed back on the tide of behavioral applications that abandoned Skinner's original use of count per minute measures for precise behavior assessment and diagnosis. Among the most important of her repeated communications to the field was the notion that only through precise measurement and functional definition can we enable the non-verbal to communicate their needs; and that only with the use of count per minute measures can we liberate learners from constraints imposed by more traditional accuracy-only measures and discrete trial procedures. This paper reviews some of the highlights of Barrett's career and contributions to behavioral assessment, instructional design and programming and precise functional definition in both laboratory and applied settings.



Dr. Carl Binder began his career as a graduate student at Harvard studying with B. F. Skinner, followed shortly by a decade as Associate Director in B. H. Barrett's Behavior Prosthesis Laboratory. During the 1970's and early 80's, his work focused on Precision Teaching, teacher training and curriculum

development for a wide variety of handicapped and regular student populations. Since the 1980's he has made his living in corporate performance improvement, founding three consulting firms, speaking and writing extensively in that field, while maintaining a primary personal interest in children's education through affiliation with the Haughton Learning Center. His career-long devotion to promoting and supporting fluency-based instructional methods and research has provided the backbone of his contributions that have also included work in educational policy, management consulting, sales, marketing, and customer service. His soon-to-be-

published book, *Everybody Needs Fluency*, is intended to communicate to a broad audience about the importance of defining fluent performance as a new standard of mastery for every kind of human learning, based at its foundation on Skinner's primary datum, count per minute.



Dr. Jay Birnbrauer was Co-director of the Rainier School Research Laboratory and Programmed Learning Classroom in Buckley, Washington while Bea Barrett was establishing her lab at Fernald in the 1960s. The laboratory focused on schedules of reinforcement and

stimulus control; the Classroom is probably best known for its pioneering research on token reinforcement. The EDMARK Reading Program he contributed to is still in wide use. After leaving the University of Washington, Jay assumed a teaching position at UNC, Chapel Hill and continued his applied work with a demonstration living unit for boys with severe intellectual disabilities at Murdoch Center, NC. In the early 1970s, he was Associate Professor of Psychology at the University of Western Australia in Perth, WA where he consulted on behavioural programs in local facilities. After a brief sojourn in the real world as Research and Training Director at Dejarnette Center for Human Development in Staunton VA, Jay returned to Perth in 1978 as Associate Professor at Murdoch University, where he headed the Clinical Psychology Training Program. Most recently, he co-directed the Murdoch Early Intervention Program for children with autism. He retired in 1997 and continues to consult and supervise a few doctoral students. He has known Bea Barrett for 45 years. They have had many discussions as they sailed on her beloved Aphrodite, not to mention the more usual venues such as her laboratory and conferences.

- **Measurement and Functional Definition: Barrett as Pragmatic Purist.** Henry S. Pennypacker, Ph.D. (University of Florida)

Abstract: Barrett's adherence to the precision and purity of Skinner's and Lindsley's emphasis on functional definition in the laboratory and in classroom applications formed the backbone of a career devoted to the improvement of behavioral assessment and programming. Her careful descriptions of these principles and methods in early laboratory publications, in later reviews and discussions of behavioral methods, and in her recently published book, *The Technology of Teaching Revisited*, are among the most elegant and precise in the behavioral

literature. This paper focuses on several of key principles of behavior measurement and functional definition, their communication in Barrett's work, and their continued importance to the field.



Dr. Henry Pennypacker received a Ph.D. in Psychology from Duke University in 1962. He joined the faculty of the University of Florida the same year and became a Professor in 1970. He co-founded with Ed Malagodi the Division of Behavior Analysis in the late 1960's. He founded Precision Teaching of Florida in 1969 and

continues as its president. He is a cofounder and CEO of Mammatech Corporation which owns all rights to and markets MammaCare®, a proprietary technology for manual breast examination as a means of early detection of cancer.

Dr. Pennypacker has served as President of the Florida Association of Behavior Analysis and the Association for Behavior Analysis. He is currently Chairman of the Board of Directors of the Cambridge Center for Behavioral Studies. Dr. Pennypacker's primary interests are behavioral measurement and technology transfer.

- **Barrett's Seminal Influence on the Morningside Model of Generative Instruction.** Kent Johnson, Ph.D. (Morningside Academy)



Dr. Kent Johnson, Director of Morningside Academy, graduated from Georgetown University and received his M.S. and Ph.D. in psychology from the University of Massachusetts in Amherst. For over 20 years, Dr. Johnson has been teaching a variety of learners

including children in regular and special education classrooms; at-risk youth; college and university students; adults in literacy programs, both at school and work; and teachers who work with all of these learners.

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

Fernald State School in Boston, and Professor at Central Washington University.

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

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

Abstract: Beatrice Barrett's influence on my work came at an early and fortuitous point when, fresh from graduate school, I set out to change the world with behavioral education. Her introduction to count per minute measurement in educational applications, and to standard celeration charting, as well as our shared interest in the instructional design work of Robert Gagne and others, provided a seminal influence on development of the Morningside Model. This presentation highlights issues in instructional measurement and design.

- **Barrett's Technology of Teaching Revisited and Contributions to the Cambridge Center for Behavioral Studies.** Betsy J. Constantine, Ph.D. (The Cambridge Center for Behavioral Studies)



Dr. Betsy Constantine received her Ph.D. in Psychology from Northeastern University, where she was a major contributor to the research on equivalence class formation while completing her doctoral studies with Dr. Murray Sidman. From 1995 to 2001, Dr. Constantine

was Executive Director of the Cambridge Center for Behavioral Studies. Prior to accepting the position at the Cambridge Center, Dr. Constantine had extensive research and development experience in the private sector, building software simulations of human behavior using diverse modeling technologies, particularly adaptive neural networks. Since leaving the Cambridge Center, Dr. Constantine has resumed her interest in computer modeling of behavior. Dr. Constantine is an active volunteer with the Cambridge Center as a Senior Fellow and member of the Board

of Directors. Her recent work with the Cambridge Center has included preparation of Beatrice Barrett's book, *"The Technology of Teaching Revisited: A Reader's Companion to B. F. Skinner's Book,"* for publication.

Abstract: Barrett's most recent contribution, published by the Cambridge Center for Behavioral Studies, and entitled "The Technology of Teaching Revisited: A Reader's Companion to B. F. Skinner's Book", provides a unique view of Skinner's evolution and his challenges during the several decades during which he wrote contents that eventually comprised the book. It also offers behavior analysts and others interested in instructional technology an insightful and clarifying review of major streams of evolution and influence in programmed instruction and instructional technology within the behavioral tradition. This paper will highlight aspects of the book, discuss the experience of the author working with Barrett to produce it, and describe Barrett's long history of contribution to the Cambridge Center for Behavioral Studies and to the field of behavior analysis, in general.

Human Development; Gerontology (DEV)

What If All Psychologists Were Behavior Analysts? The Developmental Case

Kurt Salzinger, Ph.D. (American Psychological Association)



Dr. Kurt Salzinger is Executive Director for Science at the American Psychological Association. He's been President of the New York Academy of Sciences and has served on the Board of Directors of the APA. He also served as the first Chair of the Board of the Cambridge Center 1986 – 1988 and subsequently as a member until 1991.

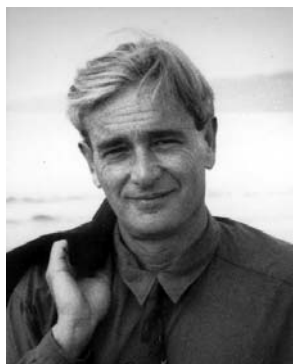
He is author or editor of 12 books and over 120 articles and book chapters. The most recent book was edited by Rieber, R.W., and him in 1998: *Psychology: Theoretical-Historical Perspectives*. Washington, D.C.: American Psychological Association. He has varied research interests, including behavior analysis applied to human beings, dogs, rats and goldfish; schizophrenia; verbal behavior of children and adults; and history of psychology. He has both given grants (when a program officer at the National Science Foundation) and received them (when professor of psychology at Hofstra University and Polytechnic University of New York and Principal Research Scientist at the New York State Psychiatric Institute) for his own research.

Abstract: The object of this presentation will be to translate some studies in the developmental literature

into behavior analytic language. Dr. Salzinger will provide some examples of translation and comment on the ease with which such efforts can be managed. Is there enough information for the translation to be possible and if all that it does is to suggest some hypotheses to be investigated on the basis of the untranslatable findings, is that worthwhile? Finally, he will discuss what the advantages of engaging in this activity are and try to make a judgment of the usefulness of its outcome.

Barriers to Translating Behavioral Interventions into Nursing Home Practice

John F. Schnelle, Ph.D. (Borun Center for Gerontology Research, UCLA School of Medicine)



Dr. John Schnelle is the Director of the Borun Center for Gerontological Research, Professor in the School of Medicine, University of California, Los Angeles, and Research Health Scientist, Veterans Administration Medical Center, Sepulveda. He has been the principal investigator on nine NIH clinical trial intervention grants

designed to improve care and management in nursing homes and has received awards for his outstanding contributions to behavior therapy. Dr. Schnelle has published extensively in the areas of quality control in institutional settings and quality of life issues in the frail elderly, with over 160 publications in professional books and journals. In addition to this research, Schnelle has over 20 years of experience in clinical care and staff management in nursing homes. His most recent research has focused on the staffing requirements needed to implement care processes in nursing homes that improve resident outcomes.

Abstract: Major initiatives to improve nursing home care have failed because they have been based on the assumption that nursing homes have the capacity to change. This assumption is discussed from a behavioral analytical framework and solutions are identified.

Experimental Analysis of Behavior (EAB)

Through a (Fogged-Up) Windshield: Perceptions of an Incoming Editor

Leonard Green, Ph.D. (Washington University)



After completing his undergraduate work at the City College of New York, Dr. Green moved yet further east to get his Ph.D. at SUNY Stony Brook under Howard Rachlin. He then completed a one-year post-doctoral position before venturing west of the Hudson (little knowing that he was heading

west of the Mississippi) where he is Professor of Psychology at Washington University in St. Louis. He also serves as Director of Undergraduate Studies in Psychology. Green's research interests focus on self control, behavioral economics and choice and decision making in rats, pigeons and people. He is on the Executive Board of the Society for the Quantitative Analysis of Behavior and the Board of Directors of the Society of the Experimental Analysis of Behavior. He served as Associate Editor of the *Journal of the Experimental Analysis of Behavior* and the *Pavlovian Journal of Biological Science*, as a Consulting Editor for *Behavior and Philosophy*, and as a member of the Editorial Board of *Behaviour Analysis Letters*, but still remains in a near-apoplectic state about becoming the next editor of JEAB.

Abstract: As the editorial mantle passes to a new Editor, and as JEAB approaches half a century of publication, it seems an appropriate time to reflect on the Journal. Specifically, what type of research is appropriate for JEAB; how is the Journal perceived; does perception reflect reality; and what role, if any, does the Editor actually play in affecting the future of an established journal? As we look to the future of JEAB, can we detect any trends; what might lie in store? This talk provides preliminary thoughts about where our Journal might be headed.

Visit ABA on-line at
www.abainternational.org

Steps, Pips and Resets: A Story of Responses in Time

Kennon A. Lattal, Ph.D. (West Virginia University)



Dr. Kennon A. Lattal is Centennial Professor of Psychology at West Virginia University, where he has taught since 1972 and where he has served as Coordinator of the Behavior Analysis Program in the Department of Psychology for the past 20 years. His research has covered topics in

response-reinforcer relations, punishment, reinforcement mechanisms, the relations between basic research and applications, pet behavior management, and topics in behavior theory and philosophy and in the history of behavior analysis. He is the recipient of several awards for teaching, and was the 2001 recipient of the APA Division of Behavior Analysis award for contributions to basic research in behavior analysis. He is a past President of the Association for Behavior Analysis and is the current Editor of the *Journal of the Experimental Analysis of Behavior*.

Abstract: The cumulative record is a familiar icon of the experimental analysis of behavior. Behind every cumulative record there was a cumulative recorder. This presentation traces the history of the cumulative recorder from its origins in physics and experimental physiology to the present. During the years between Skinner's first attempts at cumulative recording in the 1930s and the first commercial recorder in the early 1950s, the cumulative recorder underwent a series of evolutionary steps to overcome technical problems of stepping, marking stimulus events and resetting the device reliably. Once commercially available, the variety and uses of cumulative recorders proliferated until the widespread use of digital computers in behavior analysis laboratories finally supplanted it. The evolution of the cumulative recorder may be considered an instance of selectionism whereby environmental demands giving rise to innovative and varied solutions. These solutions in turn are modified through trial and error, leading to proliferation and dissemination, but ultimately extinction as concurrently evolving technologies supplant the current dominant one. The evolution of cumulative recording also illustrates the strong interaction between scientific and technological change and provides broader insights into the history of behavior analysis.

Education (EDC)

Knowledge Transfer Engineering and Education Reform

Douglas Carnine, Ph.D. (University of Oregon, National Center to Improve the Tools of Educators)

Dr. Douglas Carnine's biographical statement and photograph are located on page 4.

Abstract: The presentation will provide examples of how the concept of knowledge transfer engineering has been developed and applied to bring about improved education results at district, state and federal level.

Knowledge domains will include reading, math and behavior and the development and acceptance of criteria for what constitutes legitimate knowledge in those domains.

Transfer (delivery mechanisms) includes the materials (from instructional materials to policy briefs and sample legislation) and events (from high profile national training to district level in-service and coaching) carried out by district, state and federal initiatives to improve achievement.

Engineering (identifying and/or creating communication channels occurs within organizations (such as the various departments in an urban district) and across organizations (such as criteria for valid and reliable assessments that engage an array of publishers). These communication channels may differ in that some are designed for the technical knowledge itself and some are designed for lobbying and political communications. Engineering can also require motivating and training practitioners, and monitoring/adjusting practices.

Direct Instruction and Applied Behavior Analysis: Samenesses and Differences

Cathy L. Watkins, Ph.D. (California State University, Stanislaus)

Dr. Cathy Watkins' photograph and biographical statement are located on page 16.

Abstract: This address provides an overview of Direct Instruction and outlines some key principles of instructional design. It explores the relationship of Direct Instruction to applied behavior analysis, focusing on how they are the same and how they differ. Implications of Direct Instruction theory and practice for the field of applied behavior analysis are considered.

Organizational Behavior Management (OBM)

OBM: An Uptime/Downtime Model of Work

D. Chris Anderson, Ph.D. (Professor Emeritus, University of Notre Dame)

Analysis for Enterprise Process Performance

Guy W. Wallace, Ph.D. (EPPIC Inc.)



Dr. Guy Wallace has been in the T&D field since 1979 and an ISD consultant to government and industry since 1982. His clients have included 27 of the current Fortune 500 firms, plus non-US companies such as BP and Siemens. He has analyzed, designed, and

developed training and development for almost every type of business function and process.

Guy is the author of three books, including *Lean ISD: Instructional Systems Design That Makes a Difference* and *T&D Systems View: Learning by Design versus Learning by Chance*. He has authored more than 50 articles, and has presented at more than 50 international conferences and local chapters of the International Society for Performance Improvement (ISPI), the American Society for Training & Development (ASTD), and Lakewood Conferences.

He served as the Treasurer and an Executive Director of the 1999-2000 board of ISPI and is currently ISPI's President-Elect for the 2002-2004 Board of Directors.

Abstract: This session will share an overview of the Enterprise Process Performance Improvement methodology and the specific analysis methods and data leading to improvements in various Human Capital Systems, and various Environmental Capital Systems.

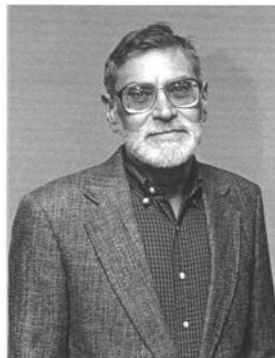
EPPI, Enterprise Process Performance Improvement, is a performance-based, data-driven, management tool-set used to leverage improvement efforts for bottom-line impact.

EPPI takes a systems view of an enterprise and its processes and uses financial and other business scorecard indices within a planned, controlled set of steps to systematically but quickly target improvement initiatives. Those improvement targets are approached with a clearer understanding of all of the process improvements needed, and resulting ROI.

Other (OTH)

EAHB-SIG Distinguished Career Award: Alan Baron, PH.D. University of Wisconsin, Milwaukee

Alan Baron, Ph.D. (University of Wisconsin, Milwaukee)



I was born in Brooklyn, New York where I studied as an undergraduate at Brooklyn College. After completing a master's degree in 1953, I entered the doctoral program at the University of Oregon where I specialized in conditioning and learning and pursued a variety of research questions in the

animal learning area. Professors Richard Littman and Robert Leeper exposed me to the dominant views of that time – Hull, Spence and Tolman – and professor Leona Tyler, who went on to serve as President of the APA, taught me most of what I know of traditional group-statistical research methodology. I discovered B. F. Skinner as a graduate student when I read the just-published *Science and Human Behavior*. Skinner, however, was not a well-known figure on the west coast at that time, and my knowledge came much more from the library than from personal exposure to others committed to his point of view. I received the Ph.D. degree in experimental psychology in 1957 and went on to teach for five years at the University of Maine. There, my knowledge of behavior analysis was furthered through collaborative efforts with Joe Antonitis, who had studied with Keller and Schoenfeld at Columbia, and George Kish, a student of Gregory Kimbel at Duke, on curiosity and sensory reinforcement. In 1962 I moved to the newly-developed Milwaukee campus of the University of Wisconsin, and I have been here ever since. Arnold Kaufman, who had just completed post-doctoral training with Hefferline at Columbia, arrived the same year, and together we developed the method for studying human operant conditioning that I continue to espouse. Over the years I conducted research on various questions of operant conditioning using both humans and rats as subjects, and later on my work extended to research on drug abuse and behavioral gerontology. I have learned much from my graduate students, and am especially proud of the accomplishments of Mark Galizio and Michael Perone, as well as from my interaction with other behavior analysts within the UWM psychology department, Jay Moore and Marshall Dermer.

Abstract: I will offer some observations about the experimental analysis of the human behavior. Among the questions that I will raise but not necessarily answer, are these: What is the place of human

research within the broader field of behavior analysis? What are the implications of defining an area of study by the phylogenetic status of the subjects? Is it time to cut loose from our origins in the animal laboratory?

Theoretical, Philosophical and Conceptual Issues (TPC)

"Molecular vs. Molar," and the Analysis of Interpretive Behavior

Philip N. Hinline, Ph.D. (Temple University)



After completing his B.A. at Hamilton College and Ph.D. at Harvard University, Dr. Hinline spent three years at the Walter Reed Army Institute of Research before moving to Temple University, where he is now a Professor. He routinely teaches both basic and advanced levels, and maintains a

"teaching environment" in his research laboratory, where much of the mentoring occurs between graduate and undergraduate students. Thanks to the initiative of those students, he has received several awards for excellence in teaching: In the spring of 1999, he received the Eleanor Hofkin Award for Excellence in Teaching from the Alumni Association of the College of Arts and Sciences of Temple University. The following year he received Temple's university-wide "Great Teacher Award," and the "Distinguished Teacher Award" from the College of Arts and sciences. Outside the University, he served first as Associate Editor, as Editor, and then as Review Editor of the *Journal of the Experimental Analysis of Behavior*. He has been President of the Association for Behavior Analysis, International, as well as of Division 25 of the American Psychological Association. In 1995 he received the award for Distinguished Service to Behavior Analysis from the Society for the Advancement of Behavior Analysis, and in 2002, the Award for Outstanding Contributions to Basic Research, from Division 25 of the APA. His conceptual writing has focused upon the characteristics of explanatory language and the role of those characteristics in the controversies that have confronted behavior analysis. His empirical research has contained a consistent theme, to develop an understanding of behavioral and psychological processes as extended in time.

Abstract: Disagreements between "molecular theorists," who portray behavioral process in terms of moment-to-moment sequences of events, and "molar theorists," who understand behavioral process as intrinsically extended in time, remain current despite more than two decades of argument. Thus, ABA 2001 featured a symposium on avoidance in which Dinsmoor's vehement advocacy of the molecular view generated spirited rebuttals. In major presentations last year, Baum advocated a "paradigm shift" to molar interpretation, while Donahoe professed his adherence the molecular mode. Ironically, the two were scheduled simultaneously in adjacent rooms, so people had to literally "take sides" on the issue. This year, I shall attempt to clarify what those arguments are about, by focusing upon interpretive behavior per se. We shall see that molecular analyses have sometimes employed larger units of behavior than the corresponding molar analyses. We shall also see that confusion can occur when terms belong to more than one interpretive system—as illustrated by the term, class. More generally, the "smooth curves" that we value as relating dependent to independent variables, and the "natural lines of fracture" that we distinguish among behavior patterns, can best be understood as orderly relations between the interpreter's own patterns of discrimination and generalization.

On the Philosophical Uniqueness of Radical Behaviorism

Jay Moore, Ph.D. (University of Wisconsin, Milwaukee)

Dr. Jay Moore's photograph and biographical statement are located on page 6.

Abstract: Radical behaviorism is not simply the scientific study of behavior but rather a comprehensive philosophy of science concerned with the subject matter and methods of psychology. However, radical behaviorism may be distinguished from other, more traditional philosophical perspectives in at least four ways. First, it regards behavior as a subject matter in its own right. Second, it admits behavioral events that are accessible to only one person but formulates them as part of the behavioral dimension. Third, it regards verbal behavior as operant behavior. Fourth, it conceives of matters of scientific epistemology from the standpoint of the operant analysis of verbal behavior. Taken together, these four points illustrate some of the philosophical uniqueness of radical behaviorism.

Verbal Behavior (VRB)

Cross-Cultural Evidence on Language Training and Learning

Ernst Moerk, Ph.D. (Wirtschaftsuniversitaet Vienna)



Dr. Ernst Moerk received his master's degree in Latin and Greek from the University of Innsbruck, Austria in 1962, a visiting scholarship at the University of Zurich, Switzerland in 1963, and a Ph.D. in Psychology from the University of Innsbruck, Austria in 1964. He worked in clinical

psychology in Germany in 1965-1966. He received an NIMH fellowship for clinical psychology at the Mount Sinai Hospital, Los Angeles, in 1966/77. He was an assistant, associate and full professor of child and developmental psychology at the California State University at Fresno from 1967-1999. He was resident director of an international program at the University of Uppsala, Sweden in 1976/77. He has developed courses and published in the field of political psychology, especially *Learning Aspects in Peace and War*. He accepted a position as visiting professor at Wirtschaftsuniversitaet Vienna, teaching economic psychology and conflict resolution, from 1999-2001. Dr. Moerk has published many journal articles and four books, primarily on language development. His most recent work, *Learning Aspects in Peace and War*, is currently under consideration with publishers. His work is increasingly focused on aspects of political psychology and conflict resolution, emphasizing the linguistic analysis of political persuasion and mis-learning in societies.

Abstract: One of the nativists' strongest arguments for the innateness of language is the following: Language is universally acquired, that is, it is "a universal," and it follows therefore that it is part of human nature, that is, innate. Mostly it is added, or at least implied, that language cannot be universally taught, as uneducated parents have neither the knowledge nor the motivation to teach it. These assertions need urgent conceptual and empirical evaluation.

Conceptual flaws as to the interest and ability of parents to teach language include the following: 1) Obviously language is functional, making possible effective communication, which motivates parents to teach it. 2) As parents behave verbally, they cannot but model their verbal behavior to their children. 3) As parents can only and do only teach verbal skills they themselves master, children will differ greatly in the verbal level they attain in the family. 4) When

cross-cultural language researchers report that "children attain normal language skills," they generally do not specify whether they refer to the low norm of the local culture or that of Western culture.

Conceptual flaws as to teaching and verbal learning include the following: 1) Low frequency of total verbal interaction is not differentiated from high frequency of functional formulas. 2) With high frequency of functional formulas, rehearsal is automatically given. 3) Formulas are trained in consistent settings, which simplifies their semantic analyses. 4) Input is initially simplified and gradually made more complex. 5) As commands are uttered to achieve diverse ends, substitutions of words in the formulas are frequent. 6) After comprehension training prompting routines are common, resulting in productions by children. 7) Expansions and therewith corrections occur quite frequently. 8) Exposure to narratives is extensive in some cultures and training in narration is provided to exceptional children.

Conclusion: Several forms of language training are commonly found, although extensive differences exist between cultures and between social classes within cultures. Tight concomitant variations between input sophistication and level of skill attained at specific age levels indicate strong cause-effect relationships.

In Search of King Solomon's Ring: Studies on the Cognitive and Communicative Abilities of Grey Parrots

Irene Pepperberg, Ph.D. (MIT School of Architecture and Planning)

Dr. Irene Pepperberg received her B.S. from MIT and graduate degrees (M.A., Ph.D.) from Harvard. In



September 1999, she became a visiting associate professor at MIT's media lab, and later accepted a research scientist position there, leaving a tenured professorship at the University of Arizona. She is also a Research Associate Professor at Brandeis University's Department of Psychology. She won

a John Simon Guggenheim Foundation Fellowship for her 1997 sabbatical, was an alternate for the Cattell Award for Psychology, won the 2000 Selby Fellowship from the Australian Academy of Sciences, and was nominated for the 2000 Weizmann, L'Oreal and Grawemeyer Awards. She has received fellowships from the Harry Frank Guggenheim and Whitehall Foundations, and numerous grants from NSF. Her book, *The Alex Studies*, describing over 20 years of peer-reviewed studies on cognitive and communicative abilities of Grey parrots, received

favorable mention from publications as diverse as the New York Times and Science. She has presented her findings nationally and internationally at numerous universities and scientific congresses, and has published numerous journal articles, reviews, and book chapters. She is a fellow of the Animal Behavior Society, the American Psychological Association, the American Psychological Society, the American Ornithologist's Union, AAAS, and presently serves as consulting editor for three journals.

Abstract: For 25 years, I have trained grey parrots to use an allospecific code (English speech); I then use

the code to test their cognitive abilities. The oldest bird, Alex, referentially labels objects, colors, shapes, quantities and categories, and uses "no", "come here," "wanna go X" and "want Y" (X and Y are appropriate location or label items). He processes queries to judge category, relative size, quantity, presence or absence of similarity/difference in attributes and show label comprehension. He semantically separates labeling from requesting. Studies on this and other Greys show that the extent of learning depends on the form of input.

Calendar of Upcoming Conferences

January 2003

Florida Association for Behavior Analysis OBM Meeting ♦ January 22 – 24 ♦ TradeWinds Island Grand Beach Resort ♦ St. Petersburg, FL

International Academy of Behavioral Medicine, Counseling and Psychotherapy, Inc. (IABMCP) 29th Annual International Winter Symposium "Addictive Disorders and Behavioral Health" ♦ January 28 - February 1 ♦ Sheraton Springs Hotel ♦ Colorado Springs, CO

February 2003

California ABA ♦ February 20 – 22 ♦ Newport Beach Marriott Hotel and Tennis Club ♦ Newport Beach, CA

March 2003

Behavior Analysis Association of Michigan ♦ March 20 – 21 ♦ Eagle Crest Conference Center ♦ Ypsilanti, MI

May 2003

29th Annual ABA Convention ♦ May 23 – 27 ♦ San Francisco Marriott ♦ San Francisco, CA

July 2003

First Conference of the European Association for Behaviour Analysis ♦ July 22 – 25 ♦ Parma, Italy

August 2003

World Conference on ACT, RFT, and the New Behavioral Psychology ♦ August 13 – 17 ♦ Linköping, Sweden

May 2004

30th Annual ABA Convention ♦ May 28 – June 1 ♦ Boston Sheraton ♦ Boston, MA

August 2004

Eighth International Congress of Behavioral Medicine ♦ August 25 – 28 ♦ Mainz, Germany

November 2004

Association for Behavior Analysis 2nd International Conference ♦ November 24 – 26 ♦ Beijing, China

AUTISM SERVICES CLINICAL DIRECTOR

The Baird Center for Children and Families is seeking a full-time Clinical Director to provide clinical oversight and leadership to a developing program providing intensive, community-based treatment services to children and youth diagnosed with an Autism Spectrum Disorder (ASD). Provides an exciting opportunity to contribute significantly to a growing program, and to the field of Autism services in the state of Vermont. Competitive salary and full benefits. Responsibilities: Supervision of clinical staff, oversight of treatment services, staff training, community consultation and representation, and participation in overall program development. Qualified candidates: Graduate degree, minimum of 5 years field experience with children and youth with ASD, including experience at a supervisory and leadership level, extensive training in the principles and techniques of Applied Behavioral Analysis as a primary treatment methodology, with extensive experience in the application of this methodology.

The Baird Center is a dynamic, growing organization with innovative programs serving children and their families through family-based, community, school, residential and crisis services located in Burlington, Vermont, which is situated along beautiful Lake Champlain and regularly ranks among the top 10 most desirable places to live in the US. Mail cover letter, resume and three references to: Adrianna Benson, The Baird Center for Children and Families, 1110 Pine Street, Burlington, VT 05401 OR e-mail to bairdjobs@howardcenter.org. (802)-863-1326

EOE/TTY

Visit our website at www.howardcenter.org

Corrections

Volume 25(3) of the ABA Newsletter mistakenly identified the journal published by SABA as the *Journal of Applied Behavior Analysis*. The journal is actually *The Behavior Analyst*.

Volume 25(3) of the ABA Newsletter mistakenly identified accredited graduate programs at the The Ohio State University as belonging to the Department of Education Services and Research. The programs are within the school of PAES (Physical Activity and Educational Services).

ABA's Continuing Education Program

General Information

One of ABA's primary objectives is to provide educational opportunities for members and other professionals to review recent research, discuss current theoretical issues and learn new methods in the application of behavior analysis to societal problems. While ABA does not require participation in the continuing education program for Association membership, involvement in the program is encouraged.

The continuing education program is designed to meet needs for self-improvement and to provide continuing academic training for psychologists and behavior analysts as required by many licensing associations and specialty boards. ABA will maintain records of all continuing education credits.

Workshop Registration Instructions

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

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

Detailed Instructions

Review workshop offerings on the following pages. Make selections on the Workshop Registration Form on page 62. Calculate total fees for all workshops selected. Enter the total on the workshop registration form and on the convention registration form (page 61).

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

Cancellations and Refunds

Registrants may cancel convention registration and tickets for workshops or other events up to May 2, 2003. A handling fee of \$25 per cancellation will be deducted from all refunds. After May, 2, 2003, no refunds will be granted.

Ethics

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

ABA CE Credit for Behavior Analysts

The Association for Behavior Analysis will provide continuing education for Behavior Analyst Certification Board (BACB) Certified Behavior Analysts™ and Board Certified Associate Behavior Analysts™ at the 2003 convention in San Francisco.

Workshops

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

Conference Sessions

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

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

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

Continuing Education for Psychologists

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

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

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

Questions?

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

ABA Pre-Convention Workshops

Workshop #1

5/21/3

10:00 AM - 5:00 PM

Off-Site: San Francisco SPCA

2500 16th St.

San Francisco, CA 94103-4213,

Tel: (415) 554-3000)

Chickens as Training Models

BOB BAILEY (Animal Behavior Enterprises, Retired)

Description: This is an intensive training experience composed of six 15-minute lectures and six 30-minute hands-on-training periods. Students will test and develop their mechanical skills while teaching chickens to make discriminations. Costs cover all lecture and training materials, lunch and chicken boarding (kept at SFSPCA).

Objectives: Bob Bailey's philosophical point of view on teaching animal training is that training is a mechanical skill and the understanding and skillful practicing of a few simple behavioral principles are keys to trainer success.

Activities: Bob uses lectures, discussions, and animal models to teach the principles of animal behavior. The hands-on exercises using chickens as training subjects allow the student to learn by doing.

Audience: Professional animal trainers, animal training hobbyists, those interested in learning more about animal training, and any persons interested in learning more about shaping in general.

Level: Introductory - Advanced

Cost to Members: \$269 Non-Members: \$284

Workshop #2

5/23/03

10:00 AM - 5:00 PM

Pacific Suite I

Acceptance and Commitment Therapy: Core Treatment Strategies

KELLY G. WILSON, Ph.D., Dianna Wilson and Jonathan Weinstein (University of Mississippi)

Description: Participants will learn core principles that direct both treatment of clients and supervision of therapists working within this model. The treatment utilizes a variety of techniques derived from other therapeutic schools; however, these techniques are understood and modified according to the underlying behavioral theory on which ACT is based. Both general strategic and tactical issues will be examined.

Objectives: Workshop participants will learn to use metaphor, paradox and experiential exercises to help clients:

- Recognize and let go of destructive suffering.
- Contact and embrace healthy suffering.

- Gain flexibility in their responses to troubling cognitive and emotional content.
- Make contact with a sense of self that transcends cognitive and emotional content.
- Clarify values.
- Make and keep commitments.

Activities: Workshop activities will include didactic instruction, and experiential exercises. We will focus significant time this year on consultation and role play with cases provided by attendees.

Audience: Behavior analysts working in applied settings where clients or client guardians face substantial psychological barriers to effective living. The workshop will also target treatment development researchers and clinical supervisors.

Level: Intermediate

Cost to Members: \$144 Non-Members: \$159

Workshop #3

5/23/03

10:00 AM - 5:00 PM

Pacific Suite C

Data-Based Strategies to Promote Adolescents and Adults with Autism into Community Settings

JANE BARBIN, Ph.D. (Behavioral Directions), Randy Horowitz, M.S.Ed., S.A.S. (The Genesis School), Linda Meyer, Ed.D., MPA (Alpine Learning Group, Inc.), Lucie Nuehlen, M.A. (Independent Consultant), Ruth Donlin, M.S. (The Genesis School) and Carrie Hughes, B.S. (The Alpine Learning Group, Inc.)

Description: As individuals with autism enter adolescence and adulthood, it becomes increasingly important for them to participate and become successfully integrated into the community. One of the challenges in this area is identifying and prioritizing the areas of need and providing appropriate and effective programming leading to inclusion outside of the classroom. Individuals with autism may often engage in challenging behavior when asked to participate in integrative settings, thus limiting their opportunities for learning skills in this area. This workshop will focus on designing and implementing effective skill acquisition and behavior reduction programs that prepare individuals with autism for success on the job and in the community. Particular attention will be paid to selecting skills that occur across multiple environments. Programs to be addressed include functional academics (i.e., handling money, shopping in the community), vocational programming (i.e., job sampling, work tolerance), decreasing challenging behaviors in the community and promoting a healthy, safe and active lifestyle (i.e., preparing nutritious meals, inclusion in fitness programs, going to the dentist). Areas such as social awareness (i.e., being lost in the community) and decreasing inappropriate behaviors in a non-stigmatizing manner will also be discussed. Ways to

successfully incorporate advances in technology, such as the Internet and cell phones will also be described. Case study data and videotapes will be used to describe interventions.

Objectives: Participants will gain an understanding of:

- Important skill areas to consider when programming for adolescents and adults with autism, as well as preparing children who are approaching adolescence.
- How the principles of applied behavior analysis can be applied in "real life" settings to effect change and increase independence and integration.
- The importance of assessment and intervention occurring in natural settings and how to develop and implement specific programs to foster community integration in this population.

Activities: Participants will be involved in didactic presentations and discussion. Participants are encouraged to come with questions and case examples as an interactive, problem-solving session will be included. Participants will obtain specific program sheets provided by instructors.

Audience: Parents and professionals working with individuals with autism. Participants should have some knowledge of applied behavior analysis and a desire to learn ways to increase community participation for individuals with autism.

Level: Introductory

Cost to Members: \$129 Non-Members: \$144

Workshop #4

5/23/03
10:00 AM - 5:00 PM
Sierra Suite B

Designing an ABA Classroom Using Skinner's Analysis of Verbal Behavior

KELLE WOOD, M.Ed., BCBA (The Horizon Clinic) and Gina Zecchin (Associate: Dr. Vince Carbone)

Description: This workshop is designed to provide the attendees information on how to teach language based on B. F. Skinner's analysis of verbal behavior within a classroom setting. An emphasis will be placed on assessment, IEP, lesson plans, classroom organization and data collection systems. In addition, attendees will be provided with a copy of *The Assessment of Basic Language and Learning Skills (ABLLS)* by Drs. Partington and Sundberg to develop IEP's and lesson plans based on case studies and video examples.

Objectives: Participants will be able to:

- Use the ABLLS for assessment and development of appropriate IEP's.
- Write intensive teaching and natural environment lesson plans including circle time and group activities.

Activities: Lecture, an extensive handout, videotapes of classrooms and interactive discussion will be conducted

throughout the session. Hands on practice using the ABLLS's, writing lesson plans and IEP's will be emphasized to insure that each participant has a working knowledge of the information presented.

Audience: BCBAs, BCABAs, consultants, special education teachers, school administrators, school psychologists, parents and anyone who is interested in working with children with autism or other developmental delays in a school setting.

Level: Introductory

Cost to Members: \$229 Non-Members: \$244

Workshop #5

5/23/03
10:00 AM - 5:00 PM
Sierra Suite J

From Match-to-Sample to Theory of Mind: Utilizing Relational Frame Theory to Enhance Intensive Early Intervention Programs for Young Children with Autism

RICHARD LAITINEN Ph.D. (Tucci Learning Solutions, Inc.), Yvonne Barnes-Holmes (National University of Ireland, Maynooth) and Nicholas M. Berens (University of Nevada, Reno, Center for Advanced Learning)

Description: This workshop will provide participants with the tools and competencies that will allow them to teach and monitor a child's ability to derive progressively more complex conditional discriminations within intensive early intervention curriculums. Public domain early intervention curricula do not currently include an explicit focus on teaching learners how to derive simple and complex, arbitrarily applicable conditional relations and networks of relations. However, instructional strategies such as intraverbal "fill ins"; and match-to-sample, as well as explicit programs such as "Negation", "Opposites", and "Same/Different" often result in the establishment of frames of coordination, opposition, distinction, comparison, and other more complex frame families. The research base supportive of RFT suggests that conceptualizing intensive early intervention programs as "teaching children to frame events relationally" will allow program providers to (1) accurately and efficiently target a child's strengths and challenges in deriving untaught conditional relations, (2) effectively and efficiently test for the emergence of such abilities throughout the course of a child's program, and (3) to organize the scope and sequence of instructional goals, materials and procedures so that progressive program goals (e.g., prepositions, negation, opposites, same/different, here/there, etc.) establish the derivational abilities required of terminal "Theory of Mind" and "Executive Functioning" competencies.

Objectives: Participants will be able to:

- Describe fundamental operant mechanisms underlying relational responding.
- Identify, name and describe foundational relational concepts and frame families.
- Organize intensive early intervention curriculums within a progressive scope and sequence framework that accounts for the simple and complex conditional relations that should result from beginning, intermediate, and advanced curricular goals and objectives.
- Identify relational contingencies that account for psychological processes (e.g., Theory of Mind) deemed important to the understanding and treatment of childhood autism.
- Administer assessments such as the Assessment of Basic Learning Abilities (ABLA) to determine a child's pre-treatment abilities to derive untaught conditional relations.
- Carry out procedures that verify the emergence and extent of derived relational responding established via beginning, intermediate, and advanced curricular goals and objectives.

Activities: Attendees will participate in identification of relational contingencies such as entailment, mutual entailment, etc. within early intervention curriculum goals and in identification of relational contingencies that are typically taught via early intervention instructional procedures.

Attendees will analyze beginning, intermediate and advanced levels of early intervention curricular goals to determine relational families and networks that are typically established and to determine how to establish relational families and networks that support outcome goals related to developing a child's competencies in Theory of Mind and Executive Functioning skills

Each person will receive a complete packet of materials used to conduct relational frame analysis of early intervention curriculum, including programs, data-sheets, and database (using Microsoft's Word, Excel, and Access). The sheets will be reviewed in enough detail so that the participant can make their own individual curricular adaptations.

Audience: Persons performing the responsibility of supervising intensive early intervention programs for young children with autism.

Level: Intermediate

Cost to Members: \$149 Non-Members: \$164

Workshop #6

5/23/03

10:00 AM - 5:00 PM

Sierra Suite A

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

KARA RIEDESEL, M.A., Jennifer Simon and Leslie Standal (University of Kansas) and Eric Larsson (FEAT of Minnesota)

Description: In order to deliver effective early intervention services to a child with autism, the staff must possess a complete set of behavior analysis skills. The purpose of this workshop is to identify the comprehensive variety of the required skills and present specific training programs which have been developed and validated to establish these skills and to manage the staff's behavior so that they are used consistently throughout the child's program. A particular challenge is to train staff to use independent clinical judgment and make the dynamic programming decisions on a daily basis that support optimal rates of child behavior development. In addition, the team leaders must possess the skills to organize and maintain consistent staff programming as the child's behavior rapidly develops. The skills necessary in the third year of programming are much more complex and varied than are those in the first year of programming. This workshop will present the competencies needed for effective child behavior therapy, and the methods used to train staff. The workshop will make extensive use of videos of actual staff training activities. The workshop will also present a data-collection system for staff management at the child and programmatic levels.

Objectives: Participants will be presented with the detailed information necessary to identify a comprehensive array of staff competencies, effective methods for teaching these competencies and a system of management to integrate consistent staff behavior across a group of teams.

Activities: Attendees will participate in didactic presentations, discussions and problem-solving sessions. Video models of actual staff training activities will be used extensively. Participants will obtain specific program materials provided by the instructor.

Audience: Parents, lead therapists, line therapists, consultants, and students. Participants should have a basic understanding of behavioral terms used in intensive early intervention. At least one-month's experience with intensive early intervention is preferable.

Level: Intermediate

Cost to Members: \$131 Non-Members: \$146

Workshop #7

5/23/03
10:00 AM - 5:00 PM
Pacific Suite B

Organizational Design and Development of Autism Service Programs

SUZANNE LETSO, M.A. (Connecticut Center for Child Development, Inc.)

Description: The demand for services based on empirically validated instructional strategies has dramatically increased. Behavior analysts, parents of children with autism and other professionals are establishing new organizations designed to meet this ever-increasing need for additional service programs. This workshop will provide information regarding the development, management and leadership of behaviorally based educational services for individuals with autism and related disorders. An overview of organizational design, structure and the business planning process will be provided. Identification of an agency mission, establishment of organizational goals, determination of program designs, and the basic components of a business plan will be discussed. A description of for-profit versus not-for-profit organizations will be provided. The process of obtaining status as a tax-exempt organization in the United States, and creating a budget and time-line will be outlined. Information about establishment of a board of directors, fiscal management, public relations and fundraising will be provided. The creation of an organizational hierarchy, development of key administrative and clinical leadership roles and responsibilities will be identified. The rationale for development of a Human Rights Committee and peer review processes will be reviewed. Issues such as collaboration with existing schools or services versus the creation of an independent organization will be discussed. Considerations influencing program location, space requirements, and site selection will be discussed.

Objectives: The objectives of the workshop are to:

- Provide basic information about the organizational development, design, and leadership of autism service organizations.
- Provide participants with an outline of the business-start-up process and an opportunity to delineate an organizational purpose.
- Provide guidelines regarding the financial and physical requirements of an educational facility.
- Identify additional resources participants can access to assist them in the establishment of a service organization.

Activities: Didactic lectures, group discussion and guided notes will be utilized. Handouts will include a bibliography, articles and identification of additional resources. Participants will be encouraged to discuss their challenges and identify solutions with the group.

Audience: Behavior analysts, program administrators, parents, and other educational service providers interested in developing new service organizations or programs for individuals with autism and related disorders.

Level: Introductory

Cost to Members: \$159 Non-Members: \$174

Workshop #8

5/23/03
10:00 AM - 5:00 PM
Sierra Suite H

Professional and Research Ethics for Behavioral Psychologists

R. WAYNE FUQUA, Ph.D. BCBA, and Richard Spates (Western Michigan University)

Description: This workshop is designed to introduce students, practitioners and researchers to the professional and ethical standards that impact the practice of psychology and the conduct of psychological research. With the help of case studies, participants will become familiar with critical ethical codes including the APA's Ethical Standards for Psychologists, and Ethical Principles for Research with Human Participants. The first part of the workshop will focus on ethical issues in the practice and teaching of psychology. The second part of the workshop will focus on ethical issues in research including: HSIRB guidelines, scientific misconduct, conflicts of interest, mentor/mentee relationships and social responsibility of researchers.

Objectives: Participants will:

- Become familiar with ethical standards for professional practice, teaching and research in behavior analysis through the application of these standards to real and hypothetical case studies.
- Be sensitized to ethical issues that they encounter in their professional activities.
- Identify a range of strategies for promoting adherence to high ethical standards.

Activities: Through discussion of real and hypothetical cases, participants will become more familiar with ethical codes and the complexities of applying those codes in specific situations. Participants will be encouraged to offer examples of ethical dilemmas (with appropriate concern for confidentiality) for discussion with workshop participants and leaders.

Audience: Behavior analysts, behavioral psychologists and advanced students in behavior analysis who are engaged in professional practice, research and/or the study of ethics.

Level: Introductory

Cost to Members: \$124 Non-Members: \$139

Workshop #9

5/23/03
10:00 AM - 5:00 PM
Sierra Suite C

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

SARAH ROBINSON, Ph.D., BCBA (Department of Children and Families), Pamela Osnes (University of South Florida, and Haydee Toro (Florida Department of Children and Families)

Description: This introductory workshop will provide a discussion of ethical principles and their application to the practice of behavior analysis services. It is designed to build understanding of ethical requirements in everyday professional situations. The workshop content will include a review of background history and foundations for codes of ethics, differences between legal and ethical behavior, interactive exercises, and discussion of ethical dilemmas. Participants will also receive copies of relevant ethics codes and guidelines from the American Psychological Association, the National Association of Social Workers, the National Association of School Psychologists, the Behavior Analyst Certification Board, the American Association on Mental Retardation, and Standards for the Preparation and Licensure of Special Educators.

Objectives: Participants will:

- Be able to refer to professional codes and guidelines that have been designed to dictate their professional conduct and to establish the relationship between ethics and law.
- Discuss the conduct standards guiding the resolution of ethical dilemmas encountered in mental health, educational, and developmental disabilities settings including: confidentiality, privilege, privacy and consent; record keeping; professional competence; fees and financial arrangements; multiple relationships; misuse of influence; supervision; consultation and referrals; duty to warn; honoring commitments; rights of consumers; publication credits; use of punishment procedures; due process; distribution of education resources; conflicts among parents and teachers; and issues relevant to development and implementation of individual education plans.
- Be able to recognize and pursue strategies to avoid and resolve legal and ethical issues.

Activities: Participants will engage in interactive exercises designed to enhance their analyses of ethical issues, dilemmas and decision-making. The exercises are the product of experiences and dilemmas encountered and researched by the presenters through their years of practice in diverse settings, as well as both published and unpublished teaching cases in special education and other fields.

Audience: Practitioners, supervisors and other professionals working in mental health, educational, developmental disabilities and home and community settings, including behavior analysts, special education and regular education teachers and psychologists.

Level: Introductory

Cost to Members: \$144 Non-Members: \$159

Workshop #10

5/23/03
10:00 AM - 5:00 PM
Sierra Suite K

Promoting Speech and Language in Children with Autism: Integrating ABA and Speech Language Pathology

JOANNE GERENSER, M.A. (The Eden II Programs), Helen Bloomer (Crossroads Center for Children), Amy Bergen and Bonnie Forman (Eden II Programs), and Laura Lynch (Crossroads Center for Children)

Description: Children with autism typically demonstrate deficits in speech, language and communication (Lord & Paul, 1997). There have been significant gains made in the past fifteen years using the principles of applied behavior analysis to address these deficits (Lovaas, 1987). However, despite intensive behavioral intervention, for some children, these deficits remain severe and complex. Almost 30 percent of children with autism do not develop functional speech (Bryson, 1996), while others demonstrate challenges with abstract language or social language. Although children with autism demonstrate these complex deficits in the area of speech and language, speech-language pathologists are often not included in the behavioral intervention team. Historically, this has been due to the speech pathologist's reluctance to rely on behavior analysis as the model for intervention, preferring to utilize developmental or pragmatic approaches (Prizant & Wetherby, 2000). Therefore, traditional behavioral programming may lack critical input in areas such as the anatomy of speech production, supra-segmental aspects of speech, morphology and syntax. This workshop will provide a model for integrating research in the area of speech production, language development and disorders and communication within behavioral programming for children with autism. Specific programs to target oral motor development, verbal skills, vocabulary, abstract language and social language will be presented.

Objectives: Participants will:

- Gain a broad understanding of how developmental, neurological and psycholinguistic information from the speech-language research literature relates to the speech-language and communication deficits present in learners with autism.
- Learn how to incorporate this information in programming for children with autism using the principles of applied behavior analysis.

- Be provided with programs that integrate speech-language research and applied behavior analysis in the areas of oral motor skills, speech development, vocabulary development, abstract language and communication.
- Review assessment procedures in the areas of speech and language and adapt these tools for use within a behavioral program.

Activities: Participants will be involved in didactic presentation as well as discussion.

Audience: Educators, behavior analysts, speech-language pathologists, and other clinicians working with children on the autism spectrum.

Level: Intermediate

Cost to Members: \$149 Non-Members: \$164

Workshop #11

5/23/03

10:00 AM - 5:00 PM

Pacific Suite H

Teaching Reading and Writing to Young Children with Autism

MICHAEL WEINBERG, Ph.D., BCBA (Central Florida Community Behavior Health) and Susan Fox (Independent Practice)

Description: This workshop is designed to provide participants with the basic methods and concepts in teaching reading and writing to young children with autism. The instructors will provide direct feedback and promote interactive discussion as each stage of developing a program is examined. Different needs and developmental differences will be discussed and examples will be shown of programs used to design interventions specific to the needs of each individual child. Videos of cases at different levels will be reviewed to demonstrate the variety of differences seen in autism spectrum disorders and discussion will explore the differences in the interventions needed for the child.

Objectives: Upon completion of the workshop, participants will:

- Demonstrate the ability to use basic components of the reading and writing program for children with visual preferences and articulate the state-of-the-art technology in the acquisition and generalization of reading and writing skills for children with autism.
- Demonstrate the ability to design a customized written language intervention that may facilitate verbal communication and develop a written language-training packet (including incidental teaching, natural environments and generalization).
- Demonstrate ability to describe and utilize discrete trial training for facts and mands in written word and incorporating the auditory components to develop and build intraverbal skills when possible.
- Demonstrate understanding of the importance and use of discrimination training.

- Receive exposure to an introduction of keyboarding skills for children that may have fine motor difficulties or visual preferences with written expressive.

Activities: Participants will view real video and actively discuss the interventions presented and discuss and generate alternative or varieties of interventions for each stage of developing a reading and writing program, utilizing presented samples.

Audience: BCBA's, BCABA's, teachers, parents, psychologists, and others interested in teaching reading and writing to young children with autism.

Level: Introductory

Cost to Members: \$119 Non-Members: \$134

Workshop #12

5/23/03

10:00 AM - 5:00 PM

Sierra Suite I

Teaching Verbal Behavior

CHERISH RICHARDS, B.A., BCABA and Holly Kibbe, M.S. (Associates of Dr. Carbone)

Description: This workshop is designed to provide tutors, therapists and parents who serve as their child's primary therapist with guided demonstrations in implementing the methods described in Dr. Vincent Carbone's well-known workshops on verbal behavior. The participants are provided with video examples and demonstrations.

Audio taping is allowed—please refrain from videotaping.

Objectives: Participants will be able to:

- Establish instructional control with an unwilling learner.
- Manipulate establishing operations (EO) during teaching opportunities to maintain learner attention.
- Score the ABLLS.
- Manipulate EOs to teach early to advanced manding skills.
- Teach early to advanced receptive, tacting, motor imitation and intraverbal skills.
- Teach reciprocal conversation skills in advanced learners and verbal behavior across all settings.

Activities: Lecture, video examples and demonstrations.

Audience: People who are guiding and implementing verbal behavior programs for children with autism or other related developmental disabilities. Participants should bring a copy of the ABLLS.

Level: Intermediate

Cost to Members: \$134 Non-Members: \$149

Workshop #13

5/23/03
10:00 AM - 5:00 PM
Pacific Suite A

The Cipani Child Behavior Management Systems
ENNIO CIPANI, Ph.D. (Alliant International University)

Description: This workshop is a must if you provide parent training services! It will present a comprehensive behavioral treatment package for parent training called The Cipani Child Behavior Management Systems (CCBMS). In contrast to a generic presentation on behavioral assessment and treatment, this workshop will cover behavior-specific interventions for an *in vivo* serve delivery model. The first part of the workshop will cover the following programs from the CCBMS: Parental compliance repertoire (with sit and decide), compliance and non-compliance barometers, rule violation stipend program, daily report card, time out and the Prenack principle for chores and tasks. Each program is accompanied with parent handouts, protocols and forms for the participant for maximizing training efforts and quality control.

The next part of the workshop will detail advice packages for parents that cover problem areas such as homework, sibling rivalry, interrupting others, getting ready for school, complying with simple requests and others. Finally, a structured training program for developing sustained performance and attention, called the Sustained Performance Curriculum (SPC), will be presented.

Objectives: Participants will be able to utilize the training protocols for the behavioral treatments in the CCBMS (e.g., non-compliance barometer, daily report card, etc.).

Activities: Participants will fill out the protocol sheets and forms for real or hypothetical clients. Demonstration and role-play practice will be provided where applicable, (e.g., games of the SPC).

Audience: BCBAs, BCABAs, licensed professionals, and graduate students.

Level: Intermediate

Cost to Members: \$79 Non-Members: \$94

Workshop #14

5/23/03
10:00 AM - 5:00 PM
Pacific Suite E

Training Teachers and Paraprofessionals to Implement Behavioral Technology in Schools

SANDY MAGEE, BCBA, Veronica Delgado, Carrie Hartman, Nadia Jamai and Coral Lee (University of North Texas)

Description: Workshop instructors who have worked in various public and private school settings (from pre-school through high school in special education and regular education classrooms) will familiarize workshop

participants with methods shown to be effective in motivating the classroom staff to apply behavioral technology to both classroom teaching and classroom behavior management.

Objectives: Workshop participants will learn to train teachers and paraprofessionals to understand and apply basic behavioral principles and technology for achieving both individualized education plan and behavior management plan goals for students with disabilities and/or problem behavior.

Activities: Lecture, handouts, video demonstrations, interactive discussion, roleplaying and guided practice exercises will be included to ensure the participants have both a clear understanding of the information presented as well as the skill to apply these behavioral techniques in their behavior analytic training repertoires.

Audience: BCBAs, BCABAs and those persons interested in/working in school settings and considering applying for certification, as well as teachers who want to train their staff to apply effective behavioral technology in their classrooms; behavior consultants and other professionals currently working in schools or engaged in parent training.

Level: Introductory

Cost to Members: \$71 Non-Members: \$87

Workshop #15

5/23/03
10:00 AM - 1:00 PM
Pacific Suite J

Developing Fluent Language Skills for Children with Autism - Part I: Beginning Language Skills

ALISON MOORS, M.A., BCBA, Amy King, Kristin Schirmer, Michael Fabrizio, Kelly Ferris and Sara Pahl (Fabrizio/Moors Consulting)

Description: This workshop will focus on using the techniques of fluency-based instruction to teach beginning language skills to children with autism. The highlighted skills serve as the necessary foundations for success within the more advanced skills of tacting, intraverbal and autoclitic responding. We will present skill descriptions, scope and sequence charts showing component/composite relationships between skills, suggested skill frequency aims, descriptions of the critical and variable attributes relevant to the instructional stimuli used for each skill, and methods for empirically validating critical instructional outcomes such as skill retention, endurance, stability and application. Throughout the workshop, we will use actual student performance data and videotaped examples to illustrate each of the key skills discussed. All participants will receive copies of our workshop handouts along with a CD-ROM containing all workshop materials, including all sample videos

Objectives: By the end of this workshop, participants will be able to:

- List and describe important foundational language skills within the echoic, tact, intraverbal and motor repertoires.
- Describe the relationship between those skills and other more advanced curriculum areas.
- Generate teaching examples that account for a scope and sequence-teaching outline for at least one skill each from the echoic, tact, intraverbal and motor skills repertoires.
- Describe the advantages offered by using a fluency-based instruction arrangement to teach verbal behavior to children with autism.

Activities: Throughout the workshop, participants will discuss the material with the presenters, practice developing scope and sequence teaching outlines, practice generating teaching examples of their own and develop plans for teaching verbal responses within a fluency-based instruction arrangement.

Audience: Anyone interested in teaching language skills to children with autism, or the use of fluency-based instruction to teach skills derived through a verbal behavior analysis of language. It will be particularly helpful for persons designing or supervising language intervention programs for youth with autism. Participants should have at least rudimentary facility with Skinner's (1957) primary verbal operants and the tenets of Precision Teaching including reading and writing on the Standard Celeration Chart (SCC).

Level: Intermediate

Cost to Members: \$269 Non-Members: \$284

Workshop #16

5/23/03
2:00 PM - 5:00 PM
Pacific Suite J

Developing Fluent Language Skills for Children with Autism Part II: Intermediate and Advanced Language Skills

MICHAEL FABRIZIO, M.A., BCBA, Sara Pahl, and Kelly J. Ferris (Fabrizio/Moors Consulting) and Holly C. Almon (University of North Texas)

Description: This workshop will focus on using fluency-based instruction to teach intermediate and advanced language skills to children with autism. Once children have gained facility with basic language skills, such as rudimentary tacting and question answering (one form of intraverbal responding), they still have much to learn to acquire verbal repertoires of sufficient extensity to allow them to maximally benefit from most instruction. We will present skill descriptions, scope and sequence charts showing component/composite relationships between skills, suggested skill frequency aims, descriptions of the critical and variable attributes relevant to the instructional stimuli used for each skill, and methods for empirically validating critical instructional outcomes such

as skill retention, endurance, stability and application. Throughout the workshop, we will use actual student performance data and videotaped examples to illustrate each of the key skills discussed. All participants will receive copies of our workshop handouts along with a CD-ROM containing all workshop materials, including all sample videos

Objectives: By the end of this workshop, participants will be able to:

- List and describe important intermediate and advanced language skills within the tact, intraverbal and autoclitic repertoires.
- Describe the relationship between those skills and other curriculum areas such as reading comprehension and social language development.
- Generate teaching examples that account for all skill critical and variable stimulus features and a scope and sequence teaching outline for at least one skill each from the tact, intraverbal and autoclitic repertoires.
- Describe the advantages offered by using a fluency-based instruction arrangement to teach verbal behavior to children with autism.

Activities: Throughout the workshop, participants will discuss the material with the presenters, practice developing scope and sequence teaching outlines, practice generating teaching examples of their own, and develop plans for teaching verbal responses within a fluency-based instruction arrangement.

Audience: Anyone interested in teaching advanced language skills to children with autism, or the use of fluency-based instruction to teach skills derived through a verbal behavior analysis of language. It will be particularly helpful for persons designing or supervising language intervention programs for youth with autism. Participants should have at least rudimentary facility with Skinner's (1957) primary verbal operants.

Level: Intermediate - Advanced

Cost to Members: \$217 Non-Members: \$232

Workshop #17

5/23/03
6:00 PM - 9:00 PM
Sierra Suite J

A (Re)introduction to Goldiamond's Constructional Approach

PAUL THOMAS ANDRONIS, Ph.D. (Northern Michigan University), T. V. Joe Layng (Headsprout) and Joanne Robbins (Morningside Academy)

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

basic analytic questions confined to a unilinear contingency analysis, often in the service of mostly topical treatment procedures, themselves aimed primarily at eliminating troublesome behavior. Goldiamond (1974, 1975, 1976, 1977, 1979 & 1984) elaborated a more thoroughgoing matrix for a functional analysis of behavior that includes linear and nonlinear contingency relations, and may be addressed explicitly to both topical and systemic treatment programs. This affords a coherent, comprehensive, and seminal basis for the functional analysis of behavior, which has been, nevertheless, largely neglected by behavior analysts.

This workshop will provide an overview of Goldiamond's (1974) Constructional approach to social and personal problems, including examples from clinical and organizational casework, an introduction to Constructional Analysis and programming, and their extension to linear and nonlinear relations, and topical and systemic programs. The theoretical model used in this workshop treats human behavior as a rational and adaptive outcome of individuals' unique personal histories (including both social and biological endowments). Accordingly, we will discuss ways in which behavior usually benefits individuals in personal ways, and how a Constructional approach can thus "make sense" of behavior which, from other perspectives, is classified as irrational, maladaptive, dysfunctional, pathological, and so on.

Objectives: Participants will be able to:

- Describe the behavioral sense of the rationality of behavior, useful for making sense of troublesome behavior in clinical, educational, and other practical settings
- Describe Goldiamond's Constructional approach, and critically distinguish it from other behavioral approaches to analyzing and changing behavior.
- Distinguish between linear and nonlinear contingency relations, and between topical and systemic programming strategies.
- Identify important assessment and programming variables through use of the Constructional Questionnaire.
- Identify linear and nonlinear contingency relations; Define disturbing behavior patterns in terms of their functions as successful operants.
- Describe the basic elements of Constructional programming.

Activities: After a presentation of the model, participants will discuss key elements of the Constructional approach, its differences from those procedures that characterize conventional functional analysis, and the importance and utility of distinguishing between linear and nonlinear contingency relations, and between topical and systemic procedures. With materials supplied to them, the participants will work in small groups to analyze clinical or other applied vignettes in

Constructional terms, identify the appropriate contingency matrices, suggest the outlines for Constructional interventions in those cases, and then present their analyses to the workshop as a whole for further discussion.

Audience: People working in clinical, educational, or other applied settings with various populations, and those looking for a humane, effective, and radically behavioral approach to helping others who engage in challenging or disturbing behavior. Participants should have a basic understanding of the consequential governance of behavior.

Level: Intermediate

Cost to Members: \$87 Non-Members: \$102

Workshop #18

5/23/03

6:00 PM - 9:00 PM

Pacific Suite C

Building Naturalized Play Skills for Children with Autism

ERIC V. LARSSON, Ph.D., Angela M. Keene, Julie A. Waldoch and Terri Newton (FEAT of Minnesota) and Michelle Bernt (FEAT of Nebraska)

Description: Commonly, childhood friendships are developed through mutual interests and interactions during countless hours of play. Due to the social impairments often displayed with children with autism, a lack of cooperative play skills and, thus, mutual friendships are not developed without specialized intervention. The purpose of this workshop will focus on the developmental progression of play, effective behavioral techniques and procedures to develop creative and spontaneous play skills, problem-solving strategies to enhance the acquisition of play skills, and generalization of play skills from highly structured environments to naturalized environments.

Objectives: Participants will receive the information necessary to teach the developmental levels of play skills that include: independent play, parallel play, associative play, cooperative play, imaginative play, social congruent play, social language play, gross motor play and peer play; ecologically valid play activities for older elementary-age children; behavioral techniques and procedures to teach play skills; and generalization procedures to promote naturalized play skills.

Activities: Attendees will participate in didactic presentations, discussions and problem-solving sessions and will obtain specific program sheets provided by the instructor.

Audience: Consultants, lead therapists, line therapists, parents and students. Participants should have a basic understanding of behavioral terms used in intensive early intervention.

Level: Introductory

Cost to Members: \$164 Non-Members: \$179

| Workshop #19 | Workshop #20 |
|---|--|
| <p>5/23/03 6:00 PM - 9:00 PM Sierra Suite A</p> <p>Charting on the Standard Celeration Chart MICHAEL FABRIZIO M.A., BCBA (University of Washington), Abigail B. Calkin (Calkin Learning Center), Henry S. Pennypacker (University of Florida), Alison L. Moors (Fabrizio/Moors Consulting), Clay Starlin (University of Oregon), Jesus Rosales-Ruiz (University of North Texas) and Kris F. Melroe (Morningside Academy)</p> <p>Description: This workshop will teach participants to monitor human performance on the Standard Celeration Chart (SCC). Participants will learn important features of the chart, the rationale for monitoring rate of performance, charting conventions used with the SCC, how to chart performance across varying lengths of counting time, and how to analyze performance on the chart to assist in making data-based decisions. The presenters will draw from long and varied histories of success using the SCC in a range of settings to illustrate key concepts taught in the workshop. Examples from the areas of university teaching, intervention with children with autism, educational intervention with students with learning disabilities, general public school education, and the monitoring of private events will be used. All participants will receive a copy of all materials used in the workshop including a CD-ROM containing additional copies of the presentation materials, forms, example videos, and an animation-based tutorial.</p> <p>Objectives: Participants will be able to:</p> <ul style="list-style-type: none"> ▪ Read human performance data charted on all versions of the SCC. ▪ Chart human performance data charted on all versions of the SCC. ▪ Describe data on the SCC in terms of its frequency (level), celeration (trend), and bounce (variability). ▪ Describe performance management systems helpful in maintaining consistent use of the SCC in clinical and educational settings. <p>Activities: Applying principles derived from Behavior Analysis of well-designed instruction, our world class group of workshop presenters will use a range of activities to ensure participants learn the key skills targeted in the objectives. Participants will engage in choral responding and paced practice, timed practice on key concepts and skills, and both small and large group discussion.</p> <p>Audience: This workshop is intended for anyone seeking an introduction (or refresher!) to the Standard Celeration Chart, including those persons interested in using the SCC to improve their own teaching or clinical practice, as well as individuals planning to take the BACB examination.</p> <p>Level: Introductory</p> <p>Cost to Members: \$167 Non-Members: \$182</p> | <p>5/23/03 6:00 PM - 9:00 PM Pacific Suite A</p> <p>Consulting the Behavioral Way: The Pyramid Approach to Shaping Performance in Autism Educational Services ANDREW BONDY, Ph.D. and Beth Sulzer-Azaroff (Pyramid Educational Consultants)</p> <p>Description: This workshop focuses on how be an effective consultant to programs for children with autism and related disabilities. We will address how to use behavioral strategies to shape the performance of people providing services within school, community, and home-based settings. Critical topics will include identifying key antecedents to both the behavior of the consultant and of those being advised. Important behavioral targets for various people responsible for serving children will be noted. Finally, we review reinforcement strategies designed to help maintain the performance of service providers. We also plan to discuss our views on appropriate ethical conduct for consultants. Each of these elements is based upon our work, <i>The Pyramid Approach to Education in Autism</i> (Bondy & Sulzer-Azaroff, 2002).</p> <p>Objectives: Workshop participants will be able to provide written examples of:</p> <ul style="list-style-type: none"> ▪ Appropriate antecedents associated with the performance of the service provider as well as the consultant. ▪ Critical target behaviors of the service provider, support personnel, as well as the consultant. ▪ Strategies for identifying and using powerful reinforcers for service providers and support personnel. ▪ Ethical issues associated with providing behaviorally-based consultation. <p>Activities: Participants will receive a copy of <i>The Pyramid Approach to Education</i> as well as other supportive material. We will review the basic structure for this approach to organizing educational factors for children with autism and related disabilities. We summarize the rationale for introducing the Pyramid elements in a sequential fashion. Participants will go over forms designed to help implement the model as well as help service providers plan to use central principles of applied behavior analysis. Participants will have an opportunity to begin to plan how to use the structure in their current consultancies. Forms are provided that are designed to help service providers plan their day around functional activities while embedding functional communication goals. Participants will begin to identify critical reinforcers associated with the service providers they consult, including key personnel with regard to the service provider.</p> |

Audience: Consultants, supervisors, or advisors to staff working with children with autism or related disabilities or be about to embark in such activities. Participants should be well versed in the fundamentals of applied behavior analysis.

Level: Intermediate

Cost to Members: \$107 Non-Members: \$122

Workshop #21

5/23/03

6:00 PM - 9:00 PM

Sierra Suite K

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

TOM SHARPE, Ed.D. (University of Nevada, Las Vegas) and John Koperwas (Educational Consulting, Inc.)

Description: The workshop will provide hands on application of a sophisticated software package designed to collect and analyze discrete and time-based behavioral data. The program is particularly useful to advanced graduate students and behavioral psychologists interested in analyzing complex configurations of behaviors which are emitted at high rates, oftentimes overlap in time, and which are context dependent. Discussion includes an introduction to (a) recommended procedures when collecting time-based data in the live setting and from videotape records, and (b) computer generated discrete and sequential descriptions, graphic and statistical analyses, and reliability comparisons of discrete and sequential data. Participants will be provided with a complimentary copy of the complete software package on CD ROM, and a copy of a compatible research methods text published by Sage Publications as a function of workshop participation. *While some computer hardware will be provided, it is recommended that workshop participants bring their own IBM compatible laptop hardware to facilitate hands-on workshop interactions.*

Objectives: Workshop participants will exit with software-based data collection and analysis competencies, including the ability to:

- Construct and apply systemic observation systems.
- Generate a time-based behavioral record using an inclusive overlapping category system.
- Perform traditional and sequential analyses using multiple measurement methodologies and interpret Z score transformations.
- Create and edit graphic data representations and apply relevant visual and statistical analyses
- Conduct reliability and treatment fidelity analyses.
- Apply a variety of data record edit and merge functions when operating with complex multiple event category systems.

Activities: Activities include review of traditional behavior analysis recording methods; introduction to, and hands on application of, a computer-based package designed to enhance behavior analyses of complex interactive settings; and detailed hands-on demonstration of data collection features, discrete and sequential analysis capabilities, within and across data-file graphic representations, and a variety of reliability, treatment fidelity, and data manipulation and editing functions.

Audience: Advanced graduate students and behavior analysts working in experimental and applied settings who are interested in research and development related to the interactive nature of behavior in situations where study of multiple behaviors and events, multiple participants, and changing setting variables are present. Those working in educational and social science settings and who are challenged with how to describe and analyze highly interactive behavioral transactions should find the workshop experience and complimentary software particularly appealing to a wide range of research and assessment applications.

Level: Introductory - Intermediate

Cost to Members: \$192 Non-Members: \$207

Workshop #22

5/23/03

6:00 PM - 9:00 PM

Pacific Suite E

Discrimination Training Curriculum for Students with Autism Spectrum Disorders

CAMMARIE JOHNSON, M.A., BCBA and Susan N. Langer (New England Center for Children)

Description: This workshop will provide the basic terminology, hierarchy of skills and stimulus control considerations necessary to design and implement effective tabletop match-to-sample instruction for students with autism spectrum disorders. Some of the applications for this instruction are in the curricular areas of simple and conditional discriminations, including identity matching and arbitrary matching, which are the foundation for communication and academic skills. An emphasis will be placed on the learning characteristics of children with autism spectrum disorders, guidelines for preparing stimuli for discrimination sessions, errorless prompting procedures, data collection and making data-based curricular decisions.

Objectives: At the conclusion of this workshop, trainees will be able to:

- Identify key terms in match-to-sample discrimination curriculum.
- Identify the hierarchy of discrimination skills.
- Learn the components of a discrete trial.
- Prepare stimuli for a match-to-sample program based on their students' learning characteristics.
- Use errorless teaching procedures to teach conditional discrimination.

- Record data on student performance, and serve as a secondary observer for IOA and procedural integrity measures.
- Implement back-up procedures if errors do occur.
- Monitor students' performance through trial-by-trial data.

Activities: This workshop will include didactic instruction, interactive discussion, viewing videotaped discrimination training to obtain reliable data and procedural fidelity recording, and role playing implementation of a match-to-sample session. Handouts will be provided and will include an extensive bibliography.

Audience: Behavior analysts, teachers or educational service providers, graduate students, parents and anyone else who can benefit from a review of the terminology and hierarchy of discrimination skills and the design and implementation of an effective match-to sample curriculum.

Level: Intermediate

Cost to Members: \$79 Non-Members: \$94

Workshop #23

5/23/03

6:00 PM - 9:00 PM

Sierra Suite H

Life-Quality Programming for People Unable to Provide Preferred Experiences to Themselves
MARTIN IVANCIC, Ph.D. (Western Carolina Center)

Description: People who are unable to independently contact the things they enjoy in their lives are dependent upon other people for their life-quality. Behavior technologies have become quite skillful in identifying reinforcers, preferences and happiness indices for people, but these procedures have been typically used only as a means to developing more complex skills. For people who are not expected to increase their current life-quality by acquiring new skills, this workshop offers programming for life-quality that considers contacting preferred stimuli as an end in-and-of-itself. The programming divides a participant's day into nine intervals. The task for the care provider is to generate predefined approval or satisfaction responses (approach, happiness indices, etc.) from the participant. Higher percentages of these satisfaction responses are considered an indication of higher-life quality for that person. Data can be managed to identify and then schedule toward more preferred experiences and away from less preferred events. Quality assurance and validity for this programming is based on an ongoing participant "voice" (i.e., across the day satisfaction reports) about the quality of his or her daily experiences. Such programming may be the essence of what many who work for disabled populations call "person-centeredness."

Objectives: Participants will:

- Learn how to determine the programming level with the highest potential for progress by reviewing the parameters of habilitation found in skill acquisition programming, reinforcer assessment, preference assessment, happiness indices and "Golden Rule Therapy."
- Be able to identify individuals who may benefit from this form of life-quality programming based on their current skills.
- Review the behavioral techniques available for providing Life-Quality Programming (single, paired and multiple-stimulus choice; contingent vs. noncontingent experiences; increasing happiness; decreasing unhappiness or discomfort).
- Be able to state the "clinical conundrum" which forbids ever eliminating training opportunities but maximizes immediate life-quality regardless of skill acquisition potential.
- Review Life-Quality Tracking Programs and Shopping Programs designed to provide immediate life-quality across the day, every day, to people who cannot bring their life-quality to themselves.
- Study data provided by 32 individuals currently receiving Life-Quality Programming for clinical and management issues.
- Receive copies of and practice the definitions, goals based on self-direction, programs, data-sheets, and data bases necessary to conduct this programming.

Activities: Enrollees will participate in discussion of the rationale of life-quality programming as well as critique suggested definitions for life-quality reports for their conventional validity (e.g., a smile) and make suggestions for supporting evidence for definitions considered less conventional (e.g., opened eyes).

Audience: Persons responsible for providing life-quality for an individual or group of people who are unable to bring the things they like to themselves because of development (e.g., profound, multiple handicapped) accident (e.g., head-injured), or illness (e.g., Alzheimer's or Advanced-Parkinson's disease).

Level: Introductory

Cost to Members: \$147 Non-Members: \$162

Workshop #24

5/23/03

6:00 PM - 9:00 PM

Pacific Suite I

Maintaining the Fidelity of Applied Behavior Analysis Within Community Based Services for Individuals with Autism

DAVID HOLMES, Ph.D. (Eden Family of Services)

Description: Improvement of behavior that is of social significance to an individual is one of the core foundations of applied behavioral analysis. To this end, programs/agencies that provide services to individuals with developmental disabilities using the methodologies

of applied behavioral analysis meet this core foundation. There is comprehensive research in the literature supporting the positive effects of applied behavioral analysis strategies for individuals with autism (Green, 1996, Harris and Weiss, 1998, McEachin, et al., 1993). Applying this research and maintaining fidelity is the ultimate challenge of ABA service providers. This workshop will outline how the Eden Family of Services provides "birth to death" community based services for individuals with autism and has successfully maintained fidelity to the principles of applied behavioral analysis. This workshop will further describe the various accountability systems that are in place within the Eden Family of Services to ensure this fidelity while addressing the unique needs of individuals with autism across their lifespan.

Objectives: Workshop participants will:

- Understand the challenges in the implementation of ABA strategies across the lifespan of individuals with autism.
- Be exposed to a specific model of a functional behavioral assessment, the Eden Decision Making Model.
- Learn how to design accountability systems to monitor staff training, staff performance, progress of individuals served and behavior change.

Activities: The workshop presenters will lecture on the above described topic. The presentation will also include case studies that will demonstrate the effectiveness of ABA Strategies on individuals with Autism across the lifespan as well as a question and answer period.

Audience: Service providers, administrators, behavior analysis, special educators and psychologists.

Level: Intermediate

Cost to Members: \$67 Non-Members: \$82

Workshop #25

5/23/03

6:00 PM - 9:00 PM

Sierra Suite C

Serving Children with ASD in the Public Schools; Providing Clinical Support in the Least Restrictive Environment

BONNIE (MARY) SEBASTIAN, Ed.D., Kristen M. Villone, Ph.D. and Kelly Savage, MSW (Bancroft NeuroHealth)

Description: Facilitating a variety of options to support the inclusion of children with autism spectrum disorder in the public school is a pressing issue in special education today. One of the challenges is developing ways to support the public system in developing appropriate programs and services. Based on the principles of applied behavior analysis, this workshop will include three hours of explanation and instruction in the organization and implementation of site-based programs for preschool and elementary aged children with autism spectrum disorders. Based on experiences at the Center

for Children and Families at Bancroft NeuroHealth, this workshop will discuss different approaches to including children with ASD in public school. All models combine the use of clinical consultants who work with the public school design and deliver clinically rich programs in the least restrictive environment. The models explore supporting an individual child with ASD in a typical classroom, setting up a self-contained classroom in the public school and operating a private school classroom within a public setting.

Objectives: The workshop participants will achieve knowledge of:

- Different models for serving children with autism spectrum disorders with the least restrictive environment of the public school setting.
- The training components for school personnel (i.e. the basics of applied behavior analysis, discrete trial instruction, functional behavioral assessment and behavior plan development).
- Program/classroom design for self-contained classrooms.
- Curriculum development and developing behavior plans for individual students in both self-contained and typical classroom placements.
- **Activities:** The participants will experience didactic instruction, group discussion and interactive activities. Videos will supplement the lecture and discussion.

Audience: Administrators, teachers, psychologists, behavior analysts, para-professionals and parents interested in the inclusion of children with autism spectrum disorders in public schools. Administrators who want to better serve the autistic student in the LRE and clinicians in working in the public setting.

Level: Introductory

Cost to Members: \$92 Non-Members: \$107

Workshop #26

5/23/03

6:00 PM - 9:00 PM

Pacific Suite A

Skinner's Analysis of Verbal Behavior: Beyond the Elementary Verbal Operants

JACK MICHAEL, Ph.D. (Western Michigan University) and Mark L. Sundberg, Ph.D. (Behavior Analysts, Inc./STARS School)

Description: Following Skinner's introduction of the elementary verbal operants in Chapters 3-8 of *Verbal Behavior* (1957), he presents an analysis of multiple control, autoclitics, self-editing, logical and scientific verbal behavior, and thinking. The current workshop will focus on these advanced topics, as well as other complexities presented in the book, such as Skinner's analysis of private events and extensions of verbal behavior. In addition, the distinction between Skinner's analysis of language and other theoretical orientations to the topic of language will be discussed.

Objectives: Participants will be able to explain how:

- Multiple variables control most forms of verbal behavior.
- Verbal behavior is manipulated by speakers with autoclitic responses.
- Verbal behavior is edited by speakers.
- Stimuli that arise within the body control verbal behaviors.
- Thinking relates to verbal behavior.
- Skinner's analysis of language differs from other theoretical analyses of language.

Activities: Attendees will participate in didactic presentations, discussions, and exercises in the analysis of complex verbal behavior. Handouts will be provided to each attendee that will provide information on each topic, as well as exercises related to those topics.

Audience: Participants should have at least a working knowledge of the elementary verbal operants and bring their copy of Skinner's book *Verbal Behavior* to the workshop.

Level: Intermediate

Cost to Members: \$82 Non-Members: \$97

Workshop #27

5/23/03

6:00 PM - 9:00 PM

Sierra Suite I

Taking It to Them: Teaching Applied Behavior Analysis through Classic Literature

BOBBY NEWMAN, Ph.D., BCBA (Room to Grow/AMAC)

Description: Classic literature has the ability to shape perspectives on particular disciplines. From *Brave New World* through 1984 and *A Clockwork Orange*, a popular picture of applied behavior analysis has emerged. This picture, however, is often both inaccurate and uncomplimentary to ABA. In this workshop, attendees will learn that this is not the total picture as portrayed in classic literature. Attendees will be exposed to materials that will demonstrate that a fuller understanding of these and other works of classic literature actually can be used to portray a far more accurate and positive picture of ABA, and to teach students to appreciate many of its core concepts.

Objectives: Attendees will become familiar with classic pieces of world literature that have historically been used, or could potentially be used, to make statements regarding applied behavior analysis. They will be exposed to criticism of these pieces, and a framework for analyzing other works. This will allow them to use such literature to accurately portray ABA and to instruct students in its basic concepts.

Activities: Attendees will read selected pieces from original literary works, as well as commentary on those sources. They will engage in discussion and exploration of works meant to make commentary on ABA, and will

learn to construct outlines of their own short stories to help teach classes in concepts on ABA.

Audience: Those teaching ABA to students on the college or graduate level.

Level: Introductory

Cost to Members: \$82 Non-Members: \$97

Workshop #28

5/23/03

6:00 PM - 9:00 PM

Sierra Suite E

Teaching Intro Courses with Adaptive Instructional Tools

ROGER RAY, Ph.D. (Rollins College)

Description: In the typical undergraduate introductory course, and especially in large-enrollment classes, textbook readings are assigned as supplements to an instructor's lectures on the same chapter-level topics. In the best of cases, readings are assigned as antecedents to a lecture in the hope that the instructor is addressing "prepared learners" who are already familiar with vocabulary and other fundamentals, thus allowing the instructor to address more abstract and/or applied issues. Unfortunately, instructors rarely know whether students even read these assignments, much less how well they understood the material. This workshop introduces the use of Internet-delivered adaptive instructional services anywhere and anytime as one means for overcoming such preparation deficits in students. By focusing on adaptively delivered text, tutorials with varying levels of required response complexity, and on-line mastery certification PRIOR to a student attending class, teachers may then explore alternative ways of generating in-class active responding to supplement this more active out-of-class set of behaviors.

Objectives: Attendees will learn:

- Why, how and when they should supplement or even replace Introductory Psychology classes and/or assignments with Internet delivered adaptive instructional services based on advanced artificially intelligent systems.
- To identify course goals and mechanics that are based on sound behavioral technologies and will be able to select appropriate computer technologies to help them achieve those goals.
- When and how to assess students' developing concept networks using Verplank's association test format, now expanded to include multiple modalities of representation.
- How they can contribute to empirical research on the efficacy of technologically enhanced education. In so doing, they will also be able to justify the infrastructure cost of computer technologies to administrators based on pedagogical values.

- At the core of the workshop is an artificially intelligent adaptive instructional system capable of Internet/distant delivery of individually-sensitive tutoring, adaptive assessment, and on-line certification based on accuracy, fluency, or both. It is equally suited to certifying preparation and "readiness to learn" of every individual student prior to scheduled class meetings. Course record keeping is fully automated as well.

Activities: A multimedia presentation will start the workshop, with interactive audience participation being integrated into the presentation. This includes demonstrations in the use of "annotated video viewings" to take participants through an active review of the behavioral principles underlying adaptive instruction as defined in this workshop. Demonstrations of the various activities and services experienced by students in completing outside reading or mastery assignments will be used to prompt group discussion of strengths and weaknesses of this alternative to traditional textbooks and quizzes. Finally, the group will discuss alternative uses of adaptive instructional tools and alternative classroom activities it allows once students become more prepared for class activities.

Audience: Current or aspiring teachers of Introductory Psychology or Behavioral Analysis with any amount of experience in teaching and with some interest in computer and Internet technologies as they apply to education. Those interested in potentially developing PSI courses are especially encouraged to attend, but the workshop is certainly not limited to those applications.

Level: Introductory

Cost to Members: \$67 Non-Members: \$82

Workshop #29

5/23/03
6:00 PM - 9:00 PM
Pacific Suite H

Teaching Parents to Effectively Intervene by Identifying Their Children's Evoking Triggers and Maintaining Consequences

AMOS ROLIDER, Ph.D., BCBA (Emek Yezreel College)

Description: In this workshop, a unique parent group training model (The Smart & Sensitive Parenting Program) that emphasizes teaching parents to rearrange significant context variables and to discover the triggers and functions of their children's most-burdensome behaviors will be presented. Parents are subsequently trained to select and apply an effective approach aimed at changing their children's inappropriate behaviors based on their discovery of triggers and maintaining consequences.

Objectives: Participants will learn to teach parents to:

- Identify behaviors and typical parental responses associated with: the termination of a preferred activity or reinforcer, refusal or inability to provide a preferred activity or reinforcer, demand situations, wait situations, transition from preferred activity to non-preferred activity and elicited emotional outbursts.
- Identify the function of their children's inappropriate behavior and the function of typical parental incorrect responses.
- Understand the essential foundations of behavior analysis in friendly and conversational style.
- Prepare children to meet their challenging triggers and other difficult situations.
- Select an appropriate response based on the function of their children's inappropriate behavior.
- Use effectively this model to deal with children's most common inappropriate behaviors in the home setting, including lack of cooperation and non-compliance, tantrums and aggression, over-dependence and school-related problems.

Activities: Participants will receive handouts listing typical triggers which evoke or elicit children's inappropriate behaviors in home setting, a set of diagnostic tools and fourteen scenarios describing typical confrontational situations between parents and children. Additionally, specific home situations will be described with examples of effective interventions suggested by parents after mastering the art of functional analysis. The participants will be encouraged to bring additional examples which will be analyzed and discussed according to the presented model.

Audience: Individuals who work with children and adolescents in home setting who exhibit a variety of destructive behaviors and/or with ADHD.

Level: Introductory

Cost to Members: \$72 Non-Members: \$87

Workshop #30

5/23/03
6:00 PM - 9:00 PM
Pacific Suite B

Using Organizational Behavior Management Skills to Develop Programs for Human Service Organizations

MICHAEL WEINBERG, Ph.D., BCBA (Devereux Florida Network), and Richard Weissman, Ileana Helwig and Joseph Cautilli (The Children's Crisis Treatment Center)

Description: Given the recent rapid increase in acceptance of behavioral methodologies in the workplace, and growth of graduate training programs in organizational behavioral management (OBM), there will be a growing number of behavioral practitioners applying their craft to a variety of workplace arenas. Among these arenas are organizational management and human resources (HR) applications. One particular area of interest for behavioral practitioners will be

OBM. OBM conceptualizes and empirically solves organizational problems. This workshop will provide participants with the concepts and knowledge to increase their potential for professional behavioral consultation to human services organizations. Operation issues plague most mental health and service industry professions. It is our experience that OBM has much to offer traditional operations in job design, analysis and HR management. This workshop focuses on applying the basics of OBM to the development of successful service operations. Management involves the acquisition and use of resources. OBM redefines management from control of the person to control of the context/environment and systems in which the person works. It has developed powerful techniques for a range of management areas, and can be used to improve the integrity and quality of treatment approaches being used in a human services organization. (Cautilli & Clarke, BAT, 2000).

Objectives: Participants in this works will acquire the skills to:

- Develop management by team objective programs.
- Analyze performance problems from a traditional operations perspective.
- Learn ways that OBM can enhance this approach.
- Learn Operations and HR approaches to enhance employee performance, and to achieve a company's strategic goals.
- Learn how OBM in operations can be used to enhance treatment integrity.
- Learn how to integrate OBM into TQM.
- Learn how to use statistical process control to determine when to intervene. (P Chart)
- Learn how to set up functionally based programs with the supervision of all staff as the cornerstone.
- Learn how to set up benchmarks and define outcomes for successful interventions.

Activities: Attendees will participate in small group activities including the design of an organizational structure in OBM for a hypothetical human services organization. Students will devise performance management systems and expectations with specifics on how to evaluate and shape employee performance. In addition, attendees will devise a system for effective management of their organization utilizing OBM principles. They will be encouraged to utilize and solve real problems within their own organizations using OBM principles.

Audience: Behavioral practitioners who have an interest in learning the basic concepts and principles of OBM application to the administration and management of human services organizations.

Level: Intermediate

Cost to Members: \$77 Non-Members: \$92

Workshop #31

5/23/03

6:00 PM - 9:00 PM

Sierra Suite B

What They Didn't Teach You in Graduate School! Treatment Integrity and the Art of Consultation

CHRISTINA BEZDEK, M.S., BCBA, Jamie Hughes and Lisette Randich (Developmental Disability Consultants)

Description: Behavior analysts working in community settings are often challenged more by the behavior of service providers than that of the "identified client". Ensuring consistent and correct implementation of behavior strategies is a major threat to treatment integrity. It appears young consultants, more so than "seasoned consultants," encounter more resistance by the service providers and find themselves asking the question "How do I get them to implement the behavior plan?"

Based on a review of the research, it is our conclusion that treatment integrity goes far beyond successful training procedures. We propose that effective consultation consists of a repertoire of skills that one must demonstrate as fluently as the principles of behavior analysis. That is, in order for behavior consultants to promote behavior change, one must FIRST exhibit effective consultation skills. Hence, treatment integrity is ultimately depended upon effective consultation skills and staff training, not just a valid behavior plan.

Training of consultation skills have been overlooked in the literature and in many university programs. This workshop covers a review of best practices in consultation and includes exercises to improve skills in consulting with difficult cases and enhancing treatment integrity.

Objectives: Participants will:

- Be able to specify responsibilities of the consultee and consultants.
- Be able to identify six crucial questions to ask during the initial consultation phase.
- Know the primary functions of a consultant.
- Know the six phases of the consultation process.
- Know ten common mistakes made by consultants and how to avoid them.
- State why treatment integrity is important.
- Identify factors related to treatment integrity.
- Be able to assess treatment integrity (i.e., via role-play).
- Be able to demonstrate (i.e., via role-play) how to give both positive and constructive feedback.

Activities: The participants will be given a pre-test to assess their knowledge on basic concepts of consultation skills and treatment integrity. The presenters will begin the workshop by giving an overview of consultation skills and treatment integrity. The participants will be given a post-test to assess their knowledge on basic concepts of consultation skills and treatment integrity. The participants will break up into groups of three and be

given case scenarios of a consultation referral. The participants will take turns and role-play effective consultation skills while the observers take data on each others behavior. The participants will be given the results of a functional assessment and the participants will be required to write an appropriate intervention in language that would facilitate treatment integrity and train their "service providers" on the plan. The participants will assess and score treatment integrity via role-play by observing the "service provider" implementing the plan with the "client". The participants will give appropriate feedback (both positive and constructive) via role-play to the "service provider".

Audience: BCABAs, graduate students, and young consultants working in the field of behavior analysis in either skill acquisition or deceleration programs.

Level: Introductory

Cost to Members: \$79 Non-Members: \$94

Workshop #32

5/24/03

8:00 AM - 11:00 AM

Salon 2

A Five-Step Organization-Wide Methodology for Improving and Sustaining Employee Performance
WILLIAM ABERNATHY, Ph.D. (Abernathy & Associates)

Description: A methodology for improving and sustaining employee performance within an organizational setting will be presented. The first step is to define each employee's role in ensuring the success of the organization through a "cascading" performance measurement system. The second step is to implement an on-going, effective performance information system. The third step is to directly link performance improvements with organizational improvements in profitability. The fourth step is to reduce aversive and competing reinforcement contingencies. The final step is to shape employee sensitivity and behavioral variation to the new contingencies. Case studies and examples from actual organizational implementations will be used to illustrate each step in the methodology.

Objectives: Participants will learn the key components of a system for improving employee performance and how to implement them.

Activities: Case study implementation exercise.

Audience: OBM practitioners.

Level: Intermediate

Cost to Members: \$117 Non-Members: \$132

ABA Business Meeting

Monday, May 26th
Pacific Suite F

8 am – 8:50 am

Workshop #33

5/24/03

8:00 AM - 11:00 AM

Sierra Suite J

Behavioral Applications for Sports Health and Fitness

AMANDA ADAMS, Ph.D., BCBA (Fitness Evolution, Inc.) ,
Robert Stein (Center for Neurobehavioral Health, Ltd.)
and Mark Adams (Fitness Evolution, Inc.)

Description: This workshop will be presented by prominent members of the ABA Sports, Health and Fitness SIG. We will teach various techniques used in performance enhancement, skill acquisition and behavioral health change as applied to the advanced athlete, the average fitness participant and those responsible for the health and physical activity of others. Errorless learning techniques, shaping in the sports arena, and proper analysis of reinforcers and meta-contingencies for continuing complex health behaviors will be discussed and practiced.

Objectives: Participants will learn shaping techniques for skill acquisition especially applied to tennis, basketball, and golf. Participants will learn a peak performance breathing technique, how to execute it properly and how to teach it to others. Finally, participants will learn what and how to analyze in a behavior change program for increasing/improving physical activity (for themselves and for others).

Activities: Participants will actively practice shaping techniques for complex sports skills, learn the hard exhalation technique and how to teach it errorlessly, identify the benefit of this approach and practice a reinforcement identification strategy as it applies to improving physical activity.

Audience: Athletes looking to improve peak performance; tennis, basketball, golf, and other sports enthusiasts; the typical individual wanting to improve their own physical activity habits; and those responsible for improving the physical activity habits of others.

Level: Introductory

Cost to Members: \$127 Non-Members: \$142

Workshop #34

5/24/03

8:00 AM - 11:00 AM

Sierra Suite I

Biological Causation in the Professional and Popular Cultures: Tactics for Dealing with an Oversold Model
W. JOSEPH WYATT, Ph.D. (Marshall University)

Description: The biological causation (genetics, chemical imbalances, toxins, endocrine and metabolic factors, etc.) model of behavioral disorders is quite strong in the professional and popular cultures. It is generally well established empirically as valid for a number of disorders, including autism and down's syndrome, among others. However, it has been oversold to the extent that professionals and laypersons alike often tend to uncritically accept claims of biological causation, even

for disorders for which there is minimal evidence to support those claims (social anxiety disorder, unipolar depression and most child conduct problems, for example). It is vital that behavior analysts understand the variables that maintain uncritical acceptance of the model, and that they interact smoothly with those who have "overbought" it. This workshop will behaviorally analyze the rise and proliferation of the biological causation model, especially over the last thirty years. It will review and critique the research in support of the model. Finally, the workshop will provide attendees with suggestions for coping with professional and popular cultures that evidently are overly invested in biological explanations for problems that likely are better explained by variables in individuals' environmental histories.

Objectives: Attendees will be able to:

- Behaviorally analyze the antecedent and consequent variables that gave rise to and maintain the biological causation model in our professional and popular cultures.
- Critique research often cited in support of the model.
- Respond skillfully to statements often heard in support of the model, such as that (a) brain changes associated with PTSD are evidence that it is a biological disorder; (b) alcoholism is a disease; (c) improvement with medication shows that depression (anxiety, etc.) is biologically caused; (d) true ADHD is due to brain dysfunction; (e) and more.

Activities: The workshop will include presentation and discussion. It will be a working session in which attendees will participate in further exploration and development of ways to deal with uncritical acceptance of unsupported claims in support of the disease model.

Audience: Those who deal with clients and other professionals and with the media; graduate students and those who teach them.

Level: Introductory

Cost to Members: \$67 Non-Members: \$82

Workshop #35

5/24/03
8:00 AM - 11:00 AM
Salon 10

Changing Thoughts, Feelings and Urges

ABIGAIL CALKIN, Ph.D. (Calkin Learning Center)

Description: This workshop views inner behavior—thoughts, feelings, and urges—as observable, countable and changeable. It reviews the history of private events and inner behavior and teaches how to use Precision Teaching and behavior analysis principles and practices to observe, count and change inner behavior. Researchers have documented success with this approach, first used by Ogden Lindsley over 35 years ago, to monitor and change the frequency of these unique yet ordinary behaviors.

Objectives: Participants will:

- Review the background and research for counting inner behaviors.
- Define and identify thoughts, feelings, and urges.
- Practice writing inner behaviors at 30-35 per minute and saying them at 50-75 per minute.
- Count and record some identified, specific inner behaviors.
- Develop a view of how to change inner behaviors.

Activities: With some lecture about the technique, its success and literature, the primary emphasis is to practice identifying, listing, counting, recording, and changing inner behaviors.

Audience: This workshop is designed for psychologists, clinical behavior analysts, parents, and teachers of regular, learning disabled, and behavior problem students. Its content is appropriate for all academic levels of conference attendees.

Level: Introductory

Cost to Members: \$82 Non-Members: \$97

Workshop #36

5/24/03
8:00 AM - 11:00 AM
Salon 12

Consulting to Schools: How to Establish Meaningful Systems Change in Non-ABA Settings

DANIEL COHEN-ALMEIDA, M.A., BCBA and Arthur Campbell (Melmark New England)

Description: This workshop will provide an overview to providing ABA consultation to educational settings that have not used ABA previously. Emphasis will be placed on teaching participants both the consultation and feedback skills necessary, as well as the skills to assess, plan, and implement change in administrative settings that have no prior history in providing ABA-based services to students.

Objectives: Participants will:

- Identify the key aspects of a consultative relationship.
- Learn strategies to build reinforcing consulting relationships.
- Identify and use "best-practice" training methods.
- Identify and use feedback skills.
- Learn skills to assess the administrative systems within a school setting and administratively plan for effective system change.
- Learn strategies to ensure maintenance of ABA systems after consultation has been reduced or discontinued.

Activities: Focus will be on hands-on practice of skills and will include short lectures, demonstration and hands-on practice of training and feedback skills, case studies, and group problem-solving.

Audience: Anyone interested in providing consultation in school settings.

Level: Introductory

Cost to Members: \$72 Non-Members: \$87

Workshop #37

5/24/03

8:00 AM - 11:00 AM

Nob Hill A

Developing Appropriate Staff Training Techniques to Improve Staff and Student Performance

G. TRACEY GALIATSATOS, M.S., BCBA and Bethany McNamera (New England Center for Children, Inc.)

Description: Typical methods for training staff include lecture based instruction or tutorial workshops. Once a skill is acquired in a lecture or workshop, the performance of most teaching staff is typically not further assessed. Although many teaching staff will acquire a skill during formal training, often times the skill will not be accurately applied to the teaching environment. This workshop will first provide specific techniques in identifying training needs by utilizing a decision-making flow chart. The workshop will focus on a review of procedures to train staff in delivering reinforcement, running discrete trials, collecting accurate data, running task analysis and effectively maintaining appropriate behaviors in group settings. Emphasis will be placed on offering training suggestions given the limited resources in typical applied settings. This workshop will review effective methods of assuring staff competency while working with individuals with developmental disabilities. We will also outline methods of delivering corrective feedback to direct care staff.

Objectives: Trainees will be able to:

- Identify and prioritize training needs.
- Train staff in delivering reinforcement, running discrete trails, collecting accurate data, running task analysis and group management.
- Access staff competency.
- Deliver corrective feedback.

Activities: Instructors will utilize lecture, handouts, video, demonstrations and role-playing. Workshop participants will go through the process of identifying and prioritizing training needs and evaluating staff performance.

Participants will be given the opportunity to rehearse acquired training skills and will participate in a series of exercises.

Audience: Clinicians, therapists, administrators, program coordinators, consultants and special education teachers who are organize and implement ABA programs for individuals with autism and related developmental disabilities; Individuals who can benefit from a review of effective techniques in delivering reinforcement, running discrete trials and implementing task analysis.

Level: Introductory

Cost to Members: \$77 Non-Members: \$92

Workshop #38

5/24/03

8:00 AM - 11:00 AM

Salon 14

Effective Supervision and Data Collection: Easy and Efficient Use of the Palm® PDA.

RAYMOND G. ROMANCZYK, Ph.D., BCBA (Institute for Child Development), Jennifer Gillis (SUNY at Binghamton) and Stephanie Lockshin (Institute for Child Development)

Description: Effective supervision in teaching and service delivery environments requires frequent and specific feedback. This can be a time-intensive process and also requires cumbersome paperwork and schedule management. This workshop provides step by step utilization of "off the shelf" computer hardware (Windows & Macintosh) and software to employ use of Palm PDAs to drastically reduce unnecessary paperwork and to provide an effective data management strategy. Participants will find this to be a cost-beneficial system that is very positively received by supervisees as well as supervisors.

Objectives: Participants will learn to:

- Construct a supervision/data collection observation form.
- Create a computer database based on this form.
- Translate and transfer the database to a palm pilot.
- Learn how to use palm pilot for data collection.
- Automatically transfer data from the palm pilot to the database.
- Prepare reports from the database
- Automate and customize database usage.

Activities: Impact and cost-benefit data from implementation in an academic/human services setting will be presented. Implementation procedures have been task-analyzed and will be presented to participants via lecture using large screen projection of the steps of computer software development. Participants will also follow steps in a workbook detailing each step in the process. We will demonstrate actual use of the Palm PDA through development of the database to data collection to data analysis. Participants will be given all references and sources to obtain "off the shelf" computer hardware and software.

Audience: Individuals responsible for teaching and supervising ABA skills to individuals providing direct services for individuals with developmental disabilities/autism.

Level: Introductory

Cost to Members: \$132 Non-Members: \$147

Workshop #39

5/24/03
8:00 AM - 11:00 AM
Pacific Suite B

Emotions and Emotional Behavior

T.V. JOE LAYNG, Ph.D. (Headsprout) and Paul Thomas Andronis (Northern Michigan University)

Description: Emotions and emotional behavior appear to be elusive topics for the basic and applied analysis of behavior. When addressed, they are often categorized as Pavlovian or respondent behavior, sets of physiological responses, special types of internal or private reflexes, as some sort of a by-product of other behavioral events, as a by-product of social labeling or as other private stimuli or events that may have reinforcing or aversive properties. An alternative point of view first described by Israel Goldiamond in 1974 treats private emotions as indicators or descriptors—non spoken facts—of certain consequential contingencies. And further, once “made public”, emotions may become “emotional behavior,” maintained as any operant behavior might be maintained. In this formulation, emotions are treated as either basic or social with the defining differences being the types of contingencies described. The present approach builds upon Goldiamond's early analysis and extends it to include certain other nonlinear consequential contingencies, as well as social and “societal” emotions. Further, it is consistent with laboratory, ethological, and evolutionary observations and assumptions. The workshop will describe how understanding emotions in this context helps in the understanding and treatment of behavior of clinical interest for children and adults.

Objectives: Participants will:

- Distinguish between emotions and emotional behavior.
- Describe the necessity of disentangling emotions from emotional behavior.
- Use reported feelings as a heuristic for identifying important consequential contingencies.
- Identify two types of distancing contingencies described by fear and anger.
- Identify two types of nearing contingencies and state the paradox of positive emotions.
- Distinguish between basic, social and societal emotions.
- Describe how alternative contingencies affect emotions, and the importance of using emotions in the treatment of clinically significant behavior.

Activities: Workshop activities will involve examining a variety of approaches taken to understand emotions, including modern behavioral approaches, and their shortcomings. After being presented with a model based upon a consequential contingency analysis, participants, using supplied guides, will work in groups to apply the analysis to the understanding of both basic and more

complex emotions. Participants will use cost/benefit analyses to examine the effects of contingency matrix relations on both emotions and emotional behavior.

Audience: People working in clinical settings with clients of all types and ages, and those looking for a way to account for emotions and emotional behavior within a behavior analytic formulation. The audience should have a basic understanding of the consequential governance of behavior.

Level: Intermediate

Cost to Members: \$82 Non-Members: \$97

Workshop #40

5/24/03
8:00 AM - 11:00 AM
Nob Hill D

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

R. M. (DUKE) SCHELL, Ph.D. and Martin Ivancic (Western Carolina Center)

Description: Most discussions of ethics in the practice of psychology and/or behavior analysis focus on the misconduct of the professional providing services. Behavior analysis, as a methodological perspective, tends to be distanced from ethical issues because it is a science-based approach, but it is not immune from personal and cultural contingencies that create unethical behavior. This workshop will describe not only on the effects of ethical and unethical behaviors on the people being served, but also will focus on the everyday ethical behaviors of clinicians that enhance habilitation and life quality of those served.

Objectives: Participants will be able to

- Describe how the historical concepts of ethics, values, morals are viewed by behavior analysis.
- Determine everyday behaviors of clinicians that can be viewed as ethical or unethical and also those behaviors that are less readily placed at either end of the continuum.
- Describe how the dimensions of behavior analysis can be used to reinforce ethical behavior.
- Review and analyze their behavior and the culture of their clinical setting to recognize where ethical issues may arise and how to resolve them.

Activities: A brief review of historical information will be followed by casebook-style discussions based on experiences of the presenters as well as composite examples that raise ethical issues. Participants are encouraged to bring their own case histories for discussion with the group.

Audience: People involved in the development and supervision of behavioral teaching and treatment procedures and applied research with people with mental retardation and related disabilities.

Level: Introductory

Cost to Members: \$142 Non-Members: \$157

| Workshop #41 | Workshop #42 |
|---|---|
| <p>5/24/03 8:00 AM - 11:00 AM Salon 13</p> <p>Improve Your Oral Presentations NED CARTER, Ph.D. (AFA), Thomas E. (Ted) Boyce (University of Nevada, Reno) and Kenneth Nilsson (Beteendeanalysgruppen)</p> <p>Description: Oral presentations play an essential role in individual success in both the public and private sectors. The workshop content is based on detailed practical analyses of speaker and audience behavior. Truly effective speakers conduct a dialogue with their audience, preparing themselves to control and to be controlled by their audience. This workshop will assist participants in identifying variables initiating and maintaining audience attention, interest and participation. Emphasis is placed on using the principles of behavior analysis, particularly the analysis of verbal behavior, to improve speaker behavior.</p> <p>Objectives: Participants will learn:</p> <ul style="list-style-type: none"> ▪ How to identify high probability audience behaviors and requests. ▪ Techniques to initiate and promote audience participation. ▪ Techniques for dealing with situations such as stage fright, "losing your place" and aggressive questions will be taught. ▪ To identify and control extraneous stimuli in order to maximize audience attention. <p>Activities: The workshop is interactive and active participation is encouraged. Techniques for creating better overheads, slides and presentation figures will be described. Participants will take part in a series of exercises and structured role-play sessions. Course content will be adapted to the interests of participants.</p> <p>Audience: Behavior analysts who desire to improve their presentation skills at meetings, conferences and in teaching. Novices and experienced public speakers. Participants are encouraged to bring real-life examples for use in role-playing exercises.</p> <p>Level: Advanced</p> <p>Cost to Members: \$72 Non-Members: \$87</p> | <p>5/24/03 8:00 AM - 11:00 AM Pacific Suite F</p> <p>Inclusion: Programming the Transition from Individual Work to Classroom Groups in Children with Autism J. TYLER FOVEL, M.A., BCBA (Strategic Alternatives), Melissa Tott and Maryanne Harmuth (Madison Public Schools), Katie Vincenzo (District 17 School District), Heather Baker and Susan Allander (LEARN ABA) and Janis W. Fovel (Wellesley Public Schools)</p> <p>Description: For those working with children with autism and PDD, this workshop will focus on the analysis of structured group activities in classrooms and the creation of comprehensive direct instruction spanning the development of skills from individual work to inclusion in whole-class activities. Based on their analysis, the authors will present several basic formats of activities from which most group activities are constituted: stories/presentations, constructions, interactions, explorations and cooperative activities. Students with autism must exhibit skills in each of these formats if they are expected to actively participate in classroom groups. Yet, performance by students in the group interaction skills relevant to each format (talking to others, raising hands, looking at the speaker, etc.) is also inextricably linked to content, since most classroom group activities are centered around a theme or topic. Thus, there is an important need for curriculum developers to comprehensively identify and teach prerequisite vocabulary, verbal concepts, and other important content likely to be encountered by the student. The workshop will discuss the process of establishing these prerequisites individually and carefully programming a transition to mixed skill activities, small groups, and, ultimately, whole-class groups. Field-tested direct instruction curriculum materials will be provided to participants as well as video examples.</p> <p>Objectives: As a result of attending this workshop the participant will be able to:</p> <ul style="list-style-type: none"> ▪ Analyze a sample classroom group activity into its basic components and target skills. ▪ Describe the characteristics of five formats of structured classroom groups in terms of component group interaction skills. ▪ Analyze a given content area (theme or topic) into component performances. <p>Activities: Participants will watch a video of classroom group activities and identify/discuss relevant target behaviors related to engagement and participation. Participants will create and organize outlines of direct instruction materials for chosen topics reflecting gradual acquisition of both group interaction skills and content, starting with individual work and progressing in gradual steps to structured classroom groups.</p> <p>Audience: People involved with teaching children with developmental disabilities to participate in regular</p> |

5th Annual Student Social

Sunday, May 26th
Sierra Suite K
8 pm – 10 pm

classroom groups, including special educators, regular classroom teachers, paraprofessionals, consultants, parents, related-service personnel and administrators. A familiarity with basic behavioral and direct instruction methodology and terminology is assumed.

Level: Intermediate

Cost to Members: \$97 Non-Members: \$112

Workshop #43

5/24/03

8:00 AM - 11:00 AM

Nob Hill B

Increasing Independence Through Effective Toilet

Training: Reinforcement Based Strategies

FRANK CICERO, Ph.D. (Eden II Programs) and Al Pfadt (NYS Institute for Basic Research)

Description: Toilet training is a developmental milestone that, once mastered, significantly increases a person's independence and quality of life. Attempting to toilet train an individual with a developmental disability is often a challenging task. From the 1960's through the 1980's advances in behaviorally based toilet training procedures were made with great stride. These training procedures often involved a combination of intense contingent reinforcement, environmental modifications, graded prompting procedures and punishment-based consequences. Although highly effective, there seems to have been a general decrease in the implementation of intense toilet training plans by agencies that serve individuals with developmental disabilities. The focus of the present workshop is to introduce the audience to effective toilet training procedures that are based largely on reinforcement and prompting strategies found in the toilet training literature. The presenters will spend a large portion of the workshop introducing a self-initiation, urination training package for individuals with developmental disabilities. The presenters will discuss and demonstrate some of the basic principles of the model and will introduce modifications that allow the interventions to be successfully implemented in a variety of community-based settings (e.g. classrooms, day programs and the home). Time will also be spent on the discussion of requesting strategies, bowel training procedures, schedule training, data collection and overnight training.

Objectives: The main objective of the present workshop is to increase the audience members' knowledge and skills in the application of reinforcement-based toilet training procedures. Intervention strategies will be introduced that have led to successful self-initiated toileting with both children and adults with varying degrees and forms of developmental disabilities. Additional objectives include providing the audience with an historical perspective and overview of toilet training

Activities: Concepts and strategies of the present workshop will be introduced and taught through lecture, contrived demonstration, videotaped footage, printed handout and data presentation. Throughout the

workshop, participants will be given the opportunity to model and practice procedures. Audience questions that lead to interactive discussion will be encouraged. In addition, the audience will receive user-friendly intervention instructions, guidelines, research references, journal abstracts and data collection sheets for further reference and use.

Audience: Individuals interested in implementing toilet training programs for individuals with developmental disabilities; Parents and professionals. Because of the diversity of the prospective audience, information will be presented in a comprehensive, yet practical manner and interactive discussion will be encouraged.

Level: Introductory

Cost to Members: \$77 Non-Members: \$92

Workshop #44

5/24/03

8:00 AM - 11:00 AM

Pacific Suite C

Intensive Early Intervention: A Comprehensive System for Planning and Implementing the Generative Language Curriculum

Eric V. Larsson, Ph.D., KATIE DIVELBISS, Melissa Gard and Nancy Grimes (FEAT of Minnesota)

Description: In intensive early intervention with young children with autism, a great number of language skills are often taught. Such skills can be developed in a coherent conceptual framework, enabling productive treatment planning and program evaluation. In the case of language skills, a four-dimensional matrix of skills can be used to design an overall generative process of language development. The matrix of skills is addressed across generalization modalities, syntax forms, conditional discriminations, and functional communicative relationships. After receptive and expressive skills are developed, the matrix naturally flows into auditory comprehension and production skills. The organization of the language curriculum can be used to control the pacing of related social skills in a systematic manner. Data obtained from children in intensive early intervention will be presented to demonstrate how the generative curriculum can improve the progress of children with severely challenging language disorders.

Objectives: Participants will:

- Be presented with the detailed information necessary to plan and program children's language curriculums into a coherent whole.
- State how to develop generative language skills rather than rote language skills.
- Implement conditions that promote the production and comprehension of generative language.
- Learning program across generalization modalities, syntax forms, conditional discrimination, and functional communication relationships
- Develop auditory comprehension and production skills, and assess and evaluate program progress.

Activities: Attendees will participate in didactic presentations, discussions, and interactive exercises. Participants will obtain specific program sheets provided by the instructors.

Audience: Parents, lead therapists, line therapists, consultants, and students. Participants should have a basic understanding of behavioral terms used in intensive early intervention. At least one-month's experience with intensive early intervention is preferable.

Level: Intermediate

Cost to Members: \$73 Non-Members: \$88

Workshop #45

5/24/03

8:00 AM - 11:00 AM

Pacific Suite J

Overcoming the Challenges of Staffing ABA Programs for Young Children with Autism

PATRICIA A. FITZSIMONS-AUSTIN, M.S., BCBA and Judith L. Palazzo (Connecticut Center for Child Development)

Description: Finding, maintaining, and training staff for home- and center-based ABA programs for young children with autism can be daunting challenges. The most important elements in finding good staff are recruiting and interviewing. The most important elements for maintaining good staff are the use of positive reinforcement, setting clear expectations, creating an environment that promotes effective communication and professional behavior, and providing opportunities for professional growth and promotion. Of all the challenges, staff training may be the most overwhelming. Staff must be trained in all areas including the application of teaching procedures based on basic behavior analytic principles, the accurate and consistent implementation of behavior acquisition and reduction programs, data collection methods, data analysis, communication with colleagues, parents, and professionals, appropriate use of terminology, and, in some cases, supervising and training other staff members. This workshop is designed to help participants find, maintain, and train staff by detailing systems for recruiting and interviewing staff, for maintaining staff, and for training all levels of staff.

Objectives: Workshop participants will learn:

- How and where to recruit staff.
- What educational, experiential, and personal qualities to look for in potential employees.
- How to most effectively apply behavior analytic principles to staff and supervisor behavior.
- How to set clear expectations.
- How to create an environment in which staff communicate effectively and behave professionally.
- What kinds of opportunities for growth tend to reduce staff turnover.
- What pitfalls to avoid when training staff.

- What supervision and training systems are most effective.

Activities: Attendees at this workshop will participate in didactic presentations, group discussions, and problem-solving sessions. Participants will observe and evaluate videotaped staff interviews and training sessions.

Audience: Behavior analysts, program administrators, parents, and other educational service providers interested in improving staff recruitment, training, reinforcement, and supervision techniques in ABA programs for young children with autism.

Level: Introductory

Cost to Members: \$87 Non-Members: \$102

Workshop #46

5/24/03

8:00 AM - 11:00 AM

Sierra Suite A

Performance Management in Service Delivery for Children with Autism: Measuring and Attaining Exemplary Staff Performance

MICHAEL FABRIZIO, M.A., BCBA, Kelly J. Ferris and Sara Pahl (Fabrizio/Moors Consulting) and Holly C. Almon (University of North Texas)

Description: This workshop will provide participants multiple opportunities to learn how to evaluate service delivery staff performance in three critical areas: verbal behavior about the service being delivered, contingency-shaped behavior involved in delivering the service, and verbally-mediated behavior involved in problem solving related to the service being delivered. Sample forms and feedback systems will be shown, and participants will practice evaluating staff performance via contrived practice arrangements and videotape review. Each participant will receive a CD-ROM containing all of the materials, sample forms, and videotape examples used in the workshop as well as an annotated bibliography containing relevant references from the literature. To ensure high rates of practice and feedback from the presenters, enrollment is limited to 30 participants.

Objectives: By the end of the workshop, participants will be able to:

- Describe three important repertoires to be developed in service delivery personnel.
- Evaluate service personnel performance related to verbal behavior about service.
- Evaluate service personnel performance related to contingency-shaped service behavior.

Activities: Throughout the workshop, participants will: Participate in discussion about topics being addressed; complete evaluations measuring service delivery personnel verbal behavior; complete evaluations measuring service delivery personnel contingency-shaped behavior through the review of multiple videotaped examples; complete evaluations measuring service delivery personnel verbally-mediated behavior using real life sample performance data; and develop

or begin to develop instruments to measure each of the above in the work each participant supervises or performs in their professional life.

Audience: People responsible for supervising the performance of staff members delivering services to persons with disabilities. The workshop will be particularly helpful for individuals supervising and designing instructional or skill-building programs. Enrollment is limited to 30.

Level: Intermediate

Cost to Members: \$217 Non-Members: \$232

Workshop #47

5/24/03

8:00 AM - 11:00 AM

Pacific Suite I

Procedures for Teaching Language Acquisition in Young Children with Developmental Disabilities

JANE CARLSON, Ph.D., BCBA, CarrieAnne St. Amand and Dawn Hendricks (The Faison School, Autism Center of Virginia at Virginia Commonwealth University)

Description: A fundamental piece of many early intervention programs is a strong focus on the acquisition of verbal language. This workshop will review several models utilized to promote language acquisition in young children with developmental disabilities with particular emphasis on applied settings. Information presented will include the application of various techniques to the development of specific language skills, child specific variables that influence the selection and effectiveness of techniques, and the importance of parent involvement in early language learning.

Objectives: At the conclusion of this workshop, trainees will be able to:

- Identify the underlying need for formalized language acquisition training as an essential component of early intervention programming.
- Identify and briefly describe the basic models for teaching and promoting language acquisition.
- Select appropriate models for their students/children.

Activities: This workshop will emphasize trainee participation in a series of exercises. Each of the three training objectives will be addressed through a combination of lecture, discussion, and written exercises.

Audience: Clinicians, therapists, teachers, students, parents, and others who can benefit from a review of language acquisition models for use in applied settings.

Level: Introductory

Cost to Members: \$79 Non-Members: \$94

Workshop #48

5/24/03

8:00 AM - 11:00 AM

Salon 3

Procedures to Estimate Performance Criteria for Basic Language and Learning Skills

JOHN McELWEE, M.S., BCBA, Danielle Andrews, Sally Wagner, Jacqueline Martin, Lori Hamblin and Marina Azimova (New Hope of Pennsylvania)

Description: This workshop will provide participants with count per minute performance criteria and the procedures that were used for more than 150 basic language and learning skills. The basic skills are prototypical learner objectives for children with autism spectrum disorder (ASD) receiving Early Intensive Behavior Intervention (EIBI). They include the areas of visual performance, listener/receptive behavior, imitation and verbal behavior. A performance aim is a range of count per minute correct performance used to predict the criterion for a specified skill. The performances of adults were selected as standards to define the range of count per minute for all skills. The tasks were designed to allow "free" responding, which is necessary to obtain an accurate estimate of the range of scores. Sprint timings of ten seconds were used as the counting time period. Samples of adult's performance produced a range of count per minute measures from which the performance aim was determined. Performance aims are therapeutically valuable because their attainment has been correlated with critical learning outcomes of skill Retention, Endurance and Application. Participants will be involved in gathering a systematic sampling of count per minute scores across basic language and learning objectives. This will entail using the materials and procedures that were employed to estimate the performance criterions. Participants will view videos of ASD children working and achieving the aims. The heuristic value of performance aims standards will be discussed as well as other methods for estimating and revising performance aims.

Objectives: At the end of the workshop, participants will be able to:

- Utilize the performance of adults to establish criterion for basic skills in EIBI programs.
- Modify skill acquisition procedures to allow "free" responding.
- Estimate performance criteria for visual performance, listener/receptive behavior, imitation and verbal behavior.
- Make therapy decisions based upon students count per minute measure and the performance criteria
- Describe a variety of procedures to establish performance criteria for basic language and learning skills.
- Describe the value of performance criterion to obtaining the learning outcomes of retention, endurance and application.

Activities: Participants will: Be introduced to the establishment of performance criterion through a lecture and group discussion format; perform a systematic sampling of the basic language and learning skills utilizing "free" responding procedures; utilize the Standard Celeration Chart to display the data; and view videos of children diagnosed with ASD working and achieving performance criteria.

Audience: BCBAs, BCABAs, teachers, speech therapists, parents and others involved in the delivery of EIBI. Participants should have a basic knowledge of curriculum targets for ASD children receiving EIBI and Precision teaching techniques.

Level: Intermediate

Cost to Members: \$117 Non-Members: \$132

Workshop #49

5/24/03

8:00 AM - 11:00 AM

Salon 11

Reinforcer Identification for Children with Autism and Other Developmental Disabilities

THOMAS S. HIGBEE, Ph.D., BCBA, Karen D. Hager and Donald M. Stenhoff (Utah State University)

Description: Over the past several years, a technology for the identification of potential reinforcers for individuals with autism and other developmental disabilities has been developed. This technology, called Stimulus Preference Assessment (SPA) provides systematic methods for predicting reinforcer effectiveness. As the success of many instructional and behavioral interventions for individuals with autism and other developmental disabilities depends on the potency of the positive reinforcers used, the identification of potentially powerful reinforcers is particularly important. In this workshop, participants will learn about different methods for identifying potential reinforcers and will have the opportunity to practice and receive coaching on the use of these methods. Participants will also receive practical information about how these techniques can be used in applied settings.

Objectives: Participants will:

- Learn the history of reinforcer identification procedures for individuals with autism and other developmental disabilities.
- Learn how to conduct various types of stimulus preference assessments.
- Learn when each type of stimulus preference assessment is appropriate.
- Learn how to collect and analyze preference assessment data.
- Learn how to use these techniques in applied settings.

Activities: Participants will be instructed on the history of reinforcer identification for persons with autism and other developmental disabilities and will receive instruction on the various types of stimulus preference assessments that

can be used in applied settings. Participants will watch demonstrations of preference assessment techniques, will practice these techniques and receive feedback from the instructors. Participants will be shown how to collect and analyze preference assessment data.

Audience: Parents, para-professionals and professionals who work directly with students with autism and other developmental disabilities who use instructional and/or behavioral techniques based on positive reinforcement.

Level: Introductory

Cost to Members: \$77 Non-Members: \$92

Workshop #50

5/24/03

8:00 AM - 11:00 AM

Salon 15

Relational Frame Theory: Basic and Applied Issues

DERMOT BARNES-HOLMES, Ph.D. (National University of Ireland, Maynooth)

Description: Relational Frame Theory (RFT) is a modern behavior-analytic approach to the study of human language and cognition. The workshop will focus on the main concepts of RFT and how they are currently being used to develop conceptual and empirical analyses of areas such as symbolic meaning, syntax, relational reasoning, analogy and metaphor, problem solving, rule-governance, and perspective-taking. The first part of the workshop will involve defining, and explaining the core concepts of RFT, focusing in particular on the operant nature of the theory. The latter part of the workshop will explore how these core concepts, and the basic research that has arisen from them, may be brought to bear in clinical and educational settings.

Objectives: By the end of the workshop participants should be able to:

- Understand and appreciate the key analytic concepts of RFT.
- Appreciate the fundamentally operant nature of RFT.
- Understand how RFT defines and approaches the study of meaning, grammar, reasoning, problem solving, rule-governance, self-concept and perspective-taking.
- Begin to apply RFT concepts, methods, and findings in clinical and educational settings.

Activities: Activities will include didactic instruction, and paper and pencil exercises. Participants will also work in small groups on self-selected topics germane to RFT and present the results of that work to all of the participants.

Audience: Behavior analysts working in academic and applied settings with an interest in human language and cognition. A basic understanding of the methods and concepts employed in the experimental analysis of human behavior will be assumed.

Level: Introductory

Cost to Members: \$67 Non-Members: \$82

| Workshop #51 | Workshop #52 |
|---|---|
| <p>5/24/03 8:00 AM - 11:00 AM Sierra Suite K</p> <p>Repairing a Behavior Plan That Isn't Working THEODOSIA PACLAWSKI, Ph.D. (Kennedy Krieger Institute)</p> <p>Description: The process of conducting behavioral assessment and treatment for individuals with developmental disabilities and behavior problems can consume considerable time and resources. Therapists often become frustrated when what appears to be a well-designed behavior plan fails to improve a problem behavior, or a plan that previously worked well seems to fall apart. Conversely, an individual for whom a plan is written actually may show more behavior problems when a plan is implemented. This presentation is intended to help the clinician identify weaknesses within three domains of a behavior plan: design, materials, and implementation. Using a model drawn from critical incident investigation, the presentation reviews factors such as "human error" (e.g., treatment integrity, false assumptions, etc.), "mechanical failure" (e.g., satiation, competing reinforcement, etc.), and "design flaws" (e.g., lack of functional assessment, consideration of establishing operations, etc.). State-of-the-art behavioral research is translated into a useful framework that can be applied to everyday behavioral scenarios and can allow the clinician to develop a broader perspective on behavioral assessment and treatment.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ To recognize, assess, and correct problems that affect the implementation of a behavior plan. ▪ To recognize, assess, and correct problems with specific materials or programmatic consequences used within a behavior plan. ▪ To recognize, assess, and correct problems in the design of a particular strategy used within a behavior plan. ▪ To develop a broader perspective of the steps necessary for the successful development of a behavior plan. <p>Activities: Participants will be involved in didactic presentation, discussion, and interactive activities; participants are encouraged to bring their own examples of problematic situations for discussion.</p> <p>Audience: Clinicians working in applied settings who develop and monitor behavior programs for individuals with developmental disabilities and behavior problems. master's level therapists, supervising psychologists, behavior support staff, students, and family members are welcome. Participants should have a fundamental understanding of the principles of applied behavior analysis.</p> <p>Level: Intermediate</p> <p>Cost to Members: \$82 Non-Members: \$97</p> | <p>5/24/03 8:00 AM - 11:00 AM Nob Hill C</p> <p>Staff Development: Understanding and Developing Interventions for Challenging Behavior JUDY SYLVA, Ph.D. and Doreen Ferko (California State University, Fullerton)</p> <p>Description: The workshop is designed to train professionals, paraprofessionals, and parents of children with disabilities to analyze behavior, develop interventions, and train others using the model presented. Participants will have opportunities to practice with examples from the experience of members in small groups and videotape. Materials will be provided to participants including data collection and handouts to facilitate staff development in the principles of applied behavior analysis for understanding and developing interventions for challenging behaviors.</p> <p>Objectives: Participants will receive materials for training staff in applied behavior analytic techniques for understanding inappropriate behaviors and developing appropriate interventions. Specifically, participants will learn to identify and operationally define inappropriate behavior, identify relevant antecedents, and identify specific feedback or consequences for behavior. Materials will be provided to record this information in a clear and coherent way. Small groups of participants will generate examples. Participants will learn to generate hypotheses with regard to the function of behaviors from examples and videotape. Strategies for developing appropriate interventions based on examples will be discussed including re-arranging antecedents, identifying effective or alternative forms of feedback, and defining alternative replacement behaviors. Rationale for the training model for staff development will be discussed.</p> <p>Activities: Participants will be required to complete small group activities in the analysis of inappropriate behavior. Each group of 4 to 6 participants will be required to operationally define behavior from an example given in the group and record the definition. In addition, the group will work together to identify antecedent conditions and patterns of feedback as well as generate hypotheses with regard to functions of behavior examples. Members will be required to report group findings to the larger group. Based on the examples generated by each group, presenters will highlight techniques for developing interventions. Participants will have the opportunity to collect data based on a videotape presentation of inappropriate behavior.</p> <p>Audience: Professionals, paraprofessionals, and parents of students with disabilities. Individuals who work with children between the ages.</p> <p>Level: Intermediate</p> <p>Cost to Members: \$67 Non-Members: \$82</p> |

| Workshop #53 | Workshop #54 |
|---|---|
| <p>5/24/03 8:00 AM - 11:00 AM Sierra Suite C</p> <p>Successful Strategies for Transitioning Children from Early Intensive Behavioral Programs into Kindergarten STEPHEN ANDERSON, Ph.D., BCBA, Amy Jablonski and Vicki Knapp (Summit Educational Resources, Inc.)</p> <p>Description: Successful completion of early behavioral intervention both ends and begins with the child's transition into kindergarten in a general education setting. This workshop will discuss impediments to successful integration (child and system related) and offer strategies for increasing the child's chances of success. A multi-step program will be described that includes an analysis of the child's ability relative to the skills identified, an assessment of the classroom, the delineation of gaps in the student's abilities, the development of clear objectives for learning, the assignment of instructional responsibilities, and the provision of technical training and support. The paper presentation is appropriate for a general special education audience but is specifically designed for individuals who are involved as a parent, consultant or teacher in the transition from a home or preschool program into a general education kindergarten classroom.</p> <p>Objectives: Upon completion of this workshop, participants will be able to:</p> <ul style="list-style-type: none"> ▪ Identify and respond to impediments to successful transition ▪ Identify steps to assess strengths and weakness of the child's abilities within the educational context ▪ Identify roles and responsibilities of individual and collective team members ▪ Assess and delineate training and technical assistance needs ▪ Develop specific strategies for enhancing social and language development within the general classroom <p>Activities: This workshop will include lecture, videotaped examples, discussion and some small group activities that enhance the understanding of the information provided.</p> <p>Audience: Professionals and parents involved in the transition of children with autism from early intensive behavioral programs into general education classrooms, particularly kindergarten and/or first grade.</p> <p>Level: Intermediate</p> <p>Cost to Members: \$67 Non-Members: \$82</p> | <p>5/24/03 8:00 AM - 11:00 AM Pacific Suite E</p> <p>The Client-Therapist Relationship in Psychotherapy: The Pot of Gold at The End of a Functional Analysis ROBERT J. KOHLENBERG Ph.D., Chauncey Parker, Madelon Y. Bolling, Reo Wexner, Christine Terry, and Ursula Whiteside (University of Washington)</p> <p>Description: This workshop is for behavior analysts who want to apply functional analytic principles to outpatient mental health treatment and it is for practicing clinicians who want to incorporate functional analysis in their work. Clinicians that are new to functional analysis or FAP are welcome and we aim to present topics that go beyond the basics. We explain how a functional analysis of psychotherapy leads to a focus on the client therapist relationship, and overview the basic principles of Functional Analytic Psychotherapy (FAP). Strategies and techniques that help use the client-therapist relationship as a therapeutic tool will be introduced and practiced. In addition, we will demonstrate how FAP can be used to conceptualize a number of useful strategies and interventions from other treatment modalities. We will present how FAP can be integrated with other approaches such as cognitive therapy or motivational interviewing and discuss why this can be a good idea. Finally, we will address issues in training and supervising therapists. Participants will have time to discuss ways of tailoring FAP to their needs and to address challenges and concerns about focusing on the client-therapist relationship.</p> <p>Objectives: This workshop will overview the basic principles of Functional Analytic Psychotherapy and introduce strategies and techniques to apply these principles. A central objective is to familiarize clinical behavior analysts with the notion of in-vivo work, and how the identification, evocation, and modification (i.e., natural reinforcement) of in-vivo behavior can improve clinical outcomes. Participants will practice strategies and discuss how these principles can be applied to their own clients. This workshop will train clinicians to use a functional analysis to assess and interpret client behavior and develop treatment plans. The workshop will introduce considerations for supervision and discuss difficulties in training therapists and applying the suggested strategies. By the end of the workshop, attendees should be able to use a number of FAP strategies, including case conceptualizing, identifying and evoking clinically relevant behaviors, assessing the effects of interventions, and focusing on the therapeutic relationship.</p> <p>Activities: This workshop is a combination of didactic presentation, videotaped clinical case material, and a variety of exercises and activities. Participants will be encouraged to discuss ways to tailor FAP principles to their own clients. Attendees will have the opportunity to</p> |

practice with materials frequently used in or adapted for FAP. In addition, materials will be provided to help participants apply the workshop strategies to their own practice. FAP is unique in that the treatment is tailored to the needs, history, and abilities of each client; the workshop presenters will use FAP strategies and techniques to tailor the workshop to the needs, history, and abilities of the attendees.

Audience: The workshop is aimed at several audiences. One is the behavior analyst who is interested in an introduction to therapy techniques and a behavior analytic interpretation of the therapeutic process. Another is the therapist who is interested in applying functional analysis in his/her approach to treatment. Although the focus of the workshop will be on working with adult, mental health outpatients with generally intact cognitive functioning, we welcome discussion of how these methods may apply to other populations. Because clinical material is being presented, the workshop is open only to faculty, graduate students, or professionals.

Level: Intermediate

Cost to Members: \$67 Non-Members: \$82

Workshop #55

5/24/03

8:00 AM - 11:00 AM

Sierra Suite H

The Morningside Model of Teaching Writing to Learners of All Ages

KENT JOHNSON, Ph.D., Kris Melroe, Sue Malmquist, and Joanne Robbins (Morningside Academy)

Description: Learn the Morningside Model of Writing Instruction, relevant to any age of writing student. We will define a curriculum ladder for teaching writing, from basic handwriting to report writing, and demonstrate research-based methods for teaching and practicing these skills. We will begin with the 5 basic tool skills that writers use when they compose: handwriting, typing, copying text, taking dictation, and spelling. Next, we will define 80 writing mechanics skills in grammar, word usage, capitalization, and punctuation. We will also describe and demonstrate a unique and powerful way to teach these skills, called sentence combining. Participants will practice the sentence combining technique and build some fluency. Next we will define some essential sentence writing and paragraph building skills, and demonstrate methods for teaching and practicing them. We will then discuss methods for helping writers focus on their writing purpose, particularly as it relates to the writer's audience. In this context we will describe a problem solving model for planning a writing project. The next layer includes frameworks for teaching and practicing the classic 10-paragraph composition, and longer compositions and reports. We will close with our Precision Teaching version of the Curriculum Based Method (CBM) for assessing student's progress in learning to write.

Objectives: Participants will be able to write or speak three to five sentences about:

- Basic tool skills in handwriting, transcription, dictation, keyboarding, and spelling: how to define them, and how to teach them.
- Sentence and paragraph writing component skills, and demonstrate how to teach them.
- Grammar, usage, and writing mechanics, including capitalization and punctuation, and demonstrate a unique method to teach these skills, called sentence combining.
- Teaching students how to write longer compositions and reports.
- Identifying one's audience, and a problem solving model for planning a writing project.
- Our precision teaching version of a research-based method for assessing writing performance, called Curriculum-Based Measurement (CBM): Writing.

Activities: Each segment of the workshop will begin with a presentation, containing definitions, procedures and demonstrations, followed by guided practice. Participants will practice teaching a small group of workshop participants at several junctures. Workshop leaders will circulate during practice and provide hands-on coaching with verbal feedback, prompts, and support.

Audience: Anyone who teaches their students how to write, or could potentially help their students improve their writing. School teachers, college professors, tutors, parents, home school teachers, counselors and others who work with writing and composing are all welcome.

Level: Introductory

Cost to Members: \$262 Non-Members: \$277

Workshop #56

5/24/03

8:00 AM - 11:00 AM

Sierra Suite E

Transitioning Young Children with Autism from Intensive ABA Programming to Less Restrictive Educational Environments

LORI BECHNER, M.A., Julia Fisher, and Caren Gans (Alpine Learning Group)

Description: As young children with autism develop a solid repertoire of skills through intensive home or center-based ABA programming, it becomes important to begin planning for a systematic transition to a less restrictive educational environment. This plan should include consideration of the child's current skill set and how to prepare for participation in the receiving environment, as well as strategies for promoting (and measuring) success in the inclusive setting. This workshop will focus on the process of transitioning children with autism from intensive ABA programming to more typical classroom settings. Participants are encouraged to come with questions.

Objectives: Participants will:

- Gain an understanding of skills to teach in intensive ABA settings that will serve as an important foundation for success in inclusive settings.
- Gain an understanding of the process of transitioning young children with autism from intensive ABA programming to less restrictive educational settings.
- Review behavioral strategies to promote successful inclusion, including prompting and fading techniques, motivational systems and differential reinforcement procedures.
- Learn how to measure success in inclusive settings
- Gain an understanding of the components of effective collaboration between administration, support staff, ABA consultants and families.

Activities: Participants will be involved in didactic presentation and discussion. Case examples and video clips will be used to illustrate workshop information. Handouts, sample curricula and supporting articles will be distributed.

Audience: Professionals working with children with autism, public school administrators, teachers, support staff and parents. Participants should have some knowledge of ABA.

Level: Introductory

Cost to Members: \$72 Non-Members: \$87

Workshop #57

5/24/03

8:00 AM - 11:00 AM

Sierra Suite F

Using an ACT Model for Persons with Chronic Pain
JOANNE DAHL OLERUD, Ph.D. (University of Gävle, Sweden)

Description: The workshop will include an orientation of the phenomena "getting stuck" with chronic pain/stress symptoms and subsequent avoidance behaviors. A model of intervention for use in groups and or individuals based on the ACT model will be presented. Practical "hands on" exercises will be demonstrated and practiced. Several evaluations of this approach will be presented.

Objectives: The main objective of this workshop is to spread the use of applied behavior analysis in the field of chronic stress/pain as an alternative to the traditional medical model. The conventional behavior medicine model of pain also generally follows the medical model. The ACT model shows a true alternative approach to chronic illness.

Activities: Participants can expect to actively work in this workshop in the form of mindfulness training, personal effectiveness training, experiential exercises and more.

Audience: Professionals working with persons with chronic pain and anyone interested in working clinically or with research in the area.

Level: Intermediate

Cost to Members: \$72 Non-Members: \$87

Workshop #58

5/24/03

8:00 AM - 11:00 AM

Pacific Suite A

Using Functional Activities to Promote Critical Communication Skills for Children with Autism

ANDREW BONDY, Ph.D. and Lori Frost (Pyramid Educational Consultants)

Description: This workshop will focus on the integration of functional activities and materials into classroom and home programs to enhance several critical and functional communication skills for children with autism. The model centers on applying the Pyramid Approach to Education (Bondy and Sulzer-Azaroff, 2001), which emphasizes a broad-spectrum view of applied behavior analysis, emphasizing a "reinforcer-first" orientation. The model calls for planning and incorporating generalization strategies into initial lessons. Identifying effective reinforcers for speakers and listeners will be reviewed. Critical speaker skills include requesting, asking for help as well as a break, and affirming/rejecting while critical listener skills include responding to directions (auditory and visual), learning to wait, as well as handling transitions. We will describe how to use practical and age-appropriate activities and materials to design highly structured and rapidly generalized lessons. Rather than designing activities to fit a specific teaching objective- create a 'color' lesson in order to teach 'red'- our goal is to help professionals find creative ways to incorporate functional communication goals into interesting activities for children associated with specific teaching strategies. We will describe several strategies that stress the use of visual supports for communicators in their roles as speakers and listeners- regardless of modality.

Objectives: Participants will learn to:

- Design activities that stress functional activities and functional materials within school and home settings.
- Incorporate critical functional communication goals into each activity.
- Design both highly structured as well as more natural and relaxed activities.
- Specify teaching strategies and data collection goals appropriate to each lesson.
- Incorporate visual strategies to promote expressive skills.
- Incorporate visual strategies to promote listener skills.

Activities: Oral descriptions of the overall model, its application in school settings, as well as in home settings, will be made. Videotapes will be used to present realistic examples of incorporating functional activities into school and home routines. Participants will use handout material to plan part of their own teaching day stressing the use of functional activities and materials. Participants will use handout material to identify potential functional objectives within age-appropriate

activities. Opportunities to discuss application issues in participant settings will be available as well. Participants will receive a copy of the Pyramid Approach to Education in Autism (Bondy & Sulzer-Azaroff, 2001).

Audience: Professionals and parents who work with children with autism and pervasive developmental disorder in school and home settings; teachers, parents, SLPs, psychologists, behavior analysts and others working with this population. Participants should have a basic understanding of the key features of behaviorally oriented programming, including use of reinforcers and basic prompting strategies.

Level: Intermediate

Cost to Members: \$107 Non-Members: \$122

Workshop #59

5/24/03

8:00 AM - 11:00 AM

Sierra Suite B

Using Hand-Held Pocket PC Technology to Teach Independent Play Skills to Students with Autism

SHAYNA GUENTHER, M.A., BCABA and Erla Juravsky (Beecroft Learning Centre)

Description: This is a hands-on workshop is specifically designed to target service providers and parents working with individuals with autism. By integrating the multi-media and interactive capabilities of Pocket PC's with activity schedules, individuals can learn play, social, communication, self-help skills, and independence. Every participant will have the opportunity to program a wide range of activity schedules onto a Pocket PC themselves. They will also learn how to implement these programs using behavioral teaching strategies. The advantages of implementing a Pocket PC activity schedule include: eliminating the need for hundreds of printed and laminated pictures, decreasing teacher prep time, facilitating increased parental participation in their child's program, integrating recorded voice, built in audio alarms for time-based activities, and built in video clips for video modeling, and increasing the motivation of the learners.

Objectives: Participants will be able to:

- Link research methodology of activity schedules to clinical application via Pocket PC's.
- Learn the purpose and implementation of activity schedules.
- Understand the hardware, software and accessories associated with hand-held digital activity schedules.
- Establish confidence in creating digital activity schedules: Inserting sound, photographs, video clips, and timers individualized to their learner

Activities: This workshop is a combination of didactic presentation, videotaped clinical case material and hands on exercises designed to provide participants with advanced knowledge of how to implement a hand-held digital activity schedule. The theory behind teaching activity schedules will be reviewed briefly, as well as

brainstorming various activities that can be taught on a hand held PC. We will explain using videotaped examples how to teach independence, language, play, and self-help skills using a hand held PC. Then we will provide hands-on opportunities for programming a pocket PC. Participants will receive copies of how-to materials. Pocket PC's will be available for small group activities. Participants may also bring their own Pocket PC, but it should be pre-programmed with the relevant software. (If you plan to bring a Pocket PC, please contact us in advance: shayna.guenther@beecroftcentre.com)

Audience: Parents, educators and consultants currently implementing educational programs using behaviorally based teaching technologies. Ideally, participants will be familiar with McClannahan's and Krantz's (1999) book, *Activity Schedules for Children with Autism: Teaching Independent Behavior and Research*. Enrollment is limited to 30.

Level: Intermediate

Cost to Members: \$132 Non-Members: \$147

Workshop #60

5/24/03

8:00 AM - 11:00 AM

Salon 1

Using Skinner's Analysis of Verbal Behavior to Teach Language Skills During Daily Activities to Children with Autism or Other Developmental Delays

JAMES W. PARTINGTON, Ph.D., BCBA (Behavior Analysts, Inc.)

Description: This workshop is designed to provide the attendees information as to how language skills (based on B. F. Skinner's analysis of verbal behavior) can be taught to children in the context of ongoing, daily activities. Participants will review videotapes of such training and practice identifying specific verbal operants and other basic learner skills that could be taught during typical daily activities in the home environment.

Objectives: Participants will be able to:

- Identify how basic language skills can be taught to young children with autism in the context of on-going daily activities.
- Identify examples of B. F. Skinner's verbal operants that are included in the teaching procedures.
- Describe several examples as to how parent's can maintain the motivation of young children during the language instruction.
- Identify how teaching a child to mand for reinforcers results in the development of several other important learner skills.
- Identify how to sequence daily events such that the child's participation in targeted language activities results in reinforcers that are typically delivered non-contingently.

Activities: A brief review of Skinner's analysis of verbal behavior will be provided. Participants will review

videotapes of language training procedures conducted in children's homes and practice identifying specific verbal operants (mands, tacts, echoics, intraverbals) and other basic learner skills that could be taught during typical daily activities in the home environment.

Audience: Parents and professionals who consult with families who have a child with autism or other developmental delays.

Level: Intermediate

Cost to Members: \$72 **Non-Members:** \$87

Study Canine Behavior Online

A 15-credit state licensed program in dog training and behavior counseling taught by Ph.D. & veterinary instructors in online classrooms. 6-day training & instructor skills development workshops with animals available in major cities. Meets the academic requirements for professional certification with the Association of Companion Animal Behavior Counselors. Earn CEUs.



worldofanimalscience.com

Assistant Professor: Tenure Track

The Department of Psychology at Queens College of the City University of New York anticipates a tenure-track position at the Assistant Professor level (Salary range: \$35,031-61,111) for an Applied Behavior Analyst starting September, 2003. Preference is for a researcher with interest in INDUSTRIAL-ORGANIZATIONAL or INSTRUCTIONAL TECHNOLOGY. The candidate must have a doctoral degree and will be expected to establish a program of relevant research in applied behavior analysis. The candidate is expected to participate in the Learning Processes Doctoral Subprogram in Psychology of the City University of New York, the Queens College Masters Degree Program in Clinical and Behavioral Applications in Mental Health Settings, the Post-Baccalaureate Program in Applied Behavior Analysis, and the undergraduate Psychology program at Queens College. Applicants should submit a letter of application stating interests and expertise, a curriculum vitae and sample publications, as well as arrange to have three letters of recommendation sent to: Applied Behavior Analysis Search Committee, Department of Psychology, Queens College, CUNY, 65-30 Kissena Blvd., Flushing, NY 11367-1597. Review of applications will begin on 2/28/2003, and will continue until a suitable candidate is identified. AA/EOE

Pacific Child and Family Associates

We are a California State-certified agency providing behavioral services to children with autism and other developmental disabilities. Working principally from an applied behavior analytic perspective, we are seeking talented, motivated professionals as supervisors and therapists to work out of one of our four offices. Positions are available in the Los Angeles, Orange County, and the San Francisco Bay Areas.

Supervisors:

Master's or doctoral degree in psychology, applied behavior analysis, or special education OR State teaching credential in special education. Three years experience working with developmental disabilities. Medical/dental/retirement benefits. Salary DOE.

Behavior Therapists:

Bachelor's degree in psychology, special education or related field. Experience working with children. We will train. Medical/dental/retirement benefits. Salary DOE.

Interested applicants fax or email current vita or resume to:

Ira Heilveil, Ph.D.

Pacific Child and Family Associates

voice: (818) 241-1123, ext. 2#

Email: vinyl@vcnet.com

Fax: (818) 241-6835

Application for Free 2003 Convention Registration for Student Presenters

Mail completed form to: Association for Behavior Analysis; 1219 South Park Street; Kalamazoo, MI 49001

The Society for the Advancement of Behavior Analysis (SABA) will distribute donations from the 2002-2003 Student Presenter's Fund to qualified student applicants. Complimentary registration (but not other expenses) will be awarded to student presenters as allowed by the availability of funds and the eligibility of the student. In 2002, SABA provided convention registration for 80 students attending the 28th annual ABA convention in Toronto.

Eligible applicants must meet all of the following criteria:

- The student must be a 2003 student member of ABA at the time the application is submitted.
- The student must be a presenting author of a poster, paper address, panel discussion, or symposium.
- The proposal must be accepted for presentation at the 2003 ABA convention.
- This form must be completely filled out and received at the ABA office by February 15, 2003.

Required Information:

Name: _____

University that you attend: _____

Name of University Program: _____

Mailing Address: _____

Email Address: _____

Type of Proposed Presentation (e.g., poster, paper address, etc.) _____

Title of Proposed ABA Presentation: _____

How would you prefer to be contacted? ☐ E-mail ☐ Mail

Note: Students applying for complimentary registration will be notified of the outcome by March 15, 2003.

START

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

ABA's Service to Apply, Recruit & Train
will help you find

Jobs & Graduate Programs

in behavior analysis

&

Applicants

for your organization



Society for the Advancement of Behavior Analysis Fellowship Application Guidelines: Deadline: March 1, 2003

Sidney W. and Janet R. Bijou Fellowship Application

Origin

In December 1996, Dr. Sidney W. and Janet R. Bijou donated a substantial amount of money to SABA to establish the *Sidney W. and Janet R. Bijou Fellowship*.

Fellowship Objective

The objective of the Sidney W. and Janet R. Bijou Fellowship Program is to enable doctoral students to study child development from a behavior-analytic perspective.

The Fellowship provides a grant for one student per year in a doctoral program in psychology or education, in which it is possible to conduct research in behavioral child development. For the academic year of 2003-2004 the Fellowship will provide a grant of \$4,000. The recipient may apply for renewal of the Fellowship for one additional year.

Professional Commitment

Applicants must be committed to the study and research of child development from a behavior-analytic perspective.

Experimental Analysis of Behavior Fellowship Application

Origin

In 2000, the Board of the Society for the Advancement of Behavior Analysis created a fellowship from its Endowment to encourage study in the experimental analysis of behavior. The SABA endowment is funded from many generous donations from members of the Association for Behavior Analysis.

Fellowship Objective

The SABA Experimental Analysis of Behavior Fellowship provides a grant for one student per year in a doctoral program in psychology or behavior analysis, in which it is possible to conduct research in the experimental analysis of behavior. For the academic year of 2003-2004 the Fellowship will provide a grant of \$3,000. The recipient may apply for renewal of the Fellowship for one additional year.

Professional Commitment

Applicants must be committed to the study and research of the experimental analysis of behavior.

Criteria for Applicants

GPA and Letters of Recommendation

Applicants must have a high Grade Point Average (GPA) or equivalent and must obtain at least two letters of recommendation in support of their application.

Academic Level

Applicants must be enrolled or have been accepted as a first or second year student in a doctoral program in a department of psychology or behavior analysis, in which there are a sufficient number of behaviorally oriented faculty members to sponsor and supervise research.

Geographical Constraints

There are no constraints on the recipient's nationality or on the country in which the university is located.

Selection Procedure

The SABA Board of Directors constitutes the Fellowship Selection Committee. The SABA Board consists of the full members of the ABA Executive Council and SABA's Secretary-Treasurer. The Fellowship Selection Committee will select the applicant at the spring Board Meeting. The Fellowship recipient will be announced during the SABA Awards Ceremony at the opening event of the ABA convention, and the recipient's name will be published in *The ABA Newsletter*.

Applicants may not apply for the Bijou Fellowship and the SABA Experimental Fellowship in the same year.

Application Documents

Applicants for the *Sidney W. and Janet R. Bijou Fellowship* or the *SABA Experimental Analysis of Behavior Fellowship* should submit the following to the SABA office:

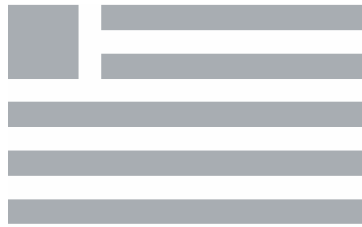
- The name of the Fellowship for which the application is being made
- A résumé or curriculum vitae
- A one-page, typed description of professional objectives
- A description of the doctoral program in which the applicant is enrolled, including a list of courses with instructors' names, and a list of topics the applicant is currently investigating, if any
- A transcript or other record of GPA
- Two letters of recommendation

Deadline for Submissions

Applications for the 2003-2004 academic year must be received at the SABA office by March 1, 2003.

For More Information Contact

Society for the Advancement of Behavior Analysis
1219 South Park Street
Kalamazoo, MI 49001
Telephone: (269) 492-9310
Fax: (269) 492-9316
E-mail: mail@abainternational.org



U-S AIRWAYS

Group & Meeting Travel

US Airways has been designated as the official carrier for the attendees of the Association for Behavior Analysis 29th Annual Convention, May 23-27, 2003, in San Francisco, CA. US Airways agrees to offer an exclusive low fare for the attendees. This special fare will offer a 7% discount off First or Envoy Class and any published US Airways promotional round trip fare. A **12%** discount off unrestricted "Y" or B8US / B4AUS fares will apply with no advance reservations and ticketing required. ***Plan ahead and receive an additional discount by ticketing 60 days or more prior to departure.*** These discounts are valid provided all rules and restrictions are met and are applicable for travel from all points on US Airways' route system. These discounts are not combinable with other discounts or promotions.

Additional restrictions may apply on international travel.

Discounts are valid between May 20-30, 2003.

To obtain these discounts, book on-line with usairways.com using Meeting ID: **MTG001477**. Should you require assistance with bookings on-line, refer to the following addresses:

<http://usairways.com/groups/guide.htm>

<http://usairways.com/groups/faq.htm>

If you do not have internet access, you or your professional travel consultant must call US Airways' Group and Meeting Reservation Office *toll free* at (877) 874-7687; 8:00 AM - 9:30 PM., Eastern Time. **REFER TO GOLD FILE NO. 85182496.**

US Airways group and meeting customers may take advantage of special negotiated rates with Avis Rent A Car. Please call Avis, toll free, at 866-629-6995. Reference **AWD K609400** for additional information.

Visit the **2003 ABA Cooperative Bookstore**

Golden Gate C

Friday, May 23 9 am – 7pm
Saturday, May 24 9 am – 7pm
Sunday, May 25 9 am – 7pm
Monday, May 26 9 am – 7pm
Tuesday, May 27 9 am – 12pm

Behavior Analyst Certification Board Update

The Behavior Analyst Certification Board® administered examinations in 17 cities in the United States and in Cambridge, England on November 23, 2002. Of the 428 candidates who took the BACB® examinations, 276 (64%) passed. More detailed data on this and previous administrations are available on www.BACB.com. The BACB currently has over 1,700 certificants. The spring 2003 administrations will be on Saturday, May 17, with a special administration on May 28 following the ABA convention in San Francisco. Individuals who are interested in applying for examination should check 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. 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 Executive Director.

The Professional Experience Workgroup, chaired by Ray Romanczyk, is in the process of examining the experience eligibility component of both levels of BACB credentials. The workgroup is soliciting feedback and input as the BACB seeks to improve and refine this important aspect of certification. Please send comments or suggestions, either from the perspective of a supervisor, or as someone who has received or is receiving supervision, to Raymond G. Romanczyk, Ph.D., BCBA at rromanc@binghamton.edu. These responses along with other formal survey results will be used to prepare a set of recommendations for the BACB to consider. We welcome your input.

The Continuing Education Committee, chaired by Gina Green, is reviewing applications for BACB approval as continuing education providers, and encourages all qualified providers to apply. Information and applications are posted on www.BACB.com.

For over a year, the BACB has approved university course sequences as meeting the coursework requirements for Board Certified Behavior Analyst™ (BCBA®) and Board Certified Associate Behavior Analyst™ (BCABA®). In general, BCBA-level course sequences must include 180 contact hours (12 semester-hours) at the Graduate level containing the following content: 45 hours of basic behavioral principles; 45 hours of basic principles application; 20 hours of measurement and single subject methodology; 10 hours of ethics and professional standards, and 60 hours of additional behavior analytic content. BCABA-level course sequences must include 90 contact hours (6 semester-hours) containing 45 hours of basic principles, measurement and single subject methodology; and 45 hours of application of basic principles, ethics and professional standards. Applications for course sequence approval may be

obtained by contacting the BACB Executive Director. The following universities had approved course sequences as of December 2002:

DISTANCE LEARNING

Penn State Outreach: BCBA
Southern Illinois University On-Line: BCBA
University of North Texas On-Line: BCBA, BCABA

ON CAMPUS PROGRAMS

California State University Los Angeles: BCBA
California State University Stanislaus: BCBA
City University of New York Queens College: BCBA
Columbia University, NY: BCBA
Eastern Michigan University: BCBA
Florida Institute of Technology: BCBA
Florida State University Panama City: BCBA
George Mason University, VA: BCBA
Gonzaga University, WA: BCBA
Johnson State College, VT: BCBA
Lehigh University, PA: BCBA
Long Island University C W Post Campus: BCBA
Louisiana State University: BCBA
Northeastern University, MA: BCBA
Ohio State University: BCBA
Pennsylvania State University: BCBA
Pennsylvania State University Harrisburg: BCBA
Rowan University, NJ: BCABA
Rutgers University, NJ: BCBA
Sage Colleges, NY: BCBA
Saint Joseph's University, PA: BCBA
Simmons College, MA: BCBA
Southern Illinois University: BCBA
St. Cloud State University, MN: BCBA
State University of New York Albany: BCABA
State University of New York Binghamton: BCABA
Temple University, PA: BCBA
University of Auckland, New Zealand: BCBA
University of Florida: BCBA
University of Houston: BCABA
University of Kansas: BCBA
University of Maryland at Baltimore County: BCBA
University of Massachusetts at Boston: BCBA
University of Nevada at Reno: BCBA, BCABA
University of North Texas: BCBA, BCABA
University of South Florida: BCBA
Vanderbilt University, TN: BCBA
Western Michigan University: BCBA

Please refer to www.BACB.com for complete information on the Behavior Analyst Certification Board including a registry of certificants, an expanded listing of universities with approved course sequences, new state certificant transfer opportunities, the BACB Guidelines for Responsible Conduct for Behavior Analysts, certification examination eligibility standards, applications for examination, and standards and applications for approved continuing education providers.

Gerald L. Shook, Ph.D., BCBA, Executive Director

ABA 2003 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 you card

Card Number

Expiration Date

Signature

Note: To register for the convention at the member rates, you must be a member for the 2003 calendar year. If you do not wish to renew your membership for 2003, you must register as a non-member. **All presenters and authors must register for the convention.**

Convention Registration

A discount is available for early payment of registration fees. If your registration is postmarked before March 15, 2003, send the amount listed in the "before" column. You may register for the entire convention or for just one day.

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

Registration for the Entire Convention

(Saturday 5/24 – Tuesday 5/27) **Circle** your membership category from the list below.

Fill in the appropriate amount: \$ _____

| Category | Until 3/16 | After 3/15 |
|---|--------------------------------|--------------------------------|
| Sustaining, Supporting, Full or Affiliate | <input type="checkbox"/> \$94 | <input type="checkbox"/> \$114 |
| Emeritus and Student | <input type="checkbox"/> \$41 | <input type="checkbox"/> \$51 |
| Chapter-Adjunct | <input type="checkbox"/> \$125 | <input type="checkbox"/> \$145 |
| Non-member | <input type="checkbox"/> \$241 | <input type="checkbox"/> \$261 |

Registration by Day

Circle day(s) attending:

Saturday 5/24

Sunday 5/25

Monday 5/26

Tuesday 5/27

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

| Category | Until 3/16 | After 3/15 |
|---|-------------------------------|-------------------------------|
| Sustaining, Supporting, Full or Affiliate | <input type="checkbox"/> \$41 | <input type="checkbox"/> \$51 |
| Emeritus and Student | <input type="checkbox"/> \$41 | <input type="checkbox"/> \$51 |
| Chapter-Adjunct | <input type="checkbox"/> \$59 | <input type="checkbox"/> \$69 |
| Non-member | <input type="checkbox"/> \$82 | <input type="checkbox"/> \$92 |

Special Events & Materials

Sweatshirts with San Francisco 2003 Logo

-Adult Sizes: M L XL XXL / \$32 ea. \$ _____

Short-Sleeved T's with San Francisco 2003 Logo

-Adult Sizes: M L XL XXL / \$23 ea. \$ _____

-Youth Sizes: S M L / \$17 ea. \$ _____

Long-Sleeved T's with San Francisco 2003 Logo

Adult Sizes: M L XL XXL / \$27 ea. \$ _____

San Francisco 2003 Mug / \$15 ea. \$ _____

Donation to Support Student Presenters \$ _____

Workshop Fee Total (from next page) \$ _____

Total Payment Enclosed: \$ _____

Note: A \$25 processing fee will be charged for registration refunds up to May 2, 2003. After May 2nd, no refunds will be granted.

ABA 2003 Workshop Registration Form

Workshop tickets will be at the Pre-Registration desk at the convention. All workshops are subject to cancellation due to insufficient enrollment.

Friday May 23, 10 a.m. – 6 p.m.

1. **Chickens as Training Models**
Members: \$269 Non-Members: \$284
2. **Acceptance and Commitment Therapy....**
Members: \$144 Non-Members: \$159
3. **Data-based Strategies to Promote Adolescents....**
Members: \$129 Non-Members: \$144
4. **Designing an ABA Classroom....**
Members: \$229 Non-Members: \$244
5. **From Match-To-Sample To Theory of Mind....**
Members: \$149 Non-Members: \$164
6. **Intensive Early Intervention....**
Members: \$131 Non-Members: \$146
7. **Organizational Design and Development....**
Members: \$159 Non-Members: \$174
8. **Professional and Research Ethics for Behavioral Psychologists**
Members: \$124 Non-Members: \$139
9. **Professional Conduct and Ethical Decision Making....**
Members: \$144 Non-Members: \$159
10. **Promoting Speech and Language in Children with Autism....**
Members: \$149 Non-Members: \$164
11. **Teaching Reading and Writing to Young Children with Autism**
Members: \$119 Non-Members: \$134
12. **Teaching Verbal Behavior**
Members: \$134 Non-Members: \$149
13. **The Cipani Child Behavior Management Systems**
Members: \$79 Non-Members: \$94
14. **Training Teachers and Paraprofessionals....**
Members: \$72 Non-Members: \$87

Friday May 23, 10 a.m. – 1 p.m.

15. **Developing Fluent Language Skills for Children....**
Members: \$269 Non-Members: \$284

Friday May 23, 2 - 5

16. **Developing Fluent Language Skills for Children....**
Members: \$217 Non-Members: \$232

Friday May 23, 6 p.m. – 9 p.m.

17. **A (Re)introduction to Goldiamond's Constructional Approach**
Members: \$87 Non-Members: \$102
18. **Building Naturalized Play Skills for Children with Autism**
Members: \$164 Non-Members: \$179
19. **Charting on the Standard Celeration Chart**
Members: \$167 Non-Members: \$182
20. **Consulting the Behavioral Way....**
Members: \$107 Non-Members: \$122
21. **Data Collection and Analysis Strategies....**
Members: \$192 Non-Members: \$207
22. **Discrimination Training Curriculum for Students....**
Members: \$79 Non-Members: \$94
23. **Life-Quality Programming for People....**
Members: \$147 Non-Members: \$162
24. **Maintaining the Fidelity of Applied Behavior Analysis....**
Members: \$67 Non-Members: \$82
25. **Serving Children with ASD in the Public Schools....**
Members: \$92 Non-Members: \$107
26. **Skinner's Analysis of Verbal Behavior....**
Members: \$82 Non-Members: \$97
27. **Taking It to Them: Teaching Applied Behavior Analysis....**
Members: \$82 Non-Members: \$97
28. **Teaching Intro Courses with Adaptive Instructional Tools**
Members: \$67 Non-Members: \$82
29. **Teaching Parents to Effectively Intervene....**
Members: \$72 Non-Members: \$87
30. **Using Organizational Behavior Management Skills....**
Members: \$77 Non-Members: \$92
31. **What They Didn't Teach You in Graduate School**
Members: \$79 Non-Members: \$94

Friday May 24, 8 a.m. – 11 a.m.

32. **A Five-Step Organization-Wide Methodology....**
Members: \$117 Non-Members: \$132
33. **Behavioral Applications for Sports Health & Fitness**
Members: \$127 Non-Members: \$142
34. **Biological Causation in the Professional and Popular....**
Members: \$67 Non-Members: \$82
35. **Changing Thoughts, Feelings, and Urges**
Members: \$82 Non-Members: \$97
36. **Consulting to Schools: How to Establish Meaningful....**
Members: \$72 Non-Members: \$87
37. **Developing Appropriate Staff Training Techniques....**
Members: \$77 Non-Members: \$92
38. **Effective Supervision and Data Collection....**
Members: \$132 Non-Members: \$147
39. **Emotions and Emotional Behavior**
Members: \$82 Non-Members: \$97
40. **Everyday Ethics of Behavior Analysts....**
Members: \$142 Non-Members: \$157
41. **Improve Your Oral Presentations**
Members: \$72 Non-Members: \$87
42. **Inclusion: Programming the....**
Members: \$97 Non-Members: \$112
43. **Increasing Independence Through Effective Toilet Training....**
Members: \$77 Non-Members: \$92
44. **Intensive Early Intervention: A Comprehensive System....**
Members: \$73 Non-Members: \$88
45. **Overcoming the Challenges of Staffing ABA....**
Members: \$87 Non-Members: \$102
46. **Performance Management in Service Delivery....**
Members: \$217 Non-Members: \$232
47. **Procedures for Teaching Language Acquisition....**
Members: \$79 Non-Members: \$94
48. **Procedures to Estimate Performance Criteria....**
Members: \$117 Non-Members: \$132
49. **Reinforcer Identification for Children with Autism....**
Members: \$77 Non-Members: \$92
50. **Relational Frame Theory: Basic and Applied Issues**
Members: \$67 Non-Members: \$82
51. **Repairing a Behavior Plan That Isn't Working**
Members: \$82 Non-Members: \$97
52. **Staff Development: Understanding and Developing....**
Members: \$72 Non-Members: \$87
53. **Successful Strategies for Transitioning Children....**
Members: \$67 Non-Members: \$82
54. **The Client-Therapist Relationship in Psychotherapy....**
Members: \$67 Non-Members: \$82
55. **The Morningside Model of Teaching Writing to Learners....**
Members: \$262 Non-Members: \$277
56. **Transitioning Young Children with Autism....**
Members: \$72 Non-Members: \$87
57. **Using an ACT Model for Persons with Chronic Pain**
Members: \$72 Non-Members: \$87
58. **Using Functional Activities to Promote....**
Members: \$107 Non-Members: \$122
59. **Using Hand-Held Pocket PC Technology....**
Members: \$132 Non-Members: \$147
60. **Using Skinner's Analysis of Verbal Behavior....**
Members: \$72 Non-Members: \$87

Enter workshop number(s) and totals below and on page 61.

| | |
|--|----------|
| Your Name: | _____ |
| Workshop # | _____ \$ |
| Workshop # | _____ \$ |
| Workshop # | _____ \$ |
| If paying after 3/15, add \$25 for each workshop | \$ |
| Total for Workshops..... | \$ |

am • bi • tion

1. a strong desire to gain a particular objective,
2. the drive to succeed,
3. the objective strongly desired.

Ambition is not a pejorative word. Professional ambition is what has helped Behavior Analysis develop into the science that it is, and have the far reaching impact that it does.

Spectrum Center is looking for Behavior Analysts who have ambition.

- Ambition to advance the field through applied research and innovative educational services
- Ambition to maintain a steep learning curve and continue their acquisition of skills and knowledge
- Ambition to contribute to a behavior analytic work culture
- Ambition to advance their careers in new directions with greater levels of responsibility and leadership
- Ambition to create new programs, curriculum, interventions and systems



If you are ready for the next challenge in your career as a Behavior Analyst, come join us at Spectrum Center and help create your own professional future.

As a result of dynamic new growth, we have career opportunities in the following areas:

- School Director •**
- Senior Behavior Analyst •**
(Special Education Schools)
- Education Consultant •**
(Public School Consultation Program)
- Program Coordinator •**
(Special Education School)
- Special Education Teacher •**
(Special Education School)

If you are interested,
please send a resume to Janet Medina at:
Spectrum Center

2855 Telegraph Avenue, Suite 312,
Berkeley, CA 94705

Call (510) 845-1321, ext. 237

E-Mail to jmedina@spectrumcenter.org

or visit our web page at www.spectrumcenter.org

ABA Membership Information

Membership Fees for International Members

We are excited to offer discounted fees for international members who live in countries that have per capita incomes of less than 75% of the United States'. Fees have been divided into four groups:

Category A fees are for members in countries with income per capita within 75% and 100% of the US'. Membership dues have not changed in Category A. These countries include: Australia, Bahrain, Belgium, Canada, Cayman Islands, Denmark, Finland, Germany, Guam, Iceland, Ireland, Israel, Japan, Netherlands, Norway, Philippines, Poland, Qatar, Sweden, Switzerland, Taiwan and the United Kingdom.

Category B fees are for members in countries with income per capita between 50% and 75% of the US' (France, Italy, New Zealand, Saudi Arabia, Singapore, and Spain). Members in Category B will receive a 25% discount on membership dues.

Category C fees are for members in countries with income per capita between 25% and 50% of the US' (Argentina, Greece, and South Korea). Members in Category C will receive a 40% discount on membership dues.

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

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

Your membership fee category is based on your permanent residency as determined by ABA and your mailing address. If you are a resident of a country in Categories B through D, use the membership form on page 67. These countries are: **Argentina, Bolivia, Brazil, China, Colombia, France, Greece, Italy, Jordan, Mexico, New Zealand, Peru, Portugal, Russia, Saudi Arabia, Singapore, South Korea, Spain, Turkey and Venezuela.** If you are a resident of the U.S. or any country not listed in Categories B through D, use the membership form on page 65. If your resident country is not listed above, but you feel that you qualify for reduced membership based on the income per capita of your country of residency, contact the ABA office at mail@abainternational.org or by fax at (269) 492-9316.

Sustaining and Supporting Members

Sustaining and supporting members are eligible to vote on ABA business matters and to participate in the nomination and election of officers. Through their contributions, sustaining and supporting members support the involvement of undergraduate and graduate students in the science and practice of behavior analysis. Benefits: Citation in *The ABA Newsletter* and the 2003 ABA Program, subscriptions to *The ABA Newsletter* and *The Behavior Analyst*, and reduced convention registration fees. Requirements: Same as Full Members.

Full Members

Full members are eligible to vote on ABA business matters and to participate in the nominations and election of officers. Full member dues help support the involvement of undergraduate and graduate students in behavior analysis science and practice. Benefits: Subscriptions to *The ABA Newsletter* and *The Behavior Analyst*, and reduced convention registration fees. Requirement: A master's degree in experimental or applied behavior analysis or contributions to the field of behavior analysis; Send vita and course records when

requesting this status for the first time (fill out the check list on this page).

Affiliate Members

Affiliate status is designed for persons who have an interest in behavior analysis or have completed undergraduate credit, but do not meet the full member requirements. Affiliate member dues help support the involvement of undergraduate and graduate students in the science and practice of behavior analysis. Benefits: Subscriptions to *The ABA Newsletter* and *The Behavior Analyst* and reduced convention registration fees. Requirement: Send a letter of recommendation from a voting member of ABA.

Emeritus Members

Emeritus status is designed for persons who are over the age of 65 or retired. Benefits: Subscriptions to *The ABA Newsletter* and *The Behavior Analyst*, and reduced convention registration fees. Requirement: Send verification of retirement or age when requesting this status for the first time. Send vita if you have not previously been a full member of ABA.

Chapter/Adjunct Member

Chapter/adjunct members are members of an ABA-affiliated chapter. Benefits: Subscriptions to *The ABA Newsletter* and special membership dues and convention registration fees. Requirement: A letter from the chapter confirming chapter membership must be sent annually at the time of membership renewal.

Student Members

Student Members are full-time undergraduate or graduate students, residents, or interns. Benefits: Subscriptions to *The ABA Newsletter* and *The Behavior Analyst*, and special membership dues and convention registration fees. Requirement: Send verification of full-time student, intern, or resident status with your application.

How to Become a Member

To become a member of the Association for Behavior Analysis, fill out the ABA 2003 Membership Form, include payment and all supporting documentation, and mail to the ABA office. If you are paying by credit card, you may fax your Membership Form with all supporting documentation to the ABA office at (269) 492-9316. **Please fill out and send both sides of the form.** To receive a Membership Form, you may contact the ABA office or visit the ABA Web site at: <http://www.abainternational.org>

Voting Member Status Determination

If you are applying for the first time as a full, supporting, or sustaining membership, you must show evidence of at least a master's degree in psychology or a related discipline. Send your vita and complete the following checklist:

- ☐ My training included a minimum of one year's supervised experience in behavior analysis, and my graduate project, thesis, or dissertation was in experimental or applied behavior analysis.
- ☐ I have had two or more years of supervised experience in experimental or applied behavior analysis.
- ☐ I have made significant contributions to the knowledge in behavior analysis evidenced by research publications, presentations at professional conventions, or by other comparable means (your vita should reflect such contributions).

Name: _____

Affiliation: _____

ABA 2003 Membership Form

Membership Form for Category A

<http://www.abainternational.org>

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: _____

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: _____

For all renewing members, if payment is received in the ABA office by December 11, 2002 you may deduct \$20 for Affiliate, Full, Supporting, and Sustaining Members, or \$10 for Emeritus, Student, and Chapter-Adjunct Members.

***Personal information such as age and annual income will be kept confidential. This information is collected for the purpose of membership data analysis only.**

MEMBERSHIP RENEWAL DUES

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*.

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 | <input type="checkbox"/> \$254 | <input type="checkbox"/> \$737 |
| SUPPORTING | <input type="checkbox"/> \$138 | <input type="checkbox"/> \$400 |
| FULL | <input type="checkbox"/> \$104 | <input type="checkbox"/> \$291 |
| AFFILIATE | <input type="checkbox"/> \$104 | <input type="checkbox"/> \$291 |
| EMERITUS | <input type="checkbox"/> \$41 | <input type="checkbox"/> \$115 |
| STUDENT | <input type="checkbox"/> \$41 | |
| CHAPTER-ADJUNCT | <input type="checkbox"/> \$36 | <input type="checkbox"/> \$101 |
| STUDENT TRANSITION* | <input type="checkbox"/> \$59 | <input type="checkbox"/> \$246 |

*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 64 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 | <input type="checkbox"/> \$127 | <input type="checkbox"/> \$610 |
| SUPPORTING | <input type="checkbox"/> \$78 | <input type="checkbox"/> \$340 |
| FULL | <input type="checkbox"/> \$60 | <input type="checkbox"/> \$247 |
| AFFILIATE | <input type="checkbox"/> \$60 | <input type="checkbox"/> \$247 |
| EMERITUS | <input type="checkbox"/> \$28 | <input type="checkbox"/> \$102 |
| STUDENT | <input type="checkbox"/> \$28 | |
| CHAPTER-ADJUNCT | <input type="checkbox"/> \$23 | <input type="checkbox"/> \$88 |

METHOD OF PAYMENT

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

☐ American 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.

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* journal
- ☐ 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* journal
- ☐ 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 how you spend the majority of your time at work:

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

Primary Discipline

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

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

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

Mark the ABA SIGs of which you are a member (M) or about which you would like information (I).

- ☐ Animal Trainer's Forum
- ☐ Autism
- ☐ Behavioral Gerontology
- ☐ 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 Analysis 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
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group, UK and Europe
- ☐ Florida ABA
- ☐ Georgia ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Gulf Region ABA
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Kansas ABA
- ☐ Maryland ABA
- ☐ Mid-American ABA
- ☐ Midwestern Association of Behavior Analysis & Therapy
- ☐ Mississippi ABA
- ☐ Missouri 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 – Student Resources
- ☐ Education – Employment
- ☐ Membership – International Development
- ☐ Membership – Recruitment & Retention
- ☐ Program – Program Committee
- ☐ Science Policy & Research
- ☐ Standards, Accreditation & Professional Affairs
- ☐ Publications

ABA 2003 Membership Form

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

PERSONAL INFORMATION

TITLE: ☐ Dr. ☐ Prof. ☐ Ms. ☐ Mrs. ☐ Mr.

LAST NAME: _____

FIRST NAME & M.I.: _____

AFFILIATION: _____

GENDER: ☐ Male ☐ Female

AGE: ☐ <25 ☐ 25-34 ☐ 35-49 ☐ 50-64 ☐ >65

ADDRESS (for all ABA mailings):

CITY: _____

STATE/PROVINCE: _____

COUNTRY: _____

POSTAL ZIP CODE: _____

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: _____

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 | 3-Yr |
| Sustaining | \$96 | \$463 | \$193 | \$560 |
| Supporting | \$59 | \$257 | \$104 | \$302 |
| Full | \$45 | \$187 | \$79 | \$221 |
| Affiliate | \$45 | \$187 | \$79 | \$221 |
| Emeritus | \$28 | \$95 | \$37 | \$104 |
| Student | \$28 | NA | \$37 | NA |
| Chapter/Adjunct | \$23 | \$88 | \$36 | \$101 |
| Student Transition | NA | NA | \$44 | \$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 | 3-Yr |
| Sustaining | \$77 | \$370 | \$154 | \$447 |
| Supporting | \$46 | \$204 | \$83 | \$241 |
| Full | \$37 | \$150 | \$63 | \$176 |
| Affiliate | \$37 | \$150 | \$63 | \$176 |
| Emeritus | \$28 | \$95 | \$37 | \$104 |
| Student | \$28 | NA | \$37 | NA |
| Chapter/Adjunct | \$23 | \$88 | \$36 | \$101 |
| Student Transition | NA | NA | \$37 | \$150 |

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

| Membership Type: | New Members | | Renewing Members | |
|---------------------------|-------------|-------|------------------|-------|
| | 1-Yr | 3-Yr | 1-Yr | 3-Yr |
| Sustaining | \$51 | \$247 | \$103 | \$299 |
| Supporting | \$37 | \$143 | \$56 | \$162 |
| Full | \$37 | \$113 | \$42 | \$118 |
| Affiliate | \$37 | \$113 | \$42 | \$118 |
| Emeritus | \$28 | \$95 | \$37 | \$104 |
| Student | \$28 | NA | \$37 | NA |
| Chapter/Adjunct | \$23 | \$88 | \$36 | \$101 |
| Student Transition | NA | NA | \$37 | \$113 |

Overpayments and discounts not taken by the applicant will be considered donations to ABA unless a request for a refund is received by the ABA office in writing.

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

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* journal
- ☐ 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* journal
- ☐ 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 how you spend the majority of your time at work:

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

Primary Discipline

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

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

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

Mark the ABA SIGs of which you are a member (M) or about which you would like information (I).

- ☐ Animal Trainer's Forum
- ☐ Autism
- ☐ Behavioral Gerontology
- ☐ 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 Analysis 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
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group, UK and Europe
- ☐ Florida ABA
- ☐ Georgia ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Gulf Region ABA
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Kansas ABA
- ☐ Maryland ABA
- ☐ Mid-American ABA
- ☐ Midwestern Association of Behavior Analysis & Therapy
- ☐ Mississippi ABA
- ☐ Missouri 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 – Student Resources
- ☐ Education – Employment
- ☐ Membership – International Development
- ☐ Membership – Recruitment & Retention
- ☐ Program – Program Committee
- ☐ Science Policy & Research
- ☐ Standards, Accreditation & Professional Affairs
- ☐ Publications

Reservation Request

SAN FRANCISCO MARRIOTT

55 Fourth Street, San Francisco, CA 94103

For reservations call: (415) 896-1600 or 1-800-228-9290

Fax: (415) 442-0141

The San Francisco Marriott looks forward to welcoming you! In making your reservation, we request that you guarantee your arrival by either...

1. Enclosing a check or money order covering the first night's stay.
2. Note the entire number of your major credit card below (American Express, Diner's Club, Visa, Discover, MasterCard, Carte Blanche or Air Plus). Be sure to include the expiration date and the cardholder's signature.

The San Francisco Marriott regrets that it cannot confirm your reservation without one of the above guarantee methods. Deposits will be refunded only if appropriate cancellation notification is given (a 72 Hour Cancellation Policy generally applies).

Group Name: **Association for Behavior Analysis**

Guest Name _____

Firm _____

Address _____

City, State, Zip _____

Daytime Phone _____

Fax # _____

Email Address _____

Arrival Date _____ Time _____ Departure Date _____

Sharing with _____

(only send one reservation request per room)

Group Rates (please check)

- ☐ Single Occupancy (1 person)\$126 PER NIGHT
- ☐ Double Occupancy (2 people)\$126 PER NIGHT
- ☐ Triple/Quad Occupancy (3-4 people)\$126 PER NIGHT

Requested Room Type: ☐ one king bed ☐ two double beds ☐ no preference

Non-Smoking room preferred: ☐ yes ☐ no

Special requests/accommodations _____

Check or money order enclosed \$ _____

☐ American Express ☐ MasterCard ☐ Visa ☐ Diner's Club ☐ Air Plus ☐ Carte Blanche ☐ Discover Card

Credit Card Number _____ Expires _____

Cardholder Signature _____

This signature authorizes the S.F. Marriott to charge the above account for one night's room deposit.

Cut off date: May 10, 2003

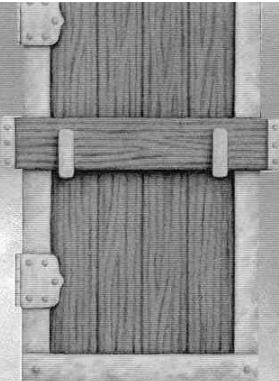
A limited number of rooms are available at these rates. Once this limit is reached, the group rate is no longer available. Reservation requests and rates are based on availability.

Association for Behavior Analysis –May 23-27, 2003.

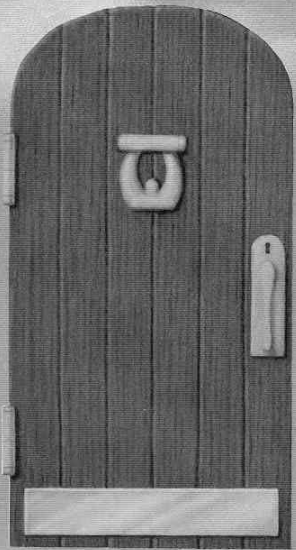
Check-in time is 4:00 P.M. Check out time is 12 NOON.

Executive rooms and suites are available. Call Reservations for details.

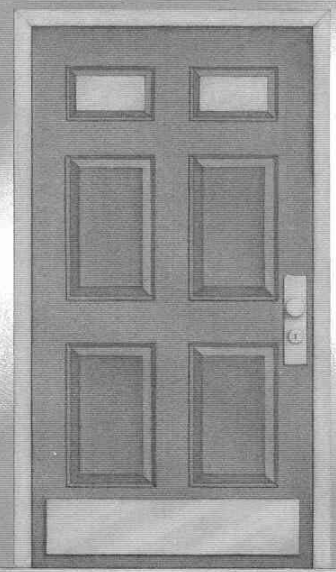
Help us help you! To expedite your check-in, please let us know: ☐ bed type preference ☐ time of arrival ☐ credit card to be used for payment.



***We open doors
to bring out
human potential and
create productive lives.***



The New England Center for Children
turns disability into *ability*...
uneducated into *educated*...
incapable into *capable*...
disorder into *order*...
misbehavior into *behavior*...
dysfunctional into *functional*...
disconnected into *connected*...
uncommunicative into *communicative*.



***For information on employment,
graduate school programs and internships,
visit our exhibition booth at the convention.***



**The New England Center
FOR CHILDREN**
We Open Doors

33 Turnpike Road • Southborough, Massachusetts 01772-2108
Tel 508.481.1015 Fax 508.485.3421
www.necc.org

SQAB Society for the Quantitative Analyses of Behavior Annual Meeting, May 22 – 24, 2003
Alphabetical List of Scheduled Speakers

| | |
|---------------------------|---|
| William M. Baum | <i>University of California at Davis. Molar and Molecular Views of Choice</i> |
| Michael Davison | <i>University of Auckland. Choice and interresponse times</i> |
| Edmund Fantino | <i>University of California – San Diego. Behavior-Analytic Approaches to Decision-Making</i> |
| Gordon R. Foxall | <i>Cardiff University. The behavioral economics of consumer brand choice</i> |
| Leonard Green | |
| & Joel Myerson | <i>Washington University. Discounting of Delayed and Probabilistic Rewards: Processes and Traits.</i> |
| Julian C. Leslie | <i>University of Ulster. Drug effects on extinction of operant behavior in mice: Implications for theoretical accounts of extinction.</i> |
| Todd Maddox | <i>University of Texas. Multiple Systems of Category Learning</i> |
| James E. Mazur | <i>Southern Connecticut State University. Concurrent-chains schedules as tools to test theories of choice</i> |
| Barbara Mellers | <i>University of California at Berkeley. Emotions, Beliefs, and Choice</i> |
| Raymond C. Pitts | |
| & Stacy Febbo | <i>University of North Carolina at Wilmington. Quantitative Analyses of Stimulant Effects on "Self-Control" Choices: Implications for Elucidating Behavioral Mechanisms of Drug Action.</i> |
| Howard Rachlin | <i>State University of New York at Stony Brook. Reinforcement Contingencies in the Prisoner's Dilemma.</i> |
| Richard Schuster | <i>University of Halifax. A behavior analyst returns to cooperation learning</i> |
| Charles Shimp | <i>University of Utah. Categorizing moving targets and grammatical strings</i> |
| Ron Weisman | <i>Queen's University. Contributions of the Quantitative Analysis of Behavior to Understanding the Evolution of Auditory Perception</i> |
| K Geoffrey White | |
| & Ee Lin Ong | <i>University of Otago. Amount-dependent temporal discounting?</i> |

Saturday Afternoon, May 24 Invited Preeminent Tutorials: From Basics to Contemporary Paradigms

| Author | Affiliation | Title | Discussant |
|-----------------|--------------------------|------------------------------------|-------------------|
| John Wixted | UCLA at San Diego | Utility of Signal Detection Theory | Tony Nevin |
| Armando Machado | University of Minho | Probability | Peter Killeen |
| Peter Killeen | Arizona State University | Analyses of Response Times | Armando Machado |
| Allison Reid | Wofford College | Understanding Response Sequences | Allen Neuringer |

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



Behavior Development Solutions
 Your source for training, certification, and CEUs

★ **CBA Learning Module Series** — **Stephen Eversole, Ed.D.**

★ **Functional Analysis Model for School Settings** — **Ennio Cipani, Ph.D.**

★ **Simulations in Developmental Disabilities** — **Marcie Desrochers, Ph.D.**

★ **Teaching and Learning in Plain English** — **Patrick McGreevy, Ph.D.**

www.behaviordevelopmentsolutions.com
 Toll Free: 866-823-4283 (866-8behave) Fax: (203)263-6597



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 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.

25% Off APA Dues!

In order to affirm the role of science and education in psychology and to make dues more affordable for individuals belonging to multiple scientific organizations, the American Psychological Association has reduced APA dues for members of your society. As a member of the Association for Behavior Analysis, you are invited to take advantage of this special offer.

If you are not affiliated with APA:

Join APA now!
Members pay just \$44 in 2002.
Associate members pay just \$64.
You'll receive the \$45 journal credit and all other benefits of membership.

If you are currently an APA Member, Fellow, or Associate member:

You will find instructions on how to take advantage of the 25% dues reduction in your APA dues statement.

If you are a former APA member:

You can reinstate your membership using the 25% dues reduction. Reinstated Members pay just \$177 and Associate members pay just \$128 — offset by a \$45 journal credit and all other benefits!

APA Member Benefits Include:

- First-year APA Member dues: \$59 — 25% = \$44
- \$45 member journal credit on already low member subscription rates
- Discounts on vital information resources: APA books, convention fees, and career and teaching aids
- Members-only access to online PsycINFO and full-text journal article databases
- *The American Psychologist* — the monthly journal of the APA
- *Monitor on Psychology* — APA's monthly magazine
- Focused information from the APA Science and Education Directorates and the Public Policy Office, the *Psychological Science Agenda* newsletter, access to scientific divisions of the APA, and links to e-mail and listserv networks.

APA is working on behalf of scientists and academicians through endeavors such as:

- Ensuring continued support for psychological research and education
- Legislative and regulatory advocacy
- Promoting psychological education and psychology's application in education
- Advancing the integrity and exchange of scientific information

**For more information, contact
APA Membership at**

1-800-374-2721

Or write to APA Membership, 750 First Street, NE, Washington, DC 20002-4242
Local: (202) 336-5580; TDD: (202) 336-6123; Fax: (202) 336-5568; E-mail: membership@apa.org

Visit APA Online! www.apa.org



AMERICAN
PSYCHOLOGICAL
ASSOCIATION



An International Organization
The Association for Behavior Analysis

PSRT STD
U.S. POSTAGE PAID
KALAMAZOO, MI
PERMIT NO. 82

1219 South Park Street
Kalamazoo, MI 49001

Website www.abainternational.org
E-mail mail@abainternational.org