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## 2002 Convention Overview

### Friday, May 24

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

### Saturday, May 25

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

### Sunday, May 26

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

### Monday, May 27

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

### Tuesday, May 28

8:00 a.m. – 8:50 a.m.	Business Meetings
9:00 a.m. – 1:50 p.m.	Sessions

## Do Not Miss the 2002 ABA Convention May 24<sup>th</sup> - 28<sup>th</sup> in Toronto!

This issue of the newsletter offers an overview of the 28<sup>th</sup> annual convention in Toronto. The convention has been breaking records annually in program composition, networking opportunities, and services. So, if you enjoyed the convention in 2001, you will find many enhancements in 2002.

### Program

To start with, our program will offer 1,055 events and over 2,055 participants, both record numbers, with a wealth of events across interest areas: Autism (AUT); Behavioral Pharmacology (BPH); Clinical, Family, and Behavioral Medicine (CBM); Community Interventions, Social, and Ethical Issues (CSE); Developmental Disabilities (DDA); Human Development and Gerontology (DEV); Experimental Analysis of Behavior (EAB); Education (EDC); Organizational Behavior Management (OBM); Teaching Behavior Analysis (TBA); Theoretical, Philosophical, and

Conceptual Issues (TPC); Verbal Behavior (VRB); and others. Events include symposia, paper addresses, panels, business meetings, and five poster sessions with more than 625 posters. Also, 40 pre-convention workshops will be offered.

The convention opens with addresses from the Society for the Advancement of Behavior Analysis (SABA) award winners: Dr. Jack Michael, recipient of the award for Distinguished Service to Behavior Analysis; Dr. Paolo Moderato, recipient of the award for International Dissemination of Behavior Analysis; Dr. Richard Malott, recipient of the award for Public Service in Behavior Analysis; Dr. John Palfreman, recipient of the award for Effective Presentation of Behavior Analysis in the Mass Media; and the University of Florida for Enduring Programmatic Contributions to Behavior Analysis.

There will be 30 invited speakers, including Catherine Lord and Tristram Smith (AUT); Shepard Siegel and Kenneth Silverman (BPH); Ralph Miller and a panel with Steve Hayes, Mike Dougher, Lanny Fields and David Perkins (CBM); a

panel with Richard Rakos, Christine Lowrey, and Barbara Harris (CSE); Michael Fabrizio and Janet Twyman (DDA); William Baum and Emilio Ribes-Iñesta (DEV); Marc Branch and John Wixted (EAB); Ennio Cipani and Claudia McDade (EDC); Anthony Biglan and Jon Bailey (OBM); Bob Bailey and Jane Fisher (OTH); John Donahoe and William McIlvane (TPC); and A. Charles Catania and a symposium with presentations by Hank Schlinger, Dermot Barnes-Holmes, and Phil Chase (VRB).

You will hear the address titled *Negative Effects of Positive Reinforcement* by incoming ABA President, Dr. Michael Perone. Dr. Perone is Chair of the Department of Psychology at West Virginia University. Additionally, you will have an opportunity to listen to our 2002 Presidential Scholar, Dr. Kurt Salzinger, American Psychological Association's Executive Director for Science.

## Networking

We are expecting over 2,700 participants to gather in Toronto. You will have an opportunity to meet members of 21 special interest groups, members of ABA-accredited graduate training programs and representatives from many training programs in behavior analysis. You will be able to interact with participants from 39 affiliated chapters, 23 in the United States and 16 in

other countries, and meet editors and reviewers of the best journals of behavior analysis. Additionally, you will have the opportunity to meet our SABA International Development Grant winners for 2001, who will be acknowledged during the SABA award ceremony: Dr. Michael Clayton, Jacksonville State University; Dr. Robert Mellon, Hellenic Republic University of Crete; Dr. Rita Honan, Trinity College, Dublin; Japanese ABA; and Nour Al-qassab, Dahrán, Saudi Arabia.

## Services

The convention will offer a large variety of opportunities for continuing education for BACB™ certified behavior analysts as well as for psychologists in the American Psychological Association. Job Placement Services historically has had nearly 100 positions posted, with the opportunity to meet potential employees. The ABA convention bookstore will offer over 1,200 titles in behavior analysis that can be purchased on-site.

We are honored to offer a brief overview of our incoming convention and hope to see you there in May.

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

# Convention Highlights

## Opening Address

### Awards Ceremony: Society for the Advancement of Behavior Analysis

Chair: Carol Pilgrim, Ph.D. (University of North Carolina, Wilmington)

#### 2002 SABA Awards

### Award for Distinguished Service to Behavior Analysis: Jack Michael, Ph.D. (Western Michigan University)



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

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

Dr. Michael will give a presentation titled *Flight Reconsidered*.

**Abstract:** I titled my 1980 ABA presidential address "Flight from Behavior Analysis" after Skinner's (1958) "The Flight from the Laboratory." Although I acknowledged much progress, the address was mostly a criticism of trends that I saw as delaying further progress, or actually weakening the field. Among these were an increasing rift between the applied and the basic areas, increasingly common superficial behavior analysis, and creeping mentalism. The occasion of this award gives me an opportunity to reconsider my complaints from the perspective of another twenty years of progress. Should I still be concerned? Are there some new things for me to complain about?

### Award for International Dissemination of Behavior Analysis: Paolo Moderato, Ph.D. (Università di Parma)



**Dr. Paolo Moderato** was born in Venice in 1950. He is a Professor of Psychology, now at the University of Parma, previously in Palermo. He has been Chair of the Psychology Department at the University of Parma since 1997, is Past President of the European Association for Behavior and Cognitive Therapies, and President of the Italian Association of Behavior Analysis. His new book will be available in

the spring, edited by PM, G. Presti and P.N. Chase: *Pensieri, Parole e Comportamento (Thoughts, Words and Behavior)*. Dr. Moderato plays keyboard in a rock band called zeronovant@ (090).

Dr. Moderato will give a talk titled, *The Pepper and the Cod: The True Story of Psychology*.

**Abstract:** The roots of modern psychology can be traced to the Middle Ages. After the fall of the Roman Empire, the discovery of new lands and countries was motivated by the need for spices, especially pepper, because of its power and economic value. But the long trips across the ocean were made possible by the availability of a food lasting for a long time, the salty or dried cod.

### Award for Public Service in Behavior Analysis: Richard Malott, Ph.D. (Western Michigan University)



**Dr. Richard Malott** received his B.A. in Psychology at Indiana University in 1958 where he was privileged to study with James Dinsmoor. He received his Ph.D. at Columbia University in 1963 where he had the additional privilege of studying with William Cumming, W. N. Schoenfeld, and Fred S. Keller. And, like many before and after him, he frittered

away a few years of his life doing research on schedules of reinforcement. He taught with the Kantorians at Denison University from 1963 to 1966. In 1966, he helped start the behavior-analysis program at Western Michigan University, where he continues to teach. At WMU, he also helped start an intro psych course that taught behavior analysis to 1,000 students per semester, with the aid of 500 lab rats and 100 Skinner boxes (1,000 lever-pressing rats per year). Now, his students only condition 230 rats per year, but they also do 130 self-management projects and provide 13,500 hours of training to autistic children each year.

Malott and his students have packaged their teaching/learning efforts in educational systems known as the Student-Centered Education Project (aka The First Fly-by-Night Underground College of Kalamazoo), the Behavioral Social Action Program,

and the Behavior Analysis Training System. Currently, every summer he teaches the Behavioral Boot Camp, an intense 18-hour-per-week, 7.5-week, graduate-level, behavior-analysis seminar. He has been actively involved in teaching African-American students and international students behavior analysis and behavior systems analysis at the graduate level. He and his students developed and run the Behavioral Research Supervisory System, a performance-management system to help 30 B.A., M.A., and Ph.D. students per year complete their projects, theses, and dissertations with high quality and in a timely manner. In addition, he and his students developed and run the Behavioral Academic and Career Counseling service, a behavioral-systems approach to helping 100 students per year get into behavior-analytic graduate programs and get behavior-analytic jobs.

Malott helped start Behaviordelia (a publisher of behavioral comic books, etc.), the Association for Behavior Analysis (ABA), ABA's Teaching Behavior Analysis Special Interest Group, ABA's Education Board, ABA's Behavioral Follies (previously known as the Behavioral Performing Arts), the ABA Social (previously known as the Behavioral Boogie), the Behavioral Bulletin Board on CompuServe, and the Notes from a Radical Behaviorist bulletin board in the Cambridge Center's Behavioral Virtual Community (<http://www.behavior.org>). He wrote the newsletter and column *Notes from a Radical Behaviorist* and coauthored *Principles of Behavior* (the book previously known as *Elementary Principles of Behavior*.) He is now (and has been for many years) working on *I'll Stop Procrastinating When I Get around to It* and *Applied Behavioral Cognitive Analysis*. He has presented in 13 countries and has received two Fulbright Senior Scholar Awards. Over the years, he has also worked extensively with multi-media presentations, from seven-projector slide shows to contemporary PowerPoint presentations, but always with jazz and rock and roll lurking in the background and art and behavior analysis sharing the foreground.

Dr. Malott will give a multi-media presentation titled ***Everything You Know Is Wrong***.

**Abstract:** With the help of mind-blowing multi-media, bone-shaking rock and roll, careful, synapse-popping analytical reasoning, and absolutely no data, I will overwhelmingly convince you that delayed reinforcers have nothing to do with poor self-management, that intermittent reinforcement is a disaster, that your Skinner-box extrapolations are simplistic, and that aversive control is the best friend you ever had.

**Award for Effective Presentation of Behavior Analysis in the Mass Media: Jon Palfreman, Ph.D. (Palfreman Film Group)**



**Jon Palfreman** graduated from University College, London with First Class Honors in Physics, and went on to do an M.Sc. at Sussex University in History and Philosophy of Science. He worked as a lecturer for four years before joining BBC Television, where he produced dozens of programs about science, technology and medicine. In the late 1980s, Palfreman came to Boston to work at WGBH, where he produced the

NOVA miniseries *The Pioneers of Surgery* (about the history of surgery) and the Peabody Award winning series *The Machine That Changed the World* (about the history of computers).

More recently, Palfreman's programs for FRONTLINE and NOVA have explored the intersection of science, policy and law. Palfreman has made more than one hundred television programs, including over 30 PBS documentaries such as the Emmy Award winning NOVA *Siamese Twins*. He is a three-time winner of the AAAS/Westinghouse Science Journalism Award, a three-time winner of the National Association of Science Writers "Science-in-Society Journalism Award", and a winner of the Writers Guild Award. Palfreman is also the recipient of the 2001 Victor Cohn Prize for Excellence in Medical Science Reporting, an award which recognizes a body of work over a five-year period.

Most recently, Palfreman's latest NOVA/FRONTLINE special, *Harvest of Fear*, won the Alfred I. duPont-Columbia University Silver Baton for Outstanding Television News. He is the author of two books and is an adjunct professor at Tufts University, where he teaches a course on risk communication.

In September, 1996, Palfreman left WGBH to set up his own production company, the Palfreman Film Group. In addition to broadcast work, the company undertakes certain nonbroadcast projects involving the communication of complex ideas, especially where health, technology, education and environmental issues are involved.

Mr. Palfreman will make a presentation titled ***Selling Applied Behavior Analysis***.

**Abstract:** For two decades, the behaviorist paradigm has been in retreat. Despite widespread use of behavioral techniques in many areas of life (from parenting to education) it is no longer the preferred way to speak about human behavior. Today we conceptualize everything from learning disabilities to depression to violent behavior in terms of "altered brain states" or "chemical imbalances." Despite the technical jargon, this approach is little more scientific than the psychotherapeutic paradigm and has led to some alarming anomalies. I will speak about two examples: on the case of Facilitated Communication when I first encountered members of ABA and also about the fields of education and mental health. How can the ABA paradigm be better communicated? As a communicator, I will suggest a few possible ways forward.

**Award for Enduring Programmatic Contributions in Behavior Analysis: University of Florida**

Dr. Henry Pennypacker will accept the award on behalf of the University of Florida and will give a presentation titled ***Behavior Analysis at the University of Florida: Thirty-five Years Old and Still Growing***.

**Abstract:** In 1965, Wilse B. (Bernie) Webb, then Chairman of Psychology, agreed with me (then Head of the Division of Experimental Psychology within the Department) that the changing times made it a good idea to broaden our scope by hiring an operant conditioner. After a few false starts, we attracted Ed Malagodi in 1968 and the new era had begun.

Ed taught seminars in basic issues such as schedules of reinforcement and the writings of B.F. Skinner. I taught seminars in more applied topics, including behavior modification and

precision teaching. We meet a joint seminar weekly. These activities laid the foundation for two distinguishing features of the program: adherence to a coherent philosophy (radical behaviorism) and a deliberate blurring of any distinction between the basic and applied fields. We also integrated the efforts of behavioral people in other disciplines: Cal Adams in Ophthalmology, Mark Goldstein in Clinical Psychology, and Bill Wolking in Special Education. This created a student load that justified additional staff. The new area formally broke away from Experimental Psychology in 1972 with Ed as the first head. He recruited Marc Branch in 1973 and we have since added Brian Iwata, Tim Hackenberg, Tim Vollmer, Jesse Dallery, and Clive Wynn. A statistical description of the program and its accomplishments will be presented.

### **2001 International Grant Awards**

The Board of the Society for the Advancement of Behavior Analysis is very pleased to announce the winners of the 2001 International Development Grants. The following descriptions of granted projects are excerpted from the proposals submitted to the Board.

#### ***Nour al-Qassab (Dhahran, Saudi Arabia)***

Nour M. Al-qassab is a Master's degree candidate in Special Education at the University of Michigan-Dearborn and lives in Dhahran, Saudi Arabia. He will use the grant to promote the establishment of two new ABA chapters in the Arabian Gulf countries of Saudi Arabia and the State of Bahrain. The presence and expansion of ABA chapters in these countries will provide an excellent opportunity for the dissemination of behavior analysis in this region. The biggest impact of the project will be reflected in changing the current and ineffective traditional interventions for autism and other related disabilities to empirically proven ones.

The project will involve several measures that will eventually funnel into the development of the proposed new chapters. This will include conducting ABA workshops in both countries on either a joint or separate basis. In mid 2002, a joint applied behavior analysis workshop is proposed to take place in Bahrain. The workshop will focus on using verbal behavior and improving communication skills for autistic children and related disorders. The project will also support the increase of public awareness of ABA and its applications through articles in local newspapers, family magazines and special education publications. Translation of selective articles into the Arabic language and the creation of an Arabic website about ABA are also proposed. Local newspaper editors who have shown their interest in helping their communities will be contacted for their support, as will faculty members in psychology, business, and education.

Handicap Societies in both countries who will be a good support in publicizing ABA for the interest of children with disabilities, will also be contacted. Many parents of children with disabilities (in particular, autism, learning disabilities and other language related disorders) are motivated to have in-depth training for helping their children. Assembling ABA chapters will serve as an umbrella that will host parents and professionals to work together in improving the existing services for children in the region.

#### ***Michael Clayton, Ph.D. (Jacksonville State University)***

Dr. Michael Clayton is an Assistant Professor of Psychology at Jacksonville State University, a Board Certified Behavior Analyst, and Director of the Center for Applied Behavior Analysis there. His grant will be used to support the development of a Mandarin translation of B. F. Skinner's "Technology of Teaching." Based on his time living and teaching in China, he feels that a behavior analytic approach to teaching and classroom management would be enthusiastically received. Further, behavior analysis in general fits well with cultural and educational goals in China. The education system emphasizes a pragmatic, natural science approach to problems, and, most importantly, is highly motivated and amenable to data-based methodologies.

Much of the impetus for this project came from discussions with Stephen Ledoux and the late Glenn Latham. It was while staying at Dr. Latham's home over the 1996 TIBA conference that Dr. Clayton became convinced of the potential for behavior analysis in China. Latham (1998) and Stephen Ledoux (1997) have both written about the extensive opportunities for a natural science approach to psychology in the People's Republic of China.

Dr. Clayton will spend August of 2002 in China conducting a lecture series at Sichuan University. During that time he will also recruit and coordinate a group of English-speaking students to aid with translation of Skinner's text. Qian Jiang will serve as the head translator for the project. Qian and Dr. Clayton will provide final confirmation that the end product is of high quality, both in terms of accuracy and content. Dr. Clayton has received provisional approval for the translation from the B. F. Skinner Foundation with final approval contingent upon receipt of an acceptable translation of a portion of the text.

The opportunity to facilitate access to Skinner's writings and behavior analytic approaches to personal, educational, and social issues in China has been a long-term goal of Dr. Clayton's. He considers this project a first step toward greater involvement in Chinese psychology for years to come.

Latham, G. I. (1998). China through the eyes of a behaviorologist. *TIBI News Time*, 1 (1), 4-7.

Ledoux, S. F. (1997). Behaviorology in China: A status report. In S. F. Ledoux. *Origins and Components of Behaviorology* (pp. 187-198). Canton, NY: ABCs.

#### ***Rita Honan, Ph.D. and Ian Grey, Ph.D. (Trinity College, Dublin)***

Dr. Rita Honan is a Senior Lecturer in Neurodevelopmental Disabilities and Director of the Masters of Science Course in Counselling Psychology within the Psychology Department at Trinity College, Dublin. One of her areas of expertise is behavior analysis, particularly as it relates to children and adults with Autistic Spectrum Disorders and intellectual disabilities. Dr. Ian Grey is a part-time teaching/research lecturer who also has a background and keen interest in applied behavior analysis and developmental disabilities.

Drs. Honan and Grey will utilise the grant to initiate a course of training for undergraduate students that will ground them academically in the theories of learning and behavior analysis. This will be supplemented with instruction in autistic disorders

and other developmental disabilities, and the application of ABA to these populations. It is envisioned that students would be required to interview to be included in this training and subsequent 'paid' work experience, and that this would be the beginning of an applied behavioural psychology learning track within the Department.

The training will be done in collaboration with two County Dublin agencies: Beechpark Services for children with autistic disorders and their families; and Stewart's Hospital School to offer both support to children and families and training to the undergraduates, who would function as home support workers. In this role, the Trinity students would be supervised in the development of behavioural support and education programmes and their implementation.

ABA is becoming increasingly visible and requested in Ireland with regard to the education of children with autism, and Europe as a whole is becoming more 'behavioural.' Drs. Honan and Grey look forward to using the grant to incorporate behavior analysis into the current focus of the Department.

### ***Japanese ABA***

From August 22-24 of 2002, The Japanese Association for Behavior Analysis (Japanese ABA) will proudly hold its 20th annual convention at Nihon University in Fujisawa. To celebrate the 20th anniversary meeting, Japanese ABA is planning a special symposium, inviting leading behavior analysts from Asian countries to discuss the history, present, and future of behavior analysis in Asia. The purpose of the symposium is twofold: to disseminate behavior analysis in Asian countries and to establish an Asian league of behavior analysis in the future. The International Development Grant will be utilized to support the inclusion of these invited speakers.

At the 20th anniversary meeting, the Japanese ABA decided to make a next step to expand activities not only nationally but also internationally. Although each Asian behaviorist does not necessarily join International ABA, there are already potential members in Asian countries. Moreover, quite a few Asian students are studying behavior analysis in universities in the United States. They will someday return to their own countries and become leading scholars in their regions. In fact, Korean ABA was established recently. Behavior analysis in Asia is promising.

Professor Joon-Pyo Hong at Chung-Ang University, Vice President of the Korean Association for Behavior Analysis, has already agreed to present a paper at the special symposium. Professor Sigeo Kogbayasi at Kibi International University, one of the former presidents of Japanese ABA, will also participate in the symposium. Additionally, Dr. Yao Meilin, Professor of Psychology at Beijing Teachers College in China, and Dr. Wei-Chen Lan, Associate Professor of Special Education at Taipei Municipal Teachers College in Taiwan, will present. Other countries, including Indonesia, are also planning to send their representatives.

### ***Robert Mellon, Ph.D. (Hellenic Republic University of Crete)***

Dr. Robert Mellon has taught behavior analysis in the Department of Psychology at the Hellenic Republic University of Crete since 1996. He developed the first courses in Greece in experimental and applied behavior analysis, wrote the first textbook, and recently began translations of essential works by behavior analysts into Greek.

In introducing students to the elegance and power of fundamental principles of behavior analysis, there is no substitute for live demonstrations of causal relations between aspects of the behavior of organisms and elements of simplified and controlled environments. In his teaching, Dr. Mellon has been playing the role of an enormous pigeon or rat for his undergraduate audiences, but the control of behavior that emerges over extended units of time cannot be adequately imagined when it has never been observed. The level of understanding achieved when the student provides the setting events and consequences that obviously and systematically alter behavior cannot be achieved by means other than by those with which the principles were originally discovered. Currently, approximately 150 students obtain their B.A. every year without ever having seen an operant conditioning chamber or a clear demonstration of the relation between the probability of operant behavior and its consequences.

Dr. Mellon's grant will support the equipping of new laboratory facilities for the academic program. The funds will contribute toward the purchase of two clear acrylic 2-lever operant conditioning chambers suitable for rats, for which he will hand-build two interfaces (from W.C. Palya) and two sound-attenuating chambers. For economy, he will also build the home cages by hand. Additionally, he will download the programs and upload the data with a laptop microcomputer, which renders transportation of a single box and interface for classroom demonstrations easy.

## Presidential Address

### Negative Effects of Positive Reinforcement

Chair: M. Jackson Marr, Ph.D. (Georgia Institute of Technology)  
Michael Perone, Ph.D. (West Virginia University)



Procedures classified as positive reinforcement are generally regarded as more desirable than those classified as aversive—those involving negative reinforcement or punishment. I will argue that this is a crude test of the desirability of a procedure to change or maintain behavior. The problems can be identified on the basis of theory, experimental

analysis, and consideration of practical cases. Theoretically, the distinction between positive and negative reinforcement has proven difficult (some would say the distinction is untenable). When the distinction is made purely in operational terms, experiments reveal that positive reinforcement has aversive functions. On a practical level, positive reinforcement can lead to deleterious effects, and it is implicated in a range of personal and societal problems. These issues challenge us to identify other criteria for judging behavioral procedures.

**Dr. Perone** is a professor and chair of the Department of Psychology at West Virginia University, where he has worked since 1984. He was educated at the University of Maryland (B.S., 1975) and the University of Wisconsin-Milwaukee (M.A., 1977; Ph.D., 1981). He conducts basic research with rats, pigeons, and people in the areas of positive and negative reinforcement, schedule control, and conditioned reinforcement, with particular attention to bridging human and animal work. Mike also is interested in research methodology and co-edited, with Kennon A. Lattal, the *Handbook of Research Methods in Human Operant Behavior* (Plenum, 1998). He has served as President and Chair of the Board of Directors of the Society for the Experimental Analysis of Behavior, Associate Editor of the *Journal of the Experimental Analysis of Behavior*, co-chair of the ABA Convention Program Committee, and co-editor of the *Experimental Analysis of Human Behavior Bulletin*. He currently serves on the ABA Executive Council and represents ABA on the Federation of Psychological, Behavioral, and Cognitive Sciences.

## Presidential Scholar's Address

### Some Verbal Behavior on Verbal Behavior

Chair: M. Jackson Marr, Ph.D. (Georgia Institute of Technology)  
Kurt Salzinger, Ph.D. (Director of Science, American Psychological Association)

## Invited Tutorials

### The Psychopathological Interpretation of Common Child Behavior Problems: A Critique and a Related Opportunity for Behavior Analysis (DEV)

Patrick C. Friman, Ph.D. (University of Nevada, Reno)



Interpreting common child behavior problems as evidence of psychopathology is routine in mainstream psychology. The practice is so widespread that when investigators fail to obtain clinically significant levels of behavior problems, as indexed by standard scores on assessment instruments, they usually (almost always) reanalyze their data in terms of raw scores and then argue that any

statistically significant elevation is evidence of pathology. This talk will show, using four representative behavior problems and three tests for psychopathology, that the pathology assumptions are often wrong and then use two sources of bias (Selection and Textbook) to explain why the assumptions prevail, nonetheless. Lastly, rather than lament this state of affairs, the talk will argue that it presents an enormous opportunity for behavior analysis. Specifically, most parents of children with common behavior problems are reluctant to seek professional help from clinical psychologists and psychiatrists, due in no small way to their aversion to the pathological view. Because the conceptual framework for behavior analysis does not include a pathology construct, behavior analysts could focus on the assessment and treatment of common child behavior problems and potentially capture a virtually unlimited market for their services.

**Dr. Friman** received his Ph.D. from the University of Kansas under the tutelage of Montrose M. Wolf and Edward R. Christophersen. He is the former director of Clinical Services and Internship Training at Father Flanagan's Boys' Home and is now the Director of Clinical Training and Associate Chairman of Psychology at the University of Nevada at Reno. He is a former Associate Editor and the current book review editor for the *Journal of Applied Behavior Analysis* and is on the editorial boards of seven other peer-reviewed journals. He has published more than 100 scientific articles and chapters, most involving behavior disorders of childhood in general and behavioral pediatrics in particular. Generally, Dr. Friman's research addresses the gap between outpatient well child medical care on one side and referral-based clinical child psychologic and psychiatric care on the other. The gap includes behavior problems that bedevil parents, are outside the core curriculum used to train pediatricians, and yet are not sufficiently serious to warrant a psychiatric diagnosis. A primary goal of his research is to demonstrate the powerful role behavior analysis can play in the assessment and management of problems in the gap. A recent example involves a paper on solving bedtime problems published in the *Archives of Pediatrics and Adolescent Medicine*. Widespread interest in the paper resulted in its presentation at a large press conference in New York City sponsored by the American Medical Association where the Surgeon General of the United States, Dr. David Satcher, introduced Dr. Friman to the press.

## What We Do With Words – A Tutorial on Verbal Behavior (EAB)

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



This tutorial will summarize some of the basic features of the analysis of verbal behavior. Verbal behavior, like any other variety of operant behavior, operates on the environment, so the appropriate place to start the analysis is by considering what we do with words. As with nonverbal behavior, what matters is not the form of the verbal behavior but its function (the form of “I’m thirsty” is declarative and that of

“May I have some water” is imperative, but a glass of water is a likely consequence of either). The analysis will explore some of the varied consequences of verbal behavior (those consequences define what we do with words). Special attention will be given to the interpretation of verbal episodes in terms of antecedents, responses and consequences; to the multiple causation of verbal behavior; and to the problem of maintaining an effective analysis when our everyday vocabulary makes it difficult for us to talk consistently about words as instances of behavior.

As a senior at Columbia, A. Charles Catania took a seminar on verbal behavior jointly taught by Fred Keller, Nat Schoenfeld and Ralph Hefferline. The course started with B. F. Skinner’s William James lectures. Upon publication of *Verbal Behavior* midway through the course, the class turned to the revised and expanded account Skinner provided in that book. Ever since, Catania has been addicted to the field of verbal behavior, teaching courses in it whenever possible. He regards the analysis of verbal behavior as fundamental to behavior analysis and therefore has extensively incorporated the topic into his writing; for example, it is an integral part of his text, *Learning*. Among his publications are research articles on verbal governance (in collaboration with Eliot Shimoff and other colleagues), papers on the evolution of verbal behavior and on linguistics, and a retrospective review of Skinner’s *Verbal Behavior* for the journal *Contemporary Psychology* (1997).

## Behavioral Systems Analysis: Fundamental Concepts & Cutting Edge Applications (OBM)

Dale Brethower, Ph.D. (Professor Emeritus, Western Michigan University)



Behavioral systems analysis is about interactions between O and E. Within a psychological perspective, O stands for Organism (or person); within a systems analysis perspective, O stands for Organization (or Organism). In both perspectives, interactions between the performances of O and E define destructive and constructive interactions. Improvement goals include increasing constructive (win-

win) and decreasing destructive (win-lose) interactions. Behavioral analysis deals with short-term interactions; behavioral systems analysis adds longer term interactions. Both short-term and long-term interactions are important to O and important in behavioral systems analysis. Basic and advanced tools and techniques for identifying and supporting constructive interactions will be presented in the tutorial. Examples will be drawn from clinical, school, and organizational psychology to illustrate the tools and techniques. Examples will include something old, something new, and something blue-sky.

**Dr. Brethower** is a Professor Emeritus of Psychology, Western Michigan University. His degrees are from the University of Kansas (where he earned his B.A. and studied with Jack Michael); Harvard University (where he earned his M.A. and studied with B.F. Skinner); and the University of Michigan (where he earned his Ph.D. and was a colleague of George Geis and Geary Rummel). He serves as an editor for several professional journals, is widely published, and is a regular presenter at professional conferences. He is a member of the Board of Directors of Triad Performance Technologies. Dale was the recipient of an Achievement award from the Organizational Behavior Management Network and is considered one of the thought leaders and pioneers of behavioral systems analysis/human performance technology/organizational behavior management. He has served on the faculty at the University of Michigan, Cleveland State University, and Western Michigan University. In addition to his academic work, he has been a consultant more than 30 years, primarily in the United States. He was the 1999-2000 President of the International Society for Performance Improvement (ISPI). Many of his former students are among the thought leaders of ISPI and the Association for Behavior Analysis.

## Motivation and Early Language Training: A Tutorial (VRB)

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



In common-sense psychology the occurrence of some particular behavior is largely determined by what one wants (motivation) and by the strength of one's belief that the behavior will obtain what one wants (operant stimulus control). To want something means (1) that the event, object, or stimulus that is wanted would function as a form of reinforcement if it were obtained; and (2) any behavior that has

previously obtained what is currently wanted will be evoked (will be currently strong). Following Keller and Schoenfeld (1950) let us call any variable or condition that has these two effects an establishing operation, or EO, with “establishing” implying (1) above. Current work in early language training increasingly involves mand training, the development of verbal behavior under the control of establishing operations. The success of such training will depend on the extent to which EOs are understood and can be effectively manipulated. This tutorial will attempt to disentangle the various effects of EOs, to distinguish EO effects from the effects of the same environmental variables as reinforcers or punishers, to

distinguish learned from unlearned Eos, and to distinguish learned EOs from discriminative stimuli.

**Dr. Michael's** biographical statement is located on page 3.

### **The Application of Establishing Operations to Language Training (VRB)**

Mark Sundberg, Ph.D. (Behavior Analysts, Inc./STARS School)

The concept of the establishing operation (EO) as described by Michael (1982, 1993) provides behavior analysts with an important independent variable that can be used for teaching language to individuals with delayed or defective verbal repertoires. In the early stages of training, the EO is critical for teaching mands for unconditioned and conditioned reinforcers. In later stages of training, the EO plays an important role in evoking a variety of other mands such as mands for information or mands to remove aversive stimuli. This tutorial will focus on several techniques for identifying and manipulating EOs as independent variables. Topics will include how to capture or contrive EOs, how to tact the variables that alter the effectiveness of consequences, how to use the EO as a bridge to establish stimulus control, and how to discriminate between an EO effect and an SD effect. In addition, techniques for breaking free from control by establishing operations will be covered. Participants should be familiar with the basic concept of the EO, or attend Jack Michael's presentation on the EO occurring prior to this tutorial.

### **Hope for Quality Education in Public Schools**

Chair: William Heward, Ph.D. (The Ohio State University)

- Kent R. Johnson, Ph.D. (Morningside Academy)
- R. Douglas Greer, Ph.D. (Columbia University)
- Charles Greenwood, Ph.D. (University of Kansas)

The anxiety generated by the debate over the future of public education is regrettable. The growing ferment seems to be taking place in a vacuum of information as though effective teaching methods, meaningful testing and assessment techniques, and procedures conducive to creative learning environments were unknown. This discussion will present behavioral science's documented reasons to hope that public schools can provide quality education. This presentation will be open to the public and is intended to address the concerns of parents, educators and public decision makers. Panel participants will explore three model learning environments where best educational practices, developed through a generation of behavioral research, are being employed with dramatic success.

**Dr. Johnson**, Director of Morningside Academy, graduated from Georgetown University and received his M.S. and Ph.D. in psychology from the University of Massachusetts in Amherst.

For over 20 years, Dr. Johnson has been teaching a variety of learners including children in regular and special education classrooms; at-risk youth; college and university students; adults in literacy programs, both at school and work; and teachers who work with all of these learners.

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

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

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

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

**Dr. Greer** is Professor of Education and Psychology in the Graduate School and Teachers College of Columbia University where he is the coordinator of the M.A. and Ph.D. degree programs in applied behavior analysis and education. He received his Ph.D. at the University of Michigan in 1969.

He has been on the editorial boards of *Journal of Applied Behavior Analysis*, *Journal of Behavioral Education*, *Behaviorology*, *The Behavior Analyst*, *Insegnare Alla Handicapo*, *Council for Research in Music Education*, and has published over 75 research and commentary articles in the above journals and in the *Journal of the Experimental Analysis of Behavior*, *Psychology of Music*, *Journal of Music Therapy*, *Journal of Music Education*, *Behavioral Residential Treatment*, *Analysis and Intervention in Developmental Disabilities*, *The Educational Researcher*, and the *Journal of Research in Music Education*. He is the author or co-author/editor of five books devoted to education as behavior analysis including a forthcoming book *Designing Teaching Strategies: A Behavioral System*. He has sponsored over 100 doctoral dissertations, taught over 2,000 teachers and professors to apply the science of behavior to teaching, and originated the CABAST™ model of schooling (Comprehensive Application of Behavior Analysis to Schooling) that is used in several school programs in this country, Italy, Ireland, and England including the Fred S. Keller School, of which he was one of the founders. He has lectured at the Universities of Oviedo, Cadiz, and Salamanca in Spain. In 2000, Greer was awarded the Fred S. Keller award for Outstanding Contributions to Education by the American Psychological Association.

## Scenario Planning in Times of Terror

*Sponsored by: Organizational Behavior Management (OBM) Network*

Co-Chairs: Mark Alavosius, Ph.D. (EDUSAFE) and Robert Leaver, M.S. (Organizational Futures, Inc.)

- Leslie Braksick, Ph.D. (Continuous Learning Group)
- Aubrey Daniels, Ph.D. (Aubrey Daniels International)
- Dwight Harshbarger, Ph.D. (The Cambridge Center for Behavioral Studies)
- José Zeilstra, MBA (Six Sigma Solutions, J.P. Morgan Chase, New York)

**Abstract:** Enormous damage has been inflicted upon many peoples and communities by terrorism. Events like those of September 11, 2001 have changed political, economic, cultural, and psychological forces that powerfully influence how we live, work, and play. Uncertainty, fear, economic instability, anger, patriotism are just some of the drivers that influence our everyday behaviors. The participants in this panel will discuss how behavior analysts might contribute to understanding the new context and how we might manage our efforts to renew communities, economies, and businesses.

The participants in this panel are leaders in organizational behavior management, community development, business management, and applied behavior analysis. Each has a unique vantage point from which to view current events and provide his or her observation of powerful drivers of behavior change post-September 11 (political climate, funding, market forces and consumer behavior, fear and security, technology, and economy). In addition, each participant will be asked to critically evaluate how the drivers of behavior change have affected how we live, work, and play. Finally, each participant will describe scenarios in which behavior analysis contributes to renewal and recovery.

**Dr. Alavosius** is a graduate of Clark University and holds a Ph.D. in Psychology from the University of Massachusetts at Amherst. As President and CEO of EduSafe, Inc., Dr. Alavosius works with specialists in instructional design, multi-media interactive systems, software development, business strategy, and performance management to develop and provide behavioral systems to improve performance in business and industry. As a partner in the Slater Center for Progressive Manufacturing, Dr. Alavosius works with business leaders to enable entrepreneurial behaviors important for the commercialization of innovative products developed in academic and public research centers. With over 17 years of experience in behavioral approaches to work performance and occupational safety, Dr. Alavosius has over 75 publications and conference presentations. Dr. Alavosius has a proven track record with NIOSH as a recipient of Small Business Innovations Research Grants to develop and test behavioral safety strategies.

Dr. Alavosius was an assistant professor of psychology at West Virginia University and is on the faculty of the Cambridge Center for Behavioral Studies, Auburn University, and the University of Nevada, Reno.

**Dr. Braksick** is a nationally known consultant, executive coach, and published author. She is noted for enabling dramatic business improvement in companies, including many of the Fortune 50.

Her greatest strength lies in analyzing complex organizational histories and challenging business conditions, and then helping companies articulate business objectives, develop targeted implementation strategies, and execute them successfully. Leslie designs interventions, organizes teams for change, and coaches senior executives toward successful implementation. She has dedicated much of her energy and creativity to pre- and post-merger integrations, having worked with some of the largest mergers executed in recent years.

Dr. Braksick's proactive ideas have appeared in numerous popular business publications and refereed journals. Since its publication, Dr. Braksick's first book, *Unlock Behavior, Unleash Profits* (McGraw-Hill, 2000), has been consistently rated as one of the top three sellers among 800CEOREAD's 10,000 corporate clients.

Dr. Braksick holds a doctorate in Organizational Behavior Management from Western Michigan University. She is a Member of the Association for Behavior Analysis and the Organizational Behavior Management Network. She has been a keynote or featured speaker at various professional conferences.

**Dr. Daniels** has developed and popularized a number of methods and concepts that have become central to the field including ABC analyses and discretionary behavior. He founded the *Journal of Organizational Behavior Management*. Books that he has written are used in both graduate and undergraduate courses throughout the world. He has developed B-Safe, one of the major proprietary forms of behavioral safety.

Dr. Daniels and his associates have been among the most prolific teachers of applied behavior analysis, having introduced thousands of people in business and industry to the principles of behavior and ways in which applications derived from them can be used in the workplace.

**Dr. Harshbarger** advanced from Assistant to Full Professor of Psychology at West Virginia University from 1970-77; was Executive Director of a four-county comprehensive mental health center in the southern West Virginia coal fields from 1977-80; served as a Consultant in the Chicago offices of RHR International from 1980-81; was Vice President of Human Resources at Sealy, Inc. from 1981-87 and Corporate Senior Vice President of Human Resources at Reebok International, Ltd. from 1988-90. Dwight entered independent consulting in 1990, forming The Browns Group, Inc., and in 1996 he became a principal of Managed Care Solutions, later named Pareto Solutions. He served as Vice President, Performance Value, and Director of Strategic Consulting at Aubrey Daniels International before becoming Executive Director of the Cambridge Center.

Dr. Harshbarger has published numerous chapters and articles and authored/edited four books on ways of addressing management issues through application of the behavioral sciences. His work has been recognized by his election, respectively, as a Fellow of the American Psychological Association, the American Psychological Society, and the Association of Applied and Preventive Psychology. He is a past president of the Society of Psychologists in Management and is the subject of a biographical sketch in *Who's Who in America*.

**Robert Leaver** is the president and senior consultant at Organizational Futures, Inc. and Senior Managing Partner of the

Slater Center for Progressive Manufacturing. Mr. Leaver has extensive experience in organizational design, management development, leadership, and strategic planning with particular emphasis on the application of innovative and agile organizational design and business practices towards shaping regional and economic development.

At Organizational Futures, Mr. Leaver leads a group of consultants to organizations and their communities in the areas of strategic vision, restructuring the workplace, and building networks. His clients include new business start-ups, health and well-being organizations, public schools, colleges, economic and community building groups, human service organizations, trade associations, and manufacturers. At the Slater Center for Progressive Manufacturing, an incubator for new businesses, Mr. Leaver guides overall strategy, integrates all business functions into a learning-based management structure, serves as the liaison to state funding agencies, identifies strategic issues for resolution, manages the entrepreneurial learning program, and organizes the talent network.

Mr. Leaver is on the faculty of Boston College and Providence College where he teaches courses in executive leadership and organizational change.

**José Zeilstra** has more than 10 years of experience leading large-scale change initiatives and delivering sustainable bottom-line results through strategy, process change, organizational change, and people. She has acquired expertise in a variety of areas such as strategic partnering and business process outsourcing, business consolidation and systems implementation, finance performance improvement, strategic opportunity assessment, development of a new global operating environment, organization study of the accounting function, joint-venture in financial leasing, human resources and organizational development, training needs analysis, and instruction in areas of organization design and culture change. Miss Zeilstra has received her MBA from Wilfrid Laurier University in Canada.

#### **Newcomer's Session**

##### **An Introduction to the Association for Behavior Analysis**

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

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

#### **Professional Development Series**

##### **Behavior in Transition from Undergraduate to Graduate School, and Graduate School to Career**

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

- Kelly M. Banna (Auburn University)
- Cheryl L. Ecott (Advoserv)
- Erin B. Rasmussen, Ph.D. (College of Charleston)

Discussants will speak about the experiences of their respective transitions. Kelly Banna will reflect on her experiences as a

graduate student, her successes and pitfalls, and how future graduate students can avoid those pitfalls. Cheryl Ecott will speak about her first year as an applied behavior analyst, how well graduate school prepared her, and tips on making the transition easier. Erin Rasmussen will talk about her first year as an assistant professor, how well graduate school prepared her, and potential pitfalls for new faculty members.

#### **4th Annual ABA Student Social**

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

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

#### **Conversation Hours**

##### **Conversation Hour with Peter Harzem**

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

This Student Committee-sponsored event was organized to allow students to meet and socialize with one of the most charming and contributing pioneers of behavior analysis – Peter Harzem. All are welcome.

##### **International Student Conversation Hour**

Chair: Meeta R. Patel, Ph.D. (The Marcus Institute)

All students are invited to convene in a social context to discuss behavior analysis around the world.

#### **Breakfast**

##### **International Development Breakfast**

Chair: Michael Davison, Ph.D. (University of Auckland)

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

#### **Reunions/Receptions**

##### **B.F. Skinner Foundation**

Chair: Julie Vargas, Ph.D. (B.F. Skinner Foundation and West Virginia University)

##### **Columbia University and CABAS**

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

##### **Eastern Michigan University: Alumni and Friends**

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

##### **Florida International University**

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

##### **Friends of Doug Field (1952-2001)**

Chair: Philip Himeline, Ph.D. (Temple University)

##### **OBM Network/Behavioral Safety SIG Hospitality Suite**

Chair: Ramona Houmanfar, Ph.D. (University of Nevada, Reno)

##### **University of North Texas Alumni, Students, Faculty, and Friends**

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

**University of Wisconsin - Eau Claire Alumni and Friends**

Chair: Larry Morse, Ph.D. (University of Wisconsin - Eau Claire)

**Western Michigan University: Reunion for Alumni, Students, Faculty, and Friends**

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

**Behavioral Fitness****Strengthen and Stretch & Breathing for Peak Performance and Anxiety Reduction: An Interactive Session**

Chairs: Robert Stein, Ph.D. (Center for Neurobehavioral Health, Ltd.) and Amanda Nicolson (Applied Behavior Consultants, Inc.)

This session is open to all participants and includes two half hour segments: 1) A specialized breathing technique for peak performance and anxiety reduction will be introduced to participants. 2) Strengthening exercises based on yoga, pilates, and dance will precede stress-reducing flexibility training. Wear comfortable clothing. Leave feeling strong, relaxed, and refreshed!

**Martial Arts and Yoga Workout**

Chairs: Bobby Newman, Ph.D. and Meredith Needelman (Queens University)

This session is open to all participants. A yoga oriented warm-up and stretch will be followed by a martial arts style workout. A yoga cool down and stretch will complete the hour session. Wear comfortable clothing.

**Business Meetings****ABA Special Interest Group for Sports, Health and Fitness**

Chair: Amanda Adams (Elite Performance)

**ABA Student Committee Business Meeting**

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

**Affiliated Chapters**

Chair: Gerald Bernicky (Toronto Preschool Autism Service)

**Animal Trainers Forum Special Interest Group**

Chair: Barbara J. Kaminski, Ph.D. (Johns Hopkins University School of Medicine)

**Autism Special Interest Group**

Chair: David Celiberti, Ph.D. (Eden II Programs)

**Behavioral Safety Network Special Interest Group**

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

**Behaviorists for Social Responsibility Special Interest Group Joint Meeting with Editorial Board, *Behavior and Social Issues***

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

**Chicago Association for Behavior Analysis**

Chair: Charles Merbitz, Ph.D. (Illinois Institute of Technology)

**Clinical Behavior Analysis Special Interest Group**

Chair: Anthony T. Procaccino, Jr. (Private Practice)

**Council of Directors of Graduate Programs in Behavior Analysis Information Session**

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

**Crime and Delinquency Special Interest Group**

Chair: Lonny R. Webb (Oregon Department of Corrections)

**Developmental Special Interest Group**

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

**Direct Instruction Special Interest Group**

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

**Experimental Analysis of Human Behavior Special Interest Group**

Chair: Richard W. Serna, Ph.D. (University of Massachusetts Medical School - Shriver)

**Gerontology Special Interest Group**

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

**Instructional Design Special Interest Group**

Chair: Guy Bruce, Ed.D. (A. P. E. Consulting)

**JABA Business Meeting**

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

**Journal of Behavioral Education, Editorial Board Meeting**

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

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

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

**Lesbigay Social Gathering**

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

**Membership Recruitment and Retention Committee**

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

**Mid-American Association for Behavior Analysis**

Chair: Thomas S. Critchfield, Ph.D. (Illinois State University)

**New York State Association for Behavior Analysis**

Chair: Helen Bloomer (Crossroads Center for Children)

**Organizational Behavior Management Network Annual Meeting**

Chair: Ramona Houmanfar, Ph.D. (University of Nevada, Reno)

**Parent and Professionals Partnership SIG**

Chair: David Celiberti, Ph.D. (Eden II Programs)

**Parents and Professionals Sharing the ABA Conference Experience**

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

**Rehabilitation and Independent Living**

Chair: Charles Merbitz, Ph.D. (Illinois Institute of Technology)

**SCS: Standard Celeration Society**

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

**Teaching Behavior Analysis Special Interest Group**

Chair: Daniel J. Moran, Ph.D. (Valparaiso University)

**Verbal Behavior SIG Business Meeting**

Chair: William F. Potter, Ph.D. (CSU Stanislaus)

# Invited Events

## Autism (AUT)

### **Pulling Together to Educate Children with Autism: The Findings of the National Academy of Sciences Panel**

Catherine Lord, Ph.D. (University of Michigan)

**Abstract:** Every family knows how much effort it takes to raise a child. Parenting children with autism can be especially challenging. Although some children make tremendous progress, most have lifelong difficulties with fundamental skills, such as communication and forming relationships. Children with autistic spectrum disorders have many needs that require a great deal of attention and care. It's no wonder that their parents report a high level of stress—both financial and emotional.

Unfortunately, many of these families—as well as families caring for children with other disabilities—face an additional burden that should be resolved by now. These parents also must arrange and advocate for basic aspects of their children's schooling. Despite the fact that the education of children with developmental disorders, including autism, has been mandated under federal law for more than 25 years, many states and school systems are still trying to determine how to meet these children's needs. While school systems with limited resources and states struggle to sort out how to provide the individualized programs that these young children require, frustrated families are taking schools to court over which services should be offered and who should pay for them. As a result, in many communities, the legal system, rather than the scientific evidence, is having the final word as to how children with autism should be taught. Scarce funds that could have been devoted to educating these children are being used to pay legal bills.

It's time for policy-makers, educators, and parents to work together. I recently chaired a committee of the National Research Council that assessed the latest scientific data regarding educational interventions for young children with autism. The results clearly indicate that children should receive intensive interventions as soon as any autistic spectrum disorder is detected.

A recent article published by the American Medical Association reported that these disorders may affect as many as one in every 150 people, making the condition more common than Down Syndrome or childhood cancer. Experienced professionals can now reliably diagnose autism in two-year-olds. The National Institutes of Health, the U.S. Department of Education, and state health and education agencies should disseminate information and support research to develop routine early screenings for autism—much like screenings for vision and hearing impairments.

Just as a child with a severe hearing problem needs a hearing aid to learn to speak, a child with an autistic spectrum disorder needs skilled, intensive education to learn to communicate and interact with others. At a minimum, services for these children should be planned for the equivalent of a school day, five days a week, year-round. Decisions about how this time is spent should reflect the needs of the child and the family. They may include home-based programs, parent support and training,

assistance in regular preschool, school classes, and special education.

Although different educational perspectives have sometimes competed with each other for prominence, in fact, effective programs share many key elements. First, educators need the time and skills to work with these young children, and to provide parents with information and opportunities to learn techniques that would help their children. Second, researchers from different perspectives must work together to address which interventions are most effective for which children and families, and how these might be carried out in school systems that reflect the diversity of our nation. Further, federal and state policy-makers should develop coordinated strategies to help local school districts and parents pay for these programs and to provide specialized training for teachers and other professionals. And finally, although many agencies have supported the search for the biological causes of autism, the federal and state governments must build on these initiatives to fund broader scientific evaluations of educational and treatment approaches for the sake of children who now have autism.

Making these improvements will require a commitment of energy and funds from almost every level of government. Yet, in the long run, education of children with autistic spectrum disorders can help them learn to communicate, to understand the world around them, to reduce behavioral difficulties, and eventually to be more independent. Although there is not a simple, one-size-fits-all treatment, there is a wealth of information about what does make a difference. What is needed now is a concerted effort by all of us to give every child the education he or she deserves.

### **Early, Intensive Behavioral Intervention for Children with Autism: Implications for Theory and Practice**

Tristram Smith, Ph.D. (University of Rochester Medical Center)

**Abstract:** Early, intensive behavioral intervention (EIBI) for children with autism has emerged from one of the most sustained, ambitious research programs ever conducted in the behavioral sciences. As such, it has important implications for broad theoretical issues such as the nature/nurture question: How much is people's behavior determined by biological factors, and how much can it be changed through experience? It also has important implications for applied questions such as how to translate research into practice. Studies on EIBI, including a large replication project that is nearing completion, suggest that behavior may be more changeable than most behavior scientists believe, although these studies also highlight important limitations of EIBI. Efforts to make EIBI generally available in the community have shown the power of consumer advocacy. To continue making progress, professionals and consumers will need to overcome threats from in-fighting among ABA "camps" and from the large and growing fascination with fad treatments, and they will need to incorporate scientifically sound findings from disciplines outside ABA.

**Dr. Smith** is an assistant professor of pediatrics at the University of Rochester Medical Center (URMC). He serves as the research director for the Multisite Young Autism Project, which is a federally-funded study on intensive, behavioral early intervention based on the UCLA/Lovaas model for children with autism. He has authored or co-authored a number of the most widely-cited studies on treatment outcomes for individuals with autism spectrum disorders.

#### **Behavioral Pharmacology and Toxicology (BPH)**

##### **Control of Drug Effects by Interoceptive Drug Cues: The Inside Story of Addiction**

Shepard Siegel, Ph.D. (McMaster University)



**Abstract:** On the basis of a conditioning analysis of drug tolerance, drug-associated cues become associated with the drug effect. These cues elicit conditional responses that attenuate the effect of the drug (when the drug is administered following the usual predrug cues), and are expressed as "withdrawal symptoms" (when the usual predrug cues are not followed by the drug effect). The contribution

of predrug cues to tolerance and withdrawal typically is evaluated with readily manipulated environmental cues; however, there is evidence that interoceptive cues, as well as exteroceptive cues, become associated with a drug effect. We have been studying two types of interoceptive cues: (1) pharmacological cues inherent within an administration (i.e., early drug-onset cues as signals for the later, larger drug effect), and (2) self-administration cues, (i.e., the association that develops, in the organism that self-administers a drug, between response-initiating - or response-produced - cues and the drug effect. There is evidence that these interoceptive cues function as do exteroceptive cues in the control of tolerance and the expression of withdrawal symptoms. Moreover, these interoceptive cues are highly salient and may overshadow simultaneously present exteroceptive cues.

**After** receiving his Ph.D. from Yale University in 1966, Dr. Siegel was an Assistant Professor at the University of Missouri until 1968 when he moved to McMaster University. At McMaster University, Dr. Siegel recently has been awarded the title of University Professor. Throughout his career, Dr. Siegel's research interests have centered on interactions between respondent processes and drug effects, including tolerance development, perceptual behavior, and homeostatic regulation and have led to the publication of over 150 articles and book chapters. His research at McMaster University is currently funded by both the Natural Sciences and Engineering Council of Canada and the National Institute on Drug Abuse of the United States. Dr. Siegel has served on many scientific advisory committees and review panels, including those of the Addiction Research Foundation and the National Institutes of Health. In addition, he has served on several editorial boards of scientific journals including *Animal*

*Learning and Behavior*, and *Psychobiology*. Dr. Siegel is a fellow of the Royal Society of Canada, the Society of Experimental Psychology, the Academy of Behavioral Medicine Research, the Canadian Psychological Association, and of Divisions 3, 6, and 28 of the American Psychological Association.

##### **A Therapeutic Workplace for the Treatment of Heroin and Cocaine Addiction**

Kenneth Silverman, Ph.D. (Johns Hopkins University School of Medicine)

**Abstract:** Interventions that arrange monetary reinforcement for heroin and cocaine abstinence are highly effective, but they may be impractical. The Therapeutic Workplace is a potentially practical application of the abstinence reinforcement technology. This intervention integrates abstinence reinforcement contingencies into a work setting, using salary for work to reinforce drug abstinence. Under this intervention, poor and chronically unemployed adults with long histories of heroin and cocaine addiction are hired and paid to work in an income-producing Therapeutic Workplace business. To link salary to abstinence, participants are required to provide drug-free urine samples to gain daily access to the workplace. In this way, participants can work and earn salary, but only as long as they remain abstinent. Participants lacking job skills are given needed training at the start of the program. If the Therapeutic Workplace business is financially successful, it could sustain long-term employment and salary-based abstinence reinforcement at little or no cost to society. This presentation will review the scientific foundations of this intervention, research demonstrating its efficacy in promoting and maintaining abstinence from heroin and cocaine over extended periods of time, and data supporting the financial feasibility of the intervention. Supported by NIDA (R01DA09426, R01DA12564, R01DA13107) and the Abell Foundation.

**Dr. Silverman** received his Ph.D. from the University of Kansas in 1984. His doctoral training and research focused in the areas of operant conditioning and behavior analysis. He completed a postdoctoral research fellowship in behavioral pharmacology at the Johns Hopkins University School of Medicine in 1991, and served as a staff fellow in the Clinical Trials Section in the National Institute on Drug Abuse's Intramural Research Program in Baltimore, MD from 1991-1993. He has maintained a faculty appointment in the Department of Psychiatry and Behavioral Sciences, Johns Hopkins University School of Medicine, since 1991 and is currently an Associate Professor of Behavioral Biology. Dr. Silverman's research at Johns Hopkins has been funded by grants from the National Institute on Drug Abuse and the National Institute on Alcohol Abuse and Alcoholism, and focuses on developing operant treatments to address the interrelated problems of poverty and substance abuse. His recent research has focused on the development and evaluation of abstinence reinforcement interventions for heroin and cocaine abuse in poor, chronically unemployed adults, and the integration of those abstinence reinforcement contingencies into model employment settings.

## Clinical; Family; Behavioral Medicine (CBM)

### Memory, Retrieval, and Interference: How Some New and Not So New Findings in the Animal Laboratory Inform Stimulus Control in Clinical Situations

Ralph Miller, Ph.D. (SUNY, Binghamton)



**Abstract:** Mounting evidence strengthens the view that, for all practical purposes, memories encoding environmental contingencies are enduring over both time and the occurrence of subsequent, potentially interfering events. However, different memories with common cues, responses, or outcomes interact, often resulting in difficulties in retrieving the target association (i.e., retrieval interference).

Seemingly, the priming of an A-B association temporarily impairs retrieval of other associations that share a common element (e.g., A-C or C-B associations). New and old experiments with rats and humans illuminate how occasion-setting contextual and discrete cues (aka priming stimuli), as well as recency, conjointly modulate competition between associations competing to control behavior. Issues such as the effect of retention intervals and priming stimuli on associative interaction, as well as various ploys to favor stimulus control by therapeutic memories over dysfunctional memories, will be discussed, with particular emphasis on exposure therapies and counterconditioning.

**Dr. Miller** received his Ph.D. from Rutgers University in 1969 and ever since has been studying acquired behavior and cognition in animals (including humans) as a function of experience. He spent ten years on faculty at the City University of New York and for the last quarter century has been on faculty at SUNY, Binghamton. He has served on various NIH study sections and editorial boards including his present editorship of *Animal Learning & Behavior*, as chair of his department, and as president of the Eastern Psychological Association. Dr. Miller's continuing research interest has been latent information encoded by organisms and the circumstances under which that information will be expressed in behavior. Among his contributions to the field are his Comparator Hypothesis of Response Generation and his Temporal Coding Hypothesis. In recent years, he has labored to integrate the old associative interference literature into contemporary learning theory. Martha Escobar is a graduate student and valued colleague of Dr. Miller's.

### Derived Transformation of Stimulus Function: Implications for Etiology and Treatment of Psychopathology

Chair: David Greenway, Ph.D. (University of Louisiana at Lafayette)

- Stephen C. Hayes, Ph.D. (University of Nevada, Reno)
- Michael J. Dougher, Ph.D. (University of New Mexico)
- Lanny Fields, Ph.D. (Queens College, CUNY)
- David R. (Rick) Perkins, Ph.D. (University of Louisiana at Lafayette)

Basic research in recent years has produced an increasing body of knowledge regarding the derived transformation of stimulus function. Relatively clear demonstrations of the derived transformation of most antecedent and consequential stimulus functions have appeared in the learning literature, as well as demonstrations of contextual control of many of these stimulus functions. Derived transformation of function and its stimulus control may inform a basic understanding of complex human behavior, including those behaviors often described as 'pathological'. The panel discussion will address theory and research regarding the implications of derived transformation of function for the etiology and treatment of psychological problems often seen in adult outpatient settings.



**Dr. Hayes** is Nevada Foundation Professor and Chair of the Department of Psychology at the University of Nevada. An author of 20 books and more than 275 scientific articles, his career has focused on an analysis of the nature of human language and cognition and the application of this to the understanding and alleviation of human suffering. In 1992 he was listed by the Institute for Scientific Information as the

30<sup>th</sup> "highest impact" psychologist in the world during 1986 to 1990 based on the citation impact of his writings. Dr. Hayes has been President of Division 25 of the American Psychological Association, of the American Association of Applied and Preventive Psychology, and of the Association for Advancement of Behavior Therapy. He was the first Secretary-Treasurer of the American Psychological Society, and is currently co-chair of the Practice Guidelines Coalition. This summer he received the Don F. Hake Award for Exemplary Contributions to Basic Research and Its Application from Division 25 of the American Psychological Association.

## THE ABA SOCIAL

*Monday, May 27<sup>th</sup>*

*9:00 PM – 1:00 AM*

*Grand Ballroom*



**Dr. Dougher** received his undergraduate degree in psychology from UCLA in 1974 and his Ph.D. in clinical and experimental psychology from the University of Illinois at Chicago in 1980. Since then, he has been at the University of New Mexico where he holds the title of Presidential Professor and serves as chair of the Department of Psychology. He

has served on the editorial boards of the *Journal of the Experimental Analysis of Behavior*, *The Behavior Analyst*, and the *Analysis of Verbal Behavior*. His main areas of research are in the areas of stimulus equivalence/relational responding and clinical behavior analysis.



**Dr. Perkins** received his undergraduate degree in psychology from the University of Arizona in 1989 and his Ph.D. in clinical psychology from the University of New Mexico in 2001. His dissertation was titled "The Contextual Control by Function and Stimulus Form of Equivalence-Based Transformation of Functions." He co-authored a journal article on

the contextual control over transformation of function, and has made several conference presentations of stimulus equivalence research. He also co-authored a book chapter in *Clinical Behavior Analysis*, entitled "Interpretation in Clinical Behavior Analysis." Other areas of interest include rule-governed behavior, verbal behavior and clinical process in psychotherapy, and the generation of experimental analogues to bridge the gap between basic learning processes and clinically relevant phenomena. Dr. Perkins is currently a faculty member in the Psychology Department at the University of Louisiana at Lafayette.

#### Community Interventions; Social and Ethical Issues (CSE)

**The CRACK Program: Empirical, Ethical, and Social Considerations in Paying Addicts to Avoid Pregnancy**  
Chair: Bruce Thyer, Ph.D. (University of Georgia)

- Richard Rakos, Ph.D. (Cleveland State University)
- Christine Lowery, Ph.D. (University of Wisconsin)
- Barbara Harris (Children Requiring a Caring Community (CRACK))

The non-profit organization known as Children Requiring a Caring Community (CRACK) employs a contingency management approach to reinforce drug abusing women and men for using permanent or long-term birth control. Addicts are self-referred or referred by substance abuse treatment facilities to CRACK, who offers them a \$200.00 reward if they will obtain permanent or long-term birth control. Medical documentation of a potential client's current status as a drug addicted individual is required, as is documentation that they

have received one of the approved methods of birth control. Clients must wait 30 days from initial application to confirm their willingness to proceed.

As of September 24th, 2001, a total of 511 clients (505 females, 6 males; 250 White, 180 Black, 52 Hispanic, 29 other groups) have received payment from CRACK following their receipt of long-term birth control. CRACK clients had collectively previously experienced a self-reported total of 2,711 pregnancies, 1,808 births (some multiple), 898 abortions, 163 stillbirths, and 53 babies who died shortly after birth. A total of 947 of the babies born to these women remain in foster care! The methods employed by CRACK will be described using operant concepts. Discussants will comment upon and constructively critique this controversial program.

**Dr. Thyer** is a Distinguished Research Professor of Social Work at the University of Georgia. Bruce is a licensed clinical social worker in Florida and Georgia, and serves as the Director of the Social Work Ph.D. Program and as Director of the Center for Social Service Research and Development, both with the University of Georgia School of Social Work. He is Editor of *Research on Social Work Practice*. He is on the leadership committees of Division 25 (Behavior Analysis) of the American Psychological Association, the Society for Social Work and Research, the Council on Social Work Education, and the Group for the Advancement of Doctoral Education in Social Work. He has been a member of ABA since 1978 and is a Fellow of the American Psychological Association.

**Dr. Rakos** is currently Associate Dean in the College of Arts and Sciences and Professor of Psychology at Cleveland State University. He has published widely in the areas of assertiveness training, behavioral self-management, law and psychology, and behavior analyses of social and political problems. He served 11 years as Editor of *Behavior and Social Issues* and its predecessor journals, *Behavior Analysis and Social Action* and *Behaviorists for Social Action Journal*. He is currently a member of the editorial board of *Behavior and Social Issues* and *Law and Human Behavior*, and in the past served on the editorial board of *The Behavior Analyst*. He is a Fellow of the American Psychological Association (Division 25 – Experimental Analysis of Behavior).

**Dr. Lowery** (University of Washington, 1994) is a member of the Laguna and Hopi Tribes (Southwest). Dr. Lowery is an associate professor at the University of Wisconsin-Milwaukee School of Social Welfare, and is a scientist with the Center of Addictions and Behavior Health Research at UWM. Using her 13 years of direct practice with Native Americans, she contributes to teaching undergraduate foundation courses. At the graduate level, she teaches qualitative research methods. She has conducted research centering on spirituality in the recovery processes of Native Americans. In summer 1999, Dr. Lowery began a 10-year study of socio-cultural change and aging at Laguna Pueblo, New Mexico. Her recent writing has focused on human rights, people of color, and indigenous peoples. Dr. Lowery is a member of the editorial boards of *Health and Social Work* and *Behavior and Social Issues*.

**Barbara Harris**, mother of three children, became a foster parent with her husband in the late 1980s. In 1990 she became the foster mother to a seven-month-old baby girl. After taking Destiny into her home, Barbara became aware of the extreme circumstances behind her birth. Destiny had tested positive for heroin, crack, and PCP at birth. Also, Mrs. Harris found out that Destiny was only one of five children born to the same addicted mother. The years to come brought Isiah, Taylor, and Brandon, each from the same mother, and each born substance exposed. Outraged by the system allowing this to happen, Mrs. Harris, with the assistance of a local congressman in California, attempted to pass Assembly Bill 2614, which would have made it illegal to give birth to a substance exposed child and mandated some form of birth control and drug treatment. This bill died on the assembly floor, so in 1997, Barbara Harris founded CRACK, Children Requiring A Caring Kommunity. The organization has since grown into a nationally operating program, which has reached over 500 men and women in its brief existence. Mrs. Harris continues to advocate prevention for those that have no voice.

### Developmental Disabilities (DDA)

#### A Measure of Success

Janet Twyman, Ph.D. (Headsprout)



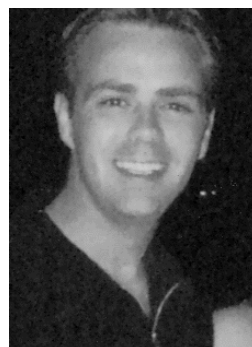
**Abstract:** Applications of behavior science have resulted in tremendous gains for children with special needs. A quality education program is derived from a thorough understanding of behavior analysis, stresses individualization of student curriculum, and is continually evaluated and redesigned based upon learner performance. This necessitates the direct

measurement of learning and the effective training of teachers. Effective teaching practices are based on the controlling relations derived from behavior science, with teachers continually analyzing and evaluating progress toward the goal of successful educational outcomes. Effective teaching behavior is controlled by the progress of the student. Critical components include observing, recording, and examining student behavior. A crucial tool is measurement. Although we consider behavior analysis a science-based discipline, many in our applied arena have drifted away from the direct measurement of behavior. Reporting from observation alone renders the information subject to errors due to perceptual or memory constructions, misjudgments, or fallacies from expectancy and belief. Immediate, ongoing, pervasive measurement reduces observational bias. It engenders objectivity, corroboration, public evidence, and public scrutiny. This presentation will discuss the importance of measurement, ways to resolve barriers to direct measurement, and the resulting impact on the success of the learner, our teaching practices, and our field.

**Dr. Twyman** is a Board Certified Behavior Analyst who earned her Ph.D. in Special Education/Behavior Analysis from Columbia University Teachers College. Dr. Twyman is the Vice President of Instructional Development at Headsprout, Inc., a Web-based education company striving to leverage the Internet to revolutionize the teaching of fundamental skills. She is currently on a leave of absence as the Executive Director of the Fred S. Keller School, a CABAS model behavioral preschool program for young children with and without disabilities, where she holds the rank of Senior Behavior Analyst and Research Scientist. She serves on several boards and committees, including the Cambridge Center for Behavioral Studies Advisory Board (focusing her efforts toward verbal behavior and education), the ABA Continuing Education Committee, the New York State ABA Executive Committee, and is the new chair of the ABA Accreditation Committee. Dr. Twyman was an adjunct Associate Professor in the Health and Behavior Sciences Department at Teachers College, where she taught courses in behavior science and behavioral curriculum and instruction. She has been an independent consultant for various families and programs throughout the Northeast and has served as an expert witness and case reviewer in legal actions involving appropriate services for children with autism. She has presented extensively at national and international conferences on topics such as verbal behavior, effective instruction, teacher development, the CABAS schooling system, and behavioral perspectives. Dr. Twyman is on the editorial board of the AVB, and has been a guest reviewer for the *Journal of Applied Behavior and Behaviorology*. She has authored or co-authored several journal articles and a book chapter on the science of behavior, verbal behavior, and classroom application of behavior analysis.

#### Applied Behavior Analysis and Autism Treatment: Accurate and Effective Dissemination of Information

Michael Fabrizio (Fabrizio/Moors Consulting)



Demand for behavior analytic services for children with developmental disabilities and autism has steadily and significantly increased over recent years. This is due largely to consumers' increasing knowledge of the power applied behavior analysis holds for improving the lives of these children. As a result of this "new awakening", consumers now interact with

behavior analytic practitioners more frequently and in different ways than they had previously. This interaction has created new sets of contingencies with which behavior analysts must contend that include reinforcement for higher rates of information dissemination delivered through oral presentation. This paper will present a contingency analysis of the effects increased consumer demand has had and is having on our field and its practitioners, as well as analyses of our own verbal behavior as it relates to the dissemination of effective instruction and intervention practices for children with developmental disabilities and autism.

**Michael Fabrizio** received his Bachelor's Degree in Psychology and Master's Degree in Educational Psychology from West Virginia University. He is currently a Board Certified Behavior Analyst and a doctoral student at the University of Washington in Special Education where he is specializing in staff training and instructional design. He has worked with children with autism and other special needs throughout his career, serving as a Senior Educational Specialist for the West Virginia Autism Training Center at Marshall University, a Clinical Specialist for the Spectrum Center for Educational and Behavioral Development, Head Teacher for Morningside Academy, and Lead Trainer for Morningside Academy's Public School Improvement Project. Michael currently resides in Seattle, Washington, where he is a full partner in Fabrizio/Moors Consulting, an educational and behavioral consulting private practice specializing in fluency-based instruction for learners with autism.

Michael has presented his applied research work with children with disabilities at a range of state, regional, and national professional conferences including the Autism Society of America, West Coast Special Education Conference, the Association for Behavior Analysis, the Association for the Severely Handicapped, the Association for Science in Autism Treatment, and the International Precision Teaching Conference.

Michael is a Supporting Member of the Cambridge Center for Behavioral Studies and the Association for Behavior Analysis, and a Sustaining Member of the Standard Celeration Society. He was also the recipient of the 2000 New Contributions Award presented by the Standard Celeration Society for his work in the area of fluency-based instruction and is a contributing editor for the *Journal of Precision Teaching and Celeration*.

#### Human Development; Gerontology (DEV)

##### Two-Factor Theory Cannot Explain Avoidance

William M. Baum, Ph.D. (University of California-Davis)



**Abstract:** Despite its proponents' claims, a paradigm clash is occurring within behavior analysis. In the older paradigm, the molecular view, inherited from the connectionism of the 19th and early 20th centuries, behavior consists of momentary or discrete responses that constitute instances of classes. Variation in response rate

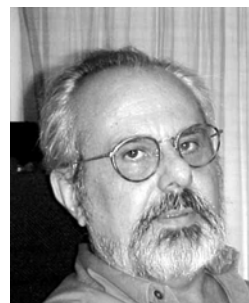
reflects variation in the strength or probability of the response class. The new paradigm, the molar view, sees behavior as composed of activities that take up varying amounts of time. Whereas the molecular view takes response rate and choice to be "derived" measures and hence abstractions, the molar view takes momentary "responses" to be abstractions and response rate and choice to be concrete, temporally extended behavioral allocations. Research findings that point to variation in tempo, asymmetry in concurrent performance, and paradoxical

resistance to change are readily interpretable when seen in the light of reinforcement and stimulus control of extended behavioral allocations or activities. Seen in the light of the ontological distinction between classes and individuals, extended behavioral allocations, like species in evolutionary taxonomy, constitute individuals, entities that change without changing their identity. Seeing allocations as individuals implies that less extended activities constitute parts of a larger whole, rather than instances of a class. Not only is everyday behavior explained more plausibly in the light of concrete, extended activities and their nesting, but also laboratory research on concurrent performance becomes more understandable when seen this way. The molar view is superior on grounds of elegance, integrative power, and external validity.

**Dr. Baum** received his B.A. in psychology from Harvard College in 1961. Originally a biology major, he switched to psychology after taking courses from B. F. Skinner and R. J. Herrnstein in his freshman and sophomore years. He returned to Harvard University for graduate study in 1962, where he was supervised by Herrnstein and received his Ph.D. in 1966. He spent the year of 1965-66 at Cambridge University, studying ethology at the Sub-Department of Animal Behavior. From 1966 to 1975, he held appointments as post-doctoral fellow, research associate, and assistant professor at Harvard University. He spent two years at the NIH Laboratory for Brain, Evolution, and Behavior and then accepted an appointment in psychology at University of New Hampshire in 1977. He retired from there in 1999. He currently has an appointment as Associate Researcher at University of California-Davis and lives in San Francisco. His research concerns choice, molar relations in reinforcement, foraging, and behaviorism. He is the author of a book, *Understanding Behaviorism: Science, Behavior, and Culture*.

##### The Experimental Analysis of Social Interactions: Conceptual and Methodological Remarks and Preliminary Results

Emilio Ribes-Iñesta, Ph.D. (University of Guadalajara)



**Abstract:** To define social behavior as an episode in which two individuals share consequences, or in which the other individual serves as stimulus, fails to grasp the institutional character of human social behavior. Some reflections are developed regarding the distinction between human social behavior and animal social or group

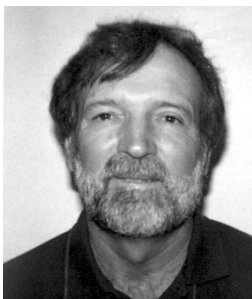
behavior. Three dimensions identify human social behavior: power (contingency, prescription, and administration), exchange (production, distribution, and appropriation of consequences), and sanction (contingencies regarding the correspondence of performance to prescribed exchanges). A methodological preparation is described that allows one to manipulate and measure independently behaviors that fulfill social contingencies and behaviors that are controlled by individual contingencies. Some preliminary results are shown

regarding the use of this preparation to study dyadic social interactions in children and adults related to cooperation, competition, and altruism.

**Dr. Ribes-Iñesta** obtained his Psychology degree in 1966 from the National University of Mexico, his M.A. in Experimental Psychology from the University of Toronto under D.E. Berlyne in 1969, and his doctoral degree in Philosophy from the National University of Mexico in 1995. He has taught at the University of Veracruz at Xalapa (1964-1971), at the National University of Mexico (1971-1991), and since 1991 chairs the Center for the Study and Research of Behavior at the University of Guadalajara, where he teaches in the doctoral program and conducts research projects on temporal parameters and spatial organization of animal behavior, social interactions, complex human learning and language, and conceptual problems of psychology, among others. His bibliography includes almost 200 journal articles and chapters and 17 original and edited books. He was the founder Editor of the *Mexican Journal of Behavior Analysis* and of *Acta Comportamentalia*.

### Experimental Analysis of Behavior (EAB)

#### An Editor Remembers the Work of Roger T. Kelleher Marc Branch, Ph.D. (University of Florida)



**Abstract:** Roger T. Kelleher is remembered most for his outstanding work in behavioral pharmacology, but he also performed highly significant research in the analysis of operant behavior. This presentation will summarize, from a former editor's perspective, Kelleher's empirical contributions to the analysis of

behavior. Features of the work, especially those that point the way to interesting research paths (many yet to be followed), will be emphasized. In addition, the "style" of the work, primarily how it never lost sight of larger, more general issues in a science of behavior, will be described as a useful model of how to conduct empirical investigations.

*Visit the*  
**ABA EXPO**  
*Saturday, May 25<sup>th</sup>*  
**10:00 PM – midnight**  
*Sheraton Hall*

**Dr. Branch** received his Ph.D. from the University of Maryland in 1972, with his work supervised by Lewis R. Gollub, one of B. F. Skinner's last Ph.D. students. After a one-year post-doctoral position at the Worcester Foundation for Experimental Biology, Branch joined the faculty of the Psychology Department at the University of Florida. He has remained there since, and now holds the rank of Professor. He served as department chairman from 1995-2000. He has research interests in both behavioral pharmacology and in the basic analysis of behavior, and also maintains an interest in conceptual and philosophical issues related to behavioral science. He has served as both Associate Editor and Editor of the *Journal of the Experimental Analysis of Behavior*. He is past president of the Society for the Experimental Analysis of Behavior, the Southeastern Association for Behavior Analysis, and ABA.

#### What Editing PB&R Taught Me about the Experimental Analysis of Cognitive Behavior

John T. Wixted, Ph.D. (University of California, San Diego)

**Abstract:** *Psychonomic Bulletin & Review* is the flagship journal of the Psychonomic Society, and it publishes research articles from all walks of experimental psychology (including behavior analysis). Editing this journal for four years provided me with the education of a lifetime, and one of the main lessons I learned is that the applicability of behavior analysis extends far beyond its traditional methodological boundaries. Why cognitive psychologists have not recognized the role of a subject's reinforcement history in their otherwise interesting investigations and why behavior analysts have not filled the void is somewhat of a mystery to me. In this talk, I will try to illustrate the existence of this void by using concrete examples from my own research as well as the research of others. What I hope to show is that the answers to some of the most interesting (and prototypically cognitive) questions lie not in the cognitive machinery that often drives the research but in the subject's reinforcement history.

**Dr. Wixted** received his Ph.D. in Clinical Psychology from Emory University in 1987. Since 1989, he has been affiliated with the University of California, San Diego, as a professor of psychology. His research interests lie in mathematical models of human and animal memory, and he typically publishes his work in journals that specialize in either animal learning or human memory and cognition. From 1993 to 1996, he served as Associate Editor for the *Journal of the Experimental Analysis of Behavior* (under both Marc Branch and Richard Shull). In 1997, he served as Associate Editor of *Memory & Cognition*, and from 1998 to 2002 he served as Editor of *Psychonomic Bulletin & Review*.

## Education (EDC)

### Escape from Instruction: What Every Teacher Should Know!

Ennio Cipani, Ph.D. (California School of Professional Psychology)

**Abstract:** It is unfortunate, but a behavior analysis of the function(s) of problem behavior in school settings is seen solely as a requirement for special education students. In point of fact, both children with disabilities as well as their non-handicapped counterparts can find teacher task demands to be aversive. This address will present two diagnostic categories to considering the analysis of problem behavior: (1) escape from instruction due to task duration and (2) escape from instruction due to task difficulty. Both general and special education teachers can profit from assessment techniques that help rule-in or rule-out these two hypotheses as possible factors in a particular child's problem behavior. The focus of the presentation will be on students who have mild disabilities and exhibit challenging behaviors that can result in suspension. This address will cover several behavioral assessment techniques that consultants can deploy. Such techniques must be feasible for teachers, with small or large classrooms, to use in diagnosing behavioral function. Additionally, behavioral treatment prescriptions that can be utilized readily by the teacher, based on either diagnosis, will be presented.

**Dr. Cipani** is currently a full professor in the child clinical psychology program at the California School of Professional Psychology. Prior to this position, he was a faculty member for twelve years in the Department of Special Education at the University of the Pacific, the last three years serving as department chairman. He graduated with a Ph.D. in educational psychology from Florida State University in 1979.

He has extensive clinical experience in providing behavioral intervention services (BIS) in client's homes and schools since 1981. In addition to providing direct clinical service for many of those years, he has also trained and directed employees as well as staff members of other agencies in the BIS model. He is a licensed psychologist in California and currently works with families in the child welfare and mental health systems. He has used his own behavioral diagnostic system (see [www.geocities.com/voivod00](http://www.geocities.com/voivod00)) in workshops, teaching school personnel how to assess problem behavior function and prescribe a functionally related intervention. Additionally, he has written several books for teachers on the topic of behavior management and functional analysis.

### Applying Behavior Analysis to Instruction in Higher Education: Success Breeds Success

Claudia McDade, Ph.D. (Jacksonville State University)



**Abstract:** For over 25 years, Learning Services (formerly Center for Individualized Instruction) at Jacksonville State University (AL) has applied behavior analysis to develop effective instructional strategies to meet the unique needs of individual college students. Based on Precision Teaching and Direct Instruction, these strategies will be described and their results shared

in the following areas: motivational strategies, effect of preference on performance, effect of fluency on performance, and retention/application of skills over time. Results have been used to develop an outcomes assessment paradigm to ascertain the extent of skills mastery across disciplines. Areas for further research will challenge participants to apply behavioral analysis to their teaching and evaluation of student performance, to assess student performance data, and to publish their findings.

**Born in** Baton Rouge, Louisiana, Claudia McDade was educated at Tulane University and Louisiana State University where she earned her Ph.D. in Developmental-Educational Psychology in 1974. She has served on the faculty of Jacksonville State University since that time. Currently she is Professor of Psychology and Director of Learning Services, an academic preparation and support activity which was known as the Center for Individualized Instruction from 1977—1989. She served two years as Acting Director of Counseling and Career Services, as well. Dr. McDade has a significant record of external funding, publications, and consulting. She is the immediate past Editor of the *Journal of Precision Teaching and Celeration* and has also served on the editorial board of *The Behavior Analyst*. Recipient of numerous awards, Dr. McDade was named recently Outstanding Faculty Member by the JSU Alumni Association. Dr. McDade has presented at ABA for the past 23 years, demonstrating the effectiveness of behavior analysis in instructional design to develop student skills across several disciplines.

## FUTURE CONVENTION SITES

**2003:** *San Francisco, CA*

**2004:** *Boston, MA*

## Organizational Behavior Management (OBM)

### The Selection of Organizational Practices

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



**Abstract:** This presentation will discuss the selection of the practices of organizations. It will focus on the practices of state and local organizations that have responsibility for affecting the development of children and adolescents. Examples of such organizations include child protection agencies, clinics, schools, and juvenile justice agencies. It will be argued that the

practices of these organizations are shaped and maintained by the material consequences of those practices, especially the funds which flow to them. Efforts to influence these organizations to use more empirically-based practices or to evaluate the effects of what they do are likely to be more effective to the extent that empirical analyses of the factors selecting organization practices are understood. Examples of policies which might foster the selection of more effective practices of organizations that affect children will be described and strategies for evaluating such policies will be discussed.

**Dr. Biglan** is a Senior Scientist at Oregon Research Institute. He does research on the prevention of child and adolescent problem behavior and the childrearing practices that affect child and adolescent development. He is the author of the 1995 book, "Changing Cultural Practices: A contextualist framework for intervention research," published by Context Press. Current work focuses on contextual analyses of childrearing practices in communities.

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

### OBM Lifetime Achievement/Outstanding Contribution Award: Diagnosing Performance Problems: The Key to Success in OBM

Jon Bailey, Ph.D. (Florida State University)



**Abstract:** In the beginning OBM took its cue from the then popularized "behavior modification" movement of the 70s. Interventions emphasized various forms of feedback, potent consequences, dramatic changes in behavior and little sense of the need for a true analysis of behavior; looking for causal variables, ecological

factors, or political pressure points was not emphasized. In the last 30 years we have grown considerably as a field.

We are ready to take account of the metacontingencies which operate in every setting and to design our interventions based on empirically determined need rather than the rather simplistic ABCs of individual behavior. Behavior analysis, in the meantime has embraced functional analysis as a way of developing ethical and effective treatments targeted to causal variables. A comparison of recent trends in OBM will be made with early studies and a model for diagnosing performance problems in the workplace will be presented.

Dr. Bailey received his bachelors and master's degrees at Arizona State University where he worked with Jack Michael, Lee Meyerson, and the late Nancy Kerr. He completed his Ph.D. at the University of Kansas under Mont Wolf, where he also worked with Jim Sherman, Barb Etzel, Don Baer, Todd Risley, and many others on the faculty. He took his current academic position with Florida State University where he has been since 1970. Dr. Bailey has served on the ABA Council on two occasions, was the founder of the Florida Association for Behavior Analysis in 1980, served as FABA President and is currently the Executive Director. He served a three-year term as Editor of JABA and has co-edited several of its collected editions. Dr. Bailey is co-author of *How Dogs Learn* and *Research Methods in ABA* (both with his wife Mary Burch). His areas of interest include behavioral safety, performance management, and behavioral diagnostics applied in business and industry settings. He has consulted with Northeast Florida State Hospital for the past 15 years and helped that organization win the State of Florida's highest award for efficiency, the Sterling Award, in 2000.

## Other (OTH)

### The Wind beneath Our Wings: A Retrospective on the Experiences and Contributions of Marian Breland-Bailey

Bob Bailey, Ph.D. (Eclectic Science Productions)



**Abstract:** The husband-wife teams of Keller and Marian Breland, and Bob and Marian Bailey, had in common the intellect, tenacity, stability, and generous, unselfish support of one team-member, Marian-Breland Bailey. Keller and Marian were a team for 26 years (1939 to 1965); Bob and Marian for 35 years (1966 to 2001). B. F. Skinner recognized Marian as an

intellectual powerhouse, and academician, very early (1938). The Brelands analyzed data that Marian had abstracted from publications and from their own experience and concluded that operant conditioning was better than even Skinner realized. They founded Animal Behavior Enterprises (ABE, 1943), operant conditioning's first commercial endeavor. The Brelands reported their early efforts in *A Field of Applied Animal Psychology* (1951) and later coauthored the seminal *Misbehavior of Organisms* (1961). Keller died in 1965; the same year, Bob joined ABE. Marian's extensive knowledge of scientific literature, coupled with practical experience, aided ABE in designing and efficiently producing new, effective biological systems, including behavioral control of animals

operating at long ranges and over extended durations. Marian was the quintessential team player, usually choosing to stay in the background. Keller and Bob accepted Marian as both team's primary academician and editor, and an often unrecognized but important source of original ideas.

#### Treating Persons with Dementia in Context

Jane E. Fisher, Ph.D. (University of Nevada, Reno)



**Abstract:** Degenerative dementias such as Alzheimer's disease affect over 10 percent of older adults. Recent research suggests that many of the behaviors exhibited by dementia patients and labeled as "problems" are, in fact, adaptive responses to environmental stimuli when examined in the context of declining behavioral repertoires and increasingly challenging environmental

demands. This paper will describe conceptual issues in the behavior analysis of dementia and discuss considerations in treatment planning given that the degenerative nature of dementia limits the utility of traditional standards of treatment generalization and maintenance.

**Dr. Fisher** received a B.S. from the University of Illinois, Champaign-Urbana in 1980 and a doctorate in clinical psychology from Indiana University, Bloomington in 1987. She is currently associate professor of psychology at the University of Nevada, Reno. Dr. Fisher's research in behavioral gerontology has been supported by several agencies including the National Institute on Aging and the National Institute on Justice. She is co-editor of *Management and Administration Skills* (Academic Press), and *A History of the Behavioral Therapies: Founders' Personal Histories* (Context Press). Her research interests include applied behavior analysis, behavioral gerontology, the integration of behavioral healthcare into primary care and extended care settings, and environmental design.

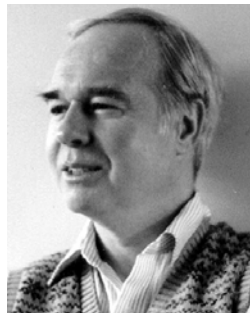
## BEHAVIORAL FOLLIES

*Sunday, May 26<sup>th</sup>*  
*10:00 PM – 1:00 AM*  
*Grand Ballroom*

#### Theoretical, Philosophical and Conceptual Issues (TPC)

#### Two Roads Diverged in a Cambridge Wood: Origins and Implications of the Molar-Molecular Debate

John Donahoe, Ph.D. (University of Massachusetts)



**Abstract:** For Skinner, the experimental analysis of behavior was the study of the effects of moment-to-moment relations among stimuli, responses, and reinforcers i.e., *molecular contingencies*. In the 1960s, a different view of conditioning emerged in associationist psychology and in behavior analysis: Instead of molecular contingencies, focus shifted to

relations among variables defined over longer periods of time; i.e. *molar relations*. The molar approach was pursued with the respondent procedure by Rescorla (1967) and with the operant procedure by Herrnstein (1969, 1970). However, further experimental analysis almost immediately demonstrated that many molar relations were neither necessary nor sufficient to interpret behavior with either conditioning procedure. Moreover, theoretical accounts were regularly devised that interpreted molar relations as cumulative effects of molecular contingencies (e.g., Shimp, 1969; Staddon, Hinson, & Kram, 1981). Given these developments, the study of respondent conditioning returned to a reliance on molecular contingencies (e.g., Rescorla & Wagner, 1972). However, the study of operant conditioning often continues at the scale of molar relations in spite of poignant appeals to the contrary by Skinner, as in "Farwell, my lovely!" (1976). The presentation considers possible reasons for the persistence of a molar approach and the problematic implications of the approach for experimental and applied behavior analysis and for the integration of behavior analysis with other biological sciences.

**Dr. Donahoe** is an Emeritus Professor in the Department of Psychology and in the Interdisciplinary Program in Neuroscience & Behavior at the University of Massachusetts. His undergraduate major was Chemistry at Rutgers University. His graduate work was in Experimental Psychology with a minor in Neurophysiology at the University of Kentucky. Before coming to the University of Massachusetts at Amherst, he was a member of the faculties of the Departments of Psychology and Computer Science at the University of Kentucky and a Special Postdoctoral Fellow at the Center for Brain Research at the University of Rochester. He is a behavior analyst whose primary experimental interests are stimulus control and conditioning, particularly as they bear on the reinforcement process. His primary theoretical interests are the development of a principle of reinforcement that is informed by both behavioral and neuroscientific research and the interpretation of complex behavior by means of artificial neural networks.

## Theories of Stimulus Equivalence: Do They Contribute?

William J. McIlvane, Ph.D. (University of Massachusetts Medical School)



**Abstract:** I will consider three principal accounts of equivalence in terms of their potential heuristic and explanatory value. These are (1) relational frame theory, as articulated by Hayes; (2) naming theory, associated with Horne and Lowe; and (3) Sidman's proposal that equivalence arises as a direct product of reinforcement, which

seems to be a quasi-theoretical statement. In my view, proponents of each account must answer clearly and affirmatively Skinner's early question "Are theories of learning necessary?" Proponents must also show that their theory functions as a good theory (i.e., having broad explanatory value, promoting good experiments, predicting nonobvious findings, etc.). I will suggest that current accounts of stimulus equivalence have not yet reached the status of well-elaborated theories. While acknowledging the strengths and possible contributions of each account, I hope to show that each is fuzzy and/or incomplete on certain critical details. I also intend to compare current theories to those that have arisen in other branches of behavioral science. My goal in this last effort will be to assess critically whether current accounts of stimulus equivalence have remained faithful to fundamental behavior analytic principles or whether we may have drifted into unintended waters in endeavoring to account for cognitive phenomena.

**Dr. McIlvane** received his Ph.D. in Experimental Psychology from Northeastern University in 1986. He is currently Professor of Psychiatry at the University of Massachusetts Medical School and the Director of the UMMS Shriver Mental Retardation Research Center. He has contributed more than 100 scholarly publications concerning theoretical, empirical, and applied behavior analysis. Dr. McIlvane is perhaps best known for his work on developing teaching technology for individuals with severe mental retardation. Other noteworthy contributions include animal models of cognitive processes, integration of cognitive, developmental, and behavior analytic perspectives on typical and retarded intellectual development, electrophysiological analysis of cognitive processes, research-to-practice initiatives, and science education for children. Dr. McIlvane is the current President of Division 25 of the American Psychological Association, a member of the Board of Editors of the *Journal of the Experimental Analysis of Behavior*, an Associate Editor of *The International Review of Research in Mental Retardation*, and a member of the Massachusetts Governor's Commission on Mental Retardation.

## Verbal Behavior (VRB)

### When Words Rule: The Contingencies that Instill Verbal Governance

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



**Abstract:** The most basic function of verbal behavior, from which all of its other functions are derived, is that it is an exceedingly efficient way in which one organism can change the behavior of another organism. Verbal governance captures this basic function: much important human behavior is determined by verbal antecedents. Functional verbal

antecedents can be generated when some individuals replicate the verbal behavior of others or when individuals repeat their own past verbal behavior. Differential contact with different verbal antecedents can follow from differential attention to verbal stimuli correlated with reinforcing or aversive events. Once verbal behavior is in place, it can be shaped by (usually social) consequences. Taken together, these and other verbal processes can produce interlocking contingencies in which extensive classes of verbal and nonverbal behavior come to be dominated by verbal antecedents. Nazi Germany under Hitler and some varieties of religious fundamentalism provide examples.

**Dr. Catania's** biographical statement is located on page 8.

### Abstract or Emergent Verbal Relations: Promoting Conceptual Integration

Chair: Genae Hall, Ph.D. (Behavioral Consultant)

Discussant: Sam M. Leigland, Ph.D. (Gonzaga University)

**Abstract:** Abstract or emergent verbal relations have generated considerable interest among behavior analysts in recent years. Behaviorists are now better able to specify the reinforcement history necessary to establish such relations and counter the arguments of linguists, who have asserted that behaviorists cannot account for behavior that occurs without explicit training. Nevertheless, workers in different areas within behavior analysis have studied and discussed these relations in different ways, and their analyses have been controlled by different conceptual frameworks. These areas of study have remained separate and distinct, despite the fact that they often appear to be studying the same or highly similar behavioral events. In an attempt to foster greater conceptual integration, proponents of different approaches to the study of emergent relations will be brought together into one symposium. Each presenter may provide an overview of his/her particular conceptualization of emergent relations and discuss the extent to which greater conceptual integration of the different approaches might be possible or desirable.

## Emergent Verbal Relations as Analogs of Basic Conditioning Processes

Hank Schlinger, Ph.D. (California State University, Northridge and UCLA)



**Abstract:** In the tradition of Skinner in particular and behavior analysis in general, I believe we should try to understand emergent relations according to already established principles before positing new principles. Toward that end, I (1) suggest that many verbal operations, variously called autoclitic frames, contingency-specifying stimuli, relational

frames, rules, instructions, etc., are analogous to basic conditioning processes in that they both alter evocative functions of stimuli; (2) offer a descriptive conceptual framework for basic conditioning processes and their analogous verbal operations; and (3) speculate about the provenance of the latter in terms of the experiences that might contribute to their emergence. By classifying these verbal operations as analogs to basic conditioning processes, behavior analysts can begin to provide ultimate explanations of them, thereby bringing into the behavior analytic purview certain verbal relationships and countering the claim by cognitive psychologists that behaviorists cannot account for these or, indeed, any complex phenomena.

**Dr. Schlinger** received his Ph.D. in Psychology in 1985 from Western Michigan University. In 1988 he completed a two-year post-doctoral fellowship in behavioral pharmacology, also at Western Michigan University. From 1988 until 1998, Dr. Schlinger was a faculty member in the Psychology Department at Western New England College in Springfield, Massachusetts. He now teaches part time at California State University, Northridge and at the University of California, Los Angeles.

Dr. Schlinger has authored (or co-authored) three books: *Psychology: A Behavioral Overview* (1990), *A Behavior-Analytic View of Child Development* (1995) (which was translated into Japanese), and *Introduction to Scientific Psychology* (1998), all published by Plenum Publishing Co. He has published more than 30 articles in journals including the *American Psychologist*, the *Journal of the Experimental Analysis of Behavior*, *Pharmacology, Biochemistry and Behavior*, *Psychopharmacology*, the *Psychological Record*, *The Analysis of Verbal Behavior*, *The Behavior Analyst*, the *Skeptic*, and the *Skeptical Inquirer*. Dr. Schlinger has served on the editorial boards of *The Behavior Analyst* and *The Analysis of Verbal Behavior*, where he recently completed a three-year term as Editor in Chief.

## Combining Relational Frame Theory with Skinner's Verbal Behavior: Some Possible Implications

Dermot Barnes-Holmes, Ph.D. (National University of Ireland, Maynooth)



**Abstract:** The current paper outlines a way in which to achieve a rapprochement between Skinner's (1957) treatment of verbal behavior and the more recent behavioral treatment of language known as Relational Frame Theory. The key strategy involved in bringing these two accounts together requires that we distinguish between two types of operants: one based on direct

contingencies of reinforcement, the other based on arbitrarily applicable relational responding. The latter operants are labeled verbal because they can be distinguished from other forms of social behavior, and they appear to possess the symbolic or referential qualities often ascribed to human language. Some of the possible implications arising from the syntheses of Skinner's Verbal Behavior with Relational Frame Theory will be considered.

**Dr. Barnes-Holmes** is foundation Professor and Chair of the Department of Psychology of National University of Ireland, Maynooth. He studied under Julian Leslie and Dr. Michael Keenan at the University of Ulster before taking up a teaching position at University College, Cork, where he stayed for 10 years before accepting his current post. Dr. Barnes-Holmes has published over 110 scientific articles, book chapters, and books, and he was recently ranked as the most prolific author in the world in the Experimental Analysis of Human Behavior during the period 1980-1999 (Dymond & Critchfield, 2000). He has served on or is currently serving on the editorial boards of the following journals: *Experimental Analysis of Human Behavior Bulletin*; *Journal of the Experimental Analysis of Behavior*; *Journal of Applied Behavior Analysis*; *The Behavior Analyst*; *The European Journal of Behavior Analysis*; *The International Journal of Psychology and Psychological Therapy* (Associate Editor); and the *Psychological Record*. Dr. Barnes-Holmes' research career has been influenced greatly by the work of Dr. Steven Hayes. Their collaborative efforts, and those of their students and colleagues on both sides of the Atlantic, led to the recent publication of the first full-length book on Relational Frame Theory.

## **Novel Behavior and Operant Variability**

Philip N. Chase, Ph.D. (West Virginia University)

**Abstract:** The review of common behavior analytic concepts examines processes that help to account for novel behavior. Many concepts used in behavior analysis, including selectionism, the definitions of the operant, reinforcement, and stimulus control, assume variability in the response and the stimulus portions of contingencies. In this context, the importance of the relation between variability and novelty is discussed and concepts used to account for novel behavior are examined. Experimental findings also are reviewed that suggest that variability in operant behavior can come under discriminative control and these findings are applied to describe novel instances of behavior that may arise during problem solving. We conclude that behavior analytic accounts of stimulus control and behavioral variability provide powerful means of understanding novel behavior and can be said to emphasize the importance of novel behavior rather than ignore it.

**Dr. Chase**, a Professor of Psychology at West Virginia University, specializes in studying the environmental variables that influence novel behavior. This interest has led to two lines of research: understanding the basic processes of verbal behavior and applying these processes to the design of teaching procedures that facilitate problem solving. Phil is a graduate of the University of Massachusetts in Amherst where he worked with Beth Sulzer-Azaroff, John Donahoe, Kent Johnson, and other UMASS behavior analysts.

Phil has published over 50 articles, chapters, and books. He has served on the editorial boards of many behavioral journals, including his recent stint as Editor of *The Behavior Analyst*. He has further served the field by co-organizing three international conferences and reviewing grants for three national agencies. He also serves on the executive committee of the Board of Trustees for the Cambridge Center for Behavioral Studies. In 1990, Phil received a Fulbright Research Scholarship to study in Italy. In 1997, he received the Benedum Distinguished Scholar Award from West Virginia University.

# ABA's Continuing Education Program

## General Information

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

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

## Workshop Registration Instructions

You may pay membership dues and register for workshops and the convention by mail, using the forms included in this newsletter, or on-line at [www.wmich.edu/aba](http://www.wmich.edu/aba).

Workshops are subject to cancellation due to low enrollment, so advance registration is advised. After April 30, 2002, please call the ABA office before sending payment to determine if the workshop is still being offered. The ABA phone number is (616) 387-8341.

## Detailed Instructions

Review workshop offerings on the following pages. Make selections on the Workshop Registration Form on page 58. Calculate total fees for all workshops selected. Enter the total on the workshop registration form and on the convention registration form (page 57).

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

## Cancellations and Refunds

Registrants may cancel convention registration and tickets for workshops or other events before May 1, 2002. A handling fee of \$20 will be deducted from all refunds.

## Ethics

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

## ABA CE Credits for Behavior Analysts

The Association for Behavior Analysis will provide continuing education for Behavior Analysis Certification Board (BACB) Certified Behavior Analysts™ and Board Certified Associate Behavior Analysts™ at the 2002 convention in Toronto. Information about how to receive credits and what events will qualify for continuing education will be available from the ABA office at a later date and at the ABA Continuing Education Desk at the convention site. There is a \$10 per credit hour fee for continuing education for pre-convention workshops and a \$30 flat fee for continuing education for convention events.

## Continuing Education for Psychologists

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

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

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

## Questions?

Contact the ABA office at (616) 387-8344 or by e-mail at [76236.1312@compuserve.com](mailto:76236.1312@compuserve.com).

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convention and workshop registration,  
and SABA donations

# ABA Pre-Convention Workshops

## Workshop #1

5/24/02  
10:00 AM - 5:00 PM  
Kent

### **A Transdisciplinary Approach to the Assessment and Treatment of Problem Behavior at Bancroft NeuroHealth**

PATRICK PROGAR, Ph.D., Mark Mintz, James Varrell, Stephen Bruce, and Ronald Savage (Bancroft NeuroHealth)

**Description:** The workshop is designed to provide participants with an overview of a neurobehavioral model for the assessment and treatment of problem behavior. The neurobehavioral model embodies a transdisciplinary approach to problem behavior in people with developmental disabilities and/or traumatic brain injury. In addition to behavioral problems, these individuals often present with neurological and/or psychiatric issues. The workshop will include contributions from board certified behavior analysts, a neuropsychologist, a neurologist, and a psychiatrist. Overviews of each discipline will be provided as well as some "hands on" activities including a sample of "grand rounds," which allow for weekly input from the entire transdisciplinary team, and more focused neurorounds, which allow for a more in-depth analysis of an individual case. Additional topics to be covered will include data collection and analysis techniques, the dynamic interplay between behavioral data and medication management, and a clinical pathways model to guide the overall care of the persons we serve.

#### **Objectives:**

- Collect, graph, and interpret functional analysis data and incorporate into a PowerPoint presentation
- Design and implement the assessment and treatment phases in order to interpret the separate and combined effects of behavioral and/or pharmacological interventions for problem behavior
- Provide a rational framework in the utilization of adjunctive pharmacological therapy based upon the mechanism of aberrant behavior
- Utilize behavioral data in determining the need for adjunctive pharmacological therapy
- Introduce a clinical pathways model for the comprehensive assessment and treatment of children with developmental disabilities and/or traumatic brain injury who also exhibit problem behavior

**Activities:** The workshop will include didactic presentations, videotapes, and PowerPoint presentations. Hands-on activities will include a mock grand rounds presentation and an interactive session in which especially relevant case studies are presented. Additional activities will include data collection techniques as well as a brief tutorial on transforming the raw data into a presentation-ready PowerPoint display. Through the above activities, participants will be introduced to a comprehensive approach to dealing with neurological, psychiatric, behavioral, and neuropsychological issues.

**Audience:** This workshop is designed for professionals and students who work in multidisciplinary treatment settings for children and adults with disabilities that display severe problem behavior. This workshop is applicable to administrators, teachers, allied health professionals, psychologists, social workers, behavior analysts, psychiatrists, neuropsychologists, neurologists, and nurses. Members of the audience should have a basic knowledge of the functions of these disciplines.

**Cost to Members: \$115 Non-Members: \$130**

## Workshop #2

5/24/02  
10:00 AM - 5:00 PM  
Conference D&E

### **Acceptance and Commitment Therapy: Core Principles in Treatment and Supervision**

KELLY WILSON, Ph.D., Jennifer Groom, and Kara Bunting (University of Mississippi)

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

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

- Recognize and let go of destructive suffering
- Contact and embrace healthy suffering
- Gain flexibility in their responses to troubling cognitive and emotional content
- Make contact with a sense of self that transcends cognitive and emotional content
- Clarify values
- Make and keep commitments

Participants will get an overview of the treatment process.

**Activities:** Workshop activities will include didactic instruction, viewing of therapy videotape, experiential exercises, and practice with some core ACT strategies.

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

**Cost to Members: \$135 Non-Members: \$150**

### Workshop #3

5/24/02  
10:00 AM - 5:00 PM  
Windsor West

#### **Computer-Mediated Activity Schedules for Teaching Children with Autism Spectrum Disorders**

ROBERT STROMER, Ph.D. (UMMS Shriver Center) and  
Elisabeth M. Kinney (BEACON Services)

**Description:** This workshop integrates multimedia computer supports with activity schedules to teach children with autism spectrum disorders play, social, communication, and academic skills. Computer schedules are programmed in PowerPoint and supplement other schedules that use photographs and text in notebooks or lists to cue a child's sequence of activities (McClannahan & Krantz, 1999). Using computers can help to ensure a child's attention to crucial aspects of a schedule, and yield new learning outcomes via the videos, sounds, images, and words that serve as instructional cues. We show how to blend the multimedia and interactive capabilities of computers with state-of-the-science teaching protocols and how to prepare computer activity schedules in PowerPoint.

#### **Objectives:**

- To give participants an appreciation of the potential of computer activity schedules for teaching
- To familiarize participants with the hardware, software, and accessories used to computerize activity schedules
- To give participants competence in the basics of software use with already-prepared materials: Inserting sounds, photographs, and video clips and running the program
- To give participants knowledge of other software operations (e.g., setting animations, timers, transitions, actions, and session parameters) and how to create and handle digital content for the purpose of making computer schedules

**Activities:** We describe advantages and disadvantages of integrating multimedia software with off-computer teaching. We give examples of computer schedules that are used to teach play, social skills, reading, spelling, and counting. With practice content, we guide hands-on exercises in preparing teaching slides. We demonstrate how to create multimedia content and give opportunities to practice taking pictures, making video clips, and recording sounds. Participants will receive copies of how-to materials including a CD with practice files. Laptop computers will be provided for small group activities. Participants may also bring a laptop, but it should be a Windows-based computer with floppy and zip or CD drives and PowerPoint 2000 installed. (If you plan to bring a laptop, please contact us in advance: Robert.Stromer@umassmed.edu.)

**Audience:** This is an intermediate-level workshop for participants who have at least undergraduate training in behavior analysis, experience using the methods to teach language, communication, cognitive, or academic skills, and some experience using PowerPoint or a similar application. Ideally, participants will be familiar with McClannahan and Krantz's (1999) book, *Activity Schedules for Children with Autism: Teaching Independent Behavior* and related research.

**Enrollment is limited to 20.**

**Cost to Members: \$150 Non-Members: \$165**

### Workshop #4

5/24/02  
10:00 AM - 5:00 PM  
Wentworth

#### **Designing Effective Online Courseware with Designer's Edge** LINDA ROSS, Ph.D. (Click2Learn, Inc.)

**Description:** Participants will learn how to use Designer's Edge to design and develop effective courseware. Following a brief introduction, the workshop presenter will engage in an interactive lecture/demonstration of each phase of instructional systems design using Designer's Edge. Guided practice will follow each lecture/demonstration to ensure that participants are provided with hands-on practice with the software. By the end of this workshop, participants should be prepared to design and develop their own courses for online deployment.

#### **Objectives:**

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

- Determine whether there is a need to develop online courseware or training, based on needs assessment data
- Complete a thorough audience analysis of the end user of their courseware
- Conduct task analyses to determine what content should be included in the course
- Determine if existing extant data can be repurposed in the course
- Write measurable enabling and terminal objectives for the course
- Design effective flows of instruction
- Storyboard online presentations
- Evaluate the effectiveness of the course

**Activities:** *Introductions (15 minutes):* During introductions, participants will introduce themselves and describe why they are taking this workshop. The workshop presenter will use the introductions to gauge the expertise of the participants. *Software Set Up (15 minutes):* Participants will have 15 minutes to set up Designer's Edge, Net Synergy, and flowcharting software on their computers. *Brief Overview (10 minutes):* During the brief overview, the workshop presenter will describe the features of Designer's Edge, including the two front-end analysis approaches (needs assessment approach vs. task analysis approach). *Interactive Lecture/Demonstration, Part 1: Front-End Analysis (60 minutes):* The workshop presenter will demonstrate how to conduct front-end analysis using Designer's Edge. Both approaches listed above will be demonstrated. Additionally, the workshop presenter will describe the pros, cons, and rationale for choosing to use each front-end analysis approach. *Practical Application, Part 1: Front-End Analysis (45 minutes):* Using a pre-designed tutorial, participants will complete the steps of front-end analysis using Designer's Edge. The workshop presenter will circulate during all practical applications, answering any questions that participants may have. *Interactive Lecture/Demonstration, Part 2: Design (30 minutes):* The workshop presenter will demonstrate how to use Designer's Edge to write effective objectives and instructional flows. Additionally, the workshop presenter will describe how to

modify instructional flows for direct instruction or discovery-based learning. *Practical Application, Part 2: Design (60 minutes)*: Continuing in the pre-designed tutorial, participants will complete the steps of design using Designer's Edge. *Interactive Lecture/Demonstration, Part 3: Develop (30 minutes)*: The workshop presenter will demonstrate how to storyboard instructional flows into courseware. For this workshop, the workshop presenter will be storyboarding using Net Synergy, a WYSIWYG software application designed specifically to interact with Designer's Edge for the development of online learning courseware. *Practical Application, Part 3: Develop (45 minutes)*: Continuing in the pre-designed tutorial, participants will complete the steps of development using Designer's Edge. *Interactive Lecture/Demonstration, Part 4: Evaluate (20 minutes)*: The workshop presenter will demonstrate how Designer's Edge can assist in evaluating the effectiveness of the course. Approaches for iterative design, alpha testing, beta testing, and piloting, as well as other formative and summative evaluation methodologies will be discussed. *Practical Application, Part 4: Evaluate (20 minutes)*: Finishing the pre-designed tutorial, participants will determine how to evaluate the effectiveness of the course they have designed. *Wrap-up (10 minutes)*: The workshop presenter will use this time to summarize what has been presented and answer any final questions that participants may have.

**Audience:** New or experienced instructional designers and others interested in designing effective courseware (delivered online, in CBT format, or in the face-to-face classroom).

**Cost to Members: \$140 Non-Members: \$155**

#### Workshop #5

5/24/02  
10:00 AM - 5:00 PM  
Huron

**FBT: A Clinical Methodology for the Treatment of Behavioral Disorders in Office-Based Settings**  
RAINER FRANZ SONNTAG, Ph.D. (Private Practice)

**Description:** Functional behavior therapy (FBT) is a methodological model rather than a new kind of therapy or intervention. It can be specified by three main characteristics.

- Within this model, treatment is considered a process comprising several rather than one specific intervention. Planned interventions correspond to experiments. Because every intervention experiment is coherent with the overarching goals of the treatment the therapeutic process resembles a thematic research program.
- Specific interventions are embedded in eight background principles derived from behavior analysis. Among other components, acceptance and commitment therapy, functional analytic psychotherapy, and self-control theory play their role as part of these background principles rather than as specific interventions.
- Therapeutic questions (see Johnston, 1993) correspond to experimental questions. The answers guide the overall process of treatment including selection of target behaviors, methods of measurement, interventions, and evaluation of outcome. The questions are: What is the nature of the

problem? What says the literature? What are the goals of treatment? What are the clinically relevant behaviors? What are the clinically relevant influences? What specific interventions are to be considered? How can treatment be organized? What are the effects and how can they be measured? How can treatment be improved?

**Objectives:** The primary objectives are:

- To show that behavior analysis is ripe to develop a comprehensive and theoretically coherent treatment model that may compete with traditional psychiatry, CT, and other more or less specified approaches serving verbally capable adult outpatients and that can incorporate the application of psychotropic drugs
- To present a conceptual framework that may be helpful in organising individual treatment processes in outpatient settings
- To conceptualize interventions from a functional perspective and with different time-frames, e.g., moment-to-moment or session-to-session, paying attention to the distinction between contingency-shaped and rule-governed behavior
- To link research methodology to clinical practice and provide a systematic, scientist-practitioner model from the perspective of a clinician in an office-based, full-time practice
- To provide behavior analytic conceptualizations for those treatment activities reaching beyond specific interventions thus filling up spaces that might have been theoretically "empty" so far
- To discuss this clinical methodology with an interested audience and explore its usefulness as an all-encompassing process model that may provide a basis for a standardization of true functional analyses rather than mere functional interpretations in outpatient settings

**Activities:** Clinical treatment is described as a thematic research program. Eight background principles are presented (Outcome orientation; Holism; Behavioral patterns; Language; Relationship; Self-confidence; Strengths; and Concentration). It is shown how they are derived from behavior analysis and how they contribute to treatment. Each therapeutic question and its role in guiding the selection of interventions is discussed. Specifically, diverse methods to be applied to answer the questions are evaluated. For example, with regard to the 'nature of the problem' the role of syndromal diagnoses is explored. A method to assess environmental events is presented (Brown & Harris, 1978) that can improve verbal reports and provides a pragmatic means to control for confounding variables extraneous to the treatment. Commonalities and points of contact with other treatment approaches are emphasized. The procedures are illustrated with case examples of diverse clinical problems. Therefore, participants are invited to bring in some cases that can be worked through. Role-plays on selected procedures and group discussions will be conducted.

**Audience:** Clinical and applied behavior analysts interested in a generic treatment model that incorporates a wide variety of interventions and nevertheless stands true to the philosophy of behavior analysis. Theoreticians may be interested as well. Office-based clinical behavior analysts and those interested in the relationship between behavior analysis and medicine/ psychiatry

may be specifically interested because the workshop is delivered by a behavioral psychiatrist in private practice.

**Cost to Members: \$120 Non-Members: \$135**

#### Workshop #6

5/24/02

10:00 AM - 5:00 PM

Kenora

#### **FECT: A Behavioral Treatment for Depression**

ROBERT J. KOHLENBERG, Ph.D., Jonathan W. Kanter, Madelon Y. Bolling, Chauncey R. Parker, Reo Wexner, and Christine M. Terry (University of Washington)

**Description:** This workshop introduces the theory and methods of FAP-Enhanced Cognitive Therapy (FECT) for depression. FAP, or Functional Analytic Psychotherapy (Kohlenberg & Tsai, 1991), is a psychotherapy approach that grew out of a functional analysis of the psychotherapy environment. It is ideal for behavior analysts who wish to work with adult outpatient populations and problems often conceptualized as non-behavioral while maintaining a consistent, thoroughgoing behavioral stance. Along these lines, FECT is based on the idea that an existing treatment—Beck, Rush, Shaw, and Emery's (1979) *Cognitive Therapy (CT) for Depression*—can be improved and enhanced with functional analytic tools and ideas.

As clinical behavior analysts, we maintain that CT is not appropriate for many clients and we account for the effects of CT with a different theoretical model; nonetheless, we recognize its functional utility and empirical success. In addition, those interested in working with depressed outpatients often work as part of a subculture of therapists and clients in which CT is seen as the gold standard. For these reasons the techniques and ideas of FECT may be useful.

**Objectives:** Participants will learn how to:

- Determine when CT is appropriate to employ with depressed clients
- Use techniques of CT that have been modified to be consistent with a functional analytic framework
- Increase the power of effective CT interventions by focusing on modifying client's operant behavior as it is occurring "in-vivo"

Emphasis is placed on this last feature of FECT. Therapists are taught to:

- Conceptualize depression in functional analytic terms that highlight opportunities for in-vivo work
- Identify in-vivo behaviors as they are occurring in the therapy relationship and during the therapy hour
- Evoke in-vivo behaviors that might otherwise not occur
- foster generalization of in-vivo gains made during the therapy hour to daily life

The objectives of this workshop are as follows:

- Introduce a behavior-analytic conceptualization of the psychotherapy environment that allows behavior analysts to work with problems traditionally defined as non-behavioral

- Introduce the functional-analytic enhancements to CT for depression: a concrete set of tools and strategies for performing CT while maintaining a behavioral stance
- Familiarize clinical behavior analysts with the notion of in-vivo work, and how the identification, evocation, and modification (i.e., natural reinforcement) of in-vivo behavior can improve one's clinical outcomes

**Activities:** This workshop is a combination of didactic presentation, videotaped clinical case material, and a variety of exercises and activities designed to provide opportunities to practice FECT techniques and learn the meaning and value of "in-vivo" through in-vivo work itself. Participants will work within small groups and apply skills to clinical vignettes presented in transcripts, video, and/or audiotapes. For example, participants will gain experience detecting clinically relevant in-vivo behaviors (including cognitive behaviors), discriminating therapist behaviors that are called for by FECT, presenting a behaviorally-informed rationale, working with FECT case conceptualization, and using interventions with an in-vivo focus.

**Audience:** The workshop is aimed at several audiences. One is the experienced behavior analyst who has little or no experience in adult outpatient treatments such as CT or other psychotherapies, and is interested in an introduction to therapy techniques and a behavior analytic interpretation of the process. Another is the experienced therapist who has used CT and is interested in enhancing treatment with methods suggested by functional analysis. No prior familiarity with FAP or CT is required and, as such, some participants will find portions of the workshop to be more in the nature of a review than a presentation of new material. Although the focus of the workshop will be on working with adult, depressed outpatients with generally intact cognitive functioning, we welcome discussion of how these methods may apply to other populations. Because clinical material is being presented, the workshop is open only to faculty, graduate students, or professionals.

**Cost to Members: \$135 Non-Members: \$150**

#### Workshop #7

5/24/02

10:00 AM - 5:00 PM

Conference B&C

#### **Guidelines for Professional Conduct and Ethical Decision Making in the Delivery of Behavioral Services**

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

**Description:** This introductory workshop will provide a discussion of ethical principles and their application to the practice of behavior analysis services. It is designed to build understanding of ethical requirements in everyday professional situations. The content will encompass background history and foundations for codes of ethics, differences between legal and ethical behavior, and interactive exercises. The workshop presenters will review a number of relevant documents, including the American Psychological Association's and National Association of Social Workers' Codes of Ethics, the National Association of School Psychologists' Principles for Professional

Ethics, the International Standards for the Preparation and Licensure of Special Educators, the Guidelines of Conduct of the American Association on Mental Retardation, the Florida Association for Behavior Analysis' Code of Ethics, and the Task List for Behavior Analysis.

**Objectives:** Participants will be able to refer to professional codes and guidelines that have been designed to dictate their professional conduct and to establish the relationship between ethics and law. Participants will discuss the conduct standards guiding the resolution of ethical dilemmas encountered in mental health, educational, and developmental disabilities settings including:

- Confidentiality, privilege, privacy, and consent
- Record keeping
- Professional competence
- Fees and financial arrangements
- Multiple relationships
- Misuse of influence
- Supervision
- Consultation and referrals
- Duty to warn
- Honoring commitments
- Rights of consumers
- Publication credits
- Use of punishment procedures
- Due process
- Distribution of education resources
- Conflicts among parents and teachers
- Issues relevant to development and implementation of individual education plans

Participants will be able to recognize and pursue strategies to avoid and resolve legal and ethical issues.

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

**Audience:** The target audience is practitioners, supervisors, and other professionals working in mental health, educational, developmental disabilities, and home and community settings, including behavior analysts, special education and regular education teachers, and psychologists.

**Cost to Members: \$145 Non-Members: \$160**

## Workshop #8

5/24/02

10:00 AM - 5:00 PM

Simcoe & Dufferin

### How to Use Fluency-Based Instruction Techniques to Enhance Existing Educational Programs

ALISON MOORS, M.A., Sara Pahl, Amy King, and Michael Fabrizio (Fabrizio/Moors Consulting)

**Description:** This workshop is specifically designed to target service providers and parents working with kids with autism. An overview of Fluency-Based Instruction, including its history and implications for children with autism, will be covered. In addition, participants will learn data collection techniques as well as how to analyze student data to ensure progress. Emphasis will be placed on component skills training for the learning/student skills necessary in order for a student and his/her teacher to be successful within a Fluency-Based Instruction teaching paradigm. Video examples and hands-on activities will be used throughout. The audience will be encouraged to provide examples of students and pinpoints used within their own teaching programs.

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

- Describe Fluency-Based Instruction and how it compares and contrasts from other behavior analytic approaches to teaching
- Read and track student performance using the Standard Celeration Chart
- View sample Standard Celeration Charts and make appropriate instructional decisions based on student data
- List the component learning/teaching skills necessary in order for both the student and the teacher to be successful within a Fluency-Based Instruction teaching paradigm
- State at least five component skills easily transferable from one behavior analytic teaching paradigm to a Fluency-Based Instruction procedure

**Activities:** While some lecture will be used, emphasis will be placed on audience participation through discussion as well as participants performing the objectives or component skills of this workshop.

**Audience:** This workshop is designed for parents, educators, and consultants currently implementing educational programs using behaviorally based teaching technologies. In addition, those persons responsible for designing treatment packages for children with autism are encouraged to attend. Applied knowledge of behavior analytic teaching techniques and subsequent terminology is required.

**Cost to Members: \$215 Non-Members: \$230**

**Workshop #9**

5/24/02  
10:00 AM - 5:00 PM  
City Hall

**Implementing Effective Training for Delinquents and Their Families: Application of the Teaching-Family Model**

GARY A. BERNFELD, Ph.D. (St. Lawrence College)

**Description:** This workshop first briefly overviews the Teaching-Family Model (TFM)'s extensive empirical base and its 30-year history of replication (Fixsen, et al. 2001) across various populations and settings. Its hallmark is the purposeful integration of all the clinical, administrative, evaluation and supervision systems that ensure quality assurance and treatment integrity. Next, the home-based use of this Model by Community Support Services of the St. Lawrence Youth Association is discussed, in terms of its generic service delivery hallmarks and its treatment technology and program support systems derived from the TFM. This multisystemic program has been independently identified as one of the top 10 programs for young offenders in Ontario. It has reliably reduced youth behaviour problems and recidivism and improved social skills and family functioning (Bernfeld et al., 1995; Bernfeld, 2001) (<http://gary.bernfeld.com/chapter.htm>). The majority of the workshop will expose participants to techniques designed to enhance their parent training skills in general, and their first-hand observation and teaching skills in particular. The workshop will finish with a review of a list of integrative clinical strategies for working with the families of delinquent youths.

**Objectives:** During the workshop, participants will:

- Learn about the TFM's integrated service delivery systems and its ecobehavioural and contextual orientation
- Be shown how the TFM has been implemented in a home-based service for high-risk young offenders and their families
- Watch video vignettes and practice identifying client skill deficits
- Complete behavioural rehearsals utilizing the full Teaching Interaction technique

At the conclusion of the workshop, participants will be able to:

- Describe the specific components of the Teaching Interaction, which involves skill identification, modeling, instructions, behavioural rehearsal, feedback, and praise (Blasé & Fixsen, 1987)
- Begin a process of integrating the Teaching Interaction into their own clinical work with families

**Activities:** Didactic lectures, group discussion, large group rehearsals with videotaped scenes, and small group behavioural rehearsals of case vignettes will be utilized. Handouts will include supporting articles, and an extensive bibliography will be provided.

**Audience:** Clinicians, therapists, behaviour analysts and students. Experience with home-based services an asset but not required.

**Cost to Members: \$140 Non-Members: \$155**

**Workshop #10**

5/24/02  
10:00 AM - 5:00 PM  
Dominion Ballroom South

**Learning and Teaching Reading with the Morningside Model of Generative Instruction**

KENT JOHNSON, Ph.D., Joanne K. Robbins, and Susan K. Malmquist (Morningside Academy)

**Description:** In the last 15 years we have seen the rise of functional assessment in the clinical thinking and procedures of educators, both within and outside of behavior analysis. This increasing focus upon the complex context in which we analyze and teach behavior requires many of us to become more knowledgeable about school curriculum. Much of the disruptive behavior in schools that we are asked to change occurs as a function of poor curriculum and instruction. Many behavior analysts are including academic components in treatment plans for non-school clients, as well. In our experience working with schools and agencies, we have much more credibility, value, and influence when we propose to work not only on conduct, classroom management, disruptive behavior, and discipline, but also with specific academic curriculum, instructional methods, and intellectual behavior.

A good place to start this work is the curricula of foundation skills, because deficits in areas such as reading, writing, and math are very much in the media and in public discussion. Foundation skills are also easily amenable to behavior analysis and modification. It is important that we are thorough in our analysis and treatment of foundation skills, not just superficially acquainted with reading or math. Nor should we uncritically accept materials and methods that are being used in the school settings in which we work. Even in clinical settings we may introduce a reading program as a powerful component of our treatment plan. This workshop will provide a thorough introduction to the area of reading. Mastery of the content and references contained in this workshop will put you well on the road to becoming a reading expert.

**Objectives:**

- Learn and practice the Morningside method for learning and teaching foundation skills, with special emphasis upon reading skills and strategies
- Learn 10 components of effective reading instruction, and how to evaluate commercially available reading programs.
- Experience our methods of feedback and coaching foundation skill instruction as you practice
- Incorporate intellectual skill development in your behavioral treatment plans

**Activities:** You will learn about 10 components of a total reading curriculum, including language and vocabulary, phonemic analysis, decoding, basic comprehension tool skills, background knowledge for reading, advanced comprehension strategies, techniques for self-monitoring during reading, rate adjustments as a function of reading purpose, reasoning and problem solving, the social and interpersonal skills of classroom learning, and the

natural reinforcement of reading. We will show examples and nonexamples of each component within commercially available reading curricula. You will learn how to evaluate reading curricula. We will also demonstrate and you will practice the 13-step Morningside method for teaching reading sub-skills and making them fluent. You will also practice the Morningside method for teaching more strategic, meta-cognitive behaviors related to reasoning, thinking, and problem solving in a reading context. You will also learn about our method for providing in-classroom coaching with teachers or clinicians who are implementing reading programs, as we give you feedback and coaching during your practice. Finally, we will also share case studies of functional relations between disruptive and minimal-effort behavior and reading curriculum and instruction, and help you incorporate intellectual skills in your own treatment plans.

**Audience:** Any teachers, administrators, clinicians, tutors, college professors, organizational behavior managers, and instructional designers who want to learn how to incorporate reading performance in their intervention plans.

**Cost to Members: \$190 Non-Members: \$205**

### Workshop #11

5/24/02  
10:00 AM - 5:00 PM  
Dominion Ballroom North

#### Organizational Design and Development of Autism Service Programs

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

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

#### Objectives:

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

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

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

**Cost to Members: \$145 Non-Members: \$160**

### Workshop #12

5/24/02  
10:00 AM - 5:00 PM  
Civic Ballroom South

#### Teaching Reading and Writing to Young Children with Autism

SUSAN D. FOX, B.A., BCABA (University of South Florida) and Michael Weinberg (Devereaux Florida, Viera Campus)

**Description:** This workshop is designed to give direct feedback and interactive discussion, as each stage of developing a written program is examined. Different needs and developmental differences will be discussed and examples will be shown of programs used to design interventions specific to the needs of each individual child. Specific videos of cases at different levels will be reviewed to demonstrate the variety of differences seen in Autism Spectrum Disorder and discussion will explore the differences in the interventions needed for each child.

#### Objectives:

Upon completion of the workshop, participants will:

- Understand the use of reading and writing programs for children with visual preferences and a grasp of the state-of-the-art technology in the acquisition and generalization of reading and writing skills for children with autism
- Know how to design a customized written language intervention that may facilitate verbal communication and develop a written language-training packet (including incidental teaching, natural environments, and generalization)
- Understand the use of discrete trial training for tacts and mands in written word and incorporating the auditory components to develop and build intraverbal skills when possible

*continued on page 39*



# **Sidney W. and Janet R. Bijou Fellowship Application**

## **Society for the Advancement of Behavior Analysis**

### **Deadline: March 1, 2002**

#### **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 2002-2003 the Fellowship will provide a grant of \$5,000. 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.

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

##### **Geographical Constraints**

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

#### **Selection Procedure**

The SABA Board of Directors constitutes the Fellowship Selection Committee. The SABA Board consists of the full members of the ABA Executive Council and SABA's Secretary-Treasurer.

The Fellowship Selection Committee will select the applicant at the spring Board Meeting. The Fellowship recipient will be announced during the SABA Awards Ceremony at the opening event of the ABA convention, and the recipient's name will be published in *The ABA Newsletter*.

#### **Application Procedure**

##### **Application Documents**

Those students who are interested in applying for the *Sidney W. and Janet R. Bijou Fellowship* 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 2002-2003 academic year must be received at the SABA office by March 1, 2002.

#### **For More Information Contact**

**Sidney W. and Janet R. Bijou Fellowship Program**  
Society for Advancement of Behavior Analysis

213 West Hall  
Western Michigan University  
1903 West Michigan Avenue  
Kalamazoo, MI 49008-5301

Telephone: (616) 387-8341/8342/8344  
Fax: (616) 387-8354  
E-mail: 76236.1312@compuserve.com



# Experimental Analysis of Behavior Fellowship Application Society for the Advancement of Behavior Analysis Deadline: March 1, 2002

## 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 2002-2003 the Fellowship will provide a grant of \$4,000. 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.

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

### Geographical Constraints

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

## Selection Procedure

The SABA Board of Directors constitutes the Fellowship Selection Committee. The SABA Board consists of the full members of the ABA Executive Council and SABA's Secretary-Treasurer.

The Fellowship Selection Committee will select the applicant at the spring Board Meeting. The Fellowship recipient will be announced during the SABA Awards Ceremony at the opening event of the ABA Convention, and the recipient's name will be published in *The ABA Newsletter*.

## Application Procedure

### Application Documents

Those students who are interested in applying for the SABA Experimental Analysis of Behavior Fellowship 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 2002-2003 academic year must be received at the SABA office by March 1, 2002.

## For More Information Contact

SABA Experimental Analysis of Behavior Fellowship  
Society for Advancement of Behavior Analysis  
213 West Hall  
Western Michigan University  
1903 West Michigan Avenue  
Kalamazoo, MI 49008-5031

Telephone: (616) 387-8341/8342/8344  
Fax: (616) 387-8354  
E-mail: 76236.1312@compuserve.com

- Understand the importance and use of discrimination training
- Have an introduction of keyboarding skills for children that may have fine motor difficulties or visual preferences with written expressive word
- Understand the use of SAFMEDS to build fluency when appropriate
- Understand selection-based communication systems to build concept formations in non-verbal children or children with emerging speech

**Activities:** Participants will:

- View real video and actively discuss the interventions presented
- Discuss and generate alternative or varieties of interventions for each stage of developing a reading and writing program, utilizing presented samples

**Audience:** CBAs, CABAs, teachers, parents, psychologists, and others interested in teaching reading and writing to young children with autism.

**Cost to Members: \$165 Non-Members: \$180**

### Workshop #13

5/24/02  
10:00 AM - 5:00 PM  
Conference G

#### Tools for Organizing Quality ABA Programs for Children with Autism

J. TYLER FOVEL, M.A., and Erica Andresen (Learn ABA)

**Description:** This workshop addresses the urgent need to provide new teams establishing ABA programs for children with autism with organizational tools that will help them to effectively and comprehensively manage the process of curriculum development, implementation, and review, helping to achieve higher quality results with their students.

The workshop begins by presenting a system for planning and organizing a student's individualized curriculum, from initial evaluation through organizing a program book and schedule. Important issues related to program development are also discussed such as generalization and inclusion.

Part 2 of the workshop presents the methodology of teaching in discrete trials, natural environment teaching (incidental teaching), and guidelines for establishing a comprehensive language program.

Part 3 presents three program evaluation tools: a detailed set of training specifications for paraprofessionals called Required Competencies, an observation-feedback checklist for teaching personnel, and a seven-page Program Audit that evaluates necessary elements in six major areas of program development.

Participants will be provided with a printed 125-page manual containing detailed descriptions of the procedures presented and an accompanying CD-ROM containing electronic versions of forms, interactive tutorials, and diagrams for training.

**Objectives:** The general goal of the workshop is to support the creation of quality educational programs for students with autism

by developing skills in new practitioners in the areas of curriculum development and organization, effective and innovative teaching technologies, and program evaluation methodologies.

The participant will be able to:

- Name research studies that establish the effectiveness of ABA programs for children with autism and list common features of effective ABA programs, according to the research presented
- Discuss the process of planning a student's curriculum using the system presented including establishing a baseline of skills across a comprehensive set of skill domains, establishing an individualized student curriculum, setting up a program book and student schedule, inclusion, and planning for generalization
- List and describe major teaching methodologies used in ABA programs including teaching using discrete-trials, stimulus lists, data collection, graphing, using and fading prompts, and error correction
- List and describe the major components of a comprehensive language program and related program issues including spontaneous vs. prompted language, modeling, and teaching in the natural environment
- List the minimum required competencies for paraprofessionals and teachers
- Evaluate ABA programs using the Teaching Evaluation Checklist and the Program Audit

**Activities:** Workshop participants will go through the curriculum design process by using materials provided to complete and design an individualized curriculum for a student, specify a comprehensive language program, organize a program book, complete a student schedule, and plan for student generalization. In the process of accomplishing these tasks, the underlying concepts and issues will be presented and discussed. Next, participants will organize the training of their simulated team personnel using the Required Competencies training specifications provided and evaluate their overall program using the Program Audit forms provided.

**Audience:** This workshop is specifically designed for educational teams, especially program coordinators, lead therapists, special education teachers, and new consultants who are working to organize and implement ABA programs for children with autism. Parents, administrators, and paraprofessionals may also find the material helpful.

**Cost to Members: \$145 Non-Members: \$160**

#### Workshop #14

5/24/02  
10:00 AM - 5:00 PM  
Essex Ballroom

##### **Training Teachers and Paraprofessionals to Implement Behavioral Technology in Schools**

JANET ELLIS, Ph.D. (University of North Texas), Amy Crye (Spectrum Center), Bobby Buckner, Carrie Hartman, Nadia Jamai, and Bobbie Edwards (University of North Texas)

**Description:** Workshop instructors who have worked in various public and private school settings (from pre-school through high school in special education and regular education classrooms) will familiarize workshop participants with methods shown to be effective in motivating the classroom staff to apply behavioral technology to both classroom teaching and classroom behavior management.

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

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

**Audience:** Audience should include Board Certified Behavior Analysts (BCBAs), Board Certified Applied Behavior Analysts (BCABAs), and those persons interested in/working in school settings and considering applying for certification, as well as teachers who want to train their staff to apply effective behavioral technology in their classrooms. This workshop will also benefit behavioral consultants and other professionals currently working in schools or engaged in parent training.

**Cost to Members: \$135 Non-Members: \$150**

#### Workshop #15

5/24/02  
6:00 PM - 9:00 PM  
Dominion Ballroom South

##### **Behavioral Interventions: From Functional Assessment to Implementation**

AMOY HUGH BALTER, Ed.M., Lina Gilic, and Nicole Luke (Columbia University, Teachers College)

**Description:** We will describe how to perform initial functional behavior assessments, data collection procedures and data analysis in order to select appropriate tactics for intervention. We will address the writing of behavior intervention plans that include operational definitions of target behaviors. We will discuss how and when to implement behavior change procedures and tactics that might be appropriate for particular cases.

**Objectives:** Attendees will be

- Able to identify target behaviors
- Able to write operational definitions of selected target behaviors
- Able to select appropriate forms of data collection procedures
- Exposed to analysis of data and tactics for intervention

**Activities:** Attendees will:

- Participate in choral responding
- Participate in group activities
- Have the opportunity to respond textually to instructional material
- Have the opportunity to ask questions and receive immediate feedback
- Participate in a pre- and post-test activity

**Audience:** We are targeting our workshop to those with limited experience in functional behavioral assessment. This includes parents, professionals, and students.

**Cost to Members: \$75 Non-Members: \$90**

#### Workshop #16

5/24/02  
6:00 PM - 9:00 PM  
Kenora

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

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

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

While some computer hardware will be provided, it is recommended that workshop participants bring their own IBM compatible laptop hardware to facilitate hands-on workshop interactions.

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

- Construct and apply systemic observation systems
- Generate a time-based behavioral record using an inclusive, overlapping category system
- Perform traditional and sequential analyses and interpret Z score transformations
- Create and edit graphic data representations
- Conduct reliability and treatment fidelity analyses
- Apply a variety of data record edit and merge functions

**Activities:** Activities include:

- Review of traditional behavior analysis recording methods
- Introduction to, and hands on application of, a computer-based package designed to enhance behavior analyses of complex interactive settings
- Detailed hands-on demonstration of data collection features, discrete and sequential analysis capabilities, within and across data-file graphic representations, and a variety of reliability, treatment fidelity, and data manipulation and editing functions

**Audience:** Advanced graduate students and behavior analysts working in experimental and applied settings who are interested in research and development related to the interactive nature of behavior in situational context. Those working in educational and social science settings and who are challenged with how to describe and analyze highly interactive behavioral transactions should find the workshop experience and complimentary software particularly appealing to a wide range of research and assessment applications.

**Cost to Members: \$190 Non-Members: \$205**

#### Workshop #17

5/24/02  
6:00 PM - 9:00 PM  
City Hall

#### Effective Toilet Training for Children and Adults with Developmental Disabilities: A Reinforcement-Based Approach

AL PFADT, Ph.D. (NYS Institute for Basic Research), and Frank Cicero (Eden II Programs)

**Description:** Independent use of the bathroom is a skill that, once mastered, allows an individual to achieve a sense of personal dignity, decreases strain on parents and care providers, and significantly increases an individual's participation in community activities. Attempting to toilet train an individual with developmental disabilities is often challenging. In the early 1970s, Foxx and Azrin developed a toilet training package that proved to be highly successful in promoting self-initiated toileting with people who are developmentally disabled. Although the packages were highly successful, practical, ethical and political issues have led to a significant decrease in their use. Unfortunately, this seems to have led to a general decrease in the implementation of active toilet training plans by agencies that serve the developmentally disabled. The focus of this workshop

is to introduce the audience to effective toilet training procedures (for both children and adults) that are based largely on the Foxx and Azrin Model. The presenters will discuss and illustrate some of the basic principles of the model and will introduce modifications that allow the interventions to be successfully implemented in community-based settings (e.g., classrooms, day programs, and the home). Issues of spontaneous requesting, self-initiation, bowel training, schedule training, data collection, and nighttime training will be discussed.

**Objectives:** The objective of the present workshop is to make audience members aware of and skilled in the application of toilet training procedures that effectively promote self-initiation skills. Intervention strategies will be introduced that have led to successful self-initiated toileting with both children and adults with varying degrees and forms of developmental disabilities. The audience will be made aware of how to practically implement a toilet training intervention in either a center-based or home environment. In addition, the audience will be provided with a historical perspective of toilet training interventions used with individuals with developmental disabilities.

**Activities:** Concepts and strategies of the present workshop will be introduced and taught through lecture, contrived demonstration, video footage, printed handouts and data presentation. Throughout the workshop, participants will be given the opportunity to model and practice procedures. Audience questions that lead to interactive discussion will be encouraged. In addition, the audience will receive user-friendly intervention instructions, guidelines, research references, journal abstracts, and data collection sheets for later use.

**Audience:** The present workshop will provide useful information for any individual who is interested in implementing toilet training programs for children and adults with developmental disabilities. Both parents and professionals are encouraged to attend. Because of the diversity of the prospective audience, information will be presented in a comprehensive, yet practical manner and interactive discussion will be encouraged.

**Cost to Members: \$75 Non-Members: \$90**

#### Workshop #18

5/24/02  
6:00 PM - 9:00 PM  
Conference G

#### Ethical Issues in Applied Settings

JOHN MOLTENI, Ph.D., BCBA and Paulette Burdick, M.S., BCBA (The New England Center for Children)

**Description:** Ethical guidelines in the area of special needs are always subject to change and interpretation based upon a variety of factors. Current guidelines reflect individuals' rights to be protected from intrusion while balancing their rights to an education and as independent a life as possible. This workshop will review and discuss ethical issues concerning informed consent, the right to treatment, and considerations pertaining to punishment (in the behavior analytic sense as opposed to common usage) and the use of restraint. The emphasis will be on how these issues impact those who work in applied settings.

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

- Describe the components of informed consent
- Recognize and produce criteria for choosing behaviors for treatment
- Become familiar with common arguments for and against the use of punishment and restraint
- Evaluate the risks inherent in the use of punishment and restraint as well as the risks involved in using ineffective treatments
- Learn and produce common safeguards for the use of punishment and restraint

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

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

#### Workshop #19

5/24/02  
6:00 PM - 9:00 PM  
Wentworth

##### Improve Your Oral Presentations

NED CARTER, Ph.D. (University Hospital, Uppsala, Sweden), Thomas E. (Ted) Boyce (University of Nevada, Reno), and Kenneth Nilsson (Behavior Analytic Group Sweden)

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

**Objectives:** Participants will learn to identify high probability audience mands prior to appearing. Participants will also learn techniques to initiate and promote audience mands for content. The workshop will teach participants to identify and control extraneous stimuli in order to maximize audience attention.

**Activities:** The workshop is interactive and active participation is encouraged. Techniques for creating better overheads, slides, and presentation figures will be described. Participants will take part in a series of exercises and structured role-play sessions. Course content will be adapted to the interests of participants.

**Audience:** Behavior analysts who desire to improve their presentation skills at meetings, conferences, and in teaching. The workshop is appropriate for both novices and experienced public speakers. Participants are encouraged to bring real-life examples for use in role-playing exercises.

**Cost to Members: \$70 Non-Members: \$85**

#### Workshop #20

5/24/02  
6:00 PM - 9:00 PM  
Windsor West

##### Integrating Behavior Analytic and Psychopharmacological Interventions for People with Developmental Disabilities

DAVID A. PYLES, Ph.D. (Howe Center)

**Description:** This workshop provides a framework for making decisions regarding the appropriateness of behavioral intervention, psychotropic medication, and combinations of the two for people with developmental disabilities.

**Objectives:** Participants will:

- Learn about the kinds of assessments that assist in making treatment decisions
- Be able to describe the kinds of data used to assess interventions and make decisions
- Be able to describe a rational approach to staging interventions to result in effective and ethical interventions

**Activities:** The instructor will use didactic instruction and handouts, with relevant examples to assist workshop participants in applying the concepts to problems faced in their settings.

**Audience:** Behavior analysts, psychologists, case managers, parents, and QMRPs.

**Cost to Members: \$70 Non-Members: \$85**

#### Workshop #21

5/24/02  
6:00 PM - 9:00 PM  
Civic Ballroom South

##### Intensive Early Intervention for Autism: Individualized Programming for Complex Challenges - Three Case Studies

ERIC V. LARSSON, Ph.D. (FEAT of Minnesota), and Kara Riedesel, Angela Keene, and Julie Waldoch (University of Kansas)

**Description:** In order to achieve the optimal prognosis in intensive early intervention for young children with autism or pervasive developmental disorder, the children should show a consistently high rate of skill acquisition, as they move toward independent, natural functioning. Children who do not make rapid progress may be challenged by a variety of complex autistic behavior patterns. The purpose of this workshop is to identify a variety of these challenging behavior patterns and present specific training programs which have been developed and validated to remediate these challenging behavior patterns. Where skills are not showing satisfactory progress, methods of individualizing therapy will be presented: for teaching motor and vocal imitation skills; for developing generalized (as opposed to rote) comprehension skills; for developing auditory as opposed to visual discriminations; for developing creative conversation; for developing spontaneous speech; for developing social interaction skills with peers; and for replacing stereotyped noncompliance. These issues will be presented in the context of three case studies of the complete course of treatment for three successful children.

**Objectives:** Participants will be presented with the detailed information necessary to problem-solve slowly-moving programs, state the rationale for specific skill-program enhancements, implement program enhancements, assess whether skill-program enhancements are having the desired effect, implement additional skill programs, and assess whether additional skill programs are having the desired effect.

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

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

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

### Workshop #22

5/24/02

6:00 PM - 9:00 PM

Dominion Ballroom North

**Life Quality for People with Profound, Multiple Handicaps**  
MARTIN IVANCIC, Ph.D. (Western Carolina Center)

**Description:** People who do not readily acquire new skills may need a habilitation that is different from traditional skill acquisition technology to ensure their daily life quality. Behavior technologies have demonstrated identification of reinforcers, preferences, and happiness indices for people with severe disabilities, but these procedures have typically only been used as a means to developing more complex skills. For people who do not show an ability to increase their life quality through changing their behavior forms, Life Quality Programming is an approach to habilitation that considers contacting preferred stimuli in these procedures as an end in and of itself. This programming divides the day into nine intervals. Care providers are taught to generate predefined "approval" responses (i.e., approach, happiness index). Higher percent intervals of approval responses for a person are considered indications of maintaining higher life quality for that person. Data can be managed to identify and then schedule toward more preferred experiences and away from disliked events. Quality assurance and validity for such a program is based on an on-going client "voice" (daily satisfaction reports) about the quality of his or her habilitative experiences. Such habilitative programming may be the essence of "person-centeredness" for this population of people with severe disabilities. The workshop will provide instruction and materials for conducting and reporting progress of a range of life quality goals including tracking, shopping, wellness, and readiness.

**Objectives:**

- Determine the habilitative programming level with the highest potential for progress by reviewing the parameters of habilitation found in current skill acquisition programming, reinforcer assessment, preference assessment, happiness indices, and "golden rule" therapy
- Identify which individuals may benefit from life quality goals

- Identify which behavioral technique is most appropriate for providing life quality (single, paired, or multiple stimulus choice; contingent vs. noncontingent experiences; increasing happiness indices; decreasing unhappiness indices; or discomfort)
- State the "clinical conundrum" which forbids ever eliminating training opportunities, but maximizes immediate life quality regardless of skill acquisition potential
- Write Life Quality Tracking and Shopping Programs designed to provide immediate life quality across the day, everyday, to people with profound, multiple handicaps.
- Review data provided by 22 individuals currently receiving Life Quality Programming
- Become proficient with materials and management techniques for conducting Life Quality Programming including goals, programs, data sheets, and databases necessary to conduct this alternative type of habilitation utilizing the Self-Direction (SD) domain of traditional skill acquisition programming

**Activities:**

- Participate in a discussion of the rationale for Life Quality Programming
- Critique suggested definitions for life quality reports for their conventional validity (e.g., a smile) and make suggestions of supporting evidence for definitions considered less conventional (e.g., opened eyes)
- Based on the interest of the participants, review the various databases and calculations necessary for producing life quality reports
- Based on participant interest, share positive staff management techniques for training and maintaining documentation of participant satisfaction reports across the day
- Each person will receive a complete packet of materials used to conduct Life Quality Programming including sample programs, data sheets, and databases; the sheets will be reviewed in enough detail so that participants can make their own individual adaptations

**Audience:** Any person with the responsibility for offering and documenting habilitation for a person or group of people with severe developmental disabilities would be appropriate for this workshop.

**Cost to Members: \$125 Non-Members: \$140**

**Workshop #23**

5/24/02  
6:00 PM - 9:00 PM  
Conference D&E

**Overcoming the Challenges of Staffing a Center-Based ABA Program for Young Children with Autism**

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

**Description:** When facing the challenges of establishing a center-based ABA program for young children with autism or when already involved in an existing program, issues central to staffing the program are often of the highest priority. Questions commonly asked about the staffing needs for a center-based ABA program include: 1) What are the minimum qualifications for instructors/therapists and where do we find them?; 2) What are the minimum qualifications for supervisors and/or clinical directors and where do we find them?; 3) What training methods should be employed for initial as well as on-going training for all levels of staff?; 4) Can we achieve a low rate of staff turnover?; and 5) How many staff do we need to hire? This workshop addresses these common questions and other less common questions by discussing systems for staff recruitment, hiring, initial training, on-going training, professional development, and supervision.

**Objectives:** Workshop participants will learn:

- What educational, experiential, and personal qualities to look for when recruiting all levels of clinical staff
- Initial and ongoing staff training strategies that are based on the principles of behavior analysis
- Strategies to help reduce the rate of staff turnover
- Supervision techniques that promote careful and accurate implementation of teaching programs and high levels of professionalism

**Activities:** Attendees at this workshop will participate in didactic presentations, group discussions, and problem-solving sessions. They will observe and evaluate videotaped staff interviews and will complete written exercises.

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

**Cost to Members: \$80 Non-Members: \$95**

**Workshop #24**

5/24/02  
6:00 PM - 9:00 PM  
Huron

**Radical Behaviorism and the Counseling Process: Constructional Bones, Solution-Focused Flesh**

JOHN L. (JACK) WILLIAMS, Ph.D. (University of Waterloo)

**Description:** This workshop has been continually revised to reflect the emergence of methods that are consistent with a goal-directed, competency-oriented approach to counseling/psychotherapy. Elements of a radical behavioral viewpoint will be related to practices, strategies, and concepts involved in helping others. The aim is to help provide attendees who are interested and/or familiar with radical behaviorism with the ability to begin using this perspective when working with clients. It will also be of interest to those with a counseling background who wish to explore how counseling approaches are related to a radical behavioral perspective. The workshop will consist of three components: a review of pertinent features of a radical behavioral viewpoint, the relationship of these features to counseling/psychotherapeutic practices and strategies, and exercises to facilitate acquisition of this perspective (with take-home material to facilitate continued practice).

**Objectives:**

- To show the relationships between behavior analysis and current counseling approaches
- To show how practices may be integrated, modified, and supplemented by a radical behavioral analysis
- To provide beginning practical experience in using some of these perspectives and methods

**Activities:** Activities will include presentation, client examples, discussion, exercises, and review of handouts

**Audience:** Practitioners, prospective practitioners, and others who see the world from a radical behavioral perspective and wish to develop counselling practices that fit

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

**Workshop #25**

5/24/02  
6:00 PM - 9:00 PM  
Conference B&C

**Review of Behavioral Assessment in Applied Settings**

D. DANIEL GOULD, Ph.D. (New England Center for Children),  
Carrieanne St. Amand (The New England Center for Children)

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

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

- Describe the differences between indirect assessment, descriptive assessment, and systematic manipulation
- Identify the advantages and disadvantages of indirect assessment, descriptive assessment, and systematic manipulation
- Design assessments for sample cases

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

**Audience:** This workshop is for clinicians, therapists, teachers, students, and anyone else who can benefit from a review of behavioral assessment in applied settings.

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

#### **Workshop #26**

5/24/02  
6:00 PM - 9:00 PM  
Essex Ballroom

#### **Review of Observation and Measurement Methods in Applied Settings**

NICOLE C. GARDENIER, M.S., and Amy Geckeler (The New England Center for Children)

**Description:** Direct observation and measurement of behavior is a hallmark of the behavior analytic approach. This workshop will provide review of and practical guidelines for observation and measurement procedures in applied settings. The workshop will briefly review identifying and prioritizing target responses and developing operational definitions, and focus primarily on selecting appropriate methods for measuring the target response and obtaining interobserver agreement data. Advantages and disadvantages of various measurement methods will be discussed with particular emphasis on selecting the most accurate measurement methods possible given the limited resources in typical applied settings.

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

- Evaluate operational definitions using four specific criteria
- Identify appropriate measurement methods based on videotaped samples of behavior
- Discuss advantages and disadvantages of various measurement methods for a variety of target responses
- Select and calculate an appropriate index of interobserver agreement data

**Activities:** This workshop will emphasize trainee participation in a series of exercises. For operational definitions, trainees will generate definitions from video-taped behavior samples and review and critique other trainees' definitions according to specific criteria. For measurement methods, trainees will (a) use a variety of measurement methods to record behaviors of varying frequency, duration, and temporal distribution; and (b) evaluate accuracy and interobserver agreement using sampling methods

with varying parameters to measure the same target response.

**Audience:** This workshop is for clinicians, therapists, teachers, students, and anyone else who can benefit from a review of specifying, defining and measuring target responses. It will also be of interest to behavior analysts who are preparing to take the board certification examination. The workshop will focus primarily on Task List Content area #7.

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

#### **Workshop #27**

5/24/02  
6:00 PM - 9:00 PM  
Kent

**The Role of Joint Control in Complex Verbal Behavior**  
BARRY LOWENKRON, Ph.D. (California State University, Los Angeles)

**Description:** The workshop encompasses an explication and review of the concept of joint control, its role in verbal behavior, and in mediating other complex behavior. The workshop focus will be on illustrating the crucial role joint control seems to play in allowing for the replacement of non-behavioral accounts of complex behavior with relatively simple behavioral accounts.

**Objectives:** The first objective in this workshop is to provide familiarity with the concept of joint control, and show how it relates to the other forms of multiple causation in verbal behavior that Skinner wrote about. The second objective is to review published data illustrating the nature and role of joint control. The third and principle objective of the workshop is to illustrate how the concept of joint control may be applied to provide a behavioral interpretation of the many forms of complex behavior that currently have no accepted behavioral explanation, and that are thus left to cognitive interpretation.

**Activities:** To reach the first training objective, participants will review and analyze the various forms of multiple control first described by Skinner (1957) and compare them to the notion of joint control. To reach the second objective, participants will study various published data illustrating the effect of joint control training on the generalization of complex behavior. The third objective will be attained by a thorough review of the article published in JEAB (1998, 69, 327-354) (reprints of which will be supplied to participants) describing the role of joint control in complex behavior. This review will be accompanied by a discussion of some recent extensions of the concept of joint control to some types of behavior not described in the article.

**Audience:** Anyone already familiar with Skinner's verbal operants and interested in developing a means of extending the behavioral account of language to phenomena currently left to mentalistic/cognitive interpretation.

**Cost to Members: \$69 Non-Members: \$84**

## Workshop #28

5/24/02  
6:00 PM - 9:00 PM  
Simcoe & Dufferin

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

ANDY BONDY, Ph.D., Anthony Castrogiovanni, and Scott Helsinger (Pyramid Educational Consultants)

**Description:** This workshop will focus on the integration of functional activities and materials into classroom and home programs to enhance several critical and functional communication skills for children with autism. The model centers on applying the Pyramid Approach to Education (Bondy and Sulzer-Azaroff), which emphasizes a broad-spectrum view of applied behavior analysis, especially with regard to a “reinforcer-first” paradigm. The model also calls for planning and incorporating generalization strategies into even initial lessons. Critical expressive skills include requesting, asking for help or a break while critical listener skills include responding to directions (auditory and visual), learning to wait, as well as handling transitions. We will describe how to use practical and age-appropriate activities and materials to design highly structured and rapidly generalized lessons. Currently, many teachers design activities to fit a specific teaching objective—they create a ‘color’ lesson in order to teach ‘red.’ Our goal will be to help professionals find creative ways to incorporate functional communication goals into interesting activities for children associated with specific teaching strategies. We will describe several strategies that stress the use of visual supports for communicators in their roles as ‘speakers’ and ‘listeners’—regardless of modality.

**Objectives:** Participants will learn to:

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

**Activities:** Orals descriptions of the overall model, its application in school settings, as well as in home settings, will be made. Videotapes will be used to present realistic examples of incorporating functional activities into school and home routines. Participants will use handout material to plan part of their own teaching day stressing the use of functional activities and materials. Participants will use handout material to identify potential functional objectives within age-appropriate activities. Opportunities to discuss application issues in participant settings will be available as well. Participants will receive a copy of the *Pyramid Approach to Education in Autism* (Bondy & Sulzer-Azaroff, 2001).

**Audience:** This workshop is designed for professionals and parents who work with children with autism and pervasive developmental disorders in school and home settings. Interested participants will include teachers, parents, SLPs, psychologists, behavior analysts, and others working with this population. Participants should have a basic understanding of the key features of behaviorally oriented programming, including use of reinforcers and basic prompting strategies.

**Cost to Members: \$105 Non-Members: \$120**

## Workshop #29

5/25/02  
8:00 AM - 11:00 AM  
Windsor West

### Behavior Analysis for the Undergraduate Student

DONALD PUMROY, Ph.D. (University of Maryland), Judy Boumenthal (Associates for Behavior Change), and Roger McIntire (University of Maryland)

**Description:** One of the goals of ABA is to teach behavior analysis, as well as the application of behavioral principles to everyday life, to the citizens of our country. The purpose of the workshop is to explore the various ways in which this knowledge can be disseminated and the advantages of each beginning with a review of programs covered in the instructors' telephone and email surveys. One powerful way to carry out this educative function is to teach behavior analysis to undergraduate students. There are many teachers currently so involved. The workshop will present data on the extent of this teaching as well as where the teaching is taking place and information about the courses. As the workshop presenters have had considerable experience in teaching at this level, their ideas, strategies, and demonstrations will be shared with the participants. Others attending the workshop who have taught behavior analysis to undergraduates will be given an opportunity to share their experience in such teaching and to demonstrate teaching techniques, class demonstrations, and assignments.

**Objectives:** The workshop will present the importance of helping the general public to become more familiar with behavior analysis. The examples of such teaching will emphasize the importance of teaching undergraduate students. The different ways such teaching might take place will be presented with an emphasis on the importance of teaching undergraduate students. Data on such teaching will be presented. Participants will learn about teaching a course in behavior analysis to undergraduates. Ideas, strategies, and demonstrations will be presented. Participants who have taught a course in behavior analysis will share their experiences and ideas they have found to be useful.

**Activities:** The presentation will be informal with maximum opportunities for questions and contributions of the participants. They will be asked about their learning of behavior analysis. They will take part in role-playing either teachers or students in demonstrations that serve as a way of teaching the material. Those who have taught behavior analysis will be encouraged to share any of their materials and ideas they have generated.

**Audience:** The workshop is designed for anyone teaching or planning to teach behavior analysis to a group. It is primarily focused on undergraduate teaching, but many of the technique discussed will carry over to the teaching of any group. Individuals currently teaching behavior analysis will learn ideas, demonstrations and strategies that have proved to be of value. Individuals who might be teaching a course in behavior analysis in the future will also benefit from the workshop.

**Cost to Members: \$75 Non-Members: \$90**

#### **Workshop #30**

5/25/02

8:00 AM - 11:00 AM

Kent

#### **Behavioral Foundations for Increasing Effectiveness of Text and Video as Teaching Supplements**

ROGER D. RAY, Ph.D. (Rollins College)

**Description:** Outside-of-class textbooks and in-class presentations of films/videos have become ubiquitous teaching supplements in higher education. So much so in fact that teaching a course without text-based assignments would likely be viewed as a stark anomaly in today's college or university. But how well do students learn from such stimuli? Are their reading and/or audio-visual comprehension skills adequate for fulfilling our teaching assumptions? How can we best accommodate the wide variations in skills our students bring to our reading/viewing assignments based on their varied comprehension-skill development histories? This workshop is for teachers of Introductory Psychology interested in learning how behavioral analytic principles have been integrated into adaptive digital and internet technologies to assess and address student needs in this area. Using audience participation, multimedia, and "guided viewing" of digital video techniques for presentation of its initial content, the workshop will illustrate by example what it intends to teach participants regarding both behavioral and electronic technologies relevant to effective instruction of both content and comprehension skills.

**Objectives:** Attendees in this workshop will learn why, how, and when they should supplement or replace Introductory Psychology classes and/or assignments with internet-delivered adaptive instructional services based on advanced, artificially intelligent systems. They will learn to identify course goals and mechanics that are based on sound behavioral technologies and will be able to select appropriate computer technologies to help them achieve those goals. Attendees will learn when and how to assess students' developing concept networks using Verplank's association test format, now expanded to include multiple modalities of representation. Attendees will learn how they can contribute to empirical research on the efficacy of technologically enhanced education. In so doing, they will also be able to justify the infrastructure cost of computer technologies to administrators based on pedagogical values. At the core of the workshop is an artificially intelligent, adaptive instructional system capable of internet/distant delivery of individually-sensitive tutoring, adaptive assessment, and on-line certification based on accuracy, fluency, or both. It is equally suited to certifying preparation and "readiness to learn" of every individual student prior to scheduled class meetings. Course record keeping is fully automated as well.

**Activities:** The workshop will begin with a multimedia presentation, with interactive audience participation being integrated into the presentation. This includes demonstrations in the use of "guided video viewings" to take participants through an active review of the behavioral principles underlying a sound technology of teaching. Then we will construct stimulus association networks that illustrate how teachers can alternatively assess development of a student's behavioral repertoire with respect to concepts and concept properties being taught through the use of such principles. We will construct and apply multi-modality association testing techniques to assess the goals of the workshop itself. The continual use of computerized video and adaptive instructional technology for teaching the workshop will illustrate the relevance of electronic technologies in teaching when that teaching itself relies on sound behavioral technologies.

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

**Cost to Members: \$65 Non-Members: \$90**

#### **Workshop #31**

5/25/02

8:00 AM - 11:00 AM

Wentworth

#### **Changing Thoughts, Feelings, and Urges**

ABIGAIL CALKIN, Ph.D. (Calkin Learning Center) and Richard Kubina (Pennsylvania State University)

**Description:** This workshop views inner behavior thoughts, feelings, and urges as observable, countable, and changeable. It 1) reviews the history of private events and inner behavior; and 2) teaches how to use Precision Teaching and changes. Researchers have employed and documented success with this approach, first used by Ogden Lindsley over 35 years ago, to monitor and change the frequency of these unique yet ordinary behaviors.

**Objectives:** Review the background and research for viewing private events, such as countable inner behaviors. Define and identify thoughts, feelings, and urges. Practice writing them at 30-35 per minute and saying them at 50-75 per minute. Count and record some identified, specific inner behaviors. Discuss and develop a view of how to change inner behaviors.

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

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

**Cost to Members: \$75 Non-Members: \$90**

## Workshop #32

5/25/02  
8:00 AM - 11:00 AM  
Essex Ballroom

### Deploying the Pyramid Approach to Education in Autism Model in Classrooms

ANDY BONDY, Ph.D., and Beth Sulzer-Azaroff (Pyramid Educational Consultants)

**Description:** This workshop describes how to deploy the Pyramid Approach to Education in Autism (Bondy & Sulzer-Azaroff, 2001) into classrooms. This model is aimed at designing effective educational environments for children and adults with autism and other special needs. It combines a broad-spectrum view of applied behavior analysis with an emphasis upon functional activities and critical functional communication skills within a reinforcer-first paradigm. The approach emphasizes a variety of visually mediated functional communication strategies, including Picture Exchange Communication System (PECS). The foundation of the model, the principles of learning, underpins what to teach and why children should learn our designated lessons before addressing how to teach. The model emphasizes incorporating generalization strategies from the start of each lesson, minimizing errors while also planning specific error-corrections strategies to match teaching formats. Critical communication skills associated with both speaker—and listener—roles are stressed within all lessons. The core of the workshop will address how to teach this model to school staff and well as how to assure its quality implementation within a classroom setting.

**Objectives:** Participants will learn to:

- Describe the key elements of the Pyramid Approach
- Describe how to incorporate functional communication objectives into functional activities associated with functional materials
- Present the model to program staff
- Assess knowledge changes following didactic training
- Use quality assurance strategies to assess the fidelity of the model's implementation within a classroom
- Identify the key elements of Pyramid Certified Classrooms

Participants will receive a copy of the Pyramid Approach to Education in Autism (Bondy & Sulzer-Azaroff, 2001) as well as material related to assessing its implementation.

**Activities:** Lecture, demonstration of key elements (including videotapes), examples of the successful development of Pyramid Certified Classrooms, review of key forms to address issues associated with quality assurance, use of demonstration materials designed to promote the effective implementation of key Pyramid elements (including materials for learners and staff), and discussion of how critical elements relate to participant's current work settings.

**Audience:** Participants should have a core understanding of fundamental behavioral principles (such as familiarity with Sulzer-Azaroff and Mayer's *Behavior Analysis for Lasting Change*, 1991) and a desire to learn how to combine elements of applied behavior analysis with functional activities and

functional communication strategies into classrooms with a high degree of quality assurance. Appropriate participants would include behavior analysts, teachers, SLPs, psychologists, parents, and others working within a classroom setting.

**Cost to Members: \$110 Non-Members: \$125**

## Workshop #33

5/25/02  
8:00 AM - 11:00 AM  
Huron

### Developing a Course in Positive Behavior Support: What You Know, What You Need to Know

DOREEN FERKO, Ph.D. (CSU, Fullerton)

**Description:** Positive Behavior Support (PBS) has appeared in the literature for the past 20 years in a variety of contexts. As a result, professionals from the field of applied behavior analysis have undertaken the task of staff development activities ranging from teacher preparation to on-site, in-service training. This workshop is designed to train professionals to develop their own coursework to be used for various purposes. The basis of the workshop is an existing PBS course model that has been implemented at California State University, Fullerton, since 1992. Delivered through the Department of Special Education, this course is provided as a pre-service teacher preparation requirement. Workshop participants will create a course that combines their own knowledge and skills with newly presented material. This course is intended to assist participants in reaching a range of levels from novice to expert (i.e., new teachers to a trainer-of-trainers model). The workshop will provide a step-by-step process, within small and large group contexts of learning, resulting in the creation of a new course. The workshop will begin with a baseline data collection of current knowledge and skill levels of participants. Based on these data, the remainder of the workshop will be streamlined to suite the needs of the participants.

**Objectives:** Participants will

- Know what concepts are necessary for developing a course in Positive Behavior Support
- Know how to organize information required to create a course in Positive Behavior Support
- Develop an outline for a course in Positive Behavior Support

**Activities:** Workshop activities will include small and large group discussions. The final activity will require participants to develop a detailed outline for a course in Positive Behavior Support (i.e., content to be covered, timeline of course, assignments, and/or activities).

**Audience:** The target audience for this workshop is teacher training professionals, consultants, or anyone who would like to create a course in Positive Behavior Support.

**Cost to Members: \$100 Non-Members: \$115**

**Workshop #34**

5/25/02  
8:00 AM - 11:00 AM  
Conference G

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

RAYMOND ROMANCZYK, Ph.D., Jennifer Gillis, and Stephanie Lockshin (SUNY at Binghamton)

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

**Objectives:** Participants will learn to:

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

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

**Audience:** This workshop is designed for individuals who are responsible for teaching and supervising ABA skills to individuals providing direct services for individuals with developmental disabilities/autism.

**Cost to Members: \$130 Non-Members: \$145**

**Workshop #35**

5/25/02  
8:00 AM - 11:00 AM  
Conference D&E

**Facilitation from a Behavioral Perspective**

BRIAN L. COLE, Ph.D., and Julianne R. Oliver (Continuous Learning Group)

**Description:**

Facilitation is a skill that is essential for all behavior analysts, especially consultants. Therefore, this highly interactive workshop is designed to build the facilitation skills of graduate students and/or recent graduates who will be facilitating training and client meetings as part of their chosen profession.

**Objectives:** The purpose of this workshop is for participants to learn:

- Key facilitator behaviors before, during, and after meetings
- Techniques for facilitating training sessions, planning sessions, and problem-solving meetings
- How to get desired behaviors from meeting participants
- How to decrease undesired behaviors during meetings

**Activities:**

The workshop will consist of the following activities:

- Facilitated discussions on facilitation, facilitator behaviors, and handling difficult situations
- Practice completing the "Facilitation Planning Model"
- Cafe dialogue on training, planning, and problem solving

**Audience:** The target audience is graduate students and/or recent graduates who plan to use their Behavior Analytic skills in an applied setting.

**Cost to Members: \$75 Non-Members: \$90**

**Workshop #36**

5/25/02  
8:00 AM - 11:00 AM  
Conference B&C

**Intensive Early Intervention for Autism: Social Skill Development to Reach Typical Functioning in the First Grade**

ERIC V. LARSSON, Kala Dable, Dawn Winge, Kristy Bartlett, and William Schwandt (FEAT of Minnesota)

**Description:** Advanced procedures for the development of typical social functioning in early intervention with autism will be presented. Skills alone do not complete the program, rather, effective programming in the natural environment must result in natural rates of typical social behavior. Methods for developing observational learning, social comprehension, cooperative play, conversational skills, group functioning, creative and spontaneous behavior, and effective social engagement will be addressed. Methods will include carefully sequenced task analysis, responsive peer tutoring, differential reinforcement, advanced contingencies for cooperation and competition, and peer programming. Curriculum programs and staff and parent training will be discussed.

**Objectives:** Participants will be presented with the detailed information necessary to develop and individualize programs; state the rationale for specific skill-program methods; implement program procedures; assess whether skill-program procedures are having the desired effect; implement programs in the natural environment; and attain levels of typical functioning.

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

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

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

#### Workshop #37

5/25/02

8:00 AM - 11:00 AM

Kenora

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

MICHAEL FABRIZIO, M.A., Sara Pahl, Alison Moors, Amy King, and Kelly Ferris (Fabrizio/Moors Consulting)

**Description:** This workshop will provide participants multiple opportunities to learn how to evaluate service delivery staff performance in three critical areas: verbal behavior about the service being delivered, contingency-shaped behavior involved in delivering the service, and verbally-mediated behavior involved in problem solving related to the service being delivered. Sample forms and feedback systems will be shown, and participants will practice evaluating staff performance via *in situ* contrived practice arrangements and videotape review. Each participant will receive a CD-ROM containing all of the materials, sample forms, and videotape examples used in the workshop as well as an annotated bibliography containing relevant references from the literature. To ensure high rates of practice and feedback from the presenters, **enrollment is limited to 20 participants.**

#### **Objectives:**

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

- Describe three important repertoires to be developed in service delivery personnel
- Evaluate service personnel performance related to verbal behavior about service
- Evaluate service personnel performance related to contingency-shaped service behavior
- Evaluate verbally-mediated performance in service delivery personnel
- Develop and implement pervasive data collection and feedback systems for service delivery personnel

**Activities:** Throughout the workshop, participants will:

- Participate in discussion about topics being addressed
- Complete evaluations measuring service delivery personnel verbal behavior
- Complete evaluations measuring service delivery personnel contingency-shaped behavior through the review of multiple videotaped examples
- Complete evaluations measuring service delivery personnel verbally-mediated behavior using real-life sample performance data
- Develop or begin to develop instruments to measure each of the above in the work each participant supervises or performs in their professional life

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

**Cost to Members: \$165 Non-Members: \$180**

#### Workshop #38

5/25/02

8:00 AM - 11:00 AM

City Hall

#### **Review of Systematic Manipulations in Applied Settings**

CARRIEANNE ST. AMAND, M.S., Meca Andrade, and Daniel Gould (The New England Center for Children)

**Description:** A fundamental characteristic of behavior analysis is an attempt to identify functional relationships between behavior and environmental events. Systematic manipulation of environmental events forms the foundation of the analysis of behavior and is central to demonstration of the effectiveness of interventions. This workshop will review the logic and methods of single-subject experimental designs with particular emphasis on use in applied settings.

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

- Identify the underlying assumptions of behavior analysis
- Identify the three components of baseline logic
- Identify the four basic single-subject research designs
- Select appropriate experimental designs to assess the effectiveness of sample applied interventions

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

**Audience:** This workshop is for clinicians, therapists, teachers, students, and anyone else who can benefit from a review of systematic manipulation in applied settings. It will also be of interest to behavior analysts who are preparing to take the board certification examination.

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

**Workshop #39**

5/25/02  
 8:00 AM - 11:00 AM  
 Dominion Ballroom North

**School-Wide Behavioral Intervention for Tackling Bullying**  
 AMOS ROLIDER, Ph.D. (Emek Yezreel College)

**Description:** Over the last decade bullying in schools has become a topic of mounting international significance. Bullying is a form of antisocial behavior among students, which is usually hurtful and deliberate. It is often persistent, sometimes continuing for weeks, months, or even years and it is difficult for those being bullied to defend themselves. The operational definition of bullying usually includes three topographical forms: Physical—hitting, kicking, shoving or damaging others' belongings; Verbal—name calling, insulting, repeated teasing, and racist remarks; and Indirect—spreading nasty rumors and excluding someone from group social activities.

**Objectives:** The main purpose of this workshop is to provide participants with a practical package based on applied behavior analysis, which upon implementation can significantly reduce bullying in all school settings. By the end of the workshop the participants will:

- Receive relevant background information about the nature of bullying behavior
- Be able to operationally define the term, identify bullying and distinguish it from other forms of antisocial behaviors
- Know how to use observational instruments for data collection on bullying in all school settings and analyze the triggers and the functions of bullying
- Know how to establish a school-wide, anti-bullying policy
- Know how to change the ecological structure of the various school environments in preparation for implementing anti-bullying intervention
- Know how to design and implement an effective school-wide behavioral intervention aimed at reducing bullying behavior among students.
- Know how to evaluate the effectiveness of the intervention

**Activities:** The first introductory part of the workshop will focus on the approaches now being employed to counter bullying in schools. We will examine together the different rationales underlying the varied approaches, the procedures and techniques that are employed to implement anti-bullying practices, and seek to evaluate their appropriateness and effectiveness. In the second main part of the workshop, the presenter will describe a step-by-step comprehensive school-wide behavioral anti-bullying program, which has been used successfully in several schools in Israel.

**Audience:** The workshop is designed for behavior analysts, school psychologists, behavioral consultants, leading teachers, and school principals who are concerned with students'

antisocial behaviors.

**Cost to Members: \$70 Non-Members: \$85**

**Workshop #40**

5/25/02  
 8:00 AM - 11:00 AM  
 Simcoe & Dufferin

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

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

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

**Objectives:** Participants will be able to

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

**Activities:** A brief review of Skinner's analysis of verbal behavior will be provided. Participants will review videotapes of language training procedures conducted in children's homes and practice identifying specific verbal operants (mands, tacts, echoics, and intraverbals) and other basic learner skills that could be taught during typical daily activities in the home environment.

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

**Cost to Members: \$70 Non-Members: \$85**

# First ABA International Conference in Venice, Italy

A total of 264 behavior analysts gathered in Venice, Italy on November 28-30 to conduct ABA's first international conference. Venice in late November was at its charming best. Although the rainy season had begun, conference days were mainly sunny and pleasant, the city was not overwhelmed with tourists, and prices were considerably lower than during the high season. Figure 1 shows a typical site in Venice.



**Figure 1. Venetian canal.**

Conference attendees enjoyed the beauty of the conference site, a Benedictine monastery built in 982 A.D. on the Island of San Giorgio Maggiore, located a few minutes by gondola directly across from the heart of Venice. Figure 2 shows the conference site, which today houses the Giorgio Cini Foundation, an institution dedicated to the advanced study of history, art, and music.



**Figure 2. ABA international conference site.**

The conference was a truly international event. There were representatives from 26 countries: Australia, Brazil, Canada, China, England, Finland, Greece, Iceland, Ireland, Israel, Italy, Japan, Korea, Mexico, The Netherlands, New Zealand, Norway,

Portugal, Scotland, Singapore, Spain, Sweden, Turkey, the United States, Wales, and Venezuela. The conference opened with a magnificent slide show on Venice produced by Dr. Richard W. Malott, from Western Michigan University. The program offered a total of 106 events, presented by 203 behavior analysts from around the world. In addition, there were ample opportunities for network and continue significant efforts for the international development of behavior analysis. Figure 3 shows Pamela Osnes, ABA's Education Board Coordinator from the University of South Florida in Tampa, Florida, with Amos Rolider, professor at Emek Yezreel College in Tivon, Israel. Dr. Rolider is currently exploring the creation of an ABA affiliated chapter in Israel.



**Figure 3. Pam Osnes and Amos Rolider.**

Figure 4 shows Jon Arne Farsethas, President of the Norwegian Association for Behavior Analysis—a very strong behavior analysis group in Europe.



**Figure 4. Jon Arne Farsethas.**

A group of behavior analysts from Europe have been planning the establishment of the European Association of Behavior Analysis for several years. The Venice conference offered another opportunity for the pursuit of such an important initiative. Dr. Phil Reed of the University College London and Dr. Fergus Lowe of University of Wales successfully co-chaired

a meeting that resulted in the preliminary European Association of Behavior Analysis, with the participation of behavior analysts from across Europe. During the meeting, an interim board was assembled to address issues of membership, education, and conferences. The board will gather next in March 2002 at the EABG conference in London. Figure 5 shows board members of the European Association for Behavior Analysis: From the left (back row, standing) Charlie Mace of the University of Wales, Bangor, Arne Brekstad of the Norwegian Association for Behavior Analysis, and Paolo Moderato, of the University of Parma, (front row, sitting) Phil Reed (interim President), and Fergus Lowe.

Professor Masaya Sato led another significant meeting for the future development of behavior analysis international – the exploration to assemble the Asian Association for Behavior Analysis. The meeting included participants from Japan, China, and South Korea. The group will again meet in Japan in August 2002 to continue preliminary discussions and planning. Figure 6 shows participants in this initiative. From the left (front row) Naoko Sugiyama of Yamawaki Gakuen College, Japan, Koichi Ono of Komazawa University, Japan, David Peng Xi Zhuo of the William Peng Institute, Washington, D.C., Masaya Sato of Teikyo University, Japan, Sang Bok Lee and Jeongil Kim of Taegu University, Korea, (back row) Naohiro Kaneko of Shiraume Gakuen Junior College, Japan, Yuri Hasegawa of Cloverbottom Development Center, USA, Sakura Yoshihara of Keio University, Japan, and Kaname Mochizuki of the National Institute of Multimedia Education, Japan.



**Figure 5: European attendees.**



**Figure 6: Asian attendees.**

David Peng Xi Zhuo, Chair of the recently affiliated Chinese Association for Behavior Analysis, attended the meeting and explored the organization of an ABA delegation to China in 2002. The delegation will initiate efforts to bring behavior analysis to China in the areas of education, business, autism and developmental disabilities.

Here are some comments we received from conference attendees:

“...I loved getting an opportunity to hear people from all over the world present...” Joanne Gerenser, The Eden II Programs

“I believe the Venice Conference was an important step in bringing together the international community of behavior analysis and in expanding its reach globally.” Dr. Nicholas Kyparissos, Private Practice, Athens, Greece

“I hope ABA will do this again....The atmosphere was completely different from any national conference I've been to. There was a stronger sense of commitment to the experience, and I think, a general feeling of adventure. I would definitely attend another.” Dr. Jodi Polaha, Munroe-Meyer Institute

“It was a wonderful setting to engage in cross cultural conversations that are critical and important across the globe.” Dr. Deb Shanley, Brooklyn College-CUNY

“...I think the future for our field may hinge on how well we develop a global interest in behavior analysis and its potential to solve problems of importance to all people. Congratulations to the ABA staff!” Vincent Strully, New England Center for Children

“Meeting behavior analysts from other countries was very stimulating. The experience emphasized contextual distinctions and their impact on research and application of behavior analysis.” Dr. Beth Sulzer-Azaroff, The Browns Group of Naples

The success of the conference was possible thanks to the dedicated work of many individuals. First of all, thanks to Masaya Sato, past ABA President, who proposed that ABA conduct international conferences in addition to the regular annual meeting, and who collaborated actively in the marketing of the conference in Asia. Furthermore, the conference would have not been possible without the collaboration and support of

the Italian Association for the Analysis and Modification of Behavior. We are all in debt to Paolo Moderato, its current president and the 2002 recipient of the SABA Award for International Dissemination of Behavior Analysis, for his assistance with the planning and implementation of the conference.

A team of international behavior analysts worked intensively to attract participants from all over the world. Special thanks to Fergus Lowe from Wales, Phil Reed from England, Geraldine Leader from Ireland, Jorge Campo from Spain, Heinz Ruddel from Germany, Masaya Sato, Koichi Ono and Naoko Sugiyama from Japan, and David Peng Xi Zhuo from China.

Five wonderful students from the University of Parma and members of the Italian Association assisted in all areas of on-site management and acted as interpreters between Italian and English. Many thanks to Ljanka Dal Col, Elisabetta Domenghini, Daniela Rossetti, Chiara Todaro, and Giulia Toti for their irreplaceable help. ABA staff members Tim Castañón, Tabrez Sait, and Majda Seuss, worked with the students to manage the conference.

The collaboration of many others was invaluable to on-site coordination. Special thanks to Carla Bonò, Director of Conferences and Outside Initiatives at the Giorgio Cini Foundation, and Enrica Cazzin and Claudia Rizzato from Oltrex Viaggi, our convention planning company in Venice. All other ABA staff and students helped with the pre-convention planning. Many thanks to Carol Hiemstra, Lori H. Miller, Zoheb Sait, and Kent Smallwood.

The second international conference will be held in 2004 in a location yet to be determined; and thereafter, ABA is planning to manage an international conference every other year, in addition to the regular annual meeting in May.

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

## 2000 International Development Grant Update: ABA Project in Sinaloa, Mexico

This is a report of an educational project in the state of Sinaloa, Mexico, sponsored partially with a \$1,000 grant by SABA in 2000-2001. The grant assisted us with travel expenses to go to the city of Culiacán, to teach a course on behavior analysis to students participating in an educational program for children with autism. We presented the course from May 30th to June 3rd, a total of five days at the facilities of the Centro de Ciencias de Sinaloa, supported by the Universidad Autónoma de Sinaloa.

### The University Students

A total of 33 students participated, of which 17 students belonged to the Fundación Unicornio in Mazatlán, Sinaloa. Sixteen students belonged to the Asociación Sinaolense de Autismo in Culiacán (A.S.A.C.) from Culiacán. Most participants were young university students working as volunteers with children with autism and other learning disabilities. Four participants were mothers of children who were in the programs. Most instructors worked for a small stipend, sometimes enough money to cover their transportation expenses to get to the centers. Some of them were fulfilling their university required social service obligation.

### The Program

The classes ran from 9 a.m. to 7 p.m. They covered several topics about teaching children with autism and other learning difficulties including the following:

- The fundamentals of applied behavior analysis
- Why and how to collect data and how to read graphs
- How to develop a curriculum to teach basic skills
- Basic language training based on Skinner's (1957) *Verbal Behavior*
- Practice with children.

We lectured the classes using videos of children with autism from the Fundación Unicornio. All of the students showed interest by asking many questions. Moreover, many of them received feedback working directly with the children. At the end of the course all of the students took an essay quiz demonstrating that they had learned the basics of applied behavior analysis.

### Follow-up

The Fundación Unicornio is now serving 14 children with autism. University students work under supervision systematically on a one-to-one teacher/child basis, collecting data and graphing results. From July to November the children's documented numeric summaries show they have learned many skills. Four mothers work with their children four hours a day, so that the children can receive at least eight hours of daily instruction. In addition, one child attends regular kindergarten classes with the assistance of one university student.

## **Future of the Fundación Unicornio**

The Fundación Unicornio has a good number of university students that are well trained. They have no opportunity to receive behavioral instruction in Sinaloa, but through our contact and continuous feedback and future visits, we will continue training new people and improving the skills of the current instructors. The idea is to give the interested people the opportunity to receive additional training. With scholarships, students can travel to qualified universities to complete their graduate degrees in behavior analysis.

The center has a group of strong parents who do not have any financial resources. However, they are well organized and deserve a legitimate behavioral program. For this reason, we hope that the center continues to serve the children, gives young interested people an opportunity to learn applied behavior analysis, and provides effective instruction using applied behavior analysis.

Dr. Gladys Williams (Applied Behavioral Consultant Services, New York) and Dr. Luis Antonio Pérez-González (University of Oviedo)

## **Behavior Analyst Certification Board Update**

The BACB administer examinations in November 2001 for Board Certified Behavior Analyst and Board Certified Associate Behavior Analyst at sites in the United States and United Kingdom to 145 candidates, resulting in a total of 109 (75%) being newly certified. The Florida Behavior Analysis Certification Program administered the examinations to 151 candidates. New State of Florida certificants are eligible to transfer their state certification to BACB certification.

Administrations are scheduled on May 18, 2002 nationally, and May 29, 2002 in conjunction with the Association for Behavior Analysis convention in Toronto, Canada. The Florida Behavior Analysis Certification Program will not be offering Spring 2002 administrations and, for the first time, the BACB will administer examinations at three sites in Florida as it continues to assume increasing responsibility for behavior analyst certification in that state. Applications must be postmarked by March 13, 2002 for all administrations. Individuals who are interested in having the examinations administered in their area on May 18, or that are interested in BACB presentations at their conferences, should contact the BACB Executive Director. Information and applications are available on [www.BACB.com](http://www.BACB.com)

Of particular note to those in college teaching: The College Teaching Option (Option 3) for qualifying for the Board Certified Behavior Analyst examination expires on June 30, 2002. Applications for examination and documentation materials for the College Teaching Option will not be accepted after that date.

The BACB, the State of Florida, and consultants Professional Testing, Inc. are conducting a formal job analysis survey of 1,500 behavior analysts to update the BACB Task List content used in constructing the examinations. Those surveys were to be mailed late last year, however, as a function of the September 11 events and the accompanying anthrax problems, the BACB

converted from a paper survey to an on-line survey for the protection of respondents and to help ensure a high response rate. The results of the survey and an analysis of implications for the field will be presented in Toronto.

The BACB Continuing Education Workgroup (Chairperson Gina Green, Siri Ming, and Michael Hemingway) and the BACB have developed a process for approving Individual and Organizational Providers to deliver Approved Continuing Education for BACB certificants. Details of this process and applications are posted on [www.BACB.com](http://www.BACB.com).

University programs are encouraged to join the growing number of universities with approved university course sequences.

University programs that have their coursework pre-approved by the BACB are able to assure students that it will meet the BACB coursework eligibility standards and can advertise their BACB course sequence approval status. A complete listing of universities with approved course sequences and information on application is posted on [www.BACB.com](http://www.BACB.com).

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

## **ABA Student Committee**

The ABA Student Committee has a mission to provide organizational support for ABA student members-- support that will promote participation in ABA, professional growth, and enable members to contribute to the science of behavior analysis.

### **ABA Student Committee Election**

The ABA Student Committee wishes to congratulate Denis O'Hara (National University of Ireland, Maynooth) and Rachel Tarbox (University of Nevada, Reno) for their nominations to the final ballot for Student Representative. Within the next month, each ABA student member will receive a ballot and personal statement from each candidate. Voting for a student leader is a privilege each student member has, and it is in the best interest of each student member to read carefully the candidates' personal statements and vote. Your vote will assist in continuing the success of the Student Committee's efforts. Moreover, it will assist in the continuance of ABA's success, since over one-third of ABA is comprised of student members, and because the student representative has a vote in Council decisions, it is important to choose a candidate who will represent the students' needs.

### **ABA 2002**

The Student Committee has assembled some events for this year's convention that are sure to be beneficial. Back by popular demand are the Professional Development Series, the Student Social, and Conversation Hour (with Peter Harzem this year!), among others. A detailed list of student-oriented events will be sent as the convention nears.

Don't forget: Students with first-authored posters or presentations may receive complimentary registration provided by SABA. These are awarded on a first-come, first-served basis. The Society for the Quantitative Analysis of Behavior (SQAB) also provides complimentary registration for student posters or

presentations of a quantitative nature at the annual SQAB meeting, which is held immediately before ABA.

## **Contests and Awards**

Several special interest groups (SIGs) within ABA offer prizes for worthy student research. These include:

The Autism Special Interest Group. 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 (76236.1312@compuserve.com) for more information. Congratulations to James Mueller, this year's recipient!

Human Operant SIG Paper Competition. Refer to their web site or contact Greg Madden (maddengj@uwec.edu). Congratulations to this year's recipients, Bryan Saville and Andrew Harris!

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

If you would like to get involved with the ABA Student Committee, we invite you to attend our annual business meeting at the conference, or get in touch with one of the committee members. We hope to see you all at the convention!

Your ABA Student Representatives

Erin Rasmussen, Ph.D., Student Representative

Meeta Patel, Ph.D., Past Student Representative

Matthew Tincani, M.S., Student Representative-Elect

# ABA 2002 Convention Registration Form

Mail form and payment to: ABA Convention Registration; 213 West Hall; Western Michigan University;  
1903 West Michigan Avenue; Kalamazoo, MI 49008-5301  
Telephone: (616) 387-8342/8341/8344 Fax: (616) 387-8354

*You may also register for the convention on-line at [www.wmich.edu/aba](http://www.wmich.edu/aba)*

## Personal Information

NAME (Last, first, middle)

**Fill out the following information ONLY if changed:**

PREFERRED MAILING ADDRESS (for all ABA mailings)

PREFERRED MAILING ADDRESS

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 # (please include area and/or country codes)

E-MAIL

## Convention Name Badge

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

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

## Method of Payment

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

☐ American Express ☐ MasterCard ☐ Visa ☐ Discover

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

Name as it appears on your card

Card Number

Expiration Date

Signature

**Note: To register as a member, you must be a member for the 2002 calendar year. If you do not wish to renew your membership for 2002, you must register as a non-member. Presenters and authors must register for the convention.**

## Convention Registration

**A discount is available** for early payment. If your registration is postmarked before March 15, 2002, send the amount in the "Before" column. *Discounts that are not taken will be considered donations to ABA unless a written request is submitted.*

### Registration for the Entire Convention

(Saturday 5/25 – Tuesday 5/28) Choose your membership category from the list below. Total: \$ \_\_\_\_\_

Category	Before 3/15	After 3/15
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$87.00	<input type="checkbox"/> \$109.00
Emeritus and Student	<input type="checkbox"/> \$39.00	<input type="checkbox"/> \$49.00
Chapter-Adjunct	<input type="checkbox"/> \$116.00	<input type="checkbox"/> \$138.00
Non-member	<input type="checkbox"/> \$226.00	<input type="checkbox"/> \$249.00

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

Saturday 5/25                      Sunday 5/26  
Monday 5/27                      Tues 5/28

Choose your membership category from the list below and fill in the total fee (fee x # of days): \$ \_\_\_\_\_

Category	Before 3/15	After 3/15
Sustaining, Supporting, Full or Affiliate	<input type="checkbox"/> \$39.00	<input type="checkbox"/> \$49.00
Emeritus and Student	<input type="checkbox"/> \$39.00	<input type="checkbox"/> \$49.00
Chapter-Adjunct	<input type="checkbox"/> \$56.00	<input type="checkbox"/> \$66.00
Non-member	<input type="checkbox"/> \$78.00	<input type="checkbox"/> \$88.00

## Special Events & Materials

### Sweatshirts with Toronto 2002 Logo

-Adult Sizes: M L XL XXL / \$27 ea. .... \$ \_\_\_\_\_

### Short-Sleeved T's with Toronto 2002 Logo

-Adult Sizes: M L XL XXL / \$17 ea. .... \$ \_\_\_\_\_

-Youth Sizes: S M L / \$12 ea. .... \$ \_\_\_\_\_

### Long-Sleeved T's with Toronto 2002 Logo

-Adult Sizes: M L XL XXL / \$22 ea. .... \$ \_\_\_\_\_

Toronto 2002 Mug / \$8 ea. .... \$ \_\_\_\_\_

Donation to Support Student Presenters..... \$ \_\_\_\_\_

Workshop Registration from pg. 58..... \$ \_\_\_\_\_

### Total Registration Payment Enclosed:

..... \$ \_\_\_\_\_

# ABA 2002 Workshop Registration Form

Enter the total fees at the bottom of page and on the reverse of this form by "Workshop Fee Total". DO NOT SELECT overlapping workshops. All fees may be paid by check or credit card. Receipts and registration materials will be at the Pre-Registration desk at the convention. You will not receive a receipt by mail. All workshops are subject to cancellation due to insufficient enrollment.

## Friday, May 24<sup>th</sup> 10:00 AM – 5:00 PM

1. *A Transdisciplinary Approach to the Assessment and Treatment of Problem Behavior at Bancroft NeuroHealth*  
Members: \$115 Non-Members: \$130
2. *Acceptance and Commitment Therapy: Core Principles in Treatment and Supervision*  
Members: \$135 Non-Members: \$150
3. *Computer-Mediated Activity Schedules for Teaching Children with Autism Spectrum Disorders*  
Members: \$150 Non-Members: \$165
4. *Designing Effective Online Courseware with Designer's Edge*  
Members: \$140 Non-Members: \$155
5. *FBT: A Clinical Methodology for the Treatment of Behavioral Disorders in Office-Based Settings*  
Members: \$120 Non-Members: \$135
6. *FECT: A Behavioral Treatment for Depression*  
Members: \$135 Non-Members: \$150
7. *Guidelines for Professional Conduct and Ethical Decision Making in the Delivery of Behavioral Services*  
Members: \$145 Non-Members: \$160
8. *How to Use Fluency-Based Instruction Techniques to Enhance Existing Educational Programs*  
Members: \$215 Non-Members: \$230
9. *Implementing Effective Training for Delinquents and Their Families: Application of the Teaching-Family Model*  
Members: \$140 Non-Members: \$155
10. *Learning and Teaching Reading with the Morningside Model of Generative Instruction*  
Members: \$190 Non-Members: \$205
11. *Organizational Design and Development of Autism Service Programs*  
Members: \$145 Non-Members: \$160
12. *Teaching Reading and Writing to Young Children with Autism*  
Members: \$165 Non-Members: \$180
13. *Tools for Organizing Quality ABA Programs for Children with Autism*  
Members: \$145 Non-Members: \$160
14. *Training Teachers and Paraprofessionals To Implement Behavioral Technology in Schools*  
Members: \$135 Non-Members: \$150

## Friday, May 24<sup>th</sup> 6:00 PM - 9:00 PM

15. *Behavioral Interventions: From Functional Assessment to Implementation*  
Members: \$75 Non-Members: \$90
16. *Data Collection and Analysis Strategies Using Computer Technology...*  
Members: \$190 Non-Members: \$205
17. *Effective Toilet Training for Children and Adults with Developmental Disabilities: A Reinforcement-Based Approach*  
Members: \$75 Non-Members: \$90
18. *Ethical Issues in Applied Settings*  
Members: \$77 Non-Members: \$92
19. *Improve Your Oral Presentations*  
Members: \$70 Non-Members: \$85
20. *Integrating Behavior Analytic and Psychopharmacological Interventions for People with Developmental Disabilities*  
Members: \$70 Non-Members: \$85
21. *Intensive Early Intervention for Autism: Individualized Programming for Complex Challenges - Three Case Studies*  
Members: \$77 Non-Members: \$92
22. *Life Quality for People with Profound, Multiple Handicaps*  
Members: \$125 Non-Members: \$140

23. *Overcoming the Challenges of Staffing a Center-Based ABA Program for Young Children with Autism*  
Members: \$80 Non-Members: \$95
24. *Radical Behaviorism and the Counseling Process: Constructional Bones, Solution-Focused Flesh*  
Members: \$67 Non-Members: \$82
25. *Review of Behavioral Assessment in Applied Settings*  
Members: \$77 Non-Members: \$92
26. *Review of Observation and Measurement Methods in Applied Settings*  
Members: \$77 Non-Members: \$92
27. *The Role of Joint Control in Complex Verbal Behavior*  
Members: \$69 Non-Members: \$84
28. *Using Functional Activities to Promote Critical Communication Skills for Children with Autism*  
Members: \$105 Non-Members: \$120

## Saturday, May 25<sup>th</sup> 8:00 AM - 11:00 AM

29. *Behavior Analysis for the Undergraduate Student*  
Members: \$75 Non-Members: \$90
30. *Behavioral Foundations for Increasing Effectiveness of Text and Video as Teaching Supplements*  
Members: \$65 Non-Members: \$90
31. *Changing Thoughts, Feelings, and Urges*  
Members: \$75 Non-Members: \$90
32. *Deploying the Pyramid Approach to Education in Autism Model in Classrooms*  
Members: \$110 Non-Members: \$125
33. *Developing a Course in Positive Behavior Support: What You Know, What You Need to Know*  
Members: \$100 Non-Members: \$115
34. *Effective Supervision and Data Collection: Easy & Efficient Use of the Palm® PDA*  
Members: \$130 Non-Members: \$145
35. *Facilitation from a Behavioral Perspective*  
Members: \$75 Non-Members: \$90
36. *Intensive Early Intervention for Autism: Social Skill Development to Reach Typical Functioning in the First Grade*  
Members: \$77 Non-Members: \$92
37. *Performance Management in Service Delivery for Children with Autism: Measuring and Attaining Exemplary Staff Performance*  
Members: \$165 Non-Members: \$180
38. *Review of Systematic Manipulations in Applied Settings*  
Members: \$77 Non-Members: \$92
39. *School-Wide Behavioral Intervention for Tackling Bullying*  
Members: \$70 Non-Members: \$85
40. *Using Skinner's Analysis of Verbal Behavior to Teach Language Skills During Daily Activities to Children with Autism...*  
Members: \$70 Non-Members: \$85

### Enter workshop numbers and fees.

Enter total due below and on reverse side of this form.

Your Name: \_\_\_\_\_

Workshop # \_\_\_\_\_ \$ \_\_\_\_\_

Workshop # \_\_\_\_\_ \$ \_\_\_\_\_

Workshop # \_\_\_\_\_ \$ \_\_\_\_\_

If paying after 4/16, add \$20 for each workshop..... \$ \_\_\_\_\_

Total for Workshops..... \$ \_\_\_\_\_

# Application for Free Convention Registration for Student Presenters

The Society for the Advancement of Behavior Analysis (SABA) will distribute donations from the 2001-2002 Student Presenter's Fund to qualified student applicants. Complimentary registration (but not other expenses) will be awarded to student presenters as allowed by the availability of funds and the eligibility of the student. In 2001, SABA provided convention registration for 76 students attending the 27<sup>th</sup> annual ABA convention in New Orleans.

## Eligible applicants must meet all of the following criteria:

- *The student must be a 2002 student member of ABA at the time the application is submitted.*
- *The student must be a presenting author of a poster, paper address, panel discussion, or symposium.*
- *The proposal must be accepted for presentation at the 2002 ABA convention.*
- *This form must be completely filled out and received at the ABA office by March 15, 2002.*

Your Name: \_\_\_\_\_

School that you attend: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

\_\_\_\_\_

Email Address: \_\_\_\_\_

Title of Proposed Presentation: \_\_\_\_\_

\_\_\_\_\_

*Students applying for complimentary registration will be notified of the outcome by April 15, 2002.*

*How would you prefer to be contacted?*

- ☐ *Email*      ☐ *Mail*

## Please send this completed form to:

*Association for Behavior Analysis  
213 West Hall*

*1903 West Michigan Avenue*

*Western Michigan University*

*Kalamazoo, MI 49008-5301*

*-or- Fax: (616) 387-8354*

## DONATIONS NEEDED TO SUPPORT STUDENT PRESENTERS!

The Society for the Advancement of Behavior Analysis (SABA) has established a fund to provide registration to student members presenting at the annual convention. In order to sustain this service, it is essential that this fund be replenished. If you would like to make a tax deductible donation to support SABA's student participation at the 28<sup>th</sup> Annual Convention in Toronto, please visit our Web site at <http://www.wmich.edu/aba> and click on the button titled "SABA Donations." You may make secure on-line contributions there, or send payment to:

SABA Student Presenters' Fund  
213 West Hall  
Western Michigan University  
1903 West Michigan Avenue  
Kalamazoo, MI 49008-5301

# 2002 ABA Membership Information

## Membership Fees for International Members

We are excited to offer discounted fees for international members who live in countries that have per capita incomes of less than 75% of the United States'. Fees have been divided into four groups:

**Category A** fees are for members in countries with income per capita within 75-100% of the US'.

**Category B** fees are for members in countries with income per capita between 50% and 75% of the US' (France, Korea, Saudi Arabia, Singapore, and Spain).

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

**Category D** fees are for members in countries with income per capita <25% of the US'. (Bolivia, Colombia, Costa Rica, Mexico, Peru, Russia, Turkey, and 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, 1998. 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 63. These countries are: **Argentina, Bolivia, Brazil, Colombia, Costa Rica, France, Greece, Korea, Mexico, New Zealand, Peru, 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 61. 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 76236.1312@compuserve.com or by fax at (616) 387-8354.

## 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 nomination and election of officers. Full member dues help support the involvement of undergraduate and graduate students in behavior analysis science and practice. Benefits: Subscriptions to *The ABA Newsletter* and *The Behavior Analyst* and reduced convention registration fees. Requirement: A master's degree in experimental or applied behavior analysis or contributions to the field of behavior analysis. Send vita and course records when requesting this status for the first time (fill out the checklist on this page).

## Affiliate Members

Affiliate status is designed for persons who have an interest in behavior analysis or have completed undergraduate credit, but do not meet the full member requirements. Affiliate member dues help support the involvement of undergraduate and graduate students in the science and practice of behavior analysis. Benefits: Subscriptions to *The ABA Newsletter* and *The Behavior Analyst* and reduced convention registration fees. Requirement: Send a letter of recommendation from a voting member of ABA.

## Emeritus Members

Emeritus status is designed for persons who are over the age of 65 or retired. Benefits: Subscription 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 (616) 387-8354.

**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.wmich.edu/aba>

## Voting Member Status Determination

If you are applying for the first time as a full, supporting, or sustaining member, 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 2002 Membership Form

Membership Fee Category A  
Association for Behavior Analysis: An International Organization  
<http://www.wmich.edu/aba>

Mail form and payment to: 213 West Hall, WMU, 1903 West Michigan Avenue, Kalamazoo, MI 49008-5301  
Telephone: (616) 387-8341/8342/8344 Fax: (616) 387-8354

## PERSONAL INFORMATION

TITLE: ☐ Dr. ☐ Prof. ☐ Ms. ☐ Mrs. ☐ Mr.

LAST NAME: \_\_\_\_\_

FIRST NAME & M.I.: \_\_\_\_\_

AFFILIATION: \_\_\_\_\_

GENDER: ☐ Male ☐ Female

AGE: ☐ <25 ☐ 25-34 ☐ 35-49 ☐ 50-64 ☐ >65

ADDRESS (for all ABA mailings):  
\_\_\_\_\_

CITY: \_\_\_\_\_

STATE/PROVINCE: \_\_\_\_\_

COUNTRY: \_\_\_\_\_

POSTAL ZIP CODE: \_\_\_\_\_

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

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

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

E-MAIL: \_\_\_\_\_

WEBSITE: \_\_\_\_\_

## STUDENT MEMBER INFORMATION

STUDENT TYPE: ☐ HIGH SCHOOL ☐ UNDERGRAD ☐ DOCTORAL ☐ MASTERS ☐ POST DOC

NAME OF SCHOOL YOU ATTEND: \_\_\_\_\_

PROGRAM NAME: \_\_\_\_\_

EXPECTED GRADUATION DATE: \_\_\_\_\_

## VERIFICATION OF STUDENT STATUS

I, \_\_\_\_\_, certify that  
\_\_\_\_\_ is a full-time student, intern, or resident at  
(insert name of institution) \_\_\_\_\_.

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*Personal information such as age and annual income will be kept confidential. This information is collected for the purpose of membership data analysis only.**

## MEMBERSHIP RENEWAL DUES

Dues for all Membership Categories include subscriptions to *The ABA Newsletter* and *The Behavior Analyst*, except chapter/adjunct dues, which do not include *The Behavior Analyst*.

If you have been a member of ABA in a previous year, check one of the following and enter the amount due here: \$\_\_\_\_\_

Category	One Year	Three Years
SUSTAINING	<input type="checkbox"/> \$254.00	<input type="checkbox"/> \$717.00
SUPPORTING	<input type="checkbox"/> \$138.00	<input type="checkbox"/> \$370.00
FULL	<input type="checkbox"/> \$104.00	<input type="checkbox"/> \$245.00
AFFILIATE	<input type="checkbox"/> \$104.00	<input type="checkbox"/> \$245.00
EMERITUS	<input type="checkbox"/> \$41.00	<input type="checkbox"/> \$89.00
STUDENT	<input type="checkbox"/> \$41.00	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$36.00	<input type="checkbox"/> \$72.00
STUDENT TRANSITION*	<input type="checkbox"/> \$59.00	<input type="checkbox"/> \$200.00

\*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 60 under "Voting Member Status Determination." You may take advantage of this special rate once.

## NEW MEMBERSHIP DUES

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

Category	One Year	Three Years
SUSTAINING	<input type="checkbox"/> \$127.00	<input type="checkbox"/> \$590.00
SUPPORTING	<input type="checkbox"/> \$78.00	<input type="checkbox"/> \$309.00
FULL	<input type="checkbox"/> \$60.00	<input type="checkbox"/> \$201.00
AFFILIATE	<input type="checkbox"/> \$60.00	<input type="checkbox"/> \$201.00
EMERITUS	<input type="checkbox"/> \$28.00	<input type="checkbox"/> \$78.00
STUDENT	<input type="checkbox"/> \$28.00	
CHAPTER-ADJUNCT	<input type="checkbox"/> \$23.00	<input type="checkbox"/> \$63.00

## 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 US 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
- ☐ Health, Sports and Fitness
- ☐ Instructional Design
- ☐ Interbehaviorists in ABA
- ☐ OBM Network
- ☐ Parent-Professional Partnership
- ☐ Rehabilitation & Independent Living
- ☐ Society for the Quantitative Analysis of Behavior
- ☐ Standard Celeration Charting
- ☐ Teaching Behavior Analysis
- ☐ Verbal Behavior

### Check any affiliated chapter(s) of which you are a member:

- ☐ Alabama ABA
- ☐ Argentina ABA
- ☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento
- ☐ Australian Association for Cognitive Behaviour Therapy
- ☐ Behavior Analysis Association of Michigan
- ☐ Behavior Analysis Society of Illinois

- ☐ Behaviour Analysis in Ireland
- ☐ Berkshire Association for Behavior Analysis and Therapy
- ☐ California ABA
- ☐ Chicago ABA
- ☐ Chinese ABA
- ☐ Colombia ABA
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group, UK and Europe
- ☐ Florida ABA
- ☐ Georgia ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Kansas ABA
- ☐ Maryland ABA
- ☐ Mid-American ABA
- ☐ Midwestern Association of Behavior Analysis & Therapy
- ☐ Mississippi ABA
- ☐ Missouri ABA
- ☐ New England Society of Behavior Analysis & Therapy
- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ 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 2002 Membership Form

Membership Fee Categories B, C & D\*\*  
Association for Behavior Analysis: An International Organization  
<http://www.wmich.edu/aba>

## 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, 1998.*

## 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	3-Yr
Sustaining	\$96	\$443	\$193	\$538
Supporting	\$59	\$232	\$104	\$277
Full	\$45	\$150	\$79	\$184
Affiliate	\$45	\$150	\$79	\$184
Emeritus	\$28	\$59	\$37	\$64
Student	\$28	NA	\$37	NA
Chapter/Adjunct	\$23	\$47	\$36	\$55
Student Transition	NA	NA	\$44	\$148

**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	3-Yr
Sustaining	\$77	\$354	\$154	\$431
Supporting	\$46	\$185	\$83	\$222
Full	\$37	\$121	\$63	\$147
Affiliate	\$37	\$121	\$63	\$147
Emeritus	\$28	\$46	\$37	\$51
Student	\$28	NA	\$37	\$NA
Chapter/Adjunct	\$23	\$38	\$36	\$43
Student Transition	NA	NA	\$37	\$119

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

Membership Type:	New Members		Renewing Members	
	1-Yr	3-Yr	1-Yr	3-Yr
Sustaining	\$51	\$236	\$103	\$287
Supporting	\$37	\$124	\$56	\$148
Full	\$37	\$80	\$42	\$98
Affiliate	\$37	\$80	\$42	\$98
Emeritus	\$28	\$37	\$37	\$37
Student	\$28	NA	\$37	NA
Chapter/Adjunct	\$23	\$37	\$36	\$37
Student Transition	NA	NA	\$37	\$79

## 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
- ☐ Health, Sports and Fitness
- ☐ Instructional Design
- ☐ Interbehaviorists in ABA
- ☐ OBM Network
- ☐ Parent-Professional Partnership
- ☐ Rehabilitation & Independent Living
- ☐ Society for the Quantitative Analysis of Behavior
- ☐ Standard Celeration Charting
- ☐ Teaching Behavior Analysis
- ☐ Verbal Behavior

**Check any affiliated chapter(s) of which you are a member:**

- ☐ Alabama ABA
- ☐ Argentina ABA
- ☐ Asociacion Latinoamericana de Analisis y Modificacion del Comportamiento
- ☐ Australian Association for Cognitive Behaviour Therapy
- ☐ Behavior Analysis Association of Michigan
- ☐ Behavior Analysis Society of Illinois

- ☐ Behaviour Analysis in Ireland
- ☐ Berkshire Association for Behavior Analysis and Therapy
- ☐ California ABA
- ☐ Chicago ABA
- ☐ Chinese ABA
- ☐ Colombia ABA
- ☐ Delaware Valley ABA
- ☐ Experimental Analysis of Behaviour Group, UK and Europe
- ☐ Florida ABA
- ☐ Georgia ABA
- ☐ German Society for Behavioral Medicine and Behavior Modification
- ☐ Italian Association for the Analysis and Modification of Behavior
- ☐ Japanese ABA
- ☐ Kansas ABA
- ☐ Maryland ABA
- ☐ Mid-American ABA
- ☐ Midwestern Association of Behavior Analysis & Therapy
- ☐ Mississippi ABA
- ☐ Missouri ABA
- ☐ New England Society of Behavior Analysis & Therapy
- ☐ New York State ABA
- ☐ North Carolina ABA
- ☐ Northwestern ABA
- ☐ 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

# Reservation Request

## *Sheraton Centre Toronto*

**For reservations call: (416) 361-1000 or 1-800-325-3535**

The *Sheraton Centre Toronto* welcomes you for the 28<sup>th</sup> annual ABA convention. We recommend that you reserve your room as early as possible to assure your space. To make a reservation please fill out the following information completely and fax to (416) 947-4801.

**All reservations must be received by April 24, 2002. PRICES LISTED ARE IN CANADIAN DOLLARS**

**Group Name:** ASSOCIATION FOR BEHAVIOR ANALYSIS

**Meeting Date:** May 24 – 28, 2002

Special ABA Member Room Rate: \$182 Canadian per night for single/double rooms and \$182 Canadian per night for a limited number of triple/quad rooms. After these limited number of triple/quad rooms are filled the room rate per night will be \$219 Canadian (plus 5.0% Ontario province tax and 7.0% goods and services tax, subject to change without notice). As of June 26, 2001 the US/Canadian exchange rate was \$1.50 Canadian to \$1.00 US. As of this date, the room rate would be equivalent to \$121.00 US for a single/double room, plus all applicable taxes. The equivalent room rate in US dollars will depend upon the exchange rate at the time of the convention.

### Deposit Information:

Reservations that are not accompanied by a deposit will not be processed. Reservations require one of the following in deposit:

- ☐ An enclosed check or money order made payable to the Sheraton Centre Toronto covering the first night's stay, or
- ☐ The entire number of your credit card (American Express, Visa, MasterCard, etc.), expiration date, and your signature noted below:

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Credit Card Number

Expiration Date

Signature

(This signature authorizes the *Sheraton Centre Toronto* to charge the above account for one night's room deposit)

Type of card:

☐ American Express

☐ MasterCard

☐ Visa

☐ Diner's Club

### Personal Information:

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Last Name

First Name

Middle Initial

---

Address

---

City

State

Country

Zip or Postal Code

---

Telephone Number

---

Sharing With

Arrival Date: \_\_\_\_\_ Arrival time: \_\_\_\_\_ (Check-in begins at 3:00 p.m.)

Departure Date: \_\_\_\_\_ (Checkout ends at 12 noon)

### Accommodation Information:

Number of rooms required: \_\_\_\_\_ Number of people in room(s): \_\_\_\_\_

I request a room with:

I prefer a:

☐ Two (2) double beds (\$182 Canadian per night)

☐ Smoking room

☐ One (1) king bed (\$182 Canadian per night)

☐ Non-smoking room

☐ Triple/quad: two (2) queen beds (\$219 Canadian regular rate or \$182 Canadian if available)

**Deposit:** A deposit equal to one night's stay is required to hold each individual's reservation. Should a guest cancel a reservation, the deposit is refundable if notice is received at least 72 hours prior to arrival and cancellation number is obtained or if the rooms are resold. All prepaid reservations will be held until hotel checkout time (12 noon) the following day.

☐ I have enclosed a check

☐ I have pertinent credit card information on this form

**Payment Enclosed:** \$ \_\_\_\_\_

# Convention Volunteer Signup Form

Volunteers are extremely important in making the ABA convention run smoothly. We need help in various areas of the convention. If you are interested in volunteering at ABA, please complete this form and send it to the ABA office. Volunteers receive \$5/hour equivalent compensation. This compensation can be used toward the following:

- Convention Registration Refund (this refund is provided after the convention)
- 2002 Membership Refund (this refund is provided after the convention)
- Purchases at the ABA bookstore
- Service To Apply, Recruit, & Train (formally Job Placement Services)
- Continuing Education Credits

**Volunteers are needed for the following. Please put a check mark by the shifts you are interested in working:**

**ABA Registration: Duties:** Distribute pre-convention registration packets and help ABA staff at on-site registration.

**May 24**

- ☐ 7:00 a.m. to 12:00 p.m.
- ☐ 12:00 p.m. to 5:00 p.m.

**May 25**

- ☐ 7:30 a.m. to 12:00 p.m.
- ☐ 12:00 p.m. to 5:00 p.m.

**May 26**

- ☐ 7:30 a.m. to 12:00 p.m.
- ☐ 12:00 p.m. to 5:00 p.m.

**May 27**

- ☐ 8:00 a.m. to 12:00 p.m.

**ABA Bookstore: Duties:** Unpack and pack books, replenish books on tables when needed, & help ABA attendees locate books.

**May 23**

- ☐ 12:00 p.m. to 6:00 p.m.

**May 25**

- ☐ 8:00 a.m. to 12:30 p.m.
- ☐ 12:30 p.m. to 5:00 p.m.

**May 27**

- ☐ 8:00 a.m. to 12:30 p.m.
- ☐ 12:30 p.m. to 5:00 p.m.

**May 24**

- ☐ 8:00 a.m. to 12:30 p.m.
- ☐ 12:30 p.m. to 5:00 p.m.

**May 26**

- ☐ 8:00 a.m. to 12:30 p.m.
- ☐ 12:30 p.m. to 5:00 p.m.

**May 28**

- ☐ 8:00 a.m. to 12:30 p.m.
- ☐ 12:30 p.m. to 5:00 p.m.

**Poster Sessions: Duties:** Assist presenters in finding poster locations and materials to set up posters.

**May 25**

- ☐ 3:30 p.m. to 7:30 p.m.

**May 26**

- ☐ 10:00 a.m. to 2:00 p.m.
- ☐ 4:00 p.m. to 7:30 p.m.

**May 27**

- ☐ 10:00 a.m. to 2:00 p.m.
- ☐ 4:00 p.m. to 7:30 p.m.

**ABA Workshops: Duties:** Collect tickets and signatures at the beginning and end of the workshop and assist workshop presenter(s). (A maximum of \$10.30 is paid for workshop volunteers in addition to free admission to the workshop)

**May 24**

- ☐ 8:00 a.m. to 12:00 p.m.
- ☐ 5:30 p.m. to 9:30 p.m.

**May 25**

- ☐ 8:00 a.m. to 12:00 p.m.

**Continuing Education: Duties:** Collect signatures at the beginning and end of events that qualify for BACB CE.

**May 25**

- ☐ 11:00 a.m. to 5:30 p.m.

**May 27**

- ☐ 8:30 a.m. to 12:00 p.m.
- ☐ 1:00 p.m. to 5:30 p.m.

**May 28**

- ☐ 8:30 a.m. to 2:00 p.m.

**May 26**

- ☐ 8:30 a.m. to 12:00 p.m.
- ☐ 1:00 p.m. to 5:30 p.m.

**Your Name:** \_\_\_\_\_ **Telephone:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Mailing Address:** \_\_\_\_\_

**What is the best way for ABA Volunteer Coordinator to contact you?** ☐ Phone ☐ Email ☐ Mail. **Please send this completed form by March 31, 2002 to:** Association for Behavior Analysis, 213 West Hall, 1903 West Michigan Avenue, Western Michigan University, Kalamazoo, MI 49008-5301; or fax to (616) 387-8354

