



An International Organization

The Association for Behavior Analysis Newsletter

Volume 25
2002
Number 3

A Message from the ABA President Behavior Analysis and Translational Research



Dr. Michael Perone

Within the broad domain of the behavioral, biomedical, and social sciences, behavior analysis is a relatively small discipline, one that is easily overlooked (or even dismissed) by other scientists and, more importantly, by the policymakers who set the U.S. research agenda and allocate the funds that drive it. But recent developments at the National Institute of Mental Health (NIMH) provide behavior analysts with an opportunity to change all that. I refer to NIMH's initiative to promote *translational research*, an area where behavior analysts are poised to make major contributions. Let me describe what is meant by "translational" research, why it is compatible with behavior analysis, and what ABA can do to help behavior analysts take advantage of NIMH's initiative. Translational research is characterized as work that "addresses how basic behavioral processes inform the diagnosis, prevention, treatment, and delivery of services for mental illness, and, conversely, how knowledge of mental illness increases our understanding of basic behavioral processes" (NIMH, 2000). NIMH's plans to promote translational research were developed by a National Advisory Mental Health Council Behavioral Science Workgroup, an assembly of basic and applied researchers who were charged to find ways to stimulate and support research that connects basic behavioral research with clinical and services research. The Workgroup recommend that three classes of translational research be given high priority for funding: (a) basic behavioral processes in mental illness, (b) functional abilities in mental illness, and (c) contextual influences on mental illness and its care.

Connecting basic and applied research has been an important interest of behavior analysts for decades. This has been demonstrated over the last several years by a thought-provoking series of articles published by the *Journal of Applied Behavior Analysis (JABA)* in a section entitled "Developments in Basic Research with Potential Applications." For example, in the most recent case, Critchfield and Kollins (2001) reviewed basic research on temporal discounting and suggested applications

(Continued on page 1)

The ABA Office Has Moved!

Association for Behavior Analysis
1219 South Park Street
Kalamazoo, MI 49001

Ph: (269) 492-9310
Fax: (269) 492-9316

E-mail: mail@abainternational.org
Web: www.abainternational.org



Table of Contents

Message from the ABA President	Cover
A History of the Association for Behavior Analysis	3
William S. Verplanck (1916-2002)	15
Calendar of Upcoming Conferences	16
ABA Accreditation of Graduate Programs:	
A Committee Update	17
Professional Affairs Forum at the 2003	
ABA Annual Convention	20
ABA Student Committee.....	21
Calling All Students!	21
Behavior Analyst Certification Board Update.....	22
First Conference of the	
European Association for Behavior Analysis	22
News from ABA Affiliated Chapters	23
News from ABA Special Interest Groups.....	26
Opportunities for Behavior Analysts	30
Sidney W. & Janet R. Bijou Fellowship Application....	32
SABA Experimental Fellowship Application	33
ABA Membership Information.....	34
2003 ABA Membership Forms.....	35
Convention Registration Form	39
JEAB	40
Society for the Advancement	
of Behavior Analysis.....	Back Cover

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 Submission
January 2	December 15
June 30	June 15
October 1	September 15

Articles and Advertisements

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

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

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

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

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

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) 492-9313
 Fax: (269) 492-9316

E-mail: mail@abainternational.org Continued from front cover of the findings in the analysis of socially important problems such as drug abuse and attention deficit hyperactivity disorder.

Another important and encouraging development is JABA's plan for a special issue explicitly devoted to translational research. The journal's call for papers expresses an interest in "studies that (a) bridge basic and applied work on factors relevant to clinical practice, (b) evaluate variables or procedural refinements that influence the transfer of research-based technologies into community settings, and (c) demonstrate the application of these technologies by practitioners, parents, teachers, and others as part of routine service provision" (JABA, Fall 2002 issue).

Understandably, the editors of JABA emphasize translational research in which basic work informs the development of applications. But translational research also may consist of studies in which applications guide the basic work. Indeed, NIMH is specifically interested in such research. Behavior analysts seem to be less interested in "applied-to-basic" research than "basic-to-applied" research, but that may be changing. In another article in JABA's "bridging" series, Vollmer and Hackenberg (2001) argued for reciprocal relations between basic research on reinforcement contingencies and applications involving social reinforcement. They suggested that just as applied behavior analysis could benefit from basic results, so too could basic research be guided by problems encountered in the development of applications.

On a personal note, I've discovered that it can be quite stimulating to think of my own basic research with animals as a test bed for potential applications. For some years my students and I have been studying the effects of juxtaposing relatively rich and relatively lean conditions of reinforcement (e.g., Perone & Courtney, 1992). When conditions of reinforcement fluctuate between rich and lean, the shifts lead to surprising effects. Lean conditions are tolerable when arranged by themselves or when they are difficult to discriminate. But lean conditions take on aversive functions when juxtaposed with rich conditions and signaled so that the shift from rich to lean reinforcement is readily detected. The resulting pattern of behavior in animals bears similarity to that of people when task demands and other environmental factors change abruptly and unfavorably: Responding is interrupted and attention is directed away from the task at hand, even at the cost of delaying or losing the positive consequences of responding. My colleague Dean Williams (Parsons Research Center, University of Kansas) and I believe that the research points the way to a laboratory model of inattentive, oppositional, and other forms of aberrant behavior that may be motivated as a form of escape from unfavorable shifts in environmental conditions. Over the last two years we have extended the animal procedures to research with persons with mental

retardation. In turn, the human research has uncovered a host of interesting variables that can be analyzed readily and profitably back in the animal lab. This kind of work would seem to fit NIMH's model of translational research pretty well, so I think there is something for everybody – basic researchers and applied researchers alike – in NIMH's initiative.

ABA is anxious to ensure that our members' research interests, qualifications, and methods are understood by NIMH and other federal agencies that support behavioral research. We believe we have a lot to contribute to the missions of these agencies, and that policy makers and agency officials would appreciate that if they knew more about us. Now we are in a good position to make our case to those folks, thanks to our membership in the Federation of Behavioral, Psychological, and Cognitive Sciences.

The Federation is an association of scientific societies with interests in basic research on problems of behavior, psychology, language, education, knowledge systems and their psychological, behavioral, and physiological bases (for details, see the Federation's Web site: www.thefederationonline.org). Among its goals are advocating for legislation and policy that enhances behavioral research and educating officers of private and public agencies regarding behavioral research. The Federation has offices in the American Psychological Association's building in the Capitol Hill area of Washington, D.C., within easy reach of the officers and agencies it lobbies. We are especially fortunate that the Executive Director is Barbara Wanchisen, an experimental analyst and longtime member of ABA who last year was lured from her tenured professorship at Baldwin-Wallace College to take the Federation's helm. The Federation reaches its target audiences in various ways, but two activities are of particular interest to us—Science Briefings and Forums on Research Management—because we are making arrangements to co-sponsor one of each during the next year.

Our Science Briefing will provide an opportunity to showcase behavior analytic research before members of both the House and the Senate, as well as their members of their staffs, who work in the area of science or health. We will select behavior analysts who will address the group on a topic that is relevant to legislation to encourage Congress to put more funding there. The rationale is that if policy makers understand the research for which federal support is being sought, they will be more likely to support it. The topic at our Briefing is under discussion.

Our Forum on Research Management will include the same behavior analysts as our Briefing, but this session will be directed to a different audience: mid- to upper-level officials at agencies such as the National Science

Foundation, relevant sections of the National Institutes of Health (including NIMH), and the State Department, along with influential researchers from academic settings. A key element of the Forum is the interchange of ideas and information among those in attendance. Our Forum will be designed to call attention to issues that behavior analysts must confront in the course of their research, for example, issues in methodology, ethics, recruitment and retention of subjects, and so forth. The general point to be made is that behavior analysts take a different approach, and make a different kind of contribution, to the research agenda than cognitive researchers or neuroscientists.. And in the process we will learn what aspects of our approach the various agencies find most appealing.

We are not going to win over federal policy makers and funding agencies overnight, but if we can sponsor events such as these on a regular basis, behavior analysis certainly will have a higher profile on Capitol Hill than it does today—and that eventually will pay dividends in the form of increased research support. But those dividends will be squandered if we fail to apply for federal grants. So point your web browser to www.nih.gov and start searching for programs that could support your interests. If you are flexible and creative, you may be pleased with what you find.

References

- Critchfield, T. S., & Kollins, S. H. (2001). Temporal discounting: Basic research and the analysis of socially important behavior. *Journal of Applied Behavior Analysis, 34*, 101-122.
- National Institute of Mental Health (2000). Translating behavior science into action: Report of the National Advisory Mental Health Council Behavioral Science Workgroup. Retrieved October 3, 2002, from the NIMH Web site: <http://www.nimh.nih.gov/tbsia/tbsiatoc.cfm>
- Perone, M., & Courtney, K. (1992). Fixed-ratio pausing: Joint effects of past reinforcer magnitude and stimuli correlated with upcoming magnitude. *Journal of the Experimental Analysis of Behavior, 57*, 33-46.
- Vollmer, T. R., & Hackenberg, T. D. (2001). Reinforcement contingencies and social reinforcement: Some reciprocal relations between basic and applied research. *Journal of Applied Behavior Analysis, 34*, 241-253.

A History of the Association for Behavior Analysis¹

On October 5, 2002, a few members of ABA, faculty and staff of the Western Michigan University Psychology Department, and ABA staff, gathered together at 1219 South Park Street in Kalamazoo, MI to celebrate the inauguration of new office space for the Association. President Michael Perone performed the ceremonial cutting of the ribbon, which was followed by a reception in the new building.

The new beginning that this ceremony represented inspired some past ABA Secretary-Treasurers to look back to provide an account of some of the major events in the Association's history. In the following articles, Richard Malott remembers ABA's first 10 years in *The Founding of ABA*, David Lyon recalls the second decade in ABA's *Expansion of Influence* and Maria Malott remarks upon the past nine years in *Growth and Organizational Maturity*. In preparing these articles, the authors reviewed Executive Council meeting minutes from their terms of office and consulted key individuals regarding relevant sections, including Carol Pilgrim, Sigrid Glenn, Margaret Vaughan, and Jerry Mertens. However, the following pages are a personal account of the past 29 years, and the authors did not intend, and indeed space prohibited, that this be a comprehensive study of all the events that have taken place in the organization.

The Founding of ABA

By Richard Malott, Ph.D.

The Problem

As it is now, so it was in the early 70's: The Midwest was a behavior-analytic stronghold, but few behavior analysts could get their papers accepted by the Midwestern Psychological Association (MPA). For example, MPA rejected the presentations of notable, productive behavior-analytic scholars like Travis Thompson. As it turned out, the MPA program committee had an explicit policy of rejecting behavior-analytic presentations.

True, we could always present at the annual conferences of the Eastern Psychological Association (EPA), the American Psychological Association (APA), the Psychonomic Society, and the Association for the Advancement of Behavior Therapy (AABT). But we couldn't present in our own backyard, MPA, which met in Chicago.

The Solution

Many of us whined about this, but only one man did something about it. That man was Jerry Mertens, a faculty member at St. Cloud University (Saint Cloud State College, at the time).

I first saw Jerry Mertens at APA '68 in San Francisco—a huge, hyperkinetic bear of a man, with long, shaggy brown hair and a long, shaggy brown beard shouting, gesticulating, and enthusing about “Consequation in Education” to a large, captivated audience. I was so impressed, I remember the event 35 years later.

Well, the 70's was a decade of protest against the establishment. And a common form of protest against establishment conferences was to hold an alternative-conference, same time, same place, next door, with the goal of forcing the establishment to open their doors to the alternative folks.

So, at the last minute, Jerry and Izzy Goldiamond threw together a two-day, concurrent, alternate conference at the University of Chicago in 1974. We were delighted that almost 100 people attended. And so was born the Midwestern Association of Behavior Analysis (MABA), with the goal of holding a more formal alternative-to-MPA conference in '75, with the ultimate goal of gaining acceptance of behavior analysis by MPA.

Neil Kent, from Western Michigan University (WMU), felt that Jerry would not have sufficient human resources at St. Cloud to pull off a real conference and so offered to collaborate with him. And one human resource Jerry would not have for that next conference would be Marge Vaughn (AKA Maggie Peterson), a high energy little nifty whom Jerry had turned on to behavior analysis, who had played a key role in organizing the U. of Chicago conference, and who was just entering the M.A. program at WMU. Knowing that Marge would be at WMU and could keep the WMU end of things from completely falling apart, he agreed to share the responsibility with Neil and WMU. Marge would work under Neil, helping to organize the first MABA conference, for which she received independent-study credit, as MABA had no money for a paid staff.

But, midway through the fall of '74, Marge came to me in tears because she could never find Neil to get the work done and she didn't have sufficient clout on her own. Would I help. Yes, I would.

I would bring my considerable behavioral systems analysis skills to bear on the creation of MABA and its first conference. Those skills consist mainly of an expertise in delegatory technology—the ability to get everyone else to do the work, while kicking back and downloading Napster (or whatever the comparable form of degeneracy was in the 70's). When you don't have money to pay staff, the distinction between a good performance manager and a con-artist is a subtle one.

¹ The authors thank Majda Seuss for careful editing of this article.

Well, MABA would be brand new and unknown; so we wanted to have a bevy of superstar headliners to attract attendees—with luck 200 or maybe 300 attendees. And we didn't want to rely on our call for papers, which could be too easily ignored by the superstars. So we sent out personal invitations to the big guys. We were so bold as to even invite them big guys from the east coast, big guys like Charlie Catania. And, amazingly, almost all accepted, though we not only could not pay them, they even had to pay for their own registration. Outrageous, but it worked. Personal invitations are always worth the hassle.

And, in addition to 20 invited superstars, MABA '75 had an attendance of 1,100, not 300. And, at the end of the conference, east-coast superstar Charlie Catania said that MABA was the best thing to happen to behavior analysis since *JEAB* and *JABA* (or words to that effect) and he'd be back next year, with or without a personal invite. Imagine that. Build it right, and they may come.

Wagging the Dog

And the hotel was a delight—the Blackstone, just the right level of decaying elegance befitting an alternative, protest conference, and right across the alley from MPA's Hilton—perfect for the active interchange and cross breeding between MPA and MABA that Jerry saw as crucial to the behavioralization of MPA.

But, it didn't work. To my knowledge, no one from MABA attended MPA; and no one from MPA attended MABA. Never depend on natural contingencies to support difficult behavior.

Jerry had turned over ultimate control of MABA to the MABA Organizational Committee. And because MABA, as a stand-alone organization, had been such a success, and because MABA had had no impact on MPA, and because of schedule conflicts, the committee voted to cut loose from MPA and meet when and where was best for MABA. Always be flexible enough to go for targets of opportunity.

Jerry objected to the mission shift. His goal was to influence MPA. Disappointed with the vote, he abandoned MABA to continue his seduction of MPA.

While concentrating on MABA, I continued to work with Jerry on MPA, though I thought it was a lost cause. But to my surprise, Jerry managed to get Jim Dinsmoor elected to the MPA Council of Directors in 1973, Nate Azrin as President in 1974, Sid Bijou as a Council member in 1974, and Ken MacCorquodale on the Council after that.

How'd he do it? Even in large organizations, few people send in nominations, so a small, coordinated group (e.g., Jerry's MPA behavior analysts) can easily get their person on the ballot; then that person has a fighting

chance of getting elected by the general membership (who, in this case, did not have an anti-behavior-analysis bias). A small, organized cohort can exert influence beyond its numbers.

But the behavioralization of MPA was short lived. The reactionary forces of MPA regrouped and recouped. This leads to Don Baer's wisdom concerning maintenance of changes in organizations: After the behavioral revolution, beware the counter-revolution.

In 1988, Jerry returned to ABA, bringing his undergraduate students with him. He was wise enough to time-limit his grudge.

The Evolution from MABA to ABA

Now Jerry's mission had been to behavioralize MPA. My mission had been to provide a conference that my students, the WMU students, and the Midwestern students could attend. So, it had to be in the Midwest, because clearly students could not afford to go to EPA, all the way out to the east coast, nor could they afford to go to APA, which met in such remote locations as San Francisco, New Orleans, Washington DC, and Disney World. I saw no need for another national organization; since we already had the Behavior Analysis Division 25 of APA, though Division 25 had been seriously weakened by the emergence of MABA. But, if behavior analysts from all over the country wanted to come to the Midwest, cool.

And, like Jerry, I was voted down. Clearly, MABA was functioning as a *de facto* national organization; and we should change it's name and mission, to recognize that. Thus ABA was born, again reflecting the wisdom of going for targets of opportunity. And it turns out that Midwestern student participation has not been hurt by a floating ABA.

The Founders of MABA/ABA

Jerry Mertens

Jerry Mertens started MABA → ABA to gain acceptance by MPA. That mission failed, but most of us think ABA is an even more significant accomplishment. Without Jerry, there absolutely would be no ABA. ABA was not an idea whose time had come. In fact, our success took us all by surprise. Who is Jerry Mertens? A teacher at St. Cloud. What has he published? Damned little, certainly nothing in *JABA* or *JEAB*. Where'd he get his Ph.D? He didn't, he only has an M.A. Yet, without Jerry Mertens, you wouldn't be reading this ABA Newsletter, because there'd be no ABA. Who is Jerry Mertens? One of the world's greatest teachers of behavior analysis. He coaches a farm team that sends many great, well trained, turned-on undergrads into the big-league behavior-analytic grad programs. Jerry also runs the Magical Behavioral Bus tour which he fills up with people from around the country, undergrads, a few grads students, an occasional faculty member, and takes a summer tour around the behavioral centers of the USA, having the students intensively read, study, and

report on each center, before and after visiting. By the end of that trip, the students have learned a lot of behavior analysis, and lost a lot of sleep. At least he ran this bus tour, until discouraged by the bureaucratic, narrow-minded reluctance of the executive committee of a major behavior analytic program located in Kalamazoo, to grant undergrad credit for such a wonderful educational experience. But, I believe Jerry will rise again. Who is Jerry Mertens? He is a dream chaser. With amazing intensity and creativity, he has devoted his life to saving the world with behavior analysis, mainly by training them up and shipping them out.

Jerry is still teaching his butt off at St. Cloud.

Neil Kent

Who is Neil Kent? Neil was the man who had the vision. He had the vision of what the Psych Department at WMU could become. He and Roger Ulrich shared that vision. Without them, that program would still be the mediocre, eclectic program it was before them. Behavior analysis at WMU was not an idea whose time had come. Its success certainly took me by surprise and its continued survival goes against the predictions of many. Neil had the vision, and the social/political skills to realize that vision.

Neil also had the vision of what MABA/ABA could become. He knew the potential importance of MABA/ABA, more than all the rest of us combined. And he knew the importance of getting WMU involved in the creation and maintenance of MABA/ABA. And he had the social/political skills to get our department to commit the needed resources.

Who is Neil Kent? What has he published? Damned little, certainly nothing in *JABA* or *JEAB*. Who is Neil Kent: just another dream chaser. A dream chaser who spent much of his professional life setting up effective behavioral systems like WMU Psych and MABA/ABA and then fading out to leave the maintenance of those systems to the rest of us. Without Neil Kent, there'd be no ABA.

Neil has now retired.

Marge Peterson

Marge was a mere first-year M.A. student when she played a crucial role in the creation of MABA/ABA. She could get things organized and get things done, in a way that Mertens and Kent certainly couldn't. Without her, there would be no ABA. She charmed and coerced students and faculty alike to build a major conference in year one, when there had been none before. What had she published at the time she played an essential role in the creation of MABA/ABA? Absolutely nothing, of course (she was fresh out of undergrad school), let alone anything in *JABA* or *JEAB*. No Marge, no MABA/ABA.

From the start, she shared with me the position of Secretary-Treasure of MABA and in 1978 became the sole Secretary-Treasure of ABA, demonstrating that she

didn't need me to run things. Then she did an extended post-doc with Skinner, became Maggie Vaughn, and took a teaching position at Salem State College, where she's still teaching. But she was just a first-year grad student when she played a crucial role in the creation of MABA/ABA and she was still a mere grad student when she became the sole Secretary-Treasure of ABA—the Head Mama.

Incidentally, at the same meeting where grad student Marge Vaughn was appointed as the sole person primarily responsible for running ABA, I had to argue with faculty members on the Council to allow me to have another grad student, Kathy Wright, as my Co-chair of the ABA Program Committee. My observation is that faculty members have too strong a tendency to dis students...really.

Dick Malott

My role was the behavior systems analyst, the man with bubble gum and duct tape who tried to keep it all together, the master of delegatory tech. A good conman and a handful of dedicated undergrad and/or grad students can move the world.

In general, I find that it's easier to get students to do the butt-busting work needed to pull off something as big and complex as MABA/ABA than to get faculty to do so. To chair an action-oriented faculty group is an exercise in frustration until you realize that the only ones who will reliably get things done are you and your students.

Now, that's not completely true. If you can talk a faculty member into chairing a committee where failure will have serious consequences, then that person and that person's students can do amazing work, usually.

There's more than one way to contribute to the saving of the world with behavior analysis. In addition to people with strong basic and applied research skills, our field needs dedicated dream chasers, who have the vision, or the tenacity, or the management skills to create and maintain systems like ABA, where we can all display our wares.

Other Early Student Creators

ABA's Student Volunteers

Marge and I had set up the MABA Coordinating Committee at WMU, consisting of an occasional faculty member and a few grad students. This was the main planning and logistic committee of MABA. Then a skinny girl in t-shirt & jeans wandered in. She wanted to be part of the action. She wanted to help. But we didn't need any help; if anything, it looked to me like she needed help. So what could she do for us? She could organize a group of student volunteers to run the conference. Who needs student volunteers?

Well she persisted, recruited a large group of students. And then the t-shirt-&-jeans girl imposed something like a \$1,000 dress code for all student volunteers. A code that persists to this day. And that's how you can discriminate between the ABA student volunteers and the full members. The students look really terrific, while the full members are often mistaken for the janitors.

And the skinny t-shirt-&-jeans-girl convinced her fellow students to work 40 hours at MABA for something like a commemorative t-shirt and a commemorative coffee cup.

Student volunteers have been crucial to ABA's ability to pull off a great conference every year and still keep the cost within limits.

The t-shirt-&-jeans-girl also had the vision. She knows what the mission is. And she knows how to achieve it. She knows how to get large numbers of people to buy into that vision and how to get them to work their collective butts off achieving that vision. She went on to get her M.A. and Ph.D., then to teach in Saint Mary's University in Halifax, Canada and start a long career of organizing excellent international and national behavior-analysis conferences. And to change her name from Linda Parrot to Linda Hayes. And to move back to the US of A. And rather than be the typical underemployed Ph.D. wife at her Ph.D. husband's university, she formed her own self-capitalized Behavior Analysis Program in that university (University of Nevada, Reno), which has become one of the outstanding M.A./Ph.D. behavior-analysis programs in the country and has branched out with satellite M.A. programs in other states. And, most recently, she created ABA's Council of Directors of Behavioral Programs. None of her creations were ideas whose time had come. Without her none of her creations would exist today. That woman had the vision, and she still does, better than almost anyone I know. Linda Hayes is a queen of the dream chasers. But she was just a first-year grad student when she helped MABA/ABA have a great beginning and when she implemented a component of MABA/ABA that continues to keep it cooking so well.

ABA's International Committee

Kathy Krumhus got her M.A. at WMU, did a couple Peace Corp years in Africa, and returned to get her Ph.D. with Neil Kent. And among the Americans, she almost alone had the international vision. Along with fellow grad students Marco Wilfredo Salas Martínez from Mexico and Okechukwu Ozuzu from Africa, she formed an ad hoc international group that raised a little money by throwing house parties in Kzoo and facilitated international participation in MABA. Because of the groups success, in 1977 MABA's Council approved their request to be recognized as MABA's International Behaviorists Special Interest Group.

Then one of the Ph.D. council members objected to the notion that grad students be allowed to chair such an

important SIG, failing to appreciate that the reason the SIG existed was because of the vision and organizational skills of those grad students and that no Ph.D. had demonstrated that vision nor those skills with regard to the international issues. Fortunately, the grad students were allowed to chair and run the SIG, at least long enough to get it on a sufficiently sound footing that Ph.D.s could take it over without doing too much damage.

After receiving their Ph.D.s, Kathy went to Katmandu to establish a rural teacher-training program, changed her name from Krumhus to Goodman, and then went to Jakarta and Bangkok to do international behavioral systems analysis, and is now in Washington D.C.; Marco returned to Mexico, where he is president of the Pedagogical University of Veracruz, where he continues to play a crucial role in the maintenance of a strong behavior analysis presence; and OK returned to Africa and is now in Florida working in developmental disabilities.

Though some parochial Ph.D.s questioned the motives of Americans interested in international behavior analysis, suggesting they were just looking for international vacations, Kathy, Marco, and OK, mere grad students, had the vision to understand that, if we were to save the world with behavior analysis, we needed behavior analysts all over the world. Dream chasers; and Kathy chased her dream all around the world.

Today, ABA has a strong, worldwide orientation; and it's getting stronger. Now, most of ABA understands that "saving the world with behavior analysis" means more than saving the USA. And a handful of grad students were responsible for pointing ABA in that direction.

Behaviorists for Social Responsibility

Harry Kent was a doctoral student of mine with a rapidly developing sense of social responsibility, so rapidly developing that by the time he'd finished his excellent dissertation at the Kalamazoo People's Food Co-op, he agreed to publish it only if he could footnote the caveat that his dissertation was a lot of crap because its pay-for-performance incentive system was a corruption of the working class and inconsistent with his newly developed Marxist-Leninist social sensitivity—a caveat and thus a publication I felt compelled to decline. But Harry Kent (no relation to Neil) also had the vision, a true vision of the social responsibility to save the world with behavior analysis, only later to be replaced by what he considered the incompatible world saving tools of Marxist-Leninism. And Harry too was an excellent and persuasive behavioral systems analyst, so persuasive that he was able to convince a bunch of hippie, anti-money food co-opists to implement a \$-based performance-management system, so persuasive that he was able to convince the head hippie co-opist, Marie Greening to enter our Behavior Analysis Program, where she did an M.A. thesis on her food co-op, so persuasive that she and fellow WMU grad students

Gary Gant and Elizabeth de la Ossa accompanied him down the road to Marxist Leninism.

But while on the road to Marxist Leninism and aided and abetted, as we say, by the Cal State, Sacramento cell of behavior-analytic faculty commie/commie-symp/neo-commie/ex-commie/anti-commies led by Joe Morrow, they started a small newsletter and a journal, with, yes, a red cover; and they formed the Radical Political Behaviorist group and the presumably less hard-core Behaviorist for Social Action group. And although these guys brought out the John Birch in even the most liberal ABA members, and although many of the ABA Council were sure the group was going to somehow embarrass ABA, I convinced the Council that there was nothing to worry about and that they should approve the groups request to form the official Behaviorists for Social Action Special Interest Group (BFSA SIG) of ABA.

Then when ABA moved its conference to Dearborn, because Illinois wouldn't pass the Equal Rights Amendment, the OBM track included a special symposium with top managers from Chrysler Corp, an organization which was busy laying off workers to protect its bottom line, presumably with little concern for the bottom lines of those workers. In the middle of this symposium, terrorists rushed in and threw meringue pies in the faces of our distinguished, visiting Chrysler Corp managers.

The BFSA SIG immediately denied any involvement and blamed the heinous crime on "outside agitators." But the ABA Council would have none of that and promptly replaced the student chairs of the BFSA SIG with a faculty member who could be counted on to demonstrate more decorum; I think that faculty member was Steve Hayes (the man whose ABA Follies was closed down because he showed a slide of the head of an important ABA woman superimposed on a nude body).

The BFSA SIG later metamorphosed into the Behaviorists for Social Responsibility SIG. And their red-covered journal metamorphosed into *Behavior and Social Issues*, both highly respectable, run by a respectable Ph.D.

Harry Kent was a young dream chaser. After graduating from WMU, he worked in developmental disabilities for Illinois. There is a good chance that we would have no Behaviorists for Social Responsibility SIG and no *Behavior and Social Issues* were it not for that student dream chaser. My only disagreement was with their idea that Marxist Leninism was incompatible with behavior-analytic performance management.

Other Early Faculty Creators

MABA's Feminist Movement

I was chairing MABA's first business meeting when a tough, man-eating, feminist, you know the type, stood up, her fist clenched in a power salute, virtually if not really, and asked, "What about the women's issues?" Huh? Can't we just sweep those under the rug? No, we

must make sure there's a strong role for women in MABA. What a pain in the butt.

Turns out that Elsie Pinkston was not a tough, man-eating feminist, just a frightened, embarrassed, little Kansas farm girl with a Ph.D. from the University of Kansas and a faculty position at the University of Chicago, but still a little farm girl scared spitless at having to make such a confrontational do in front of all these people. She didn't want to do that; but the big conscience of the little, Kansas farm girl would not let her avoid doing what that little, Kansas farm-girl conscience told her was the right thing to do.

Elsie was the first woman elected to the MABA Council. And awkward though it was for her, she kept the women's issues on the front burner, and wouldn't let us good old boys sweep them under the carpet, to mix a metaphor or two. Elsie had the vision and stayed true to it. Without her and her fellow feminists, in early MABA/ABA, the wonderfully strong women's presence in ABA might not now be as impressive; and we might not have had nearly as many women presidents and council members as we have had, over the years. And without the explicit intervention of women like Elsie, the role of women in ABA might be much less significant; the natural contingencies alone often fail to produce significant social improvements; things do not necessarily just get better on their own.

Why is the Experimental Analysis of Behavior Alive and Well in ABA?

Why isn't EAB completely obscured by us M&M pushers? Because, from the git-go, Art Snapper, at the time a faculty member at WMU, assumed the responsibility of making sure that EAB was always well represented in the MABA/ABA program.

Why does ABA have *The Behavior Analyst* (TBA)? And why is TBA like it is?

Scott Wood, a faculty member at Drake University, had that particular vision. He thought MABA should have a journal, and not another *JEAB* or *JABA*, but rather a theoretical and organizational journal like APA's *American Psychologist*. He had the vision and the verbal skills to make it happen. He convinced MABA's Council and then brought it into being. And over the years, TBA has remained reasonably true to Scott's early vision.

What ABA Needs

ABA needs people with Ph.D.s. And also MAs. And B.A.s. ABA needs students. ABA needs women. ABA needs people with the vision and the behavior-systems-analysis skills to turn that vision into reality. MABA/ABA needed such people to get it going; and it needs them to keep it from stagnating. ABA needs dream chasers. And that's one of the delightful things about ABA—it's got 'em. Check out the program. Talk to the folks hanging out in the lobby. ABA has many people who've spent much of

their lives chasing a behavior analytic dream in an effort to save or to understand one little part of the world or another. There are few issues of human concern that at least someone in ABA hasn't tried to address, all the way from getting an autistic kid to touch his nose, to social welfare for an entire country, to achieving international peace. And they do so with considerable intelligence, considerable behavior analytic expertise, and considerable dedication. ABA has many great dream chasers.

But, most of all, ABA needs students. Without students, there would have been no MABA.

Without students, there would be no ABA. And without students, there will be no behavior analysis. Our #1 priority is to recruit, train, and properly place students.

ABA's Biggest Problem

ABA's biggest strength is its student membership (in 2002, 36% of ABA's 3,923 members were students). ABA's biggest problem is maintaining those students once they graduate. ABA's biggest problem is converting student memberships to full memberships. If we were successful at this, ABA would now have 40,000 members instead of 3,923 members. For example, most of the original student founders and creators are fond but distant ABA memories. That doesn't mean some are not still practicing behavior analysis, but there is a strong tendency for even our most dedicated and active grad students to gradually abandon most of their behavior analytic repertoire they worked so hard to acquire and we faculty members worked so hard to help them acquire; there is a strong tendency to regress to the common-sense, mentalistic mean. And the main function of ABA should be to attenuate that regression. We can never depend on natural contingencies to support difficult behavior.

For a wonderful, less opinionated, more factual account of this early history, see Marge Peterson's (1978) article.

Reference

Peterson, M. E. (1978). The Midwestern Association of Behavior Analysis: Past, Present, Future. *The Behavior Analyst*, 1, 3-15.

ABA'S Expansion of Influence (1984-1993)

By David Lyon, Ph.D.

This contribution, entitled Expansion of Influence, is not a record of ABA's academic contributions and there is no mention here of SAFMEDS, Direct Instruction, polydipsia or the establishing operation. It is a history based upon Executive Council minutes and, for better or for worse, a lingering memory of the transpired events reflected in that record.

In May 1984 the Council meeting opened at the Opryland Hotel in Nashville, Tennessee, with a motion to

approve the same site for the 1987 convention. It was an extravagant and top-rated venue, but one that Fred Keller often jokingly called a home of "gilded characters." Council also rescinded the boycott of states that had failed to ratify the Equal Rights Amendment, a disapproval that had transplanted the meetings from Chicago to Milwaukee for several years, prolonging an unwelcome regional appearance to the organization. Subsequent changes in meeting sites from Philadelphia to Nashville to Las Vegas helped to promote a national agenda and shed the original Midwest affiliation as an adjunct to the Midwest meetings of the American Psychological Association.

The agenda for that 1984 meeting included a presentation by Frederick King on the status of legislation regarding animal research. The Association was asked to join an informal coalition to counter the efforts of the Mobilization for Animals, an active group that vehemently opposed animal research, and was based in Columbus, Ohio, the site of the upcoming convention. At a later discussion of the topic, Israel Goldiamond rose from his wheel chair declaring that animal research might one day create the opportunity for him to walk again. It was, to say the least, an emotional time.

As the meeting wore on, a committee on corporate technology transfer was established, the initial organization of a certification board was completed and the application for the Behavior Analysts Against Nuclear War as a special interest group was denied. The nature of the issues and Council's decisiveness in their discussion set the tone for expansion of the Association's influence over the next several years.

Right to Effective Treatment

Issues concerning effective education and treatment were raised in part by proposed legislation in Massachusetts concerning the use of aversive control procedures. At the fall meeting in 1986, Council directed the president to write letters to key members of the Massachusetts legislature expressing ABA's concern about the legislation that could "create a possibility of unexpected and undesired consequences in treatment outcomes due to the wording of the bill." Philip Himeline in turn noted that the critical issue was "the right to treatment based upon effectiveness, not the appearance of the treatment procedures or the institution in which the treatment takes place." Beatrice Barrett was appointed chair of the Right to Effective Education task force and was later commended for her effective testimony that helped defeat the proposed legislation limiting aversive control procedures in Massachusetts. The task force on the Right to Effective Treatment, chaired by Ron Van Houten, was named the most productive committee of the year and Council charged the task force with drafting a model bill on effective treatment. Finally, Council also approved a symposium on the right to effective treatment for the 1987 convention to be scheduled with minimal conflict

and an invitation was extended to Stewart Agras to serve as presidential guest.

In the spring of 1986 the Outstanding Action Award was approved by Council with the intent of recognizing individuals who sought to improve the quality of life for some segment of society. Although it was not so written, the ensuing discussion implied that the recognized action might be socially unpopular. Marlin Schneider, Representative of the Wisconsin State Legislature, was named as the first recipient for initiating legislation to insure that grandparents would assume responsibility for grandchildren born to minors.

The following fall, Council approved two other Outstanding Action Awards, the first to Robert Sherman for outstanding legal action insuring a person's right to effective treatment and the second to Leo and Claudi Soucy, who approved and supported the effective use of aversive control in curing the self destructive behavior of their developmentally disabled child.

These awards were presented at the 1987 convention, a ceremony that in turn set off a heated discussion of the matter during the business meeting at the end of the 1987 convention and consequently a general furor within the behavioral community. In spite of the uproar, Council did not recant, but approved a motion that any public statement about the awards be "by joint authorship of the Council that elected to present the awards."

The award itself was a bronze sculpture of a frog, cast near Lawrence, Kansas, and mounted tastefully on a wooden plaque. The identification of the frog as the Association's mascot in this manner was a curiosity to some and an insult to others, adding to the rancor of the situation. The frog image grew from a student skit at Western Michigan University, and a subsequent tongue in cheek article noted that this creature grows from tadpole to frog, survives in aquatic and land environments and is not susceptible to conditioning procedures. All of these strengths seemed to reflect the characteristics of a good behavior analyst; a maturing problem solver with a keen awareness of the environment and steadfast independence. The frog's notoriety remained until November 1988, when Jon Bailey objected to the mascot and recommended it be replaced by the American Bald Eagle, bringing the demise of the frog's appearance on any subsequent materials published by ABA.

The "awards debate" and the frog awards changed the organization's perception of itself and the manner in which it conducted its business. An awards committee was created by Council and henceforth all awards would be based on "specified criteria, and not on characteristics of an intended recipient." The task force on the Right to Effective Treatment was instructed to bring its final report to Council in May 1988. Subsequently, Brian Iwata was asked to abstract a proposed position statement from that report which in

turn was sent to the membership for ratification, showing a heightened sensitivity to the democratic process.

Public Relations and Association Building

The decision by Council to present the controversial awards ignited an emotional outburst within the Association but, in turn, also created an increased awareness of public relations. In October 1987, Edward Morris reviewed the history of the misrepresentation of the awards to the Soucys and to Sherman in the Newsletter of the Association for Persons with Severe Handicaps, in which it was claimed that the award was presented for "defending the use of aversive procedures." Morris initiated a campaign to correct not only this error, but other misstatements of behavior analysis appearing in text books and in other publications in the academic and popular press. The public campaign was the first of its kind.

A press room had been planned for the 1985 convention in Columbus, anticipating difficulty with the Mobilization for Animals group, but the issues of the right to effective treatment and the ensuing discussions, and, yes, arguments that followed the Soucy awards ignited a far larger concern than a room at the convention with press packets. Eventually, Henry Schlinger was appointed as media relations coordinator for the Association.

Professional problems seemed to abound in 1987. Massachusetts Senate bill #1709, California Assembly bill #520 and United States Senate bill #1673 each contained language with a potential impact upon the regulation of aversive control procedures. At one point in the discussion, Henry Pennypacker suggested the issue be brought to the attention of Night Line, a popular and pejorative news program at the time.

The Association's outlook showed a considerable change during this period. Ogden Lindsley recommended the creation of a Council of Presidents of the many behavioral societies to organize and take action on issues of concern to behavior analysts. In October 1987, Barbara Etzel reported on an informal meeting at the APA convention of presidents of Division 25 and the Association for the Advancement of Behavior Therapy. While AABT subsequently declined any further association with outside organizations, the ABA Council made direct contact with Division 25 of the APA, the American Association of Mental Deficiency, the National Society for Performance and Instruction, the Society of Behavioral Medicine, and the Society of Applied Learning Technology. Council also established liaisons with Psychonomics, the Association for Retarded Citizens, the Association for Persons with Severe Handicaps, and the Council for Exceptional Children.

Subsequently, Henry Pennypacker moved to hold a convention concurrently with the meetings of the American Association of Mental Deficiency. At the same time, representatives from the Neural Network Society and Youth Policy Magazine, a Washington based publication for politicians, sought a relationship with ABA. These were exceptional changes for an organization that was initially established to serve an adjunctive role to the Midwestern Psychological Association.

The fast paced changes raised a concern among the representatives of the scientific and academic communities both in ABA and APA that professional issues were dominating the future of the organizations. In ABA at least, the issues of the right to effective treatment and the awards to the Soucys served as the incentive to broaden its public relations and expand its cooperation with other professional organizations. There had been considerable change in the maturity of the organization since those initial meetings in Chicago, and in May 1988 Henry Pennypacker moved that Council adopt a resolution of intent to restructure the Association. In November that year, Council instructed Brian Iwata, then Association President, to draft a reorganization proposal for review and eventual presentation to the membership.

Financial Developments

The Association's administrative offices were established at the university of the Secretary Treasurer, and a succession of these appointments at Western Michigan University created a permanent niche in the Psychology Department, where space was made available. The Association used the space without overhead charges, gained access to the University accounting system and integrated the office staff into the University employee system providing employee benefits and security. While the development of the programs at the convention was the work of volunteers, the office staff, at least, attained some professional standing. Eventually, Western Michigan University revamped the Wood Hall facility where ABA was housed, and all of the departments left the premises for temporary facilities on Western's east campus. The Association never moved back and remained there in West Hall.

In spite of the financial advantages of office space within the department, the Association struggled during this period. For many years, the initial investments for the annual convention were borrowed from the Department of Psychology, which often paid for printing, phones, and mailing costs, which were reimbursed once registration fees were collected. The annual meetings coincided with the end of the Department's fiscal year, and juggling the books became an annual form of entertainment as the Association continued to fund itself with "lunch money," as one critic characterized its financial status. Indeed,

through most of the 1980s ABA paid for its expenses almost as quickly as the money was received, but nevertheless was able to set some money aside for growth and financial security.

The Society for the Advancement of Behavior Analysis, approved under the 501(c)3 tax code as an educational entity that could receive gifts that were tax deductible for the donor, was created in 1980. Within weeks after the approval, a substantial gift was received from Fred Skinner for the purchase of a computer/typewriter. Council constituted the voting membership of the society which met its educational mission by the publication of the Journal of Applied Behavior Analysis, the organization of paper sessions at ABA's annual meeting and a planned program of student support. As a result, the Association transferred funds annually to cover the cost of JABA that was sent to members as a part of the Association dues. The coordinated yet separate efforts of the two organizations strengthen both the character and the fiscal status of the behavior analytic movement.

Certification

The development of a certification examination began in 1977 when the Education and Evaluation Committee was established, but it was not until the fall of 1984 that a formal committee was established with Henry Slucki as chair. Certification was considered to imply minimum standards of competence and was believed to encourage academic excellence. A large number of hours were devoted to the development of questions for the general examination and the consideration of specialty areas. Eventually tests were administered and money was collected from potential candidates and it appeared as though the program would survive, but it did not go well. In May 1987 Council disbanded the certification committee and established a task force to review the previous efforts on certification. Jan Shelton was appointed as chair. In November 1988, Council approved a review process for the accreditation of doctoral programs in behavior analysis and charged the task force with developing proposed standards with some latitude. Furthermore, Council recommended that representatives from Auburn, California at San Diego, Florida State, Ohio State, Southern Illinois, Florida, Kansas, West Virginia and Western Michigan University be appointed to the task force. A number of people within the Association had questioned the certification of individuals and for the moment at least, this issue would remain fallow as Council turned its attention to the certification and recognition of doctoral programs.

On another front, ABA offered to assist the Association for the Advancement of Behavior Therapy with the development of a diplomat in behavior therapy.

Expansion of Influence

When the Association was established in 1974, as the Midwestern Association for Behavior Analysis, the intent was to hold meetings that paralleled those of the

Midwestern Psychological Association. Papers concerning issues of interest to behavior analysts were not readily accepted by MPA, and the new Association sought to change that. When Illinois failed to approved the equal rights amendments, the Association was chased out of Chicago in protest and went east to Dearborn, MI. The Association was growing annually, and in 1979 even added the descriptor "An International Organization," but its sphere of influence had a distinct Midwestern flavor.

The Association's sphere of influence changed rapidly with the affiliation of state organizations, the development of a wide range of special interest groups within the Association, and the influx of international scholars. By 1987 these groups included concentrations in education, gerontology, social action, computer users, direct instruction, ethical and legal issues, interbehaviorists, verbal behavior and organizational behavior management. The regional groups stretched from the Berkshires to Tennessee and Southern California.

If there was a turning point in this period, however, it was the events that surrounded the right to effective treatment. The Association became politically active, and successfully so, changing legislation that impacted behavior analysis. The award to Schneider for legislation concerning grandparents, caused nary a ripple, but the awards to Sherman and to the Soucys forced a maturing of opinion. The academic discussion of punishment, the history of Skinner's animal model and the research on punishment by Nate Azrin with pigeons created a solid empirical footing for the use of aversive control procedures, but the application of those procedures to humans in applied settings forced people to take a stand with public consequences. It was no longer an academic argument, but one with ethical and legal implications. All of a sudden it counted, and that meant behavior analyses counted, and the influence of the tenants of behavior analysis were reaching far beyond a few experimental behavioral change programs, lessons in the academic classroom and research findings presented at annual meetings.

Perhaps it was out of necessity or perhaps it was the confidence attained by the conflict and the political success, albeit limited, that pushed ABA into association with other professional organizations, forced them to consider issues of professional accreditation and the promotion of technology. In this brief period, experience, controversy, and conflict set the stage for an ultimate maturity from a collection of Midwestern paper sessions to an international organization of principle, program and progress.

Growth and Organizational Maturity

By Maria E. Malott, Ph.D.

Administration

In October of 1993 the ABA Executive Council met in Kalamazoo for its regular fall meeting. At that time the Council formally offered me the opportunity to serve as ABA's Executive Director/Secretary Treasurer. I was honored to accept the role, which began a week following the meeting. I attended a few hours of the Council meeting to get a sense of the management of the Association and learned of what came to be called "Black Monday". This was the day the previous summer when the then-Executive Director received a call from Western Michigan University indicating that ABA had not paid its expenses for approximately a year. The debt included much of ABA's administrative expenses as well as its payroll. The amount past due totaled \$100,000.

It was not easy for me and the rest of the Council to immediately assess the implications of that debt for the overall financial health of the organization. All financial decisions for the following year had been set at the May Council meeting. The situation was dire because the miscalculation accounted for 36% of ABA's operating expenses and drew attention to the fact that ABA did not have an adequate financial management system. Indeed, it took five months of following paper trails, data crunching, and analysis to appreciate the implications for the organization.

The financial review was the first item on the agenda of the May 1994 Council meeting. With the assistance of our accounting firm, the analysis showed that expenses had been exceeding revenue and that, if the financial practices of the previous five years continued, ABA would be out of existence within 18 months because its cash assets would be totally depleted. Kennon A. Lattal, then President, and Sigrid S. Glenn, Past-President, came to Kalamazoo in the summer of 1994 and we further reviewed the situation and formulated a preliminary plan to stabilize ABA financially and organizationally. The plan was finalized at the fall Council meeting with help from law and accounting firms and WMU's Human Resources Department. For ABA to survive, significant changes were necessary, not only in the finances, but also in streamlining the office, core processes engineering, vendor negotiations, organization structure and bylaws (see Lattal, Glenn, Malott, 1994).

In June 1995, after returning from the convention in Washington, D.C. and with many unprocessed transactions to finish, ABA was contacted by WMU and given 48 hours to move the office to a new location. Our space in Wood Hall adjacent to the Psychology

Department was to be renovated, and the whole Department was relocating to WMU's East Campus while Wood Hall was under construction. I found two students, Mathew Miller and Robert Schnars, from the Psychology Department, willing to provide critical assistance, and together we spent two long days carpeting and painting the temporary (and unrenovated) space. While we were getting the offices prepared for occupation, ABA's only full-time staff person accepted another position, making me the only staff member, with a contract that had been increased the previous year from the original 10 hours to 20 hours a week.

At the time, we were receiving many complaints from members and Board and Committee Chairs—rightly so, because our infrastructure was much too limited to support the organization. That summer I closed the office for two weeks and focused on hiring a full-time staff person with a financial degree to help with the bookkeeping of the organization.

I then recruited student support and we implemented all the directives of the Executive Council for stabilizing the organization. We developed an improvement plan using behavioral systems analysis technology. Since 1995, processes have been streamlined, one at a time: the convention program, membership, Web development, job placement, convention bookstore, and staff management, among others. In the years 1994-2002, ABA benefited from the outstanding work of faculty and students from many WMU departments: from graphic design to develop promotional materials, from operations research to enhance convention scheduling, from engineering to improve the computer technology infrastructure, from computer science to provide the Web interfaces that integrate administrative databases, and from the behavior analysis program to develop practical, useful, management systems. We have helped students assist the Association through class projects, master's projects, practica, theses, dissertations and internships.

As of October, 2002 ABA has four full-time staff members, a part-time Executive Director/Secretary Treasurer, and fine student support. ABA's professional team includes Majda Seuss, a five-year ABA veteran with a degree in English, who is in charge of publications; Amanda Wright, a business administration graduate who manages membership services; Jennifer Dau, a hospitality management graduate who coordinates the convention; and Shakila Patel, an accounting graduate who maintains the financial records of the organization. In addition, our student employees are enrolled in masters and doctoral programs in psychology, Kathy Culig, and Kent Smallwood, and in computer science, Zoheb Sait, Partha Bijjam and Alena Harrison. Lori Miller, who has been with us for seven

years, started working as an undergraduate student, received her master's degree and now is about to finish her doctoral degree in applied behavior analysis, conducting her M.A. thesis and doctoral dissertation research on the improvement of ABA's various behavioral systems.

In 2002, ABA diversified its assets to include a \$300,000 property fund. We were able to generate sufficient resources to purchase our own office building, a necessity precipitated by the fact that, after the Psychology Department's space was renovated in Wood Hall, there was no longer room for the ABA offices, and our allotted unrenovated space on East Campus was no longer sufficient to house the organization. On April 12, 2002, ABA made a cash purchase of a building near downtown Kalamazoo and began significant renovation of that space. We inaugurated our new location on October 5, 2002. Such an important development would have been impossible without the longstanding support of Western Michigan University and of its Psychology Department. Howard Farris and Wayne Fuqua—the two Psychology Department Chairs in the last ten years—have been most helpful with the interaction of ABA and WMU.



Figure 1. Inauguration. From L to R: Sigrid Glenn, Thomas Critchfield, Michael Perone, Edward Morris, Maria Malott, Jay Moore, Linda Hayes, and Jack Michael

Growth

During the past nine years ABA has experienced significant growth (See Morris, et al.). Figure two show that, since 1993, ABA increased its membership by 63%, from 2,409 in 1993 to 3,923 in 2002. Today ABA is comprised of 36% student members, 27% full members, and 26% affiliate members.

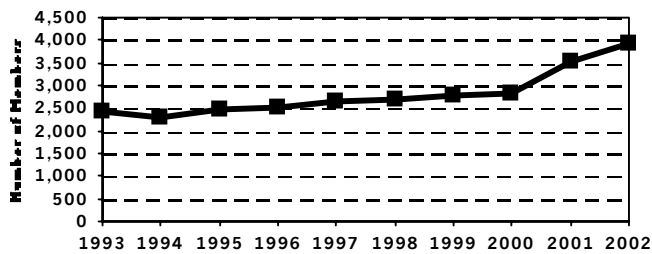


Figure 2. Membership Trends

The percent of members who live outside the United States has more than tripled since 1993. Today these members total 659. Members now represent 41 countries on five continents. In an effort to recruit international members, a sliding membership fee structure was adopted; membership fees are discounted 25%, 50% or 75% based on a country's average per capita income in relation to that of the United States. Masaya Sato, the first President of ABA not from the U.S., and Michael Davison, first International Representative to the Executive Council, along with a significant number of active members of the organization, have done considerable work for the international development of the organization.

Affiliated chapters are another indication of growth. Today we have 39 chapters, of which 15 are international. There has also been significant growth in some affiliated chapters. For instance, according to chapter reports, some of our largest chapters are Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento (ALAMOC) (1,000 members), Australian Association for Cognitive Behaviour Therapy (1,000 members), and Florida Association for Behavior Analysis (830 members). Based on reported membership figures, today chapters have approximately 9,700 members. Another exciting development is that behavioral organizations in various countries are partnering to create regional associations. ALAMOC includes representation from several Latin American countries. The newly assembled European Association for Behavior Analysis has gotten together existing behavioral associations in the region, and, during the past couple of years, efforts have been made to assemble the Asian Association for Behavior Analysis. Delegations of behavior analysts have been another initiative of the Executive Council to bring behavior analysis to areas of the world where there is little knowledge of it. A small international delegation of behavior analysts travel to a country help establish and support the development of behavior analysis. In 2001, an ABA delegation went to Russia and helped to assemble the Russian chapter of behavior analysis. In 2002, an ABA delegation went to China to support a recently created chapter, and a delegation is currently being planned for 2003.

Another area of growth has been conventions attendance, as seen in Figure 3. In comparison to 1993, annual convention attendance has grown 75%, from 1,650 in 1993 to 2,891 in 2002.

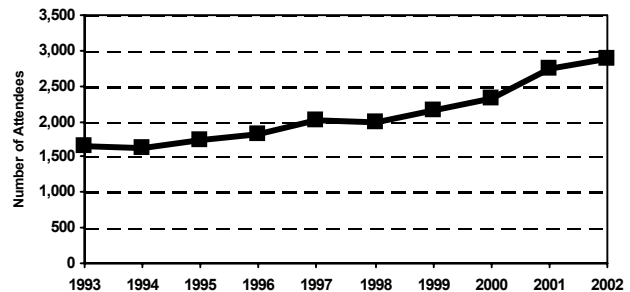


Figure 3. Convention Attendance

The most significant categories of membership attending the convention are: student members (35%), affiliate members (24%), and full members (22%). International conferences have recently been added to the regular annual ABA convention. The first international ABA conference was held in Venice, Italy in November 2001, and was attended by 264 people from 26 countries. The second conference will be held in Beijing, China in November 2004, and thereafter ABA plans to organize conferences every two years around the world.

Special Interest Groups (SIGs) have also been a critical part of the Association. The SIGs objective is "to contribute to the vitality and development of specific topics." SIGs contribute substantially to the variety and quality of the annual convention program. Their establishment and growth reflect the depth of interest and scholarship within the field. Based on SIG reports, today there are over 1,300 members across SIGs, the largest being the Development and Behavior Analysis SIG (250 members) and the Society for the Quantitative Analyses of Behavior (225 members).

Strategic Direction

Providing continuity to the initiatives of the Council had always been a challenge. Council has relied exclusively on the dedication and voluntary work of many Association members who already have a full agenda in their regular jobs; individual council members rotate every three years. Bill Redmon helped the Council to see the importance of hiring a Director who would provide continuity to Council directives. He was hired as the first Executive Director/Secretary Treasurer of ABA from 1988 to 1993. Redmon helped to organize Council activities, creating a model for consistent follow-up, and drafting the first strategic plan of ABA under the leadership of then President Philip Hinline. This original plan has been revised and simplified by Councils under the leadership of Kennon A. Lattal in 1994; Richard M. Foxx in 1995, Carol Pilgrim, in 2000, and Jack Marr in 2002.

The Council has continued to play an increasingly more strategic role by revising the way it makes decisions and allowing itself more time to address key issues for the advancement of the field. Enhanced strategies for decision making include systematically soliciting input from members about key issues of discussion prior to each Council meeting, an initiative that began in 1999; setting objectives for ABA boards and empowering Board Coordinators to manage their committees in ways compatible with those objectives; delegating administrative functions of the organization to the ABA office so Board

Coordinators and Council members have more time to focus on key objectives; making financial decisions based on rolling three-year projections; and using data whenever possible to make decisions.

In making strategic decisions in support of the field, the Council realized how little is known about who behavior analysts are, where they work, and where they study. Although efforts for an assessment of the discipline go back to 1987, it was in 1998 that President James Johnston and the Executive Council commissioned Linda Hayes to conduct the preliminary, human-resource component of a self-study of behavior analysis to begin to answer these questions. The study demonstrated the difficulty of collecting reliable data about the field, and resulted in recommendations for a more thorough study and the restructuring of ABA's databases to gather demographic, employment, and other relevant information about ABA members on an ongoing basis.

While serving as president, Sigrid Glenn, Carol Pilgrim and others proposed significant changes in the organization's structure so it aligns with the mission of ABA: "To develop, enhance and support the growth and vitality of behavior analysis through research, education and practice." ABA Boards have been created to focus on each of the main areas where advancement of behavior analysis is critical: research, education and practice. And each Board's committees focus on specific target areas.

Research is the focus of the Science Policy and Research Board. Its charge is "to advocate for and facilitate research," and its emphasis today is on influencing the federal government to allocate funding for behavioral research. In this pursuit, ABA joined the Federation of Behavioral, Psychological and Cognitive Sciences in 1992 and, in the past couple of years, has strengthened its influence in the Federation under the leadership of Marc Branch and now Michael Perone (see the President's column on the cover of this issue).

Education is the focus of the Education Board, the objective of which is "to develop, improve, and disseminate best practices in the recruitment, training, and professional development of behavior analysts." Recently, efforts of this Board are mainly conducted

through the Council of Directors of Graduate Training Programs in Behavior Analysis, initiated by Linda Hayes, and currently lead by Janet Ellis (Council Director) and Pam Osnes (Education Board Coordinator).

Practice has been mainly addressed by the Standards, Accreditation and Professional Affairs Board. This board focuses on issues relevant to certification of behavior analysts, specification of professional standards, and accreditation of behavioral programs.

One of the most important events in the past few years has been the creation of the Behavior Analyst Certification Board (BACB), an independent organization that adopted the State of Florida's certification exam and developed a national certification system for behavior analysts. Jim Johnston, Jerry Shook and Jon Bailey, who participated in the ABA and BACB Boards, helped to define the relationship between the two organizations and with other key players, among them Gina Green, Sigrid Glenn, Michael Hemingway, and John Jacobson, made behavior analysts aware of the need for certification and professional standards in maintaining the integrity of the field while meeting increasing consumer demand for our technology. Gina Green also led the development of a continuing education system for certified behavior analysts. In the same effort to preserve quality, a Presidential Task Force chaired by Bill Hopkins, recommended the establishment of the accreditation of graduate training programs to recognize quality master's and doctoral programs. Today there are 15 ABA-accredited graduate programs in behavior analysis (See page 17 for Janet Twyman's Accreditation Committee update).

For nearly three decades, ABA has grown and matured. However, behavior analysis is still young and much yet needs to be done. In recent Council meetings, major issues of discussion continue to be the challenges anticipated by accelerated growth, the need to maintain the integrity of the applied and basic components of our discipline, and the importance of strengthening higher education programs, so the field can generate qualified behavior analysts. We are in a better position than we have ever been to face those challenges and we look forward to the future with great expectation.

References

- Lattal, K.A., Glenn, S., Malott, M.E. (1994). Financing behavior analysis. *ABA Newsletter*, 17(4), 2.
- Morris, E.K., Baer, D., Favell, J., Glenn, S., Himeline, P., Malott, M.E., Michael, J. (2001) Some reflections on 25 years of the Association for Behavior Analysis: Past, present, and future. *The Behavior Analyst*, 22(1), 125-146.

William S. Verplanck (1916-2002)

Behavior analysis has lost a true giant, William S. (Bill) Verplanck. Active as a teacher, mentor, and writer to the very end as a Emeritus Professor of Psychology at the University of Tennessee, Knoxville, Bill's enduring contributions to the field of behavior analysis cannot be adequately catalogued in this brief remembrance and homage to him. Bill was raised in a suburb of New York City, and completed his bachelor's degree in 1937 and a Master of Science in 1938, both from the University of Virginia, studying with notable psychologists Frank Geldard and Kenneth Spence. Bill received his Ph.D. in 1941 at Brown University, and worked with Clarence Graham in the psychology department headed



by Walter S. Hunter. As Bill has observed, "Walter Hunter, 'the old Doctor,' was surely the most prominent behaviorist of the time, and the department bore his stamp. More important for me, and perhaps for many others, it was also a fuller introduction into psychology of exciting ideas on science, new in the early 1920s." As a graduate student at Brown, Bill was influenced by the Hullian behaviorism so dominant in psychology at the time, though in time the emerging work of B. F. Skinner entered Bill's world. As Bill has recollected: "Some [graduate students at Brown] were ardent Hullians; among these, I could be counted. After all, who could resist the combination of hypothetico-deductive method, with strict behaviorism, and physiologizing? Not I. Still I was not immune to what appeared to be another kind of positivistic thinking in psychology--Fred Skinner's, whose views entered the department through the research and personal friendship of Clarence Graham, who, indeed, undertook to translate Fred's view into a mathematical model. The Behavior of Organisms had just come out, and the graduate students at Brown accounted for a goodly percentage of its first year's sales."

Following his graduation Bill went directly to the Naval Medical Research Laboratory at the Sub Base in New London, Connecticut, employing experimental methodologies on visual problems in the Submarine Service. At the end of World War II, Bill joined the psychology department at Indiana University, and became involved in a vital center of behavioral academic activities of the time, working with both B.F. Skinner and J.R. Kantor. Bill recounted that the psychology department at Indiana University "was a lively one, to put it mildly. There were the Skinnerians,

led by Fred, which included the Minnesotans--Bill Estes, Norm Guttman, and George Collier, plus Sam Campbell and many others. There were the Kantorians--Parker Lichtenstein, Irv Wolf, Harris Hill, Bob Neu, and Bob Lundin among them. There were the Hullians and near Hullians, a leaderless and small group that included Doug Ellson, Bill Jenkins (who had been converted to Hullian thinking by Neal Miller at Yale; he'd been super-Skinnerian at Brown), and myself. Winthrop Kellogg's conditioning group was made up of students, not followers, and Roland Davis, whose pioneering psychophysiological studies and cool objectivity required lots of electronic knowhow as well as a

degree of detachment, stood on the sidelines." Bill's tenure at Indiana University would have a lasting impact on his academic career to follow. In 1950 Bill participated in the group at Dartmouth College that resulted in the influential publication *Modern Learning Theory*, in the Century Psychology Series, with Bill taking on the challenging topic of analyzing the behaviorism of B.F. Skinner. Another chapter in that influential book, written by Sigmund Koch, effectively signaled the end of the dominance of Hullian learning theory. Bill then traveled to Harvard University to begin a five-year appointment. While at Harvard Bill was influenced by S.S. Stevens, though as he notes in his biography not at all by E.G. Boring.

Bill spent his sabbatical with Niko Tinbergen, then at Oxford. After spending an academic year at Stanford University, Bill traveled to Hunter College for two years, then to the University of Maryland for four more years, finally ending his long and prolific academic career at the University of Tennessee, including serving as the psychology department chairperson. Bill retired from academia in 1981, but remained very active in his work with colleagues and students for the next 20 years. During this time Bill continued to publish extensively in domains that pertained to both Skinnerian radical behaviorism and the interbehaviorism inspired by J. R. Kantor. Bill's earlier "Glossary of Terms" (1957) allowed for meaningful communication between ethologists and behavior theorists. A monumental resource in behavior analysis has been in production since Bill retired from academia, his *Glossary/Thesaurus of Psychological Terms*. The G/T as it's known to those of us who became involved in the project with Bill, is in his own

words, "aimed at clarifying the language of psychological theory and research and embodying the current scientific status of psychology." Currently a group of scholars associated with the Cambridge Center for Behavioral Studies is working to bring this project to completion, and make it available worldwide electronically at the Behavior.org website.

In addition to his many accomplishments in behavior analysis, Bill Verplanck was also a founder of the Psychonomic Society. In my interactions with Bill in the last dozen years, I have always benefited enormously from his erudition and support. Bill was one of the first major behaviorists to take an active

interest in the Internet forum I founded in the early 1990s, Behav-An, and contributed to the forum consistently in the last decade of the 20th century, and the first couple years of the new century.

Fortunately his correspondences on Behav-An are catalogued and available to all who will continue to benefit from Bill's wisdom and his lively and clever witticisms. As David Baker, the Director of the Archives of the History of American Psychology, stated upon learning of Bill's passing, "I am sure I share with many a real sadness at the loss of a great mind and a good friend. I always admired Bill's intellect and his tremendous range of knowledge. More, I admired his sincere interest in others and his willingness to be a friend without asking for anything in return. Knowing him made my life better, and I am sure that is true for many of you." Truer words could not be written about Bill Verplanck, and his influence on psychology and behavior analysis. Bill Verplanck's papers are housed at the Archives of the History of American Psychology, and along with the initiative of the Cambridge Center for Behavioral Studies to publish the G/T, Bill's influence on the future of psychology will certainly endure, and Bill's prolific and important works will continue to shape new generations of behavioral scientists and scholars.

In his Who's Who in America entry Bill wrote "The history of psychology is largely constituted of a succession of fads overlying the continuity given by a few technological methods which have been progressively misapplied with little critical concern for their social, political, or scientific consequences. Can any person, working over a period of fifty years, make a difference?" If the answer to this somewhat rhetorical question posed by Bill is yes then it is clear that Bill Verplanck is certainly one of those who has made a difference, a major difference, in psychology and behavior analysis. Bill, we shall miss you.

By Joseph J. Plaud, Ph.D., BCBA

Calendar of Upcoming Conferences

November 2002

Southeastern Association for Behavior Analysis ♦ October 30 – November 2 ♦ Hilton Charleston Harbor Resort and Marina ♦ Mt Pleasant, SC

Precision Teaching Conference ♦ November 8 – 9 ♦ Harrisburg, PA

Behavior Analysis Society of Illinois ♦ November 14 – 16 ♦ Georgio's Banquets & Conference Center ♦ Orland Park, IL

Tennessee Association for Behavior Analysis ♦ November 22 – 23 ♦ DoubleTree Hotel ♦ Nashville, TN

January 2003

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

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

August 2003

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

November 2004

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

ABA Accreditation of Graduate Programs: Committee Update

By Janet S. Twyman, Ph.D.

For over a decade, the Association for Behavior Analysis has embarked upon a program to accredit graduate programs of study in behavior analysis. To this end, ABA created an Accreditation Committee, whose mission is to accredit qualifying graduate programs and continuing education events and providers. The Committee has been most active in accrediting graduate programs, with 10 university programs currently accredited. Three of those programs are on their second 5-year term of accreditation.

Organizational Structure.

The Accreditation Committee works within the Standards, Accreditation and Professional Affairs Board. The mission of the Standards, Accreditation, & Professional Affairs Board is to oversee the accreditation of graduate programs in behavior analysis, the accreditation of events that provide continuing education credits for BACB certified behavior analysts, and the development of the standards of training and science-based practice. The Standards, Accreditation, & Professional Affairs Board Coordinator is Jim Carr (2002-2003). In addition to the Accreditation Committee, the Board also oversees the Professional Affairs Committee, whose mission is to recommend science-based professional standards for behavior analysts. Its committee chairs are John Jacobson and Michael Hemingway (1999-2005).

Four persons have served ABA as Accreditation Committee Chairs, including:

Jay Moore (1991-1994), Charles Salzberg (1994-1997), John Cooper (1997-2000), and currently, Janet Twyman (2000-2003)

Accredited Programs

Participation in ABA Accreditation is growing (See Figure 1). Currently 10 different graduate programs are accredited, dotted geographically across the United States, and last year's ABA conference saw

accreditation granted to 4 universities, the most so far. The following universities/graduate programs currently accredited, displayed in the order of their first accreditation year (more information about each of these programs may be found in the ABA Training Program Directory):

University of North Texas, M.S. Program in Behavior Analysis from the Department of Behavior Analysis (1993-1997, 1998-2003)

California State University, Los Angeles, M.A. Program from the Department of Psychology (1994-1999, 2000-2005)

Ohio State University, M.A. and Ph.D. in Applied Behavior Analysis from the Department of Education Services and Research (1995-2000, 2002-2007)

Western Michigan University, M.A. Program in Behavior Analysis, Ph.D. Programs in Applied Behavior Analysis and in Experimental Analysis of Behavior from the Department of Psychology (1998-2003)

St. Cloud State University, M.S. Program in Behavior Analysis from the Department of Applied Psychology (1999-2004)

University of Nevada Reno, Ph.D. and two M.S. Programs in Behavior Analysis from the Psychology Department (2000-2005)

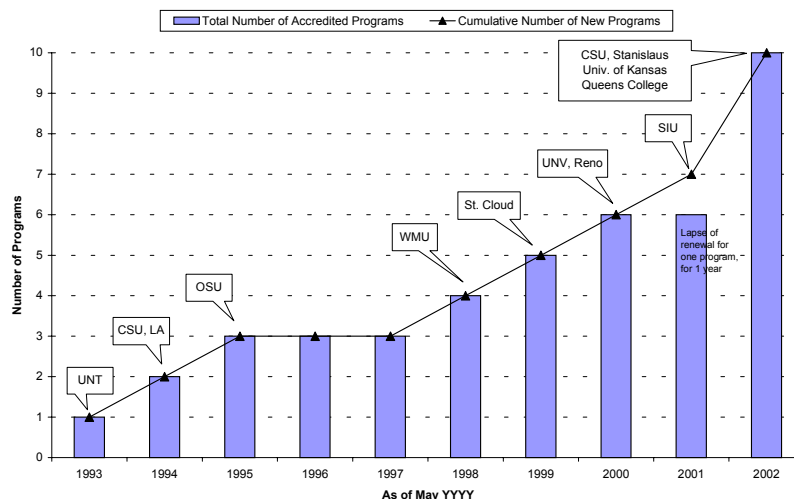
Southern Illinois University, M.S. Behavior Analysis and Therapy from the College of Education and Human Services (2001-2005)

California State University, Stanislaus, M.S. Program from the Department of Psychology (2002-2007)

University of Kansas; Ph.D. in Behavior Analysis from the Department of Human Development and Family Life (2002-2007)

Queens College and Graduate Center of CUNY, Ph.D. from the Learning Processes Doctoral Subprogram (2002-2007)

Figure 1. ABA Accredited Programs Per Year



Some Accreditation History

An important component of ABA's aim to disseminate information lies in the area of education. With this aim in mind, the Executive Council of the Association for Behavior Analysis created a task force in 1988 to work on possible accreditation of graduate programs in behavior analysis. The Task Force was left free to define accreditation and what kind of accreditation, if any, might be appropriate for ABA. The original members were Jon S.

Bailey of Florida State University; Karen Blase of Hull Community Services; Don Bushell, Jr., of the University of Kansas; Anthony J. Cuvo of Southern Illinois University; R. Wayne Fuqua of Western Michigan University; William L. Heward of Ohio State University; B. L. Hopkins (Task Force Chair) and James M. Johnston of Auburn University; Kennon A. Lattal of West Virginia University; Charles L. Salzberg of Utah State University; and Laura Schreibman of the University of California-San Diego.

The Task Force agreed that a well-executed accreditation system might contribute to the effectiveness of our graduate training by (a) requiring us to be public and explicit about how we train, (b) occasioning systematic and regular review of our training efforts, and (c) creating a forum for sharing how we train. Potential benefits for the program would range from increased effectiveness of training to greater employment of its graduates to increased leverage with state legislatures regarding funding.

The members of the Task Force agreed that standards for accreditation should be simple, flexible, few in number, and with modest costs. Accreditation should not only protect the interests of behavior analysts but serve students and clients of behavioral services as well. The Task Force established the following working definitions:

- a) **Accreditation** was defined as a designation that a program of studies meets certain standards.
- b) **Certification**, in contrast, was identified as a designation bestowed on a person who has met certain standards of training or preparation.
- c) **Licensure** was identified as a legal entitlement often bestowed by states on individuals. This entitlement allows a person to engage in some business or occupation (e.g., psychology).

ABA's Accreditation Committee is limited to "Accreditation" only.

Who/What is eligible for Accreditation?

The ABA Accreditation service is for graduate programs of study. A program of study need not have any official political or structural status in a college or university. It may be nested a university division or involve the faculty from multiple divisions. Emphasizing a program of study, rather than a political or administrative division allows behavior analysts to promote accreditation

independently of local structure—in instead focusing on the nature of the training that the students received. ABA does not accredit degrees—the accreditation of degrees remains a matter for traditional academic accreditation agencies.

Accreditation was concerned with programs of study in any aspect of behavior analysis, from applied work to basic research to conceptual development to various combinations of these. The Task Force developed a set of minimum standards for accreditation of programs at both the master's and the doctoral level. The minimum standards at the master's level consist of an educational program with instruction in behavior-analytic approaches to research and conceptual issues that includes: (a) a curriculum topic in the principles of behavior; (b) a curriculum topic in within-subjects research methodology and direct observation of behavior; (c) a curriculum topic in conceptual issues; and (d) a curriculum topic in behavioral interventions with such possible emphases as behavior therapy, behavioral teaching, and behavioral medicine.

The standards further specify a thesis, review paper, or general examination whose questions and methods are based on a behavior-analytic approach to problems or issues. The minimum standards at the doctoral level are a continuation or an extension of master's-level standards. Thus, doctoral-level standards assume that students would have already satisfied the master's-level standards. The doctoral-level standards consist of an educational program with instruction in behavior-analytic approaches to research and conceptual issues that includes: (a) an advanced curriculum topic in one or more specialized areas of the non-human and/or human basic research literature, (b) an advanced curriculum topic in research methods, and (c) an advanced curriculum topic focusing on one or more areas of the applied behavioral literature. The standards for a doctoral program of study further specify a dissertation whose questions and methods are based on a behavior-analytic approach to problems and issues.

The Task Force noted options available to the program being reviewed. It also recommended procedures for modifying the standards, appointing members to the ABA Accrediting Board, and the Board's receiving and reviewing applications for accreditation. On May 27, 1991, the Final Report of the Task Force on Accreditation was presented to the ABA Executive Council, and gained unanimous approval. The ABA Accreditation Manual is an outgrowth of that action.

[The text of this brief background and overview was lightly adapted from Hopkins (1991) and Hopkins and Moore (1993), and is available in full on the ABA Web site: <http://www.abainternational.org/sub/behaviorfield/education/accreditation/> and within the ABA Accreditation Manual.]

How Organizations Request Accreditation

A representative of a program of study applying for accreditation contacts the chair of the Accreditation Board to obtain the ABA Accreditation Manual, which includes the instructions and requirements for the program to conduct and submit a "Self-Study." As part of the self-study, the program applying for accreditation shall submit course syllabi, including reading lists, examinations and/or other written descriptions of standards for grading, and faculty members' vitae to support the application. The accreditation process is initiated when the program returns the completed self-study form. While there are currently no fees payable to ABA or the Accreditation Board, organizations applying for accreditation shall bear any costs associated with accreditation including copying services, postage, and hosting the site visit.

Accreditation Site Visits

After reviewing the program's completed self-study for eligibility and completeness, the Accreditation Chair organizes a team to review the program. A site visit team consisting of two members goes to the university to meet with faculty members and students, and inspect the facilities including classroom, labs, the library, and other relevant environments. The accreditation site visit is conducted for professional, scholarly purposes and should allow for an objective review of the program and its mission. Site visits are hosted by the applying program (including all direct and associated costs) and typically last 2-4 days. In general, a site visitor's role during the visit is descriptive, not prescriptive.

Following a site visit, the visitors prepare a "Site Visit Report" describing the program of study, their findings, and their recommendation to the Accreditation Board. The Accreditation Board assesses the quality of the program based on the application and the site visit. The Accreditation Board then makes its accreditation recommendation and at the next ABA International convention, the ABA Executive Council makes accreditation decisions.

Overview Policies and Procedures for the Accrediting Board

Subsequent to the site visitor's visit and inspection, the Accrediting Board conducts annual accreditation hearings in conjunction with the annual ABA meeting and makes recommendations to the Executive Council regarding decisions on accreditation. The accreditation hearing shall lead to one of two recommendations to the Executive Council:

- that the program of studies be accredited for a period of five (5) years; or
- that the program of studies be denied accreditation.

In all cases, the hearing team shall function to guide and educate the representatives of the applying program. This mission shall especially include advising and helping

the representatives of any program that has been denied accreditation. All accreditations are to be renewed every five (5) years, and are handled the same ways as applications for original accreditation.

Benefits to Accredited Programs

The benefit to a program for receiving ABA Accreditation comes from both the behavioral community and from the sponsoring university. Site-visitors typically recommend enhancements to the applying program, enhancements that would result in a stronger program. These have included more lab, classroom, or office space, an increase of the behavioral holdings in the library, increased stipends for graduate assistants, a decrease in the faculty load or a new faculty position. In addition, letters from ABA to officials in the offer recognition and congratulations for supporting such strong programs.

The Association for Behavior Analysis also recognizes accredited programs on its web site, and highlights accredited programs in its new online graduate training directory. Accredited programs and their graduate students now have free access to ABA's online Job Placement Service (START)

(<http://www.abainternational.org/start/>). This is particularly helpful for graduate students seeking employment and programs posting employment positions. Recently determined benefits to ABA Accredited programs include highlighted spots with no poster fee at the annual convention's ABA Expo and a prominent position within the convention program.

Goals of the Accreditation Committee

While the Accreditation Committee is pleased with the increase in programs receiving accreditation, the number of ABA accredited programs could be much higher. Having an ABA accredited program within the university both increases the recognition of the program within the department, college or university, it also increases the recognition of behavior analysis as a discipline and field. In order to increase the number of accredited programs and to increase the role accredited programs play within and outside of ABA, the Accreditation Committee will:

- Increase the exposure and knowledge of ABA Accreditation and its benefits.
- Develop follow-up procedures for programs requesting guidelines but not submitting self-studies.
- Develop solicitation procedures for program updates that are supposed to be sent annually to the Accreditation chair.
- Notify programs annually of the need to renew accreditation for the following year.

As an international organization, ABA's Accreditation Committee should be responsive to its international programs. Currently all accredited programs are in the

U.S. While a handful of programs outside the U.S. have requested accreditation information, none have submitted a self-study or applied for review. To increase its international service, the Accreditation Committee will:

- Determine if there need be any changes in the accreditation process for international programs.

Part of the mission of accrediting qualifying programs involves the dissemination of information about accredited programs. The Accreditation

Committee has a wealth of information regarding programs that it considers exemplary, including course syllabi, reading lists, and program sequences, as well as program descriptions. In order to make these available to ABA members, the committee hopes to:

- Maintain a library of program syllabi from accredited programs to be disseminated upon request
- Maintain a library of completed self-studies and site-visit reports at the ABA offices, for possible dissemination upon request.

Another facet of the Accreditation Committee mission involves qualifying events and providers with regard to continuing education credits. ABA hosts a plethora of organizations dedicated to serving its membership, and the interrelationships between these organizations should be clear and coherent. The Accreditation Committee needs to make its greatest strides in this area, including:

- Establish a formal relationship between the ABA Accreditation Committee and the Behavior Analysis Certification Board.
- Coordinate with ABA's Education Board, whose mission is to develop, improve, and disseminate best practices in the recruitment, training, and professional development of behavior analysis.
- Work within ABA to assist with awarding CEUs at international, national, state, and local conferences and events.

A Special Thanks

The Accreditation process would not be possible without the professionals who generously donate their time and expertise to reviewing programs applying for ABA Accreditation. I'd like to give special recognition to those persons who have participated during my tenure (in alphabetical order): Steve Anderson, Paul Andronis, Darryl Bostow, Tim Hackenberg, Phil Hineline, Mark Mattaini, Nancy Neef, and Cathy Watkins. Sincere thanks to each of you, and to all the site visitors providing this professional service to ABA since the accreditation process began.

More information about the ABA Accreditation of Graduate Programs may be found on the ABA website (<http://www.abainternational.org/sub/behaviorfield/e>

ducation/accreditation), or by contacting Janet S. Twyman at janet@headsprout.com.

References

Guidelines for the Accreditation of Programs in Behavior Analysis (1993). Kalamazoo, MI: Association for Behavior Analysis.

Hopkins, B. L. (1991). ABA to begin accrediting graduate programs of studies in behavior analysis. *ABA Newsletter*, 14(3), 19-21.

Hopkins, B. L., & Moore, J. (1993). ABA accreditation of graduate programs of study. *The Behavior Analyst*, 16, 117-121.

Professional Affairs Forum at the 2003 ABA Annual Convention

By John W. Jacobson, Ph.D

In 2003 at the ABA annual convention, the Professional Affairs Committee will hold an open forum on professional issues. For many years, this committee has worked behind the scenes and collaborated both with the ABA Council and with other organizations to advance identification and solutions to professional concerns in applied behavior analysis. For 2003, the Committee will sponsor an open forum where members and attendees can voice their concerns regarding a wide variety of issues.

The Committee will prepare a report and propose actions to the Council and active members of ABA. Participants are encouraged to broach any issue of particular concern to them, both in applied and experimental behavior analysis. Some examples of topics that might be brought to the attention of the Committee are:

- Conflicts between behavior analysts and organizations that employ them.
- Specific ethical issues that arise in independent practice in behavior analysis and related training needs.
- Problems and advances in reimbursement of clinical and consultative services provided by behavior analysts.
- Emerging ethical issues in applied behavioral research.
- Developing an infrastructure for supported continuing education in states where an ABA affiliate is not located.
- Helping fellow behavior analysts to respecialize to serve new populations and groups for whom behavior analysis services are sought.

We encourage you to contact John Jacobson (jacobsjw@compuserve.com) and Michael Hemingway (Mike_Hemingway@dcf.state.fl.us), co-chairs of the Committee, or Jim Carr (jim.carr@wmich.edu), Board Coordinator, to indicate specific issues and concerns that might be brought forward for discussion and recommendations at the forum.

ABA Student Committee

By Matthew Tincani, Ph.D.

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

Student Representatives

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

Elect: Rachel Tarbox, M.A. (University of Nevada, Reno)

Past: Erin B. Rasmussen, Ph.D. (College of Charleston)

ABA 2003 in San Francisco

The Student Committee is planning several professional development events for the upcoming convention including topics such as grant writing, dissemination of behavior analysis, and school and career transitions. In addition, do not forget about the annual Student Social and Student Committee Business Meeting. Look for an e-mail listing all the student-oriented events closer to the convention.

Free and Reduced Convention Registration

- The Society for the Advancement of Behavior Analysis (SABA) sponsors free convention registration for available a limited number of first-author presenting students. Free registration is available on first come, first served basis.
- Student members of ABA may also volunteer at the ABA convention for reduced conference registration. Contact the ABA office (mail@abainternational.org) for more information.

Awards and Contests

The Autism SIG. Submission forms may be obtained at their annual Business Meeting.

Sidney W. and Janet R. Bijou Scholarship for work in child development and behavior analysis. Please contact the ABA office (mail@abainternational.org) for more information.

Human Operant SIG Paper Competition. Refer to their Web site (www.eahb.org) or contact Greg Madden (maddengj@uwec.edu).

Gerontology SIG Student Paper Award. For more information, contact Mark Matthews, Gerontology Center, 3050 Dole, University of Kansas, Lawrence, KS 66045.

Verbal Behavior SIG Student Paper Award. Contact Amoy Hugh Balter (Moykito@cs.com) for more information.

Student Representative Election

Student members will soon be receiving a ballot in the mail to nominate the next Student Representative to the

ABA Executive Council. In the spring, student members will be asked to vote for one of the nominees. Student participation in the election process is critical. The Student Committee encourages you to select a nominee and return the ballot to the ABA office.

Transition memberships

Have you recently graduated? If so, you may take advantage of ABA's transitional membership which is available at a reduced cost. Contact the ABA office for details.

Calling All Students !!!!

By Amoy-Kito Hugh, M.phil.

Who: The Verbal Behavior Special Interest Group of The Association for Behavior Analysis

What: Second Annual Student Research Competition

When: Call for Papers Deadline: November 16, 2002
Final Papers Due: April 15, 2003

We would like to invite students to submit proposals for the second annual student research competition. Research must be done in the area of verbal behavior. You are encouraged to submit experimental research studies. However, theoretical papers will be accepted. All proposals must be submitted by mail or e-mail no later than November 16, 2002. Proposals should be in the same format as submissions for the annual ABA conference. See the ABA call for papers San Francisco 2003 or check the ABA Web site for the standard format for submission of proposals. Attachments by e-mail must be in Microsoft Word Format or as a rich text document and may be sent to: moykito@cs.com with subject heading "SRC-Proposal"

or snail mail to:

Amoy-Kito Hugh, M.phil.
VB-SIG Student Research Coordinator
509 W 121 St. Suite 807
New York, New York 10027.

All final papers must be in standard A.P.A. 5th edition format. Monetary grants, subscriptions to *The Analysis of Verbal Behavior* (TAVB), membership to VB-SIG and other prizes will be awarded. Please see the upcoming ABA Newsletter for future reference and more information. There should be postings on the VB-SIG Web site shortly after the call for papers deadline. Good luck to all! We look forward to reading your proposals and your final papers. If you have any questions please direct them to moykito@cs.com with subject heading "SRC-Questions" Some of this years readers will include Drs. David Palmer, Yvonne Barnes-Holmes, Linda Hayes, Sigrid Glenn, Dr. Mark Sundberg, Carl Chenney and Dolleen Keohanne.

Behavior Analyst Certification Board Update

Gerald L. Shook, Ph.D., BCBA

The Behavior Analyst Certification Board® will administer examinations in 17 cities in the United States and in Cambridge, England on Saturday November 23, 2002. Spring 2003 administrations are scheduled for Saturday May 17 and immediately following the ABA Annual Convention in San Francisco. Individuals who are interested in having the examinations administered in their area in May, or who are interested in BACB® presentations at their conferences, should contact the BACB Executive Director.

The Behavior Analyst Certification Board has formed a new Professional Experience Workgroup to recommend refinements in the BACB experience requirements that candidates must meet to qualify for examination. It will be chaired by Ray Romanczyk (SUNY Binghamton) and will be composed of the following members: Bill Heward (Ohio State University), Lee Kern (Lehigh), Roy Mayer (Cal State Los Angeles), Jose Martinez-Diaz (Florida Tech), Jennifer Gillis (student representative), Michael Hemingway (State of Florida), and Jerry Shook (BACB). The Workgroup will request considerable input from practitioners, universities and consumers as an integral part of this process. Findings and recommendations will be reported at the May BACB Board of Directors' meeting.

As a result of the recent BACB initiative to update the certification examinations content, the Board of Directors has approved a new Third Edition Task List and increased coursework requirements for certification, both of which will go into effect with the Fall 2005 administrations. The BACB will be seeking qualified volunteers to continue the content development process and serve as item writers. The BACB is surveying representatives of universities with BACB approved course sequences to determine how the content in the Third Edition Task List will be allocated across the increased number of required courses.

In accordance with the Behavior Analyst Certification Board's Professional Disciplinary Standards, the BACB has been actively reviewing alleged Standards violations. Certificants should review the Standards regularly and are required to report any investigations, charges and convictions against themselves within the thirty days specified in the Standards. Similarly, the BACB is reviewing and stopping unauthorized uses of the BACB's trademarks. Unauthorized uses or misuses of BACB trademarks should be reported to Shook@BACB.com

The BACB is pleased to report that increased numbers of universities are applying for course sequence approval. The BACB recently has begun approving university course sequences that meet the coursework requirements for the Board Certified Associate Behavior

Analyst™ (BCABA®) examination. Universities with undergraduate (or graduate) course sequences are encouraged to review the application for approval and apply. The BACB continues to approve university graduate course sequences as meeting the coursework requirements for the Board Certified Behavior Analyst™ (BCBA®) examination. Applications for both levels of course sequence approval are available from the BACB at Shook@BACB.com. The BACB will not approve non-university course sequences.

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.

First Conference of the European Association for Behaviour Analysis

Parma, Italy

22nd – 25th July, 2003

Submissions of symposia, papers, posters, and workshops on any aspect of behaviour analysis are welcome.

We especially welcome submissions in the following areas:

- Applied Behaviour Analysis
- Autism and Developmental Disorders
- Basic Learning and Conditioning
- Behavioural Ecology and Animal Cognition
- Behavioural Genetics and Pharmacology
- Education and Precision Teaching
- Verbal Behaviour and Stimulus Classes

Deadline for submission of symposia, papers, posters, and workshops

1st December, 2002

Registration Fees

By 30th April, 2003: 100 Euros (60 Euros for students)

After 30th April, 2003: 150 Euros (90 Euros for students)

Contact: Phil Reed, President of EABA
(p.reed@ucl.ac.uk), Department of Psychology,
University College London, Gower Street, London,
WC1E 6BT, U.K., for further details.

News from ABA's Affiliated Chapters

The Association for Behavior Analysis of Argentina

By Marta Liscovich, M.S.

As we find ourselves in the middle of an institutional crisis unknown to the history of Argentina, similar to some countries where there are no such things as common rights or private property, the Association for Behavior Analysis Argentina (ABAA, a non-profit association) has not been left out of the difficulties caused by our politicians in both our educational and health systems, which has caused their collapse.

As the president of ABAA in Argentina, it is my interest that all our hard work results in the goals that were defined from the organization's creation, regardless of mistaken political actions. For that reason, I would like to present the work of a group of professionals from one of the most important health institutions: FLENI (Foundation in the Fight Against Child Neurological Disorders).

FLENI is a non-profit organization that provides health services for adults and children with neurological disorders. In January 2002, FLENI opened a center for child development to provide comprehensive interdisciplinary health and educational services to children and adolescents with developmental disabilities. From the beginning, one of the main goals behind the project was to provide the entire staff with basic knowledge about ABA and its applications throughout different disciplines including: neuropsychology, educational consulting, special education, speech and language therapy, physical therapy, occupational therapy, and nursing. This was achieved through a four month intensive seminar.

The center includes a special education school, which bases its pedagogy on ABA principles. Today the school has 17 students ages three through 13, with diagnoses including PDD, autism, mental retardation, and Angelman's syndrome. The school staff includes a psychologist, a child psychiatrist, three special education teachers who function as senior ABA specialists and supervisors, and ten educational assistants who are currently being trained in ABA principles and their use for special education in a one-year internship. There is also a clinic for children with disruptive behavior (aggression, SIB, property destruction, etc.) where behavioral assessments with functional and structural analysis and treatment are developed.

For all of you willing to know more about ABAA, please free to contact me at marlis@fibertel.com.ar

ABA Colombia: A Year of Leadership in Latin America

By Wilson Lopez-Lopez, M. S.

Over the past year ABA Colombia has developed a series of ambitious projects to boost the development of scientific psychology in Latin America. ABA Colombia and the Spanish College of Psychologists arranged the III Latin American Congress of Psychology, which was an emblematic event of the Peace Cultures and Non-violence Decennial of the United Nations and UNESCO 2001-20010. In addition and simultaneously, the acclaimed First Meeting of Latin American Psychology Faculties and Programs and the II Meeting of Latin American Psychology Journal Editors were held. In these events, ABA Colombia had the patronage of the Brazilian Federal Council of Psychology, the Argentinean Republic's Federation of Psychologists, the Chilean College of Psychologists, the Peruvian College of Psychologists, the Venezuelan Federation of Psychologists, the Mexican National Council for the Teaching and Research in Psychology, the Colombian Association of Psychology Faculties and the Colombian Association College of Psychology.

The Congress was attended by 1,300 people from 15 different countries. Sixty-one invited lectures were presented, 46 symposia, 94 topic sessions, 22 workshops, 36 posters and 19 audiovisual presentations for a total of close to 600 presentations in all areas of psychology.

The Latin American Federation of Psychology Faculties (FIAP) was created at the Congress, due to the efforts of ABA Colombia. Additionally, the Latin American Psychology Journal Editors meeting was attended by more than 15 editors of Spanish and Portuguese psychology journals. ABA Colombia has developed a project to create an index of scientific publications in these languages, which will be based on quality and not on the criterion of impact index by references. This index will be developed and supported by FIAP. An act of commitment was signed to develop the criteria of quality that will support the indexing process in the IBER INDEX.

The Deans Meeting was attended by representatives from more than 60 faculties of psychology in Latin America. As a result of this meeting, the Latin American Network of Universities in Psychology was created and the Act of Bogotá was signed. This act is an agreement to create guidelines for addressing such issues as accreditation, certification and homologation, research, and international cooperation agreements. The Network was endowed with US\$6,500 to develop a Web site.

The 1999 International Development Grant given by the Society for the Advancement of Behavior Analysis to ALAMOC – ABA Colombia rewarded the research of Federico Sanabria, today a student at Stony Brook; René Quiñones, student of the University of Nevada at Reno; Mónica Alzate, doctorate student at the University of

Santiago de Compostela, Spain; and Fredy Reyes, student at the University of Houston.

The success and impact of these events are the result of the serious and continuous efforts of ABA Colombia in the Latin American context, which has been acknowledged by individuals and organizations alike. This work represents a great effort for ABA Colombia because of the difficult situation within Colombia, and it implies a challenge to work and create a frame of reference to act and cooperate in different development scenarios to respond to the numerous problems within Colombia and the Latin American world.

These projects imply, in conclusion, an admission of a behavioral perspective within a non-behavioral environment, and this surely will pursue the opening of development fields for the analysis of behavior in Latin America again.

Behavior Analysis Association of Michigan

By James T. Todd, Ph.D.

The 16th annual convention of the Behavior Analysis Association of Michigan (BAAM) Convention was held over March 14-15, 2002 at the Eagle Crest Conference Center in Ypsilanti Michigan. Thanks to everyone, BAAM 2002 was one of the largest and most successful BAAM conventions yet. Approximately 300 people attended representing more than a dozen universities and colleges from half a dozen states and the Province of Ontario. Dozens of local and regional agencies and providers sent staff and administrators. Kurt Salzinger, APA Executive Director for Science, served as Keynote Speaker. Many other influential behavior analysts attended or presented. BAAM appreciates all of its attendees and presenters, but this year we are especially appreciative of the long-distance travelers who drove twelve hours or more to reach BAAM: Jerry Mertens and students from St. Cloud State, in St. Cloud Minnesota and Paul Andronis and crew from Northern Michigan University in Marquette, Michigan. A record number of posters overflowed from the poster area. This year BAAM also added Visa and MasterCard payment options.

BAAM will hold its 17th annual convention on March 20-21, 2003 at the Eagle Crest Conference Center next to the Ypsilanti Marriott. BAAM intends to continue to offer a mix of basic, applied, and theoretical presentations and workshops. It intends to enhance the convention with additional commercial exhibitor displays, an expanded poster session venue, and a larger book fair. BAAM has also significantly upgraded its website with a much faster server and new online features (go to: www.baam.emich.edu). Online program submission is available immediately; online convention registration to be activated shortly. In addition, BAAM plans to continue

to offer wireless internet access at the convention site and downloadable convention schedules in a variety of formats, including a version for PDAs. Visit the BAAM website for news of next year's keynote speaker.

Asia: Promising Region for Behavior Analysis

By Naoko Sugiyama, M.A.

On August 22-24 of 2002, The Japanese Association for Behavior Analysis (J-ABA) proudly held the 20th annual convention at Nihon University in Fujisawa. For these 20 years, J-ABA has made great strides: The number of members has increased from 161 to 559, the number of convention presentations has increased from 9 to 66, and the budget has increased from \$8,000 to \$50,000.

At the 20th anniversary meeting, the J-ABA decided to expand activities not only nationally but internationally. We developed a special symposium¹ with leading behavior analysts from Asian countries, in which we discussed the history and future of behavior analysis in Asia. The purpose of that symposium was twofold: to disseminate behavior analysis in Asian countries and to establish an Asian league of behavior analysis in future.

Representatives from four Asian countries including Japan were invited to the symposium². Dr. Wei-Chen Lan, Associate Professor of Special Education at Taipei Municipal Teachers College, offered an overview of behavior analysis in Taiwan. In Taiwan, behavior analytic research started in 1972 when several educators wrote articles on behavior therapy and behavior modification. Since then, more than 40 books and 80 articles in applied behavior analysis (all written in Chinese) have been published. There are educational courses of applied behavior analysis and behavior modification in teacher preparation programs and 12 teachers colleges have given workshops, seminars, and conferences in behavior analysis for in-service teachers.

Dr. Joon Pyo Hong, Professor of Child Development at Chung-Ang University and Vice President of Korean-ABA, offered the history of behavior analysis in Korea. The Korean Institute for Research in the Behavior Sciences (KIRBIS) was established in 1968 and was the academic origin of behavior analysis in Korea. In 1972, Dr. Sung Jun Lee, who received his Ph.D. with Don Baer from the University of Kansas, started the Child Guidance and Counseling Center under the umbrella of KIRBIS, which initiated behavior analysis research in Korea. Since then, applied behavior analysis in various fields has spread, and Korean ABA was established in 1997. However, Dr. Hong pointed out that behavior research in Korea is still not sufficient in spite of long-term efforts by the KIRBIS and Korean-ABA, because of a lack of sufficient university programs to train behavior analysts.

China has the longest cultural history, but it is one of the youngest in the history in behavior analysis. David Peng, the father of a child with autism and the representative from Chinese-ABA, described efforts to bring behavior analysis to China and requested assistance for Chinese

professionals to be trained in behavior analysis to treat children with autism in the country. (see the ABA Newsletter, Vol.25, No.2.)

Dr. Shigeo Kobayashi, Professor of Special Education at Kibi International University, offered the history of behavior analysis in Japan and outlined three problems still to be solved in the special education field there.

This was the first opportunity for us to share information of the history and the current status of behavior analysis in each country, although we are close geographically. The symposium made clear that we already have quite a few behavior analysts in Asian countries who have been conducting fruitful activities over the years, although they do not necessarily belong to ABA International. All the participants in the symposium requested that the next step be to continue to exchange information, attend conventions in other countries, and establish Asian-ABA in the future. Behavior analysis in Asia is promising.

Note 1: This symposium was supported by the ABA International Development Grant.

Note 2: Their full-length papers will be appeared in a memorial issue of *Japanese Journal of Behavior Analysis* (Volume 17, No.2). For further information, please contact Mr. Naoki Yamagishi at j-aba@komazawa-u.ac.jp.

Georgia ABA

By Coby Lund, Ph.D.

During the past year, a new state ABA chapter was formed in Georgia (GABA). This was undertaken because of the growing number of behavior analysts in the state and an increasing awareness of the need for behavioral services. This summer, a small group of these behavior analysts met and selected initial officers: President—Laura Fredrick (Georgia State University), Vice President—Meeta Patel (Marcus Institute), and Secretary/Treasurer—Coby Lund (Integrated Behavioral Solutions).

These officers met in June to outline the mission for GABA and develop an agenda for the year. Based on the feedback of ABA members in Georgia, a group of initial objectives was established. GABA is intended to provide: (1) a professional network and resource for behavior analysts in Georgia; (2) a forum for members to collaborate, disseminate recent research, share ideas, and discuss needs; (3) a voice to promote the ethical and effective use of behavior analysis; (4) a resource for those seeking ABA services in Georgia; (5) the organization of an annual regional ABA conference; and (6) a provider of continuing education for professionals in Georgia.

Membership is continuing to grow, and a website for GABA is currently under construction (www.georgia-aba.com). Questions, comments, and/or feedback should be directed to Coby Lund at CobyLund@aol.com.

New York ABA

Helen Bloomer, Ph.D.

The NYSABA 12th Annual Conference was held on October 10 & 11 in Saratoga Springs, New York. The theme was "Recognizing Differences, Acknowledging Similarities: Celebrating Our Commitment to Science". This title recognizes that under the "umbrella" of Science of Behavior, we find many different strategies, perspectives, and philosophies. In addition to the annual conference, NYSABA co-sponsors regional conferences throughout the state.

In January, the executive board defined long and short term goals for the organization. These included: state wide recognition of behavior analysts certification, dissemination of behavior analysis throughout the state, increasing membership, and expanding the continuing education opportunities for state conferences. The NYSABA board met on six occasions and is happy to report 80% of the targeted goals have been successfully achieved. Attendance, participation and good ideas were tangibly and socially reinforced; bad ideas were put on extinction! These practices, once again, have proven to be successful at the organizational level.

Swedish ABA

By Kenneth Nilsson, M.S.

At the conference in New Orleans in 2001 SWABA was granted affiliated chapter status within ABA. Numerous "virtual members" renewed their memberships and an additional 20 signed up as virtual members at the conference. Several SWABA members attended the first European ABA conference in Venice November 28-30, 2001. SWABA is participating in discussions concerning the creation of a European Association for Behavior Analysis. The Swedish Association for Behavior Analysis (SWABA) was represented at 28th Association for Behavior Analysis Conference in Toronto in May, 2002, presenting a poster at the International Expo.

Seminars/meetings for members were held in June and October, 2001. In June, Professor JoAnne Dahl held a seminar on Acceptance and commitment therapy. In October, members were given an opportunity to view a video-taped interview with Professor Nathan Azrin.

Two issues of the SWABA newsletter, SWABA-nytt, were produced and distributed during 2001. SWABA-nytt is written in Swedish with an English summary. SWABA is the first ABA chapter to distribute its newsletter (as a .pdf file) to ABA and other ABA affiliate chapters. SWABA has registered the domain name www.swaba.org and the web-site is now on-line. The organization will be co-organizing a World Conference on ACT, RFT, and the New Behavioral Psychology to be held in Linköping, Sweden August 13-17, 2003. Visit www.swaba.org to get up-to-date information on the conference.

News from ABA Special Interest Groups

Behavioral Gerontology SIG

By R. Mark Mathews, Ph.D.

The mission of the Behavioral Gerontology Special Interest Group of the Association for Behavior Analysis is to improve the quality of life of older people by: encouraging basic research that leads to a better understanding of aging processes and issues; encouraging applied research that leads to effective service, care, and treatment practices; encouraging OBM research that leads to continuous improvement in service delivery systems; and, encouraging behavior analysts to become more involved in developing and disseminating innovative behavioral approaches. We are currently creating a new web page for the SIG that includes a membership listing, archives of previous SIG newsletters, news of employment and funding opportunities in behavioral gerontology, discussion forums, a reference database of empirical and discussion articles relevant to behavioral gerontology, and links to other relevant web sites. Steve Enge is constructing website and has made it available to all SIG members.

Linda LeBlanc plans to distribute the first issue of the bi-annual Behavioral Gerontology SIG newsletter under her editorship in October. The newsletter will be e-mailed to all current SIG members and posted on the SIG web site.

Each year, the SIG awards a cash prize to the best student presentation of behavioral gerontology research at the annual ABA conference. We look forward to many innovative research presentations at the San Francisco meeting.

Experimental Analysis of Human Behavior SIG

By Gregory J. Madden, Ph.D. & Cynthia Pietras, Ph.D.

The EAHB-SIG was founded to promote laboratory research investigating the determinants of human behavior. To this end, the SIG maintains an on-line journal, *The Experimental Analysis of Human Behavior Bulletin*, which may be accessed at www.eahb.org. The journal publishes primarily brief reports of original empirical findings, technological innovations, novel data-analysis and collection procedures, and descriptions of research in progress. The SIG also holds an annual student paper competition for undergraduate and graduate students conducting basic research with human subjects. Student submissions receive journal-style peer reviews. Student awardees are invited to present their work at the ABA convention where they are given a handsome framed award. Last year's award recipients were Holly Smith Schomer (UNC-Wilmington; faculty mentor: Carol Pilgrim) and Robert Whelan (National University of Ireland, Maynooth; faculty mentor:

Dermot Barnes-Holmes). Further details about the student paper competition may be obtained at our website. The EAHB-SIG welcomes new members to our annual meeting held each year at ABA. Membership information may be found at our website.

Instructional Design SIG

Guy Bruce, Ph.D.

Our SIG is in its second year of existence. Members presented several symposia on instructional design issues at the recent ABA convention in New Orleans. Many of the papers described methods for the design, delivery and evaluation of distance learning.

The group made several decisions at our business meeting during the New Orleans ABA. 1) We will continue to call ourselves the Instructional Design SIG. 2) We will remain separate from the Teaching Behavior Analysis SIG, but work closely with its members on common projects. One of these projects is a book on effective teaching technologies, which Daniel Moran and Richard Malott will be editing. 3) We decided to set up a listserv for our members. Patrick Williams has created that listserv and it is open to anyone interested in instructional design problems and solutions. If you would like to subscribe to the listserv, send an e-mail to our webmaster, Patrick Williams. He may be reached at williamsp@uhd.edu.

Our proposals for ID presentations at the upcoming ABA will include a panel discussion of variables that affect learning efficiency, a progress report on an instructional design project to improve the health of people with learning difficulties, a symposium about the design and evaluation of a new distance learning program for a masters in behavior analysis, and a poster on using data on student learning to improve the design of undergraduate behavior analysis courses.

Interbehaviorists SIG

By Jennifer Thomas, M.S. & Heidi Landaburu, M.A. The Interbehaviorist Special Interest Group of the Association for Behavior Analysis promotes discussion, development, and organization of basic assumptions, theories, and methods pertaining to Interbehavioral Psychology. This science was originally developed by J. R. Kantor. Interbehaviorism promotes a contextualistic, integrated-field approach to the natural science of behavior.

The goals of dissemination and renewed interest will be addressed by way of some specific endeavors. The first of these includes an invited article on the Interbehavioral list-serve. The list-serve is a forum for discussion and information on issues related to Interbehaviorism, which was initiated by Dennis J. Delprato at Eastern Michigan University in 1998.

In addition, a newsletter, *The Interbehaviorist*, which was first published in 1970 under the editorial direction of Noel W. Smith at the State University of New York at Plattsburgh, facilitated the dissemination and interest of these same issues. The last issue of the newsletter was published in 1998, at the University of Nevada-Reno under the editorial direction of Linda J. Parrott Hayes, Debra W. Fredericks, and Mark A. Swain. Other editors included Ronald G. Heyduk from Hartwick College and Edward K. Morris from the University of Kansas. We are excited to announce its reintroduction this year.

Anyone interested in information regarding Interbehaviorism should visit Kantor's web site (<http://web.utk.edu/~wverplan/kantor/kantor.html>), visit the web-based discussion forum (<http://list.emich.edu/mailman/listinfo/ib-l>), or contact Jennifer Thomas (thomasjl@unr.edu).

Society for the Quantitative Analyses of Behavior (SQAB)

Mathematics, concepts and data

By Armando Machado, Ph.D.

This past summer, I had some time to read Galileo's *Two new sciences*. Written while the Italian scientist was under house arrest following his trials and tribulations with the Inquisition, and published only posthumously, this masterpiece describes in vivid dialogue form Galileo's discoveries concerning motion -- uniform and accelerated, straight down or along an inclined plane. Perhaps his three greatest achievements were a clear enunciation of the principle of inertia, the law of free fall, and the resolution of projectile motion into its horizontal and vertical components. At the end of the book, I was amazed by the depth of Galileo's intuitions, the clarity of his concepts, the breadth of his knowledge, and the usefulness of mathematics in the burgeoning science of Physics. On more than one occasion, the book gave me chills.

The fecundity of mathematics in Galileo's hands rested on clear conceptions and solid experiments, for impeccable mathematics cannot foster scientific progress when they are predicated on confusing concepts or applied to peccable data. There is more than one lesson here for all of us who use, teach, or advocate quantitative languages for understanding the behavior of organisms.

First, quantitative concepts have qualitative ancestors. The evolution of scientific knowledge is a process of variation and selection in which quantitative concepts emerge at relatively late stages from the clarification, differentiation, and refinement of their qualitative precursors. Oblivious to history, some researchers eliminate interesting phenomena from their research agenda simply because the variables that influence these phenomena cannot yet be measured, the functions relating them to those variables cannot yet

be expressed mathematically, or the processes that underlie them cannot yet be modeled. But to do so only condemns their science to sterility.

Second, theoretical precision cannot be imposed by mathematics alone. When we report correlation coefficients to four decimal places, we forget that the approximation to truth cannot be greater than the uncertainty surrounding the measurement circumstances of the moment.

And third, mathematics should not be used to hide ignorance or to promote sophistry and nonsense. In some cosmologies, fire and water are treated as opposites. However, when an anthropologist expresses this idea by means of mathematical symbolism and writes that $\text{fire} = \text{water}^{-1}$, he is not writing a true or false equality, only a literally meaningless statement. I am afraid much the same happens when the everyday concept of attention -- rich in disparate meanings, often ambiguous, sometimes deceptive -- is equated to the activation of a node in a neural network. Procrustes may joyfully exclaim "It fits!", but only at the cost of slowly bleeding to death his footless or headless patient.

More than once I have been asked by colleagues whether their qualitative research would be appropriate for meetings of the Society for the Quantitative Analyses of Behavior (SQAB). My answer is always that members of SQAB appreciate primarily good research on the broad topics of behavior and learning, human or animal, and only secondarily good quantitative research. True, the mission of the society is to foster the mathematical analyses of behavior, but in many domains of our science such fostering consists of improving through explication and discussion the qualitative concepts that in time will beget the quantitative ones.

The 2003 meeting of the Society for the Quantitative Analyses of Behavior will be organized by Randolph Grace, who is the new program chair, with the assistance of Darlene Crone-Todd, program coordinator. I (Armando Machado) will preside, following in Peter Killeen's footsteps. Michael Commons and Patrice Miller continue as Secretary/Treasurer & Newsletter editor. The main theme of the meeting will be the relationship between behavioral theories of choice and current research in human judgment and decision making. The proceedings will be published in the journal, *Behavioural Processes*. Abstracts of presentations of all previous meetings are available on the SQAB website (<http://sqab.psychology.org>), founded and maintained by Bill Palya and Don Walter.

The Scope and Purpose of the Sports, Health, and Fitness SIG

By Michael A. Kirkpatrick, Ph.D.

The ABA special interest group (SIG) Sports, Health, and Fitness (also known as B-FIT) is concerned with understanding the operation of principles of behavior in health, sport and fitness. Though pleased to organize workout sessions at the ABA annual meeting, we are much more than a fitness club. Naturally, we are interested in interventions to enhance individual athletic performance. However, many members' activities are primarily focused on accelerating fitness behaviors and promoting exercise adherence among us "regular folk" striving to stay healthy, without

necessarily having Olympic aspirations. Since exercise can significantly and favorably impact obesity, hypertension, arteriosclerosis, and stress, exercise adherence is an important outcome objective in its own right. Additionally however, we are interested in ways in which sport and fitness behaviors may illustrate or test fundamental behavioral principles. For example, does exercise adherence fail because of extinction, a failure of transfer and generalization, or changing establishing operations? Do athletes have anything to teach us about self-management, goal-setting, or stress tolerance? How can we make coaching of youth sports more effective? Our current goals include organizing a conference workshop, increasing the number and variety of workouts, facilitating research collaboration among SIG members, and reaching out to other groups sharing some our interests such as life-span health and fitness (DEV), verbal control of athletic behavior (VRB), performance management (OBM), basic behavioral processes underlying athletic performance (EAB), and interventions for special populations (AUT). To join or place an inquiry, please contact Michael A. Kirkpatrick, SIG Chair, at Kirkpami@wesley.edu or 302-736-2457.

Standard Celeration Society SIG

By Abigail B. Calkin, Ph.D.

In May 2002, the *Journal of Precision Teaching & Celeration* came out under its new editor, Richard M. Kubina. The current issue includes articles on measuring reading, on teaching communication skills to autistic children, and using free operants to teach piano. Its new format includes some charts printed in blue with the data in black, charts looking remarkably similar to the paper chart with the hand-drawn data. Also in print form, the Standard Celeration Society now has a newsletter, under the editorship of Morten

and Kristine Haugland. The first issue will be available fall 2002.

The Toronto convention included four workshops, three invited addresses and about 20 presentations on Standard Celeration Charting. At the SIG meeting in Toronto, we announced that John Eshleman would be the new webmaster, replacing Rich Anderson. We offered many thanks to Rich for his several years of work as our webmaster. Also available at the SIG meeting were the new Standard Celeration Society By-Laws. These are available from Abigail Calkin at abicalkin@aol.com.

The fifteenth Precision Teaching conference takes place in Harrisburg, PA, November 8 and 9, 2002, under the direction of Richard Kubina. For additional information about the conference, contact Kubina at rmk11@psu.edu. We anticipate about 400 attendees.

Our listserv, SClistserv@lists.psu.edu, now displays the Standard Celeration Chart, a wonderful new addition thanks to the work of Scott Born. The listserv presentations of charts enable people to see, respond to and discuss behavior change techniques with the charted data on line. The listserv has about 200 members with daily posts from about 2 to 10 messages.

Teaching Behavior Analysis SIG

By DJ Moran, Ph.D.

The Teaching Behavior Analysis Special Interest Group (TBA SIG) has had an extremely active year. During our annual meeting in Toronto, the SIG agreed that editing a book focusing on behavior analysis's contribution to empirically supported methods for education would make for an important professional endeavor. Dick Malott and D.J. Moran have agreed to co-edit the publication. A few chapters have already been submitted, but more contributions are certainly welcome (ex. Direct Instruction, Precision Teaching, PSI).

This Call for Chapters is the first step in the process of compiling a book that we believe will be an important contribution to the future of education. The main theme of the book is for researchers and educators to explain the innovative methods being used in pioneer education settings. The aim is to develop a compendium of education methods supported by data. The main audience will be behavior analysts, academics, future and current teachers, school administrators, and parents that are interested in methods of instruction that are more efficient and effective than the status quo routine. The focus will be mainstream education, but will also include graduate education, employment training, and special education populations.

Behavior analytic concepts and methods of teaching must be disseminated to a wider audience. Please consider contributing to this book. I look forward to

hearing from you to develop your chapter ideas. Contact me at Daniel.Moran@valpo.edu or call 219-464-6941

The TBA SIG also changed leadership this past May, and the current SIG chair is Patrick Williams from the University of Houston – Downtown. Pat has started an email discussion list dealing with the teaching of behavior analysis. Anyone may subscribe to the list by sending an email message to:

LISTSERV@LISTSERV.DT.UH.EDU

The body of the message should say:

SUBSCRIBE TBA-L FIRSTNAME LASTNAME

You may also visit TBA's web site at <http://academic.dt.uh.edu/~williams/tba>.

The SIG and the list serve are very busy, and we hope you will join us in our shared vision of developing the best practices of teaching behavior analysis.

Verbal Behavior SIG News

By Bill Potter, Ph.D.

The annual VB SIG meeting was held at the Toronto ABA, with about 50 people in attendance – one of our largest meetings! During the meeting our first student awards for VB research were presented by the student liaison and student coordinator, Amoy Balter. The award was given to:

Caio Miguel (Western Michigan University)

And honorable mentions to:

L. Kimberly Epting (Auburn University)

Anjalee Sriram Nirgudkar Teachers College Columbia University)

Lynn Yuann (Teachers College Columbia University)

If you are interested in entering in the competition, contact Amoy at Moykito@cs.com. She will be organizing the next contest, with awards announcements to occur at ABA in San Francisco.

This year we also put out a mailing to promote *The Analysis of Verbal Behavior*. We mailed over 3,000 letters to ABA members promoting the journal. We are hopeful that the subscription rate will increase, as well as submissions to the journal as it gains more visibility. Submissions should be sent to:

Sam Leigland Editor, TAVB
Department of Psychology
Gonzaga University
Spokane, WA 99258-0001

Or, email Sam at: leigland@gonzaga.edu.

Contact ABA to subscribe to the journal, or to purchase a subscription for someone who could benefit from the journal.

Matt Normand and Mike Hixson will be working on putting together the Newsletter this year. Matt, the editor, can be reached at

normand@darwin.psy.fsu.edu. Old issues can be viewed on the SIG's website at www.vbsig.org.

We are still soliciting presentations and other materials for the SIG Website. If you have such materials feel free to email them to wpotter@athena.csustan.edu. Also send along a cover email or letter that gives the SIG permission to post the materials on the website.

This year we are hoping to establish some collaborations with other SIGs and organizations interested in verbal behavior, such as the Autism SIG. We will discuss this and other VB business at the ABA convention in San Francisco. Come visit!

If you need to pay your dues, or would like to contribute to the efforts of the VB SIG, please send your contribution to our treasurer, David Reitman at:

Center for Psychological Studies
3301 College Ave.
Nova Southeastern University
Fort Lauderdale, Florida, 33314

Dave's email is reitmand@nova.edu

Dues for full members are \$10 for one year and \$5 for students.

Opportunities for Behavior Analysts

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

Western Michigan University, Department of Psychology, seeks applications for a tenure-track position at the assistant professor level in industrial/organizational psychology to begin Fall 2003, pending budgetary approval. A doctorate in psychology or a related discipline is required. Preferred requirements include a behavioral orientation with emphasis in performance management, consultation, and behavioral systems analysis or in instructional systems design, programmed instruction, and web-based training. The development of externally funded research is expected. Western Michigan University is a student centered research university that is classified by the Carnegie Foundation as Doctoral/Research University-Extensive. WMU is an equal opportunity/affirmative action employer and encourages applications from underrepresented groups. Send letter of application, vita, statement of research plans, statement of teaching experience and philosophy, official transcripts of graduate education, and three letters of reference to: R. Wayne Fuqua, Chair, Department of Psychology, 1903 W. Michigan Avenue, Western Michigan University, Kalamazoo, MI 49008-5439. FAX: 269-387-4550; EMAIL: r.wayne.fuqua@wmich.edu. Review of applications will begin November 15, 2002 and continue until the position is filled. For information about Western Michigan University and the Department see: www.wmich.edu/psychology.

Ph.D. Traineeships in Special Education at The Ohio State University Available for 2002-2003 The Ph.D. program in special education at Ohio State University prepares leadership personnel whose teaching and research are guided by the philosophical, scientific, and technological principles of applied behavior analysis. A grant from the U.S. Department of Education will provide financial support for s Ph.D. students who enroll and begin the program Autumn Quarter, 2002. Each trainee will receive full waiver of tuition and fees plus a stipend of approximately \$12,000 for the first 12 months of study. Doctoral students earn support during their second and third years of the program by working as a Graduate Research or Teaching Associates.

CURRICULUM - The curriculum is comprised of required and elective courses, special topic seminars, involvement in three original applied research studies prior to the dissertation, a 200-hour summer internship, supervised teaching and advising at the university level, and a variety of non-credit requirements (e.g., co-advising masters students' thesis research) to develop each student's knowledge and skills across six competency areas: (1) conceptual analysis, (2) research and scholarship, (3) design and application of educational interventions, (4) professional communication, (5) administration and collegial relations, and (6) teaching

and advising. The faculty's philosophy of advanced graduate training, the program's objectives, student competencies, and featured curriculum components are described in: Heward, W. L., Cooper, J. O., Heron, T. E., Gardner III, R. & Sainato, D. M. (1995). Training leadership personnel for special education: The Ohio State University doctoral program in applied behavior analysis. *Teacher Education and Special Education*, 18, 192-204.

PREREQUISITES - To be considered for admission to the Ph.D. program, an applicant must: (a) hold a masters degree in special education or a closely related discipline (e.g., adaptive physical education, psychology); (b) have at least 3 years relevant professional experience; (c) be able and willing to commit to an intensive, 3-year program of full-time study; and (d) have the desire to obtain a leadership position in special education. To be considered for autumn 2002 admission, applications must be received by January 1, 2002.

FOR MORE INFORMATION - Questions about the program or requests for an application packet should be sent to: Bill Heward, Special Education Program, School of Physical Activity and Educational Services, The Ohio State University, 373 Arps Hall, 1945 N. High St., Columbus, OH 43210-1172. Phone/Voice: (614) 292-3348. E-mail: Heward.1@osu.edu.

Assistant Professor, Eastern Michigan University: Tenure Track position beginning Fall 2003 for Ph.D. in Psychology with specialty in Clinical Behavior Analysis and/or Behavior Therapy in a program that integrates Applied Behavior Analysis and Behavior Therapy. Requires Ph.D. from an APA accredited program, internship in APA accredited setting, and eligibility for Michigan licensure in psychology. Faculty member will participate in new doctoral program that builds on existing terminal M.S. programs in Clinical and Clinical Behavioral Psychology. Doctoral program integrates the two perspectives, as well as allows specialization in either track. Program emphasizes the scientist-practitioner training model, as well as organizational management, program development, and evaluation training. Department began accepting doctoral students in Fall, 2001, while continuing highly successful terminal M.S. Programs. Applicants should have: a) training, research and expertise in behavioral assessment and functionally-derived behavioral intervention procedures; b) skill in presenting fundamental conceptual framework of behavioral psychology; c) active participation in ABA and/or AABT; and d) publications in journals such as JABA, Behavior Therapy, JBT&EP or Behavior Modification. Successful applicants will be expected to play a major role in M.S. and Ph.D. programs and also to contribute to the undergraduate program. Competence in supervising graduate students in clinical field placements and on dissertations desirable. Preference given to

candidates with expertise in organizational behavior management and/or behavioral systems as applied to mental health delivery. Screening begins on or about December 1 and will continue until finalist selected. To apply, send a letter outlining qualifications, a vita, and three letters of reference to Posting #F0321, Eastern Michigan Univ., 202 Boone Hall, Ypsilanti, MI 48197. EMU enrolls approximately 24,000 students in over 100 programs. The Psychology Department has approximately 550 undergraduate majors, Masters programs in Clinical, Clinical Behavioral, and General Psychology, and a new Ph.D. program in Clinical Psychology. EMU offers an outstanding benefits package and a competitive salary, as well as a collegial work environment. The 22 full-time faculty members are active researchers with diverse interests who emphasize a teamwork-mentorship model of clinical training. Faculty have access to a wealth of research assistance and institutional support (40 doctoral fellows will be funded for four years including tuition waiver). The EMU campus is located in the Ypsilanti/Ann Arbor community, five miles from downtown Ann Arbor and 35 miles west of Detroit, MI and Windsor, Ontario. We encourage women and members of minority groups to consider this opportunity and to identify themselves when applying. EMU is an Equal Opportunity Employer.

Behavior Analysts Consider an opportunity that offers you everything you ever dreamed of:

- Fully paid housing of your own choice*
- An extra \$40/day for every day worked
- Paid trip home once every three weeks
- Flexible forty-hour work week
- Very competitive compensation (\$35/Hr
- Optional benefit plan
- Free rental car
- Program free of managed care/productivity issues

Liberty Healthcare corporation has immediate openings for Masters Level Behavior Analysts to work in a residential facility, serving people with developmental disabilities. Experience performing functional assessments, developing treatment plans, and training direct-care staff is essential. The Program is located near North Vernon, Indiana, 1-1/2 hours south of Indianapolis. For more information regarding this challenging and rewarding opportunity....

Contact Yehudis Herzka at (888) 439-1440 or (800) 331-7122. E-mail: yehudisg@libertyhealth.com or fax resume to (610) 668-7689. Visit our Web site at: www.libertyhealthcare.com. EOE

*Housing can include a furnished home plus utilities as long as it does not exceed our generous allowance.

Psychologist (Doctoral) Positions in Behavioral Residential Treatment Setting The Judge Rotenberg Educational Center (JRC) is a fast-growing, highly structured program located within commuting distance of both Boston and Providence that serves adolescents and adults presenting a wide array of challenging conduct.

JRC's unique program is based on consistent application of a wide range of effective behavioral principles. Staff training and performance are managed along behavioral lines. JRC now serves 135 students who live in 24 community residences. Due to expansion, JRC is seeking additional Psychology staff to deliver and oversee behavioral treatment at both its residences and educational sites. Opportunities currently exist for full-time psychologists who are committed to the behavioral model. Features include attractive salary (\$65,000-\$70,000), negotiable hours, excellent benefits, and a happy, motivated environment. Send your resume to: P.Gair@judgerc.org, or Ms. Paula Gair, JRC, 240 Turnpike Street, Canton, MA 02021, or fax (781) 828-2804. Visit our Web site at www.Judgerc.org.

CLINICAL CONSULTANT Manitoba ABA Program/ St Amant Centre Clinical Consultant(s) needed for an Applied Behavior Analysis (ABA) Program for children with autism. A permanent preschool ABA program in Manitoba Canada has recently received government funding and will allow St. Amant Centre, with the support of Manitoba Families for Effective Autism Treatment (MFEAT) to begin implementation in September 2002. As a result, permanent and part-time positions for Clinical Consultants are available. Clinical Consultants are employees of St. Amant Centre – a major, multi-program residential and resource centre for Manitoba children and adults with cognitive disabilities. The position requires a Masters or Doctoral degree in psychology with a specialization in applied behavior analysis and its application to the treatment of children with autism. The successful candidate will have excellent inter-personal and communication skills, a strong interest in teamwork and service partnerships and must qualify to register with the Psychological Association of Manitoba. The existence of the ABA program is complemented by the creation of a new ABA graduate level program and a continuing education ABA certificate program through the University of Manitoba. This will provide Clinical Consultants with the opportunity to network with other professionals in the field and is an excellent opportunity for those desiring to influence the structure and expansion of a new, authentic ABA service in the province. Successful candidates will be required to provide a satisfactory Criminal Record Check and Child Abuse Registry Check. Salary will commensurate with qualifications. The Centre offers a comprehensive benefits package. Please direct resumes and inquiries to: Human Resources, St. Amant Centre, 440 River Road, Winnipeg, Manitoba Canada, R2M 3Z9, Fax: (204) 254-3768. We thank all applicants in advance for their interest in the St. Amant Centre; however, we will be in contact with only those who will be participating in an interview. For more information contact Jill Franchuk at (204) 256-4301 ext 467.



Sidney W. & Janet R. Bijou Fellowship

Society for the Advancement of Behavior Analysis

Application Deadline: March 1, 2003

Origin

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

Fellowship Objective

The objective of the Sidney W. and Janet R. Bijou Fellowship Program is to enable 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 \$3,000. The recipient may apply for renewal of the Fellowship for one additional year.

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.

Professional Commitment

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

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 education, in which there are a sufficient number of behaviorally oriented faculty members to sponsor and supervise research in child development.

Geographical Constraints

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

Other Constraints

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

Selection Procedure

The SABA Board of Directors constitutes the Fellowship Selection Committee. The SABA Board consists of the full members of the ABA Executive Council and 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*.

Application Procedure

Application Documents

Those students who are interested in applying for the *Sidney W. and Janet R. Bijou Fellowship Program* should submit the following documents to the SABA office:

- A résumé or curriculum vitae.
- 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 in child psychology with instructors' names, and a list of topics in child psychology being currently investigated, if any.
- A transcript or other record of GPA.
- Two letters of recommendation.

Deadline for Submissions

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

For More Information Contact

Sidney W. and Janet R. Bijou Fellowship Program
Society for Advancement of Behavior Analysis
1219 South Park Street
Kalamazoo, MI 49001
Telephone: (269) 492-9310
Fax: (269) 492-9316
E-mail: mail@abainternational.org



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

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 3002-2004 the Fellowship will provide a grant of \$2,000. The recipient may apply for renewal of the Fellowship for one additional year.

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.

Professional Commitment

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

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.

Other Constraints

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

Selection Procedure

The SABA Board of Directors constitutes the Fellowship Selection Committee. The SABA Board consists of the full members of the ABA Executive Council and 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.

Application Procedure

Application Documents

Those students who are interested in applying for the SABA Experimental Analysis of Behavior Fellowship Program should submit the following documents to the SABA office:

- A résumé or curriculum vitae.
- 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 in the experimental analysis of behavior with instructors' names, and a list of topics currently being investigated, if any.
- A transcript or other record of GPA or grades.
- Two letters of recommendation.

Deadline for Submissions

Fellowship applications for the 3002-2004 academic year must be received at the SABA office by March 1, 2003.

For More Information Contact

SABA Experimental Analysis of Behavior Fellowship
Society for Advancement of Behavior Analysis
1219 South Park Street
Kalamazoo, MI 49001

Telephone: (269) 492-9310

Fax: (269) 492-9316

E-mail: mail@abainternational.org

ABA Membership Information

Membership Fees for International Members

ABA offers discounted fees for international members who live in countries with 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 75-100% of the US'

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, & Spain)

Category C fees are for members in countries with income per capita between 25% and 50% of the US'. (Argentina, Greece, Korea)

Category D fees are for members in countries with income per capita <25% of the US'. (Bolivia, Brazil, China, Colombia, Costa Rica, Jordan, Mexico, Peru, Portugal, Russia, Turkey, & Venezuela)

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. 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 27. These countries are: **Argentina, Bolivia, Brazil, China, Colombia, Costa Rica, France, Greece, Italy, Jordan, Korea, Mexico, New Zealand, Peru, Portugal, Russia, Saudi Arabia, Singapore, 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 25. 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 maril@abainternational.org or by fax at (269) 492-9310.

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 *Convention Program Book*, 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 for persons 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.

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 2002 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 Fee Category A
 Association for Behavior Analysis: An International Organization
<http://www.abainternational.org>
 Mail form and payment to: 1219 South Park Street; Kalamazoo, MI 49001
 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: _____

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"/> \$254.00	<input type="checkbox"/> \$737.00
SUPPORTING	<input type="checkbox"/> \$138.00	<input type="checkbox"/> \$400.00
FULL	<input type="checkbox"/> \$104.00	<input type="checkbox"/> \$291.00
AFFILIATE	<input type="checkbox"/> \$104.00	<input type="checkbox"/> \$291.00
EMERITUS	<input type="checkbox"/> \$41.00	<input type="checkbox"/> \$115.00
STUDENT	<input type="checkbox"/> \$41.00	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$36.00	<input type="checkbox"/> \$101.00
STUDENT TRANSITION*	<input type="checkbox"/> \$59.00	<input type="checkbox"/> \$246.00

*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 28 under "**Voting Member Status Determination.**" You may take advantage of this special rate once.

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.**

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"/> \$127.00	<input type="checkbox"/> \$610.00
SUPPORTING	<input type="checkbox"/> \$78.00	<input type="checkbox"/> \$340.00
FULL	<input type="checkbox"/> \$60.00	<input type="checkbox"/> \$247.00
AFFILIATE	<input type="checkbox"/> \$60.00	<input type="checkbox"/> \$247.00
EMERITUS	<input type="checkbox"/> \$28.00	<input type="checkbox"/> \$102.00
STUDENT	<input type="checkbox"/> \$28.00	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$23.00	<input type="checkbox"/> \$88.00

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: _____

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
- Behavioral Safety Network
- Behaviorists for Social Responsibility
- Behaviorists Interested in Gambling
- Clinical Behavior Analysis
- Crime and Delinquency
- Development & Behavior Analysis
- Direct Instruction
- Experimental Analysis of Human Behavior (EAHB)
- Instructional Design
- Interbehaviorists in ABA
- OBM Network
- Parent-Professional Partnership
- Rehabilitation & Independent Living
- Society for the Quantitative Analysis of Behavior (SQAB)
- Sports, Health, and 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
- 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
- China 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
- Italian Association for the Analysis and Modification of Behavior
- Japanese ABA
- Kansas ABA
- Maryland ABA
- Mid-American ABA
- Midwestern Association of Behavior Analysis & Therapy
- Missouri ABA
- New England Society of Behavior Analysis & Therapy
- New York State ABA
- North Carolina ABA
- Northwestern 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
- Not interested in volunteering at this time

ABA 2003 Membership Form

Membership Fee Categories B, C & D**
 Association for Behavior Analysis: An International Organization
<http://www.abainternational.org>

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 Masters Doctoral Post Doc
 NAME OF SCHOOL YOU ATTEND: _____
 PROGRAM NAME: _____
 EXPECTED GRADUATION DATE: _____
Verification Of Student Status: I, _____, certify that _____ is a full-time student, intern, or resident at (insert name of institution) _____.
 FACULTY SIGNATURE: _____ DATE: _____

METHOD OF PAYMENT

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

American Express MasterCard Visa Discover

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

NAME ON CARD: _____
 CARD NUMBER: _____
 EXPIRATION DATE: _____
 SIGNATURE: _____

Overpayments and discounts not taken by the applicant will be considered donations to ABA unless a request for a refund is received by the ABA office in writing.

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

INTERNATIONAL MEMBERSHIP FEE CHARTS**

PLEASE CIRCLE YOUR FEE IN THE APPROPRIATE CHART BELOW.

Category B: For countries with income per capita (in 1998) of 50%-75% of the US, including **France, Italy, New Zealand, Saudi Arabia, Singapore, Spain**

Membership Type:	New Members		Renewing Members			
	1-Yr	3-Yr	1-Yr	1-Yr Early*	3-Yr	3-Yr Early*
Sustaining	\$96	\$463	\$193	\$173	\$560	\$540
Supporting	\$59	\$257	\$104	\$84	\$302	\$282
Full	\$45	\$187	\$79	\$59	\$221	\$201
Affiliate	\$45	\$187	\$79	\$59	\$221	\$201
Emeritus	\$28	\$95	\$37	\$27	\$104	\$94
Student	\$28	NA	\$37	\$27	NA	NA
Chapter/Adjunct	\$23	\$88	\$36	\$26	\$101	\$91
Student Transition	NA	NA	\$44	NA	\$186	\$176

Category C: For countries with income per capita (in 1998) of 25%-50% of the US, including **Argentina, Greece, Korea**

Membership Type:	New Members		Renewing Members			
	1-Yr	3-Yr	1-Yr	1-Yr Early*	3-Yr	3-Yr Early*
Sustaining	\$77	\$370	\$154	\$134	\$447	\$427
Supporting	\$46	\$204	\$83	\$63	\$241	\$221
Full	\$37	\$150	\$63	\$43	\$176	\$156
Affiliate	\$37	\$150	\$63	\$43	\$176	\$156
Emeritus	\$28	\$95	\$37	\$27	\$104	\$94
Student	\$28	NA	\$37	\$27	NA	NA
Chapter/Adjunct	\$23	\$88	\$36	\$26	\$101	\$91
Student Transition	NA	NA	\$37	NA	\$150	\$140

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

Membership Type:	New Members		Renewing Members			
	1-Yr	3-Yr	1-Yr	1-Yr Early*	3-Yr	3-Yr Early*
Sustaining	\$51	\$247	\$103	\$83	\$299	\$279
Supporting	\$37	\$143	\$56	\$36	\$162	\$142
Full	\$37	\$113	\$42	\$22	\$118	\$98
Affiliate	\$37	\$113	\$42	\$22	\$118	\$98
Emeritus	\$28	\$95	\$37	\$27	\$104	\$94
Student	\$28	NA	\$37	\$27	NA	NA
Chapter/Adjunct	\$23	\$88	\$36	\$26	\$101	\$91
Student Transition	NA	NA	\$37	NA	\$113	\$103

*Early membership prices are for renewing members whose payment is received in the ABA office by December 11, 2002.

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
- Behavioral Safety Network
- Behaviorists for Social Responsibility
- Behaviorists Interested in Gambling
- Clinical Behavior Analysis
- Crime and Delinquency
- Development & Behavior Analysis
- Direct Instruction
- Experimental Analysis of Human Behavior (EAHB)
- Instructional Design
- Interbehaviorists in ABA
- OBM Network
- Parent-Professional Partnership
- Rehabilitation & Independent Living
- Society for the Quantitative Analysis of Behavior (SQAB)
- Sports, Health, and 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
- 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
- China 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
- Italian Association for the Analysis and Modification of Behavior
- Japanese ABA
- Kansas ABA
- Maryland ABA
- Mid-American ABA
- Midwestern Association of Behavior Analysis & Therapy
- Missouri ABA
- New England Society of Behavior Analysis & Therapy
- New York State ABA
- North Carolina ABA
- Northwestern 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
- Not interested in volunteering at this time

ABA 2003 Convention Registration Form

Mail form and payment to: ABA, 1219 South Park St; 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 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	Before 3/16	After 3/15
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$94.00	<input type="checkbox"/> \$114.00
Emeritus and Student	<input type="checkbox"/> \$41.00	<input type="checkbox"/> \$51.00
Chapter-Adjunct	<input type="checkbox"/> \$125.00	<input type="checkbox"/> \$145.00
Non-member	<input type="checkbox"/> \$241.00	<input type="checkbox"/> \$261.00

One-Day Registration. 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	Before 3/16	After 3/15
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$41.00	<input type="checkbox"/> \$51.00
Emeritus and Student	<input type="checkbox"/> \$41.00	<input type="checkbox"/> \$51.00
Chapter-Adjunct	<input type="checkbox"/> \$59.00	<input type="checkbox"/> \$69.00
Non-member	<input type="checkbox"/> \$82.00	<input type="checkbox"/> \$92.00

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.....\$ _____

Total Payment Enclosed: \$ _____

Note: A \$25 processing fee will be charged for registration refunds up to May 2, 2003. After May 2, no refunds will be granted.

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)..... \$126.00 PER NIGHT
- Double Occupancy (2 people)..... \$126.00 PER NIGHT
- Triple/Quad Occupancy (3-4 people)..... \$126.00 PER NIGHT

Requested Room Type: one king bed two double beds no preference

Non-Smoking room preferred: yes no

Special requests/accommodations _____

Check or money order enclosed \$

- American Express MasterCard Visa Diner's Club Air Plus Carte Blanche Discover Card

Credit Card Number _____ Expires _____

Cardholder Signature _____

This signature authorizes the 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.



Society for the Advancement of Behavior Analysis (SABA) Donations

General Information

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

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

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

Advantages of Giving

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

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

Tax Status

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

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

Ethical Standards

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

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

Contributions:

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

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

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

Unrestricted funds are used to support the SABA award ceremony at the ABA convention and other regular SABA activities.

Gifts should be made to:

Society for the Advancement of Behavior Analysis, Inc.

1219 South Park Street

Kalamazoo, MI 49001

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

