



MAY 28 - JUNE 1, 2010 HENRY B. GONZALEZ CONVENTION CENTER



Inside Behavior Analysis

Newsletter of the Association for Behavior Analysis International Issue Date: February 2010 Issue Number: Vol. 2, No. 1 Frequency of Publication: The newsletter is published three times annually. Subscriptions are provided with ABAI membership: others may subscribe from the ABAI website: www.abainternational.org

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ON THE COVER: Graduates of the Master's Program in Applied Behavior Health Analysis and Jordan University of Science and Technology. Back row (left to right): Amman Al-Momani, Ana'm Saleh, Wafa Al-Waked, Mahmoud Sheyab, and Mohammad Dhiabat. Middle row (left to right): Maram Faroug Serhan, Ala'a Yousef Awad, Amal Ali Al-Jede, Fakrieh Nmrawi, Eesra Tawalbeh, and Aroob Tawalbeh. First row: Reema Shunnaq. Photography: DICK MALOTT

Table of Contents

ABAI President's Article 2
ABAI Model Licensing Act $ 6$
ABAI in San Antonio 14
SABA Awards 18
SABA Grant and Fellowship Awardees 22
B. F. Skinner Lecture Series 28
Invited Events and Tutorials 30
Convention Highlights 34
ABAI's Continuing Education Program 44
Pre-Convention Workshops 45
Annual Convention Schedule for SQAB Events 52
Program Committee Report 54
Updates from the ABAI Community 55
ABAI and JUST 56
Criterion Child Enrichment 59
News from the ABAI Boards 60
Calendar of Upcoming Events 63
Opportunities for Behavior Analysts 64

The ABAI Model Licensing Act, Educational Standards, and the Protection of the Profession

This article is offered on behalf of the ABAI Executive Council and provides an update on the most recent developments within the Association and behavior analysis in support of the professionalization of our field and the protection of its scientific and educational underpinnings.

Recently, affiliated chapters in the United States and internationally have been working to protect and promote the profession of applied behavior analysis through legislative and lobbying efforts. Licensure, among a number of other topics, is currently being pursued through states' efforts across the U.S. at the grassroots level. Arizona, Nevada, Oklahoma, and Pennsylvania have recently enacted laws establishing licensing standards for applied behavior analysts. Several other U.S. states, including Kentucky, Massachusetts, Missouri, New Jersey, and Tennessee, are currently developing or considering such legislation. Behavior analysts and members of

Photography: MARTIN C. BURCH

behavioral associations in other countries also are beginning discussions related to licensing or otherwise regulating the profession of behavior analysis.

In 2008, the ABAI Executive Council approved, in principle, a recommendation of the Practice Board to pursue development of an ABAI Model Licensing Act. Central to this decision was the uniformly held understanding that ABAI has a responsibility to promote the protection of consumers of applied behavior analytic

services. Since that meeting, many hours have been spent drafting and refining a Model Licensing Act that ABAI could support. ABAI's Model Act is now complete, and we are pleased to make it available to Association members, constituents, and consumers of behavior analysis

services. One purpose of this article is to provide background on the development of the Act and to elucidate Practice Board to attend their respective chapter meetings the Council's understanding of the implications of its dissemination in the public realm.

Why Licensing?

The ABAI Council's agreement to pursue licensure efforts was made with the input of ABAI members. In 2008, ABAI conducted a strategic development survey of members and constituents, including members of state and international chapters and special interest groups. The survey was distributed to over 16,000 stakeholders worldwide. The overwhelming majority of respondents indicated support for the pursuit of a licensing standard for applied behavior analysts.

Licensure allows consumers to identify behavior analysts with defined competencies and protects them from harm and the misuse of behavioral technologies by untrained practitioners. It allows for legal oversight of professionals who meet criteria established by state boards and who wish to advertise themselves as "behavior analysts." State boards have the staff and authority to respond to complaints by the general public (or other behavior analysts) of unethical practices by those who are licensed, which protects not only consumers but also professionals who practice following ethical guidelines.

Furthermore, licensure promotes credibility of the field. It defines our field and scope of practice within state law, protecting it from other groups or professions that might attempt to claim jurisdiction over our technologies and the right to supervise our work. Licensure also has the potential to result in more funding for research and more support for academic programs and faculty positions in behavior analysis. Finally, defining our profession legally through licensure could facilitate our ability to secure third party payment for our services and to promote and advocate for other professional issues of importance to the field.

Risks Associated With Licensure

ABAI recognizes that licensing, if pursued without careful consideration of possible consequences and pitfalls, has the potential to negatively affect the profession within a state. We believe that the ABAI Model Licensing Act provides an appropriate standard to guide state chapters in the process of developing individual state licensing laws. We strongly encourage each state affiliated chapter to consider carefully the political climate in their state and take from

Licensure also has the potential to result in more funding for research and more support for academic programs and faculty positions in behavior analysis.

this Model Act those sections that meet your needs. Members of the Practice Board and others representing ABAI have developed a Legislative Handbook addressing many of the issues that must be considered prior to initiating such an effort. We strongly recommend that state chapters review

this document, and if desired, invite members of the and/or consult with them throughout the process. We recognize states' rights and that decision about procedures and the ongoing process of administrating licensing standards rest with the state board overseeing the profession.

How Does Licensure Differ From Certification?

Licensure and certification are different, but can be compatible methods of defining the credentials of professionals in a field. Certification of practitioners is most often done by a private organization, such as the Behavior Analyst Certification Board (BACB) in behavior analysis. Board certification is a nonstatutory recognition of professional achievement generally conferred by an outside organization to professionals who have completed a terminal degree in their respective field and demonstrated competency. Licensing, which is done through state regulatory boards, controls legal use of a professional title and the scope of practice of persons holding that title. Licensure is typically required of people working in occupations where maintaining standards of professional practice is necessary to protect public safety. In order to establish 'applied behavior analyst' as a licensed profession, state legislation is necessary, thus the need for lobbying and advocacy-state legislators need to be convinced that specific credentials for an area of expertise are needed to protect consumers.

One advantage of states adopting the ABAI Model Licensing Act is that individual state licensing bills based on the Model Act would have consistent requirements across states, facilitating portability of a person's licensure from state to state. ABAI encourages individual states to develop licensing bills that support such portability and encourages states to retain uniform educational standards.

See PRESIDENT on page 4

PRESIDENT continued from page 3 What Is ABAI's Model Licensing Act?

ABAI's Model Licensing Act is a document for use by legislators drafting bills that govern the profession of applied behavior analysis. The Model Act is provided in full following this article. It defines the makeup and powers of state boards, the scope of practice of the profession, and standards to qualify for licensure education, practicum, examination, and continuing education requirements. The Act also addresses complaint resolution and ethical violation investigation as well as penalties for operating without a license or in violation of ethical guidelines or the laws of the state.

What Are the Points of Similarity Between the BACB and ABAI Model Acts?

The ABAI Executive Council is committed to the development of a unified position within the field and has worked with the BACB to find common ground with regard to licensure, in the hopes of developing a unified Model Act. At the 2009 ABAI Annual Convention in Phoenix, representatives of the ABAI Executive Council and Practice Board met with Drs. Judy Favell and Gerald Shook to discuss our positions and begin the process of producing a unified bill. The results of this meeting were positive, with the majority of the differences in our two positions resolved and the beginnings of a single bill developed.

ABAI's Model Act shares many characteristics with the BACB's Act, including adoption of bachelor's level licensure; the requirement that all applicants must first meet the standards of the BACB to apply for licensure and pass the BACB examinations; a requirement that all approved educational institutions meet the standards as an "Approved Course Sequence" of the BACB; a standard that all bachelor's level behavior analysts be supervised by either a master's or doctoral-level licensed behavior analyst; and a requirement that all licensed applied behavior analysts maintain their active status under the Behavior Analyst Certification Board.

How Do the Current BACB and ABAI Model Licensing Acts Differ?

The main remaining difference between ABAI's Model Act and that of the BACB is in the level of educational standards required for licensure. The BACB's Act requires that potential licensees complete 135 (bachelor's level) or 225 (master's level) classroom hours of instruction in applied behavior analysis and hold a degree (in any field) to be eligible for licensure. ABAI believes that licensure should require further training. The ABAI Executive Council, Education Board, Practice Board, and Science Board all have defined a critical need for higher educational standards for Licensed Behavior Analysts. Meeting more robust educational standards is necessary to practice independently and help improve the protection, as well as quality, of services provided to the consumers of applied behavior analysis. ABAI's position is also based on the fact that, in every other human service profession that is licensed by its state and allowed to practice independently and bill individuals or third party insurers for their services, licensees are required to hold a degree in their respective profession. The BACB and ABAI continue to engage in constructive dialogue to bring our Acts into alignment.

Rational for Grandfathering Clause

ABAI's Model Act provides two alternatives for the licensing of professionals who do not meet the regulatory standards for licensing otherwise provided at the time of the establishment of the licensing law, allowing a five-year period to become licensed under these waivers. The first alternative provides that all persons certified by the BACB are eligible for licensure, irrespective of the ABAI accreditation status of the program from which they graduated or the number of graduate (or undergraduate) credit hours they have completed. The second alternative provides for the licensing of behavior analysts who are not BACB-certified, but who meet specific educational/experience standards established by the State/Commonwealth Board of Registration. The second alternative is particularly important for many members of ABAI. The majority of respondents to ABAI's 2008 strategic development survey who selfidentified as "practicing applied behavior analyst" do not hold certification by the BACB. Given that our model recommends that State Licensure Boards be composed of Licensed Behavior Analysts, we trust that only highly qualified non-BCBA applicants will be granted licensure under this clause.

What Are ABAI's Criteria for Education Requirements?

The Council believes that licensing behavior analysts not only protects practitioners, but also protects the integrity of and demand for higher education training in behavior analysis. Promotion of appropriate educational requirements for licensed practitioners is ABAI's top priority. At an initial strategic session held a year ago in Chicago, representatives of ABAI's Membership, Science, Education, and Practice Boards recommended revising and enhancing educational criteria for graduate programs in behavior analysis. Programs are being reviewed to see how they meet recommended criteria. Raising criteria for accreditation standards and licensure has the potential, if pursued correctly, to preserve the experimental and conceptual foundations of the field as the demand for practitioners grows. During the last Council meeting, the Association made significant advances in developing and enhancing training standards for the field in the areas of

licensure of individuals and accreditation of educational programs. The ABAI Council hopes that the educational standards in state licensing laws are those required of ABAI accredited programs. The criteria are under revision and will be announced by May of this year.

ABAI began accrediting graduate training programs in 1993. As the field becomes further professionalized and licensure makes its way through state legislatures, the alignment of educational requirements for licensed practitioners with those of accredited programs must be undertaken. To that end, the ABAI Council has initiated several projects, the first of which is to approve the development of undergraduate accreditation programs. ABAI's undergraduate accreditation system will recognize two different emphases for training in behavior analysis at the bachelor's level-applied and experimental. The Council also directed that both master's and doctoral level accreditation program requirements be reviewed and revised to align with licensure goals and ABAI's Model Licensing Act. Criteria are currently undergoing review with input being sought from the Education, Science, and Practice Boards as well as faculty in ABAI's accredited programs. It is expected that revised criteria will be launched by May 2010.

ABAI will pursue recognition of its accreditation program by the Council for Higher Education Accreditation (CHEA) this year. CHEA recognition will ensure that the profession of applied behavior analysis is understood to require standards similar to all other human service professions and will enhance the protection of consumers by ensuring a level of competency and training well beyond those currently required.

How Will ABAI's Accreditation Program Meet the Needs of Licensed Behavior Analysts?

While it is the goal that graduation from an ABAI accredited program be a requirement for licensure, this requirement is meant to be grandfathered in over a period of five years. To date, a total of 23 behavior analysis programs at 16 universities have sought ABAI accreditation. We expect that, with the advent of licensure and CHEA recognition of ABAI's accreditation program, programs will have new contingencies to explore accreditation. It is a primary goal of ABAI to encourage and assist programs to seek accreditation so that within 5-7 years an educational infrastructure will be in place to support the substantial growth in the field we expect to see as state licensure laws are established. During the grandfathering period, ABAI will embark on a program we are calling the ABAI Educational Capital Campaign: Investing in our Future to encourage and assist programs to seek accreditation.

What Will ABAI Do for Those Outside of the USA?

The field is growing not only in the United States but in many other countries represented by our members and affiliated chapters. ABAI will work with national chapters on a one-on-one basis to identify needs within other countries and to develop strategies to promote international professionalization in the field. The Practice Board in conjunction with ABAI's International Representative to the ABAI Council is eager to provide consultation to help develop strategic plans to make this happen.

Where Can You Receive Guidance and Support?

ABAI welcomes your input on the issues of licensure and the development of educational requirements for the field. As well, if you are interested in training or access to expertise as your state chapter addresses issues of licensure, we encourage chapter officers to contact the ABAI Practice Board, which will be happy to arrange presentations and training sessions during your events. Furthermore, we welcome Program Directors and Department Chairs to participate in the development of strategies to bring behavior analysis programs into alignment with accreditation requirements. Members of the ABAI Executive Council and Practice Board have attended numerous state conferences over the past several months to address these issues and offer support in the development of state licensing laws. ABAI is committed to this process and recognizes the need for our profession to speak to legislators and stakeholders with a single voice. We will continue to work diligently to provide guidance to graduate training programs and to members of U.S. state chapters and countries around the world on educational standards and model licensing for the profession. *

ABAI Model Licensing Act for Applied Behavior Analysts

SECTION 1. Adding the following sections: hereby amends the General Laws of the State / Commonwealth of

SECTION 101.

- (a) There shall be within the division of professional licensure a Board of Registration of applied behavior analysts, in this section and in sections 102 through 104, hereinafter called the Board, consisting of nine members appointed by the governor for terms of three years. Members of the Board shall be residents of the State/Commonwealth and citizens of the United States. Five members of the Board shall be Licensed Behavior Analysts, under the provisions of sections 201 through 217 and shall have been actively engaged in the practice of applied behavior analysis for the five years preceding their appointment. Two members of the Board shall be selected from and shall represent the public.
- (b) Of the initial members appointed to the Board, three shall serve for terms of three years, three for terms of two years, and three for terms of one year. Each member of the Board shall hold office until his/her successor has been qualified. A vacancy in the membership of the Board shall be filled for the unexpired term in the manner provided for the original appointment. No member shall serve more than two consecutive full terms. A member appointed for less than a full term may serve two full terms in addition to such part of a full term.
- (c) The governor shall have the power to remove from office any member of the Board with cause after submitting in writing to the Board member the reasons for his/her removal and describing the right to a public or private hearing with counsel at least thirty days before the proposed removal.

SECTION 102. The Board shall at its first meeting and, annually thereafter, organize by electing from among its members, by majority vote, a chairman, a vice-chairman, and a secretary. Such officers shall serve until their successors are elected and qualified. The Board shall hold at least two meetings each year, but additional meetings may be held upon the call of the chairman, or the secretary, or at the written request of any three members of the Board. Five members of the Board shall constitute a quorum. The members of the Board shall serve without compensation but each member shall be reimbursed for actual expenses reasonably incurred in the performance of his/her duties as a member on behalf of the Board. The Board shall be empowered to hire such assistants as it may deem necessary to carry on its activities.

SECTION 103. The Board shall have the following powers and duties: (i) to examine and pass upon the qualifications of all applications for licenses under sections 201 through 217, and issue a license to those who are determined to be qualified as applied behavior analysts or assistant behavior analysts; (ii) to adopt rules and promulgate regulations governing the licensure of applied behavior analysts and the practice of behavior analysis; (iii) to recommend policy and budgetary matters to the division of professional licensure; (iv) to establish specifications for the licensure examination, which may be or may include the complete certification examination given by the Behavior Analyst Certification Board®, or its successor, and to provide or procure appropriate examination questions and answers and to establish examination procedures; (v) to define by regulation the appropriate standards for education and experience necessary to qualify for licensing, including, but not limited to, continuing professional education requirements for Licensed Behavior Analysts or Licensed Assistant Behavior Analysts, which shall be no less stringent than those of the Behavior Analyst Certification Board, or its successor, and for the conduct and ethics which shall govern the practice of applied behavior analysis; (vi) to receive, review, and approve or disapprove applications for a reciprocal license to applicants who are licensed or certified as applied behavior analysts in another state and who have demonstrated qualifications that equal or exceed those required pursuant to sections 201 through 217, provided that no reciprocal license shall be granted under this section to an applicant unless the state in which the applicant is licensed affords reciprocal treatment to persons who are residents of the State / Commonwealth of ; (vii) to establish standards of supervision for students or persons in training to become qualified to obtain a license in applied behavior analysis; (viii) to fine, censure, revoke, suspend, or deny a license, place on probation, reprimand, or otherwise discipline licensees for violations of the code of ethics or the rules of the Board in accordance with sections 211, 213, and 215, but the Board shall not have the power of subpoena; (ix) to summarily suspend the license of a licensee who poses an imminent danger to the public but a hearing shall be afforded to the licensee within 7 days of an action by the Board to determine whether such summary action is warranted; and (x) to perform such other functions and duties as may be required to carry out this section.

SECTION 104. The Board may also appoint Licensed Behavior Analysts, subject to the approval of the director of consumer affairs and business regulations, who meet the qualifications for appointment to the Board, to assist in the administration of the examination required by sections 202 and 204. Said assistance shall be provided under the supervision of a Board member.

SECTION 105. The Board shall take no action with respect to the granting of a license or its revocation or suspension without the concurrence of at least five members of the Board. The Board shall adopt a seal that shall be affixed to all licenses issued by the Board.

SECTION 106. The Board shall make available to the public a list of Licensed Behavior Analysts and Licensed Assistant Behavior Analysts.

SECTION 107. The members of the Board shall be indemnified by the State/Commonwealth for all actions taken as part of their responsibilities described herein.

SECTION 2. The General Laws of the State/ Commonwealth is hereby amended by adding the following sections:

SECTION 201. As used in sections 201 through 217, the following words, unless the context clearly indicates otherwise, shall have the following meanings: Applied Behavior Analysis is the design, implementation, and evaluation of systematic environmental modifications for the purpose of producing socially significant improvements in and understanding of behavior based on the principles of behavior identified through the experimental analysis of behavior. It includes the identification of functional relationships between behavior and environments. It uses direct observation and measurement of behavior and environment. Contextual factors, establishing operations, antecedent stimuli, positive reinforcers, and other consequences are used, based on identified functional relationships with the environment, in order to produce practical behavior change.

Applied Behavior Analyst is an individual who by training and experience meets the requirements for licensing by the Board and is duly licensed to practice applied behavior analysis in the State/Commonwealth. Board is the Board of Registration of applied

behavior analysts.

Licensed Behavior Analyst (LBA) is an individual who by training and experience meets the requirements for licensing by the Board and is duly licensed to independently practice applied behavior analysis. Licensed Assistant Behavior Analyst (LABA) is an individual The successful completion, as defined by the Board, of a who by training and experience meets the requirements for licensing by the Board and is duly licensed to practice applied behavior analysis under the supervision of a Licensed Behavior Analyst.

Recognized educational institution is a degree-granting

college or university that is accredited by a Regional Board or Association of Institutions of higher education approved by the Council on Post Secondary Education of the United States Department of Education, or which is chartered to grant doctoral degrees by the State/ Commonwealth. Such institutional accreditation shall exist at the time that the respective degree is granted or within two years thereafter. The program must be accredited by the Accreditation Board of the Association for Behavior Analysis International.® The program must also include an approved course sequence of the Behavior Analyst Certification Board or its successor. The scope of practice of applied behavior analysis is defined as the application of the principles, methods, and procedures of the experimental analysis of behavior and applied behavior analysis (including principles of operant and respondent learning) to assess and improve socially important human behaviors. It includes, but is not limited to, applications of those principles, methods, and procedures to

- (a) the design, implementation, evaluation, and modification of treatment programs to change behavior of individuals;
- (b) the design, implementation, evaluation, and modification of treatment programs to change behavior of groups; and
- (c) consultation to individuals and organizations. The practice of behavior analysis expressly excludes psychological testing, neuropsychology, cognitive therapy, psychoanalysis, hypnotherapy, and long-term counseling as treatment modalities.

SECTION 202. (a) The standards to qualify for the designation of Licensed Behavior Analyst include: A doctoral or master's degree from a recognized educational program accredited by the Association for Behavior Analysis International Accreditation Board, or from a program at a recognized educational institution that is approved by the Board and that substantially meets the educational standards of the Association for Behavior Analysis International Accreditation Board. The program must also include an approved course sequence of the Behavior Analyst Certification Board.

The successful completion of an approved practicum or supervised experience in the practice of applied behavior analysis, totaling at least 1,500 hours over a period of not less than one calendar year, of which at least 75 hours are in direct 1:1 contact with the supervisor;

nationally recognized examination adopted from the Behavior Analyst Certification Board and approved by the Board, related to the principles and practice of the profession of applied behavior analysis. Thereafter, the individual

See LICENSING on page 8

LICENSING continued from page 7

must maintain his or her active status under the Behavior Analyst Certification Board.

(b) For the first five years after enactment of this legislation in the State / Commonwealth of _ an applicant who has graduated with a doctoral or master's Behavior Analyst shall make application to the Board degree from a regionally accredited university and is a Board Certified Behavior Analyst certificant of the Behavior Analyst Certification Board will be eligible to be granted status as a Licensed Behavior Analyst. Additionally, individuals who hold either a doctoral or master's degree in Behavior Analysis or a related field and can demonstrate competency in applied behavior analysis by virtue of training and experience may petition the Board to be licensed as a behavior analyst. Thereafter, applicants must meet the requirements noted above.

SECTION 203. (a) The standards to qualify for the designation of Licensed Assistant Behavior Analyst include: (ii) The applicant satisfactorily demonstrates to the Board A Bachelor's degree, from a recognized educational program accredited by the Association for Behavior Analysis International Accreditation Board, or from a program at a recognized educational institution approved by the Board and that substantially meets the educational standards of the Association for Behavior Analysis International Accreditation Board. The program must also include an approved course sequence of the Behavior Analyst Certification Board.

The successful completion of an approved practicum or supervised experience in the practice of applied behavior analysis, totaling at least 1,000 hours of supervised experience over a period of not less than two calendar years, of which not less than 150 hours are spent in direct 1:1 contact with the supervisor;

The successful completion, as defined by the Board, of a nationally recognized examination adopted from the Behavior Analyst Certification Board and approved by the Board, related to the principles and practice of the profession of applied behavior analysis. Thereafter, the individual must maintain his or her active status under the Behavior Analyst Certification Board. The status of Licensed Assistant Behavior Analyst is not to be considered an "independent" practitioner. Licensed Assistant Behavior Analysts must secure the direct, face-to-face, supervision of a Licensed Behavior Analyst for no less than 5 hours per month, including the direct observation of the services provided by the practitioner.

(b) For the first five years of enactment of this legislation in the State / Commonwealth of

_, applicants who have graduated with a Bachelor's degree from a regionally accredited university and are a Board Certified Assistant Behavior Analyst certificant of the Behavior Analyst Certification Board will be eligible to be granted status as a Licensed

Assistant Behavior Analyst. Thereafter, applicants must meet the requirements noted above.

SECTION 204. Each person desiring to obtain a license as a Licensed Behavior Analyst or as a Licensed Assistant upon such form and in such manner as the Board shall prescribe and shall furnish evidence satisfactory to the Board that such person is of good moral character, including, but not limited to the fact that such applicant has not been convicted of a felony, which shall include a judgment, an admission of guilt or a plea of nolo contendere to such charges, or of an offense under the laws of another jurisdiction, which, if committed in the State / Commonwealth of would be a felony unless the following apply:

- (i) At least 10 years have elapsed from the date of conviction.
- that the applicant has made significant progress in personal rehabilitation since the conviction, so that licensure of the applicant would not be expected to create a substantial risk of harm to the health and safety of the applicant's clients or the public or a substantial risk of further criminal violations.

SECTION 205. Notwithstanding the provisions of sections 202 and 203, the Board may issue a license without examination to an applicant who presents evidence that he/she has been licensed or certified as an applied behavior analyst by a similar Board of another jurisdiction whose standards, in the opinion of the Board, are not lower than those required in the State / Commonwealth; or that he/ she holds a diploma from a nationally recognized board, university, or agency approved by the Board with 5 or more years of practice in applied behavior analysis and provides letters of recommendation.

SECTION 206. The Board may grant a temporary license for a period not to exceed three years to an applied behavior analyst with prior legal residence outside the State / Commonwealth of _____, provided he/ she registers with the Board and practices in consultation with, or under the supervision of, a Licensed Behavior Analyst or possesses qualifications acceptable to the Board, and demonstrates that he/she is enrolled in a recognized educational program accredited by the Association for Behavior Analysis International Accreditation Board that includes an approved course sequence of the Behavior Analyst Certification Board, in preparation for meeting the standards and the requirements noted herein for licensure as an applied behavior analyst in the State/ Commonwealth of _

SECTION 207. Licenses shall be valid for two years and shall be renewed biennially. On or before April 15th every two years the secretary of the Board shall forward to each licensee an application form for renewal. Upon the receipt of the completed form and the renewal fee on or before June 1st, the secretary shall renew the license for two years Certification Board. commencing July 1st. Any application for renewal of a license, which has expired, shall require the payment of a new application fee. Pursuant to the renewal, the applicant with Disabilities Education Act (2004), the State / shall present to the Board documented evidence of the completion of 36 hours of continuing education programs designed to improve the professional competence of the licensee. Such programs shall be completed during the license period immediately prior to renewal. Such CEUs must be obtained either directly from the Association for Behavior Analysis International, an organization offering CEU activities that is approved by the Association for Behavior Analysis International, the Behavior Analyst Certification Board, or be approved directly by the Board.

SECTION 208. The commissioner of administration shall determine the following fees annually and the fees shall be collected by the Board: (a) application fee; (b) initial license fee; (c) temporary license fee; and (d) biennial renewal fee.

SECTION 209. Nothing in sections 201 through 217, shall be construed to prevent qualified members of other professions or occupations such as physicians, psychologists, teachers, members of the clergy, authorized Christian Science practitioners, attorneys-at-law, social workers, guidance counselors, clinical counselors, adjustment counselors, speech pathologists, audiologists, occupational therapists, or rehabilitation counselors from doing work of an applied behavior analytic nature consistent with the accepted standards of their respective professions, provided, however, that they do not hold themselves out to the public by any title or description stating or implying that they are applied behavior analysts, that they are providing services included within the scope of practice of applied behavior analysis, or that they are licensed to practice applied behavior analysis.

SECTION 210. To qualify as a supervisor of approved practicum or supervised experience, an individual shall meet one of the following criteria:

Holds a license as a Licensed Behavior Analyst in the State / Commonwealth of _____, AND is a Board Certified Behavior Analyst (BCBA) in good standing with the Behavior Analyst Certification Board.

OR, until three years after the passage of this bill is a Board Certified Behavior Analyst (BCBA) in good standing with the Behavior Analyst Certification Board.

SECTION 211. Those engaged in the practice of applied behavior analysis within the State / Commonwealth ______ shall comply with the standards of of ethical practice as adopted by both the Association for Behavior Analysis International and the Behavior Analyst

SECTION 212. As provided in the Individuals Commonwealth of _____ _Department of Education will evaluate and provide an educational licensure status for licensed applied behavior analysts relative to the provision of special educational services provided within the State / Commonwealth, and shall adopt the standards provided herein as those required to meet this standard.

SECTION 213. Any person not licensed to practice applied behavior analysis who holds himself/herself out to be an applied behavior analyst by title or who uses the title applied behavior analyst shall be punished by a fine of not more than five hundred dollars, or by imprisonment of not more than three months, or both such fine and imprisonment.

SECTION 214. The penalties in section 213 shall not apply to:

- (a) persons eligible for licensure as an applied behavior analyst under this law and who provide consultative services for a fee for no more than one day a month; or
- (b) students of applied behavior analysis currently enrolled in a recognized educational program accredited by the Association for Behavior Analysis International Accreditation Board, interns, or persons preparing for the practice of applied behavior analysis under qualified supervision in such a program; provided, however, that they are designated by such titles as "applied behavior analyst intern", "applied behavior analyst trainee", or other title clearly indicating such training status.

SECTION 215. The Board shall investigate all complaints relating to the proper practice of applied behavior analysis by any person licensed under sections 201 through 217.

The Board may, after a hearing in accordance with the provisions any relevant law, revoke, suspend or cancel the license, or reprimand, censure, or otherwise discipline an applied behavior analyst licensed under said sections 201 through 217, upon proof satisfactory to a majority of the Board that said applied behavior analyst:

- (a) Fraudulently procured said license;
- (b) is guilty of an offense against any provision of the laws of the State / Commonwealth relating to the practice

See LICENSING on page 10

LICENSING continued from page 9

- of applied behavior analysis or any rule or regulation adopted there under;
- (c) is guilty of conduct that places into question the licensee's competence to practice, including but not limited to gross misconduct in the practice of applied behavior analysis, practicing fraudulently, beyond its authorized scope, or with gross incompetence or negligence on a particular occasion or negligence on repeated occasions;
- (d) is guilty of practicing applied behavior analysis while the ability to practice was impaired by alcohol, drugs, physical disability, or mental instability;
- (e) is guilty of being habitually intoxicated or being or having been within a reasonable period of time addicted Board may also file a petition in equity in the superior to, dependent on, or a habitual user of narcotics, barbiturates, amphetamines, hallucinogens, or other drugs having similar effects;
- (f) is guilty of knowingly permitting, aiding, or abetting an unlicensed individual to perform activities requiring a license for purposes of fraud, deception, or personal laws of the State / Commonwealth or rules or regulations of the Board;
- (g) has been convicted of a criminal offense which reasonably calls into question his/her ability to practice applied behavior analysis; or
- (h) is guilty of violating any rule or regulation of the Board governing the practice of applied behavior analysis.
- (i) is guilty of violating any provision of the ethical standards for applied behavior analysts as adopted by the Association for Behavior Analysis International or the Behavior Analyst Certification Board.

The Board shall, after proper notice and hearing, adopt rules and regulations governing the practice of applied behavior analysis in order to promote the public health, welfare, and safety and to implement the provisions of this section.

No person filing a complaint or reporting or providing information pursuant to this section or assisting the Board at its request in any manner in discharging its duties and functions shall be liable in any cause of action arising out of the receiving of such information and assistance; provided, however, that the person making the complaint or reporting or providing said information or assistance does so in good faith and without malice. Anonymous complaints submitted to the Board of such violations shall not be considered.

If the applied behavior analyst is found not to have violated any of the provisions set forth in this section, the Board shall forthwith order a dismissal of the charges.

Notice in writing of a contemplated revocation or suspension of a license, or the cause therefore in sufficient particularity, and of the date of hearing thereon, shall be sent by registered or certified mail to the licensee at

his/her last known address at least fifteen days before the date of such hearing. The applied behavior analyst against whom a charge is filed shall have a right to appear before the Board in person or by counsel, or both, may produce witnesses and evidence on his/her behalf, and may question witnesses. No license shall be revoked or suspended without such hearing, but the nonappearance of the licensee, after notice, shall not prevent such hearing. All matters upon which the decision is based shall be introduced in evidence at the proceeding. The licensee shall be notified in writing of the Board's decision. The Board may make such rules and regulations as it deems proper for the filing of charges and the conduct of hearings.

After issuing an order or revocation or suspension the court in a county in which the respondent resides or transacts business, or in County, to ensure appropriate injunctive relief to expedite and secure the enforcement of its order, pending the final determination.

Any decision the Board makes pursuant to this section shall be subject to review in superior court in accordance with the provisions of relevant law.

SECTION 216. After three years from the date of revocation, an application for reinstatement may be made to the Board, which may, upon the affirmative vote of at least five of its members, grant such reinstatement.

SECTION 217. All communications between a Licensed Behavior Analyst or Licensed Assistant Behavior Analyst and the individuals with whom the licensee engages in the practice of applied behavior analysis are confidential and shall be considered as privileged communications. At the initiation of the professional relationship, the applied behavior analyst shall inform the patient of the following limitations to the confidentiality of their communications. No applied behavior analyst, colleague, agent, or employee of any applied behavior analyst, whether professional, clerical, academic or therapeutic, or a graduate of, or student enrolled in, a degree program in applied behavior analysis at a recognized educational institution as that term is defined in section 201, who is working under the supervision of a Licensed Behavior Analyst, shall disclose any information acquired or revealed in the course of or in connection with the performance of the applied behavior analyst's professional services, including the fact, circumstances, findings, or records of such services, except under the following circumstances:

- (a) pursuant to the provisions of any other law;
- (b) upon express, written consent of the patient (if competent) or his/her guardian;
- (c) upon the need to disclose information which protects the rights and safety of others if:
- (I) the patient presents a clear and present danger to himself and refuses explicitly or by his behavior to

voluntarily accept further appropriate treatment. In such circumstances, where the applied behavior analyst has a reasonable basis to believe that a patient can be committed to a hospital pursuant to the provisions of any other law, he/she shall have a duty to seek said commitment. The applied behavior analyst may also contact members of the patient's family or other individuals if in the applied behavior analyst's opinion, it would assist in protecting the safety of the patient; or

- (2) the patient has communicated to the applied behavior analyst an explicit threat to kill or inflict serious bodily injury upon a reasonably identified person and the patient has the apparent intent and ability to carry out the threat. In such circumstances, the applied behavior analyst shall have a duty to take reasonable precautions. An applied behavior analyst shall be deemed to have taken reasonable precautions if said applied behavior analyst makes reasonable efforts to take one or more of the following actions:
- (a) communicates a threat of death or serious bodily injury to a reasonably identified person;
- (b) notifies an appropriate law enforcement agency in the vicinity where the patient or any potential victim resides;
- (c) arranges for the patient to be hospitalized voluntarily;
- (3) the patient has a history of physical violence that is known to the applied behavior analyst and the applied behavior analyst has a reasonable basis to believe that there is a clear and present danger that the patient will attempt to kill or inflict serious bodily injury upon a reasonably identified person. In such circumstances the applied behavior analyst shall have a duty to take reasonable precautions. An applied behavior analyst shall be deemed to have taken reasonable precautions if said applied behavior analyst makes reasonable efforts to take one or more of the following actions:
- (a) communicates a threat of death or serious bodily injury to the reasonably identified person;
- (b) notifies an appropriate law enforcement agency in the

vicinity where the patient or any potential victim resides; (c) arranges for his patient to be hospitalized voluntarily;

(4) in order to collect amounts owed by the patient for professional services rendered by the applied behavior analyst or his/her employees; provided, however, that the applied behavior analyst may only disclose the nature of services provided, the dates of services, the amount due for services, and other relevant financial information; provided, further, that if the patient raises as a defense to said action substantive assertions concerning the competence of the applied behavior analyst or the quality of the services provided, the applied behavior analyst may disclose whatever information is necessary to rebut such assertions; or
(5) in such other situations as shall be defined in the rules

and regulations of the Board.

The applied behavior analyst shall only disclose that information which is essential in order to protect the rights and safety of others. Furthermore, nothing contained herein shall require an applied behavior analyst to take any action that, in the exercise of reasonable professional judgment, would endanger him or increase the danger to a potential victim or victims.

No provision of this section shall be construed to prevent a nonprofit hospital service or medical service corporation from inspecting and copying, in the ordinary course of determining eligibility for or entitlement to benefits, any and all records relating to diagnosis, treatment, or other services provided to any person, including a minor or incompetent, for which coverage, benefit, or reimbursement is claimed, so long as the policy or certificate under which the claim is made provides that such access to such records is permitted. No provision of this section shall be construed to prevent access to any such records in connection with any coordination of benefits, subrogation, workers' compensation, peer review, utilization review, or benefit management procedures applied and implemented in good faith.

TRAVEL INFORMATION FOR THE ANNUAL CONVENTION

American Airlines is the chosen carrier for the San Antonio Convention. Please contact the Meeting Services Desk to make your reservation at 1-800-433-1790 and refer to Group Code: 6450AA.

You can also make reservations online at at www.aa.com; refer to Group Code: 6450AA.

Taxi fare to and from the airport and convention center, headquarter hotel, or overflow hotels is about \$25 for a one-way trip.



Behavioral Research & Translation: **Behavioral Economics**

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Journal of the **Experimental Analysis of Behavior**

Special Issue: Translational Research Selected Contents (May, 2010)

- Semantic false memories in the form of derived relational intrusions following training P.M. GUINTHER and M.J. DOUGHER
- Neurobehavioral evidence for the "near-miss" effect in pathological gamblers R. HABIB and M.R. DIXON
- Differential reinforcement of alternative behavior increases resistance to extinction: Clinical demonstration, animal modeling, and clinical test of one solution F.C. MACE, et al.
- Shifts in postdiscrimination gradients within a stimulus dimension based on bilateral facial symmetry A. DERENNE
- Matching in an undisturbed natural human environment J.J. McDOWELL and M.L. CARON

Call for Future Translational Manuscripts

JEAB seeks to continue its longstanding tradition of publishing occasional articles that bridge the gap between basic and applied research. Translational manuscripts should communicate equally well to two audiences: those with primary interest in fundamental behavior processes, and those with primary interest in a particular type of socially-relevant behavior. JEAB's emphasis remains on experimental analyses of individual behavior, although it is understood that practical constraints of field settings may sometimes dictate other kinds of methods. Address questions about the suitability of a given manuscript to Editor James E. Mazur (mazurj1@southernct.edu). general For author instructions see http://seab.envmed.rochester.edu/jeab/

Join Us at the 36th Annual ABAI Convention in San Antonio

BY MARIA E. MALOTT

We are very excited about the upcoming 36th annual convention in San Antonio, Texas. This event—which takes place over Memorial Day Weekend—is the largest and most comprehensive convention available for all those interested in behavior analysis science, education, practice, and professional issues.

The annual convention is the ideal place to learn about new developments in the field, network with other professionals interested in behavior analysis, and become involved in many exciting issues and opportunities.

Over 4,000 participants from more than 40 countries will gather for the annual convention, which serves as a network center for ABAI's 31 special interest groups, 68 affiliated chapters, organizational members, and graduate programs—including most of ABAI's 23 accredited graduate programs. The ABAI Expo highlights these groups and others, with over 100 posters from behavioral organizations.

Mission San Antonio de Valero, a.k.a—The Alamo Photography: MEL CRAVEN This year's convention is made possible in part by the Texas Association for Behavior Analysis (TexABA). We would like to thank the leadership of this affiliated chapter—Gordon Bourland (President), Duy Le, Anna Petursdottir, Lori Russo, and Manish Vaidja—for their hard work and for welcoming the convention to Texas. TexABA is the oldest ABAI affiliated chapter in the state and has taken the lead on several major behavior analysis developments in the region. The chapter will welcome attendees during the Texas Association for Behavior Analysis Welcome Event on May 30, Sunday night.

The convention will take place in the Henry B. Gonzales Convention Center—a space that *Meetings South Magazine* voted as the best in the industry ("S.A. convention," 2004). Originally constructed as part of the 1968 HemisFair, the center has since expanded to include 59 meeting rooms, three ballrooms, and four exhibit halls. The facility is conveniently located next door to the headquarter hotel, the state-of-the-art Grand Hyatt San Antonio. Also located nearby are the convention's overflow hotels: the Hyatt Regency San Antonio, Marriott San Antonio Riverwalk, and Hilton Palacio Del Rio. Nestled in the heart of San Antonio's downtown, the convention center overlooks a portion of the city's famous River Walk. A wide variety of restaurants and entertainment venues are located within a short walking distance.

This year's program includes nearly 1,400 events that cover many areas of behavior analysis, including autism; behavioral pharmacology; clinical, family, and behavioral medicine; community interventions, social and ethical issues; developmental disabilities; human development; experimental analysis of behavior; education; organizational behavior management; teaching behavior analysis; theoretical, philosophical, and conceptual issues; and verbal behavior. This year, we are pleased to introduce a new focus area: applied animal behavior.

The 2010 Society for the Advancement of Behavior Analysis Awards recognize leaders in the field. This year we celebrate the accomplishments of A. Charles Catania (Distinguished Service); Steven C. Hayes (International Dissemination); William McIlvane (Scientific Translation); Alan E. Kazdin (Presentation in the Mass Media); and the University of Nevada, Reno (Programmatic Contributions).

This year's Presidential Address—presented by Patrick Friman—discusses behavior analysis's role in the scientific community and the challenges the field faces in relating to the general public. He will present ways in which behavior analysts can make the field more accessible and attractive to a larger audience. This year's address is titled "Steps to Take and Missteps to Avoid on the Quest for Mainstream Relevance."

We are honored to host the 2010 Presidential Scholar, Michael Shermer, who will provide an address titled, "Why People Believe Weird Things." Dr. Shermer is the Founding Publisher of *Skeptic* magazine, the Executive Director of the Skeptics Society, a monthly columnist for *Scientific American*, the host of the Skeptics Distinguished Science Lecture Series at the California Institute of Technology, and Adjunct Professor of Economics at Claremont Graduate University.

Integral to the ABAI program is the B. F. Skinner Lecture Series, which accentuates contributors from complementary disciplines in our program. This is a wonderful opportunity not only to learn from scholars outside our field, but also to provide a comprehensive perspective of behavior analysis. This year's series will feature 10 lectures:

- Katherine Albro Houpt's applied animal behavior presentation will examine the use of behavior techniques to study the effects of modern husbandry practices on domestic horses;
- Patrick Corrigan will present in the area of community interventions and social and ethical issues and will discuss the roles public- and self-stigmas play in the behavior of people with psychiatric disabilities and how mental health professionals can identify and address them;
- Josh Edelman will cover teaching behavior analysis and will address the role behavior analysis can play in the growing charter school movement;
- Barbara Foorman's education discussion will focus on the impact of effective reading interventions in schools;
- Robert Meyers will present in the area of clinical, family, and behavioral medicine and will discuss the development of the Community Reinforcement Approach and Community Reinforcement and Family Training and also on the techniques that have made these treatments successful in handling substance abuse;
- Gordon Paul will focus on theoretical, philosophical, and conceptual issues and discuss behavioral monitoring systems and how they help to discover and support recovery-oriented, evidence-based practices in treating disabled adults with psychotic diagnoses;
- Stuart Silvers will also present in the theoretical, philosophical, and conceptual issues area on the law of effect's role in evolutionary psychology and in explaining the development of learning capacity in hominids;
- David Sloan Wilson's human development lecture will focus on how the scope of evolutionary psychology must expand to include measures of behaviorism in order to provide a more consilient theoretical framework for psychology;
- Jan Smedslund's theoretical, philosophical, and conceptual issues lecture will be about the presence of pseudo-empirical hypotheses in psychology and why they are common in the field; and
- Sophia Yin will deliver an applied animal behavior presentation on recognizing the early stages of problem
 See SAN ANTONIO on page 16

JOIN US IN SAN ANTONIO

SAN ANTONIO continued from page 15

behavior in companion animals and how to use behavior analysis to prevent aggressive behaviors from developing.

This year's program features 33 invited addresses covering a variety of topics ranging from the expansion of common behavior-change approaches in animal training to the future of verbal behavior studies. Invited events for the convention will include presentations from Judy Agnew; William Baum; Warren Bickel; Andrew Bondy; James Carr; A. Charles Catania; a symposium featuring Philip Chase and Anthony Biglan; Daniel Everett; Susan Friedman; Grant Gautreaux; Gregory Hanley; Dwight Harshbarger; a symposium featuring Linda Hayes, Martha Palaez, and Ramona Houmanfar; J. Carl Hughes; Steven Hursh; Robert Kohlenberg; R. J. Lamb; Linda LeBlanc; Gregory Madden; Maria Malott; Francis Mechner; Richard Meisch; Suzanne Mitchell; a panel featuring Matthew Normand, Simon Dymond, and Ruth Anne Rehfeldt; John Scibak; Murray Sidman; Peter Sturmey; Travis Thompson; Amanda Allan, Alicia Alvero, Karen Anderson, Jennifer M. VanDerHeyden; Peishi Wang; and Jennifer Zarcone.

We are happy to announce that once more, the Science and Practice Boards will be major contributors to the program. The events being promoted by these boards will enhance the quality of our convention by bringing specific issues important to the field into focus. The Science Board is sponsoring events concerning developments in basic and applied behavior analysis research. This track will feature invited papers from Warren Bickel and Steven Hursh, and a tutorial by Gregory Madden. The Science Board will co-host-along with the Student Committee and the Society for Quantitative Analyses of Behavior-the Practicum on Quantitative Methods and Data Analysis. The practicum will be led by Jesse Dallery and Paul Soto. Practice Board events will focus on behavior analysis legislation, licensure, and other parent and practitioner concerns. The track will include an open meeting, two symposia, and two expo posters.

Continuing education is one of the many advantageous features of the ABAI convention and will be offered again this year for both psychologists and certified behavior analysts. Another service that particularly benefits employers and professionals is ABAI's new job placement service: Jobs in Behavior Analysis, where guests will be able to learn about career opportunities and receive assistance arranging interviews. Furthermore, attendees are invited to peruse behavior analytic books in our bookstore, which will offer more than 1,000 titles. Bookstore visitors will also have the opportunity to meet with many of the available publications' authors.

This year, we are also excited to introduce a new social event sponsored by the Student Committee, which will feature dueling pianos as live entertainment. This event will feature two pianists performing from a variety of

genres from virtually every music era. There will be plenty of audience interaction and opportunities to make requests.

The complete 2010 program is now available on the ABAI website, where you will also find access to on-line scheduling services, which allow you to review presentations and plan and print your personalized convention schedule. You will also have the opportunity to provide feedback after the convention on all of the events you attended. This feedback will be provided to presenters, the ABAI Council, and the Annual Convention Program Committee, allowing for the consideration of attendees' input on event quality and providing presenters with the opportunity to improve the content and delivery of ABAI convention presentations.

We would like to recognize the outstanding work of Ramona Houmanfar and Raymond Pitts, Program Committee Co-Chairs. With the support of Patrick C. Friman, Program Board Coordinator, and all of the Program Board Area Coordinators-Robert W. Asmus, Jennifer L. Austin, Patricia Bach, Jesse Dallery, Per Holth, Jonathan Kanter, Dorothea C. Lerman, James S. MacDonall, Heather McGee, Caio Miguel, Matthew Normand, Gary Novak, Hayne W. Reese, Joel E. Ringdahl, Denise Ross, Ted Schoneberger, Jessica Singer-Dudek, Jeffrey H. Tiger, Thomas J. Waltz, Cathy Watkins, and Michael Weinberg-they have once more assembled a very strong program. Through their efforts, the ABAI program has undergone a careful review, with revisions and rejections, to ensure quality events. Please see Ramona Houmanfar's article on page 54 for more program information.

We encourage you to join us in San Antonio for another terrific convention! *

References

S.A. convention center named "best" by meeting planner magazine. (2004, January 12) San Antonio Business Journal. Retrieved January 8, 2010, from http://www.bizjournals.com/sanantonio/ stories/2004/01/12/daily8.html

Society for the Advancement of Behavior Analysis

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

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

Grants Awarded by SABA

The **Janet and Sidney Bijou Fellowship** provides two \$5,000 grants annually to students in a doctoral program in psychology or education, in which it is possible to conduct research in behavioral child development.

The **SABA Experimental Fellowship** provides two \$2,000 grants annually to students in a doctoral program in psychology or behavior analysis, in which it is possible to conduct research in the experimental analysis of behavior.

The **International Development Grant** supports a project aimed at developing behavior analysis internationally, such as a training program or conference.

The **Student Presenters Grant** provides complimentary registration to student members presenting at the annual convention and other events.

Funds to Support Behavior Analysis

The **Doctoral Dissertation and Master's Thesis Research Endowment Fund** will provide financial assistance for individuals for long-term development of dissertation and Master's thesis research. Contributions to this endowment are now being accepted.

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

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

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

Tax Status

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

Contributions to SABA qualify for tax deductions to the full extent provided by law.

Ethical Standards

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

Advantages of Giving

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

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

To make a contribution to SABA please include the following information:

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Area to which you wish to contribute:		
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SABA welcomes inquiries about gifts of any type by writing to the above address or by calling (269) 492-9310. Additionally, gifts may be made at the secure SABA Web site: www.abainternational.org/saba

1() (SAF 3A Awards

CHAIRED BY WILLIAM L. HEWARD (THE OHIO STATE UNIVERSITY) SATURDAY, MAY 29 AT 11:30 AM

Award for Distinguised Service to Behavior Analysis

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

A. Charles Catania is Professor Emeritus at University of Maryland, Baltimore County, where he co-founded its Master's track in applied behavior analysis. He is Past-President of ABAI and of Division 25 of the American Psychological Association and has served as Editor of the Journal of the Experimental Analysis a Biological Science." of Behavior. He had the great good fortune to start his career in the fall of 1954 in Fred Keller's Abstract introductory psychology course, which included a weekly rat lab, and later to serve as Teacher's Assistant in Nat Schoenfeld's Experimental A. Charles Catania Psychology sequence. He earned his Ph.D. at Harvard, where he then conducted postdoctoral research in Skinner's pigeon laboratory. Catania continued working with rats and pigeons and other organisms over subsequent decades, during which he became increasingly impressed by striking parallels between biological accounts of

> and behavior analytic accounts of operant behavior in terms of the selection of behavior by its consequences. He sees the methods and concepts of the biological sciences as having science of behavior might best be regarded as a component of the biological sciences.

The lesson that the study of nonhuman behavior is essential to our understanding of verbal behavior also came from Columbia, where in spring 1957 Catania took a seminar on verbal behavior jointly taught by Fred Keller, Nat Schoenfeld, and Ralph Hefferline. The course began by covering Skinner's William James lectures and then, when Skinner's Uerbal Behavior was published midway into the semester, by comparing the older and newer versions. Though virtually all of Catania's early experimental work was devoted to nonhuman learning, the concentration on behavior without words was critical; a pigeon's behavior is hard to understand precisely because it doesn't involve words. Behavior without words reveals what is special about human verbal behavior, which is necessarily built upon a nonverbal foundation. Catania's earlier work on learning without words was highly appropriate preparation for teaching courses on verbal behavior, because it made some special features of verbal behavior stand out clearly. One function of his textbook, Learning, is to integrate the topics of nonverbal and verbal behavior, which have too often been given separate treatments. Dr. Catania's presentation is titled, "Behavior Analysis as

My favorite components of my work in behavior analysis are rooted in biology. I use this opportunity to illustrate ways in which we can learn from the biological sciences. My research on inhibitory interactions among operant classes was inspired by analogous interactions in sensory systems. I have also been powerfully influenced by parallels between Darwinian natural selection and operant shaping, as noted by Skinner in 1953. Those parallels are evolution in terms of Darwinian natural selection relevant to the shaping of operant classes and to language evolution. Selection by consequences operates at the levels of phylogeny, ontogeny and culture. It has also entered into my service to our field, in that many of us began to think much to offer to our field and has argued that the explicitly about the contingencies that enter into the survival of our behavior analytic practices. Our origins are mainly traceable to psychology and philosophy, but as we seek niches within which subsets of our discipline can thrive we must not overlook biology. A science of behavior is necessarily part of the biological sciences. Organisms evolve based on what they can do; all of their physiological systems evolved in the service of behavior. The expanding range of our applications makes our applied science increasingly secure; we cannot say the same for our basic science. The neurosciences provide one entry, but we must look far more broadly into possible alliances with the biological sciences.



Award for International Dissemination of Behavior Analysis

Steven C. Hayes

(University of Nevada)

Steven C. Hayes is Nevada Foundation Professor at the Department of Psychology at the University of Nevada. An author of 32 books and over 430 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. Dr. Haves has been President of Division 25 of the APA, of the American Association of Applied and Preventive Psychology and of the Association for Behavioral and Cognitive Therapy. He was the first Secretary-Treasurer of the Association for Psychological Science, which he helped form and has served a 5-year term on the National Advisory Council for Drug Abuse in the National Institutes of Health. In 1992 he was listed by the Institute for Scientific Information as the 30th "highest impact" psychologist in the world. His work has been recognized by several awards including the Exemplary Contributions to Basic Behavioral Research and Its Applications from Division 25 of APA, the Impact of Science on Application award from the Society for the Advancement of Behavior Analysis, and the Lifetime Achievement Award from the Association for Behavioral and Cognitive Therapy. Dr. Hayes's presentation is titled, "Attributes Behavior Analysis Needs as It Impacts the Mainstream: Fearless, Self-Critical, and Fun."

Abstract

Behavior analysis has a great deal to contribute to the world community, and its progress in some areas is stunning. For it to assume its rightful role in the mainstream of behavioral science, behavior analysis needs to be more fearless, self-critical, accessible, and fun. By fearless I mean that there should be no place off limits; every issue and every problem is open for behavior analytic exploration. By selfcritical I mean that interpretation will not be accepted as a permanent substitute for data, and there needs to be more flexibility in methods and ideas, constantly reviewing whether we are yet where we need to be empirically and conceptually. By accessible I mean that we need to abandon the silly idea that the world

needs to talk like behavioral scientists to benefit from behavioral science, and we need to get comfortable with multiple language systems for different purposes. By fun I mean that we need to create a culture that is lighter and more open so as to allow nonbehaviorists in to play with us without demanding that they first confess their mentalistic sins or feel shame over the inadequacy of their beliefs.

The dissemination of acceptance and commitment therapy and relational frame theory worldwide reflects the usefulness of these attributes.

Award for Scientific Translation

William J. Mcllvane

(University of Massachusetts Medical School) Dr. McIlvane is Professor of Psychiatry and Pediatrics at the University of Massachusetts Medical School (UMMS) and Director of the UMMS Shriver Center and the UMMS Intellectual and Developmental Disabilities Research Center. Dr. McIlvane directs a multi-focus program that addresses a number of scientific problems relevant to understanding and ameliorating behavior deficits of persons with neurodevelopmental disabilities. One focus is development of procedures to encourage progressively more rapid learning of behaviors involved in symbolic communication. Another is to adapt behavioral neuroscience methodsincluding animal modeling-to further understanding of brain processes involved in symbolic behavior. A third focus is to develop valid nonverbal neuropsychological testing methods for use with individuals and populations that do not understand verbal instructions. In addition, Dr. McIlvane's program has a strong research-to-practice emphasis. Methods translated from laboratory research are being used to teach practical skills in regular and special education classrooms in both the United States and in Brasil. His presentation will discuss translational behavior analysis as both a concept and an objective. In particular, he will discuss possibilities for more fully realizing the expansive visions of Skinner, Keller, Sidman, and others concerning the development and dissemination of a true technology of teaching. Dr. McIlvane's presentation is titled, "The Technology of Teaching in Middle Age: Looking Back and Looking Forward."

See AWARDS on page 20



Steven C. Hayes



William J. McIlvane

AWARDS continued from page 19 Abstract

Among the earliest translations of findings from the behavior laboratory to improve the human condition was the effort more than 50 years ago to define "a technology of teaching." This technology was multi-faceted, encompassing the general area of programmed instruction, teaching machines, the personalized system of instruction, and other systematic teaching approaches. These efforts established goals and directions for further technological development by behavior analysts interested in teaching. I will suggest, however, that pursuit of those goals and directions went off course during "the cognitive revolution." While efforts to develop a technology of teaching continue in certain sites, I think it is beyond dispute that behavior analytic influence in teaching practice is much less than it could and should be. This situation is due to many social and logistical challenges. I will suggest, however, that one way to mitigate these challenges will be offering technological solutions that produce learning outcomes that are unarguably superior to other approaches. To that end, I will discuss how behavior analysts can collaborate with scientists and engineers from other disciplines to realize a technology of teaching that is true to the vision of Skinner, Keller, Sidman, and the many behavior analysts inspired by them.

Award for Effective Presentation of Behavior Analysis in the Mass Media

Alan E. Kazdin

(Yale University)

Alan E. Kazdin. Ph.D. is the John M. Musser Professor of Psychology and Child Psychiatry at Yale University and Director of the Yale Parenting Center and Child Conduct Clinic, an outpatient treatment service for children and families. He received his Ph.D. in Clinical Psychology from Northwestern University. Before coming to Yale, he was on the faculty of The Pennsylvania State University and the University of Pittsburgh School of Medicine. At Yale, he has been Chairman of the Psychology Department; Director of the Yale Alan E. Kazdin Child Study Center at the School of Medicine; and Director of Child Psychiatric Services, Yale-New Haven Hospital.

> Kazdin is a licensed clinical psychologist; a Diplomate of the American Board of

Professional Psychology; and a Fellow of the Association for the Advancement of Science, the American Psychological Association (APA), and the Association for Psychological Science. His honors include Research Scientist Career and MERIT Awards from the National Institute of Mental Health, Outstanding Research Contribution by an Individual (Association for Behavioral and Cognitive Therapies), the Award for Outstanding Lifetime Contributions to Psychology (American Psychological Association), and the James McKeen Cattell Award (Association for Psychological Science). In 2008, he was President of the APA.

Currently, he teaches and supervises graduate and undergraduate students and runs a clinicalresearch program for children and families. His work focuses on child-rearing practices and the treatment of oppositional, aggressive, and antisocial behavior among children and adolescents. He has authored or edited over 650 articles, chapters, and books. His 45 books focus on child and adolescent psychotherapy, parenting, aggressive and antisocial behavior, and methodology and research design. Dr. Kazdin's presentation is titled, "Integrating Behavior Analysis Into Psychology and Public Life."

Abstract

Psychology's contribution to society includes elaborating the scientific underpinnings of human functioning and translating that knowledge in ways that improve everyday life. Behavior analysis plays a very special role. For decades now, gains from applied behavior analysis have been evident in multiple settings (e.g., the home, schools, community, business, the military, hospitals, and rehabilitation facilities), with impact on broad goals of society (e.g., education, mental and physical health, safety), and with populations too numerous to list. These advances underscore a key challenge, namely, to integrate our work better into mainstream psychology and public life. Behavior analysis is more relevant than ever. Advances in many areas (e.g., climate change, epigenetics, neuroscience) underscore the importance of behavior change and its impact (e.g., on the environment, gene expression, overcoming trauma). There are historical reasons for isolation within psychology and perhaps current ones as well, but isolation has deleterious consequences for all parties, especially the public. Increased attention is needed to identify novel ways to



integrate behavior analysis into public life and into psychology and perhaps to be influenced by that integration as well.

Award for Enduring Programmatic Contributions in Behavior Analysis

University of Nevada, Reno

W. Larry Williams will accept the award on the behalf of the University of Nevada, Reno and will make a presentation titled, "The Behavior Analysis Program at the University of Nevada, Reno: Twenty Years of Behaving to Further Behavior Analysis."

Abstract

In accepting the SABA award to the Behavior Analysis Program at the University of Nevada, Reno (UNR) for enduring programmatic

contribution to behavior analysis, this short presentation will describe the general history and current state of the program. The UNR behavior analysis program is reasonably widely known for its core self-capitalized nature. Indeed the self capitalization theme is at the center of essentially all of the historical challenges and restrictions of the program, as well as its achievements. Starting from its foundation 20 years ago as a small self-capitalized project, and proceeding through the financial, academic, and university political challenges the program has facedsome of which we still face-this presentation will outline the accomplishments that a group of behavior analysts have achieved as well as the goals and achievements we still work to attain. In accepting the SABA award, we celebrate our achievements and our greatest accomplishments: our graduates. *

April 14-15-16, 2010, Italy

4th Behavior-Based Safety European Congress

"Linking safety motivation and training to productive performance"

Call for Papers

Submission Deadline (title and abstract): February 10, 2010

Deadline for the final article (2 or 3 pages): March 31, 2010

Send your proposal to: segreteria@aarba.it

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2010 SABA Fellowship and Grant Awardees

Experimental Analysis of Behavior Fellowship

Jeff Stein

(University of Kansas)





After graduating with a BA in English Literature from the University of Kansas, Jeff Stein became interested in behavior analysis while working as a behavioral service provider for adults with intellectual disabilities. After returning to the University of Kansas to pursue basic and applied coursework in behavior analysis, he entered the doctoral program in applied behavioral science under the supervision of Gregory Madden.

Jeff's research interests focus broadly on the environmental, genetic, and neurochemical factors involved in the induction and attenuation Jeff Stein of impulsive choice (i.e. steep delay discounting) in nonhuman animals. Within this framework, He is pursuing two lines of research. The first is the experimental manipulation of delay

discounting. Steep delay discounting may play a role in the development and maintenance of impulsive decision-making such as gambling and substance abuse, although this has not been experimentally demonstrated. Jeff is presently examining the effect of training delay tolerance (or self control) in rats on their subsequent preference for gambling-like schedules of reinforcement. Jeff will also soon begin studying the effects of chronic food competition on Monique Udell subsequent rates of delay discounting and ethanol cognitive perspectives. Her growing exposure self-administration in rats.

> The second line of research examines strainrelated differences in delay discounting in rats. Comparisons between Lewis and Fischer 344 rats, widely documented to differ in regards to dopamine (DA) function in the mesolimbic pathway, provide an avenue for the study of neurobiological variables that underlie delay discounting. Consistent with previous findings, Jeff found that Lewis rats discount delayed rewards more steeply than Fischer 344 rats using a steady-state adjusting-amount procedure. This finding further implicates DA function as important in the delay discounting phenomenon.

Jeff continues to refine his teaching skills so that he may better mentor future students of behavior analysis. Upon completing his Ph.D.,

Jeff will pursue a faculty position that will allow him to continue his research examining environmental variables that underlie delay discounting and addictive decision making.

Experimental Analysis of Behavior Fellowship **Monique Udell**

(University of Florida)

Monique Udell's fascination with animal behavior began long before any formal training. As an undergraduate student she decided to put her interests to work, conducting both field and laboratory research on animal behavior and volunteering as a keeper at an exotic cat rescue facility. After receiving degrees in biology and psychology from Stetson University, she decided that her aspirations for graduate school could best be met by studying under Clive Wynne at the University of Florida. It was here that Monique was first introduced to behavior analysis.

Upon entering graduate school Monique began a line of research new to her program, focusing on the social interactions between humans and domestic dogs. Although interest in the adaptations and behavioral traits allowing domestic dogs to thrive within a human environment had been circulating for over a decade, the existing research had almost exclusively stemmed from evolutionary and to behavior analysis convinced her that a better understanding of canine behavior could be accomplished through the experimental analysis of behavior, using predominantly behavioral methods and interpretations. Heavily influenced by coursework taken with Jesse Dalley and Timothy Hackenberg during her first year in the University of Florida's behavior analysis program, these ideas were formalized in a review article written for Journal of the Experimental Analysis of Behavior, coauthored with her research mentor Clive Wynne. This marked the foundation of the Canine Cognition and Behavior Laboratory, which now consists of students ranging from undergraduates to postdoctorates who wish to study canids from a behavioral perspective.

Monique's current research interests center

around environmental and experiential factors that contribute to canid success in using human gestures as discriminative stimuli. This involves testing domestic dogs from different populations (pets, working dogs, strays/shelters) on standardized tests that require the use human stimuli to obtain reinforcement. She has also conducted comparisons with humansocialized wolves and coyotes. This line of research has emphasized the importance of early and lifetime experience for the development of canid responsiveness to human action. It has also demonstrated that not all human stimuli are equal predictors of canine behavior; stimulus properties and an individual's learning history contribute greatly to their performance on these tests. These findings suggest that treating dogs' positive responsiveness to humans as a given inhibits a broader understanding of the lifetime development of canine social behavior, sometimes resulting in less effective policies and training practices within a society where the presence of dogs is inescapable. Monique hopes to broadly impact the way humans view their interactions with dogs, tying her experimental work to practical considerations for applied settings.

After graduation, Monique plans to continue her research as well as teach at the college level. She hopes to extend what is known about canine social behavior and human-canine interactions through experimental analysis of behavior and also demonstrate the effectiveness of behavioral methods and interpretation in this field.

Sidney W. and Janet R. Bijou Fellowship **Jade Hill**

(Arizona State University)

Strongly influenced by her earlier work with children with autism, Jade Hill began her undergraduate track in behavior analysis at Jacksonville State University in 2003. Throughout vocalizations, on the effectiveness of different the course of her studies she developed an interest in basic research under the guidance of William Palya. Her work there involved the mechanisms of classical and operant conditioning with a focus on behavioral allocation under the control of fixed, serial stimuli, as well as the interresponse time structures of variable interval and variable ratio schedules of reinforcement. She graduated in 2008 with a BS in Psychology.

In 2008, Jade began her postgraduate career in the behavioral processes lab at Arizona State University (ASU) under the supervision

of Federico Sanabria and Peter Killeen. There she has performed basic research in topics such as choice behavior, response structures of spontaneously hypertensive rats, behavioral inhibition, and the dynamics of classical conditioning. Her primary research has focused on studying impulsivity in rats and pigeons, using a variety of response-withholding tasks and predictive, quantitative modeling. Consistent with this interest, she has led a collaboration with Nancy Eisenberg's developmental lab at ASU in an attempt to extend the general procedures and models used in animals to assess impulsivity in the domain of child development.

Jade hopes that the advancement of quantitative models of impulsivity will lead to a more accurate and informative definition of impulsivity in children. Her goal is to develop improved diagnostic procedures that will provide for well-specified functional analyses and effective applied behavioral treatment options for children diagnosed with behavioral problems related to impulsivity.

Sidney W. and Janet R. Bijou Fellowship Allison Tetreault

(West Virginia University)

Allison Tetreault became fully immersed in behavioral applications when hired as an in-home service provider for a child with autism. Allison subsequently worked with several families of children with autism and as a behavioral technician in a local public school. To build upon these experiences, Allison then took a position with the Texas Young Autism Project (TYAP) in Houston, TX. There, in addition to serving as a case supervisor and helping to establish TYAP's Day Treatment Center, Allison conducted research on the function and generalization of nonword modalities of parent training, and on the utility of various standardized assessments with children with autism.

In 2005, Allison was accepted to the Master's graduate program at the University of Houston-Clear Lake (UHCL). Working with Dorothea Lerman, as part of the UHCL graduate research team, Allison assisted with research on the application of signal detection theory to observer accuracy, teacher training, and data collection. During this time, Allison



INSIDE BEHAVIOR ANALYSIS

/OLUME 2 No 1 FEBRUARY 2010

Jade Hill



Allison Tetreault

See SABA on page 24

SABA continued from page 23

also served as a behavioral consultant for a local public school district. Allison's Master's thesis focused on teaching social initiations to children with autism using point-of-view video modeling.

To further develop her research abilities, Allison began her doctoral training at West Virginia University (WVU) in 2007. Under the supervision of Claire St. Peter Pipkin, Allison has worked on several studies examining behavior analytic methods in the school and home settings. Currently, Allison is a Leadership Education in Neurodevelopmental Disabilities trainee at the WVU Center for Excellence in Disabilities, with the task of developing an intensive behavior analytic services program there.

To date, Allison's research has focused on child development, with both typically developing and developmentally impaired children. Allison's primary area of interest is the impact of variability training on early language development. Her dissertation is focused on the historical effects of exposure to lag schedules on vocal variability. She hopes to continue this line of research after graduation, while also teaching the importance of a behavior analytic approach to child development to the next generation of behavior analysts.

Doctoral Dissertation Grant **Paul Guinther**

(University of New Mexico)

Paul Guinther is a doctoral candidate working under the supervision of Michael Dougher at the University of New Mexico. Paul is interested in the conditions that influence how people interpret the meaning of events

Paul Guinther and how different interpretations can lead to different behaviors. While working towards his Master's degree, Paul trained as a researcher of cognitive psychology and investigated how people use organizational strategies to promote remembering. This early cognitive research oriented him to his current line of functionalcontextualistic research on verbal processes and memory. He is conducting translational research acceptability of the behavioral intervention. on false memory in verbally competent adults, showing how environmental manipulations can lead people to recall a single event in multiple, different ways. He has developed a paradigm that allows him to engineer derived, semantic false memories through the manipulation of Steven Meredith contextual variables, and hopes to extend this

paradigm in order to produce mood-congruent false memories and false memories that elicit specific emotions. Eventually, he would like to extend his research to include considerations of the Pennebaker paradigm, bereavement, posttraumatic stress disorder, and other domains involving the intersection of memory, loss, trauma, and recovery. Ultimately, Paul hopes that his line of memory research will contribute to a full behavior analytic account of "cognitive distortions" and "reframing," and lead to technologies that can help people interpret and reinterpret their experiences in ways that promote adaptive functioning.

Doctoral Dissertation Grant Steven Meredith

(University of Florida)

Steven Meredith began taking classes and conducting research in the field of behavior analysis in 2004 at the University of Florida where he served as an undergraduate research assistant to Jesse Dallery. In Dr. Dallery's behavioral pharmacology lab, Steven worked on both basic and applied projects. He helped conduct experiments examining the effects of nicotine on the behavior of nonhuman subjects, and he investigated contingency management (CM) programs designed to promote abstinence from cigarette smoking. In 2005, he graduated with a BS in Psychology.

After earning his undergraduate degree, Steven continued his work at the University of Florida as a graduate assistant. For his Master's thesis, he examined the effects of nicotine on responding maintained by conditioned reinforcers in rats. Although Steven was initially interested in behavioral pharmacology research as a means to understand basic principles of behavior, it was his work on an internet-based CM program developed by Dr. Dallery that inspired him to focus on more applied research questions. Impressed by preliminary findings that showed internet-based CM was effective at promoting smoking cessation, he began working on projects designed to improve the efficacy and

Steven's primary research goal is to develop powerful yet practical treatments for smoking. Currently, he is investigating the effects of group contingencies and on-line social support on smoking cessation. Following graduation, Steven hopes to continue research.





Master's Thesis Grant

Adam Fox

(Western Michigan University)

Adam Fox received his undergraduate degree from Western Michigan University (WMU) with a major in psychology. During his time at WMU, he worked in the labs of Cynthia Pietras and Jim Carr. After receiving his degree, he decided to pursue a graduate education in the experimental analysis of behavior at WMU.

Adam's research interests lie in several different domains within the experimental analysis of behavior. His Master's work at WMU is assessing the effects of a response-cost punisher on instructionally controlled behavior in humans. He is also currently working to assess the conditions under which conditioned punishers develop in humans in a human operant setting and the effects of carry-over earnings on human choice in an earnings budget preparation based on his mentor Cindy Pietras' work.

As Adam works toward his academic goals, he a particular application in mind or not. April would like to continue examining human choice and the effects of instructions and punishment on human behavior. He is interested in the effects instructions have on human behavior with respect to bear on real-world problems, in the field of to behavioral momentum. He is also interested in the behavioral neurological aspects of these types of phenomena in both humans and non-humans.

He would also like to further investigate how behavioral psychologists can use behavioralecology models and theories to investigate behavior of both humans and nonhumans.

Adam plans to obtain a Ph.D. in experimental psychology, work in a postdoctoral position, and eventually work in an academic setting teaching and conducting basic behavioral research. He would like to thank the Society for the Advancement of Behavior Analysis for all of their support of behavior analysis, especially graduate student research. He would also like to thank Cindy Pietras and everyone in the Human Operant and Behavioral Pharmacology Lab at WMU.

Master's Thesis Grant

April Becker

(University of North Texas)

April Becker earned her undergraduate degree in zoology from Colorado State University, where she studied the vocalizations of songbirds under Myron Baker. She worked for several years in various positions in wildlife and bird shows in Colorado, Minnesota, and Texas before

returning to school to directly study the core science that provides a touchstone for all animal trainers: behavior analysis. April is currently earning her MS from the University of North Texas (UNT). April's research aspirations sprouted from the idea that the scientific analysis, verification, testing, and expansion of animal training practices provide the best hope of improving the lives of animals and the skills of their human caretakers. At first, her research at UNT centered on reinforcer effectiveness and shaping, but later extended to response variability, creativity, and cultural analysis. Incredible mentors at the UNT such as Jesus Rosales-Ruiz and Sigrid Glenn helped both to expand her interests and to expand her views on the potential impact of behavior analytic research. Thanks to the generality of behavior principles, humans as well as other animals stand to benefit from a deeper understanding thereof, whether the research is conducted with hopes someday to make a contribution to the community's effort to increase behavior analytic understanding and bring that understanding animal training and elsewhere.

International Development Grant Smita Awasthi

(Association for Behavior Analysis of India) Smita Awasthi, is a Board Certified Behavior Analyst, beginning her Ph.D. program at Queens University, Belfast. Being the first Board Certified Behavior Analyst (BCBA) from India in 2004, came with its set of responsibilities. She could continue to work with kids with autism in India and the region, or she could create a behavioral momentum for advancing the science of applied behavior analysis (ABA) in India. As she traveled across India, from Kolkata in the East to Mumbai in the West and from Bangalore in South to Bhilwara in North, it did not take her long to see innumerable kind-hearted and dedicated professionals working with children with autism. The struggle they went through clearly needed to be addressed with evidence-based teaching practices.

Between February of 2004 and November of 2009, she conducted more than 45 workshops on using ABA and verbal behavior. These were attended by special educators, clinical



Adam Fox



April Becker

See SABA on page 26

SABA continued from page 25

psychologists, occupational therapists, speech therapists, and parents. This included orientation workshops at King's George Medical College, Lucknow in 2006 and an introduction to ABA in the Indian Speech and Hearing Association in 2009 to a group of 50 speech and language pathologists. Other significant invitations came from Social Affairs Department, Chattisgarh in 2007 and Sri Ramchandra University (SRU), Chennai in 2008, to name a few. The stage was set, the behavioral momentum created, and people were writing to the Association for Behavior Analysis of India (ABA India) to ask where they could take ABA courses.

In 2006, under the aegis of the ABA India, Smita sent a letter to universities; Maurice Feldman of Brock University replied instantly. Brock University's program was already approved by the Behavior Analyst Certification Board. Thus, Dr. Feldman and ABA India began a collaboration with SRU Chennai to begin the first university-based ABA course in India. This was actively followed-up personally by Dr. Feldman and Smita Awasthi to begin the first of a series of faculty trainings at SRU in November of 2009. The university program at SRU Chennai intends to impart ABA training to students to eventually prepare them for BCBA examination. This will generate a resource pool of behavior analysts who will go on to mentor others. This 2-year program will be the first course in India thoroughly dedicated to the science of behavior analysis. Universities in India are guided by regulation from other apex bodies and SRU is identifying ways to begin a new program in compliance with the apex bodies.

The course intends to create a domino effect that will make cost effective ABA courses available to meet the immense need for ABA education in India while bridging the gap as per market needs. On behalf of all members of ABA India, Smita would like to thank SABA for supporting the advancement of behavior analysis in India. The grant fund will be used to support faculty training through distance contact, meetings, and by providing mentoring services.

International Development Grant Veneta Dimitrova

(Columbia University)

The errors of omission (Eshleman & Vargas, 1988) regarding the science of behavior and its applications to teaching are still present among Bulgaria's scientific and pedagogical community. For example, the two required textbooks in the abnormal child development course taught as part of the psychology or special education pedagogy programs at the University of Sofia "St. Climent Ohridski" fail to reference any behaviorist theory literature (Matanova, 2009, 2003). The lack of translations and publications of applied behavior analysis literature also has a negative impact on the acquisition of the behavioral terminology and the further exposure to the literature investigating the principles of the science of behavior. Teachers who apply the science of behavior organize their teaching and curricula around scientifically derived principles and evidence-based methods. However, the implementation of pedagogical methods based on the principles of operant behavior is unknown practice in Bulgaria. Bulgarian professors, students, and teachers who are not fluent in the behaviorist terminology do not have access to the existing empirical research.

The SABA International Development Grant will be used to create two library resource centers which will contain copies of major behavioral theory and practice works. These works will be supplemented with a small behavioral terminology glossary translated in Bulgarian. The acquisition of the terminological language of the science of behavior will provide the prerequisites for future specialist training in the methods of applied behavior analysis. The target population includes professionals in the field of special education, pedagogy, and psychology such as professors, students, therapists, and teachers.

International Development Grant

Monika Suchowierska

(Warsaw School of Social Sciences and Humanities) We are very honored and thankful to the Board of the Society for Advancement of Behavior Analysis for having selected our project entitled "Publication *Behavior Analysis From A to Z*—promoting the discipline to the public" as one of the recipients of the 2009 International Development Grant.

The project will help in publishing a book entitled *Behavior Analysis From A to Z*. This publication will be the last stage of a process beginning in January of 2007, when a group of members from the Polish ABA embarked on creating and translating a glossary of behavior analytic terms from English into Polish (for details see Suchowierska, 2008, in *Current Repertoire* 24, 3). After having prepared the glossary it was decided to enlarge the project into a full book.

Behavior Analysis From A to Z will present, in a concise and original format, information on a developing but still relatively unknown in Poland—discipline: behavior analysis. In Poland, behavior analysis has been associated mainly with working with children with autism. As there is a great need for individuals skilled in behavior therapy, also in the area of developmental disabilities, interest in behavior analysis has increased drastically over the last 5 years. There are several centers in Poland that offer therapy based on the principles of applied behavior analysis. Thus, many parents, teachers, and paraprofessionals are interested in learning more about this therapy. Unfortunately, there are only a few books that deal comprehensively with behavior analysis that are published in Polish. We hope the proposed book with be a useful recourse for those readers.

Additionally, more and more individuals from the academia, including scientist-practitioners, focus their work on behavior analytic techniques. Many of them teach courses in behavior analysis. In Poland, there are at least four higher-education institutions-Warsaw School of Social Sciences and Humanities (WSSSH), Jagiellonian University, Warsaw University, University of Gdańskwhere such courses are offered regularly. At WSSSH, the first Behavior Analyst Certification Board approved course sequence in applied behavior analysis in the country was established in 2006. Additionally, in 2009, the Department Paweł Ostaszewski-hope that it will promote behavior of Behavior Analysis-also the first in the country-was founded at WSSSH. The problem that many lecturers face is lack of publications in Polish that could be recommended to students. Thus, our hope is that the proposed book also will help students interested in behavior analysis.

Finally, there are two associations focusing their interest and activities on behavior analysis and behavior therapy-Polish Society for Behavioral Psychology and Polish Association for Behavior Therapy. We are convinced that authorities of those associations would happily recommend this publication for many of the associations' members. This is the third group of target readers.

The book is in the last stages of being written and it will be most likely published in the spring of 2010 by the Gdańsk Psychological Publications, one of the most wellknown publishing companies in Poland. The authors of the book-Przemyslaw Babel, Monika Suchowierska, and analysis to the large number of individuals in different regions of the country and over an extended period of time.

PROPOSAL FOR PRACTICUM ON QUANTITATIVE METHODS AND DATA ANALYSIS

The ABAI Science Board, ABAI Student Committee, and the Society for Quantitative Analyses of Behavior are pleased to announce the Practicum on Quantitative Methods and Data Analysis, conducted by Jesse Dallery and Paul Soto. This practicum will demystify quantitative methods by showing how they can be used to detect patterns in data. We will cover the structure and function of quantitative models, model development, parameter estimation, and model comparison. Participants will gain hands-on experience with quantitative methods based on a variety of real-world examples. Participants should bring a laptop with Excel and Solver loaded into the data analysis tools.

This event will take place on Saturday May 29, 2010 during the annual ABAI convention in San Antonio, Texas. Because of the hands-on format of the practicum, attendance will be limited to 30 participants. If you are interested in participating, please send the information described below by Monday, April 13 to Tim Hackenberg at hack1@ufl.edu.

Name: Highest degree earned: Current position: Undergraduate student (specify year) Graduate student (specify year) Postdoctoral fellow (specify year) Institution:

Area of research: Briefly describe why you wish to participate: Briefly describe how the knowledge attained in this event will benefit your work:

B. F. Skinner Lecture Series

The B. F. Skinner Lecture Series features distinguished speakers from fields other than behavior analysis. Presenters in this series were selected and invited by Area Coordinators.

Applied Animal Behavior Behavioral Techniques for Studying

Welfare: The Horse as a Model



Katherine Albro Houpt (Cornell University) Sunday, May 30 1:30 p.m.

Reversing Brewing Behavior Problems in Dogs and Cats

Community Interventions, Social and Ethical Issues

Don't Call Me Nuts: How to Study the Stigma of Mental Illness



Patrick W. Corrigan (Illinois Institute of Technology) Saturday, May 29 4:00 p.m.

Education

Reading Intervention in Grades K-12: Scientifically Informed Policy



Barbara R. Foorman (Florida State University) Saturday, May 29 4:00 p.m.

Human Development Behaviorism and the United Ivory Archipelago



David Sloan Wilson (Binghamton University) Monday, May 31 10:30 a.m.

Teaching Behavior Analysis

Behavior Analysis and the Charter School Movement



Josh Edelman (DC Public Schools) Sunday, May 30 3:30 p.m.

Theoretical, Philosophical, and Conceptual Issues

Evolutionary Bedfellows: Skinner and Darwin



Stuart Silvers (Clemson University) Monday, May 31 2:30 p.m.

The Pseudo-Empirical in Psychology



Jan Smedslund (University of Oslo) Sunday, May 30 11:00 a.m.

Behavioral Monitoring to Support Evidence-Based Practices in Residential Settings



Gordon L. Paul (Mental Health Services, Research & Systems Consulting) Sunday, May 30 9:00 a.m.



Sophia Yin (San Francisco Veterinary Specialists) Monday, May 31 10:00 a.m.

Clinical, Family, Behavioral Medicine

Community Reinforcement Approach and Community Reinforcement and Family Training



Robert J. Meyers (Robert J. Meyers, Ph.D. & Associates) Saturday, May 29 3:00 p.m.



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Invited Events and Tutorials

Applied Animal Behavior

From Pigeons to People to Pandas, Panthers, and Peccaries: Moving From **Conditioning to Teaching Animals**



Susan G. Friedman (Utah State University) Tuesday, June 1 1:00 p.m.

Autism

Designing and Evaluating Technology-Based Behavioral Interventions for Individuals With **Autism Spectrum Disorders**



Linda A. LeBlanc (Auburn University) Sunday, May 30 1:30 p.m.

Utilizing Behavior Change Strategies to Achieve Political Change



John Scibak (Massachusetts House of Representatives) Saturday, May 29 1:00 p.m.

Incorporating Elements of the Derived Stimulus Relations Research Program Into Educational Curricula for Learners With Autism and Other Disabilities



Ruth Anne Rehfeldt (Southern Illinois University) Tuesday, June 1 9:00 a.m.

Experimental Analysis of Behavior in Translational Research



R. J. Lamb (University of Texas, Health Science Center at San Antonio) Sunday, May 30 3:30 p.m.

Drug Reinforcing Effects: Establishment and Measurement



Richard A. Meisch (University of Texas, Health Science Center at Houston) Monday, May 31 11:00 a.m.

An Introduction to Using Genetics in **Combination With Behavior Analysis** to Understand Drug Abuse



Suzanne H. Mitchell (Oregon Health and Science University) Monday, May 31 2:30 p.m.

Clinical, Family, Behavioral Medicine Meditation and Mindfulness



Robert J. Kohlenberg (University of Washington) Tuesday, June 1 12:00 p.m.

Behavioral Pharmacology Addiction: Triumph of Community Interventions, Social and Ethical Issues

Using Metacontingencies to Plan and Manage Strategic **Growth of Organizations**



Maria E. Malott (Association for **Behavior Analysis** International) Sunday, May 30 10:00 a.m.

A Range of Disciplines, a Range of Evidence, and Can We Nurture Our Environment Through **Behavioral Science**



Philip N. Chase (Cambridge Center for Behavioral Studies)



Anthony Biglan (Oregon Research Institute) Monday, May 31 9:00 a.m.

Developmental Disabilities

How Researchers Can Better Influence the Practice of New Clinicians: **Recommendations and Examples**



James E. Carr (Auburn University) Tuesday, June 1 11:00 a.m.

Naming Relations and Complex Human Behaviour



J. Carl Hughes (Bangor University, Wales) Tuesday, June 1 10:00 a.m.

How Behavior Analysts Can Impact the Use of Psychotropic Medication for Challenging Behavior



Jennifer R. Zarcone (University of Rochester Medical Center) Saturday, May 29 2:00 p.m.

A Tutorial on Objective Methods for Determining the Values of Those We Serve for the Things We Recommend as Behavior Analysts



Gregory P. Hanley (Western New England College) Monday, May 31 3:30 p.m.

Education

Randomized Controlled Trial of Tier 2 Mathematics Intervention on Mathematics Achievement Response to Intervention



Amanda VanDerHeyden (Education Research and Consulting, Inc.) Sunday, May 30 2:30 p.m.

Considering Behavioral Function Prior to the Complaint: A Tutorial on Preventing the Development of Problem Behavior by Preschoolers



Gregory P. Hanley (Western New England College) Tuesday, June 1 11:00 a.m.

Experimental Analysis of Behavior

Jennifer R. ZarconeThe Tyranny of Small Decisions:(University ofBehavior, Biology, Culture,Rochesterand the Fate of Our Society



Warren K. Bickel (University of Arkansas for Medical Sciences) Tuesday, June 1 12:00 p.m.

Behavioral Economics: Bridge Between Behavior Analysis and Government Policy



Steven R. Hursh (Institutes of Behavior Resources and Johns Hopkins University) Monday, May 31 9:00 a.m.

Rethinking Reinforcement: Allocation, Induction, and Correlation



William M. Baum (University of California, Davis) Sunday, May 30 2:30 p.m.

Human Development

Wishful Thinking



Linda J. Parrott Hayes (University of Nevada, Reno)



Martha Pelaez (Florida International University)



Ramona Houmanfar (University of Nevada, Reno) Sunday, May 30 4:30 p.m.



Old Friends: Organizational Behavior Management and Developmental Disabilities



Peter Sturmey (Queens College, The City University of New York) Saturday, May 29, 1:00 p.m.

See INVITED on page 32

INVITED continued from page 31

Organizational Behavior Management (Continued)

The Evolution of Behavioral Consulting: Shaping Comprehensive Applications of Organizational Behavior Management Technologies



Judy L. Agnew (Aubrey Daniels International) Monday, May 31 1:30 p.m.

The Behavior Analyst and the Apple Crop: A Parable for Organizational Behavior Management

Experimental Analysis of Human

for Blended Autism Interventions

Behavior Special Interest Group Career

Award: Can We All Get Along? A Case



Other

Dwight Harshbarger (Community Medicine, West Virginia

West Virginia University) Sunday, May 30 9:00 a.m. The Practical Utility of Behavioral Economics: A "How-To" Session



Gregory J. Madden (University of Kansas) Sunday, May 30 10:00 a.m.

Behavior Analysis and the Ethics of Contemporary Cultures



A. Charles Catania (University of Maryland, Baltimore County) Sunday, May 30 11:00 a.m.

A Behavioral Contingency Analysis of Deception, Property, Financial Bubbles, and Ponzi Schemes



Francis Mechner (The Mechner Foundation) Sunday, May 30 3:30 p.m.

Teaching Behavior Analvsis

Establishing a Start-Up Program in Teaching as Applied Behavior Analysis



Grant Gautreaux (Nicholls State University) Saturday, May 29 2:00 p.m.

Applied Behavior Analysis and Teaching Children With Autism in the People's Republic of China



Peishi Wang (Queens College, The City University of New York) Tuesday, June 1, 1:00 p.m.

Theoretical, Philosophical, and Conceptual Issues

Errorless Learning and Programmed Instruction: The Myth of the Learning Curve



Murray Sidman (retired) Saturday, May 29, 3:00 p.m.

Verbal Behavior

Cognitive Fire: Language as a Cultural Tool



Daniel Everett (Illinois State University) Tuesday, June 1, 9:00 a.m.



Travis Thompson (University of Minnesota) Tuesday, June 1 10:00 a.m.

The Unusual Suspects: Myths and Misconceptions About the Picture Exchange Communication System



Andrew S. Bondy (Pyramid Educational Consultants) Monday, May 31, 1:30 p.m.

Verbal Behavior: Where Should We Go From Here?



Matthew P. Normand (University of the Pacific)



Simon Dymond (Swansea University)



Ruth Anne Rehfeldt (Southern Illinois University) Sunday, May 30 4:30 p.m.

THE SOCIETY FOR QUANTITATIVE ANALYSES OF BEHAVIOR TUTORIALS

The Society for Quantitative Analyses of Behavior will be sponsoring the following tutorials at the ABAI annual convention:

Dynamics of Response: Uninterrupted Measurement of the Behavior Stream

Presented by Stephen Fowler (University of Kansas). May 29, Saturday; 1:00 p.m.–1:50 p.m.

Environment, Behavior, and Pollution: Quantifying Risk Presented by Robert C. MacPhail (Neurotoxicology Division, U.S. Environmental Protection Agency). May 29, Saturday; 2:00 p.m.-2:50 p.m.

What "Reinforcers" Do to the Behavior, II: Signposts to the Future Presented by Michael C. Davison (University of Auckland). May 29, Saturday; 3:00 p.m.-3:50 p.m.

The Behavior Analyst Certification Board and the Behavior Analyst Profession Presented by Gerald L. Shook (Behavior Analyst Certification Board). May 29, Saturday; 4:00 p.m.-4:50 p.m.

Convention Highlights

2010 ABAI Presidential Address: Steps to Take and Missteps to Avoid on the Quest for Mainstream Relevance

Monday, May 31, 5:00 p.m.-5:50 p.m. Ballroom A (CC)

Patrick C. Friman





Patrick C. Friman is Director of Clinical Services at Father Flanagan's Boys' Home (Boys Town) and a Clinical Professor in the Department of Pediatrics at the University of Nebraska School of Medicine. He also served as Director of Clinical Training and Associate Chair of the Department of Psychology at the University of Nevada, Reno and formerly held faculty positions at the University of Pennsylvania, Johns Hopkins, and University of Kansas Schools of Medicine. He is an internationally recognized expert in the Patrick C. Friman application of behavior analytic methods to behavioral medicine. One of his specialties is behavioral pediatrics, particularly on the successful treatment of common, but potentially serious, childhood behavior disorders such as habits, sleep problems, oppositional behavior, and incontinence. He has published more than 170 articles, two books, and is widely recognized Saturday, May 29, 5:00 p.m.-5:50 p.m. as a preeminent lecturer and disseminator of the values and applications of behavior analysis to both layman and scientific audiences. He has served as a reviewer or editorial board member for virtually every major behavioral journal and was the Editor of The Journal of Applied Behavior Analysis during the years 2005-2007.

Abstract

Behavior analysis is a generic science and Skinner's Graduate University. vision was for it to become a mainstream science relevant to most, if not all, human concerns, both major and minor. Clearly, his vision has not been realized, despite the fact that behavioral analysis Michael Shermer has produced numerous extraordinary findings in both basic and applied domains. Those outside the field continue to view its general relevance to basic or applied knowledge of human affairs as very limited. The behavior analytic approach to human behavior, however sexy and satisfying it may be to its few adherents (recall Skinner's lament, "We happy few, but why so few?"), is simply not sexy or satisfying to everyone else. Among the many plausible reasons for this state of affairs is that its best known basic science findings have been

obtained from studying rats and pigeons and its best known applied science findings from studying persons with developmental disabilities. But there are multiple other possibilities. Behavior analysis employs an arcane language even when discussing mundane subjects. Furthermore, although that language is eminently capable of capturing the dynamics of behavior-its primordial subject matter-it seems completely incapable of capturing the aesthetics of that subject matter. Its adherents exhibit a deep mistrust of, and even contempt for, the treasured concepts used by the masses to discuss and explain their lives. Although behavior analysts eschew mentalism, many engage in it when talking about or to their critics. There are still other possibilities that explain behavior analysis's lack of prominence, but space limitations and reader patience bid me stop. In my presidential address I will suggest some steps to take and missteps to avoid as we happy few slowly, but inexorably, trudge forward in our quest for mainstream relevance, the rightful context for the extraordinary science of behavior analysis.

2010 ABAI Presidential Scholar Address: Why People Believe Weird Things Ballroom A (CC)

Michael Shermer (Skeptics Society)

Michael Shermer is the Founding Publisher of *Skeptic* magazine, the Executive Director of the Skeptics Society, a monthly columnist for Scientific American, the host of the Skeptics Distinguished Science Lecture Series at the California Institute of Technology, and the Adjunct Professor of Economics at Claremont

Dr. Shermer's latest book is The Mind of the Market, on evolutionary economics. His last book was Why Darwin Matters: Evolution and the Case Against Intelligent Design, and he is the author of *Science Friction: Where the* Known Meets the Unknown, about how the mind works and how thinking goes wrong. His book The Science of Good and Evil: Why People Cheat, Gossip, Share Care, and Follow the Golden *Rule*, is on the evolutionary origins of morality and how to be good without God. He wrote a biography, In Darwin's Shadow, about the life and science of the co-discoverer of natural selection, Alfred Russel Wallace. He also wrote The Borderlands of Science, about the
fuzzy land between science and pseudoscience, and *Denying History*, on Holocaust denial and other forms of pseudohistory. His book *How We Believe: Science, Skepticism, and the Search for God*, presents his theory on the origins of religion and why people believe in God. He is also the author of *Why People Believe Weird Things* on pseudoscience, superstitions, and other confusions of our time.

Dr. Shermer received his BA in Psychology from Pepperdine University; MA in Experimental Psychology from California State University, Fullerton; and his Ph.D. in the History of Science from Claremont Graduate University. He was a college professor for 20 years (1979–1998), teaching psychology, evolution, and the history of science at Occidental College (1989–1998); California State University, Los Angeles; and Glendale College. Since his creation of the Skeptics Society, Skeptic magazine, and the Skeptics Distinguished Science Lecture Series at the California Institute of Technology, he has appeared on such shows as The Colbert Report, 20/20, Dateline, Charlie Rose, Larry King Live, Tom Snyder, Donahue, Oprah, Lezza, Unsolved Mysteries (but, proudly, never Jerry *Springer*!), and others as a skeptic of weird and extraordinary claims. He has appeared in interviews for countless documentaries aired on PBS, A&E, Discovery, The History Channel, The Science Channel, and The Learning Channel. Shermer was the Co-Host and Co-Producer of the 13-hour Family Channel television series Exploring the Unknown.

Abstract

In this age of supposed scientific enlightenment, many people still believe in mind reading, pastlife regression theory, New Age hokum, and alien abduction. A no-holds-barred assault on popular superstitions and prejudices, with more than 80,000 copies in print, *Why People Believe Weird Things* debunks these nonsensical claims and explores the very human reasons people find otherworldly phenomena, conspiracy theories, and cults so appealing. In an entirely new chapter, "Why Smart People Believe in Weird Things," Michael Shermer takes on science luminaries like physicist Frank Tippler and others, who hide their spiritual beliefs behind the trappings of science.

Shermer, science historian and true crusader, also reveals the more dangerous side of such

illogical thinking, including Holocaust denial, the recovered-memory movement, the satanic ritual abuse scare, and other modern crazes. *Why People Believe Weird Things* is an eyeopening resource for the most gullible among us and those who want to protect them.

Practice Board Events

ABAI is pleased to recommend sessions highlighting the efforts being pursued on behalf of practice and practitioners.

ABAI Practice Board Open Meeting: This Ain't Your Daddy's ABA! Chaired by Michael F. Dorsey (Endicott College) Saturday, May 29, 7:30 p.m.–8:20 p.m. 217B (CC)

ABAI Practice Board: Licensure Committee—Current Status and Developments Chaired by Michael F. Dorsey (Endicott College) Saturday, May 29, 8:30 p.m.–11:00 p.m. Exhibit Hall A (CC)

The ABAI Practice Board—Meeting the Needs of Practitioners Saturday, May 29, 8:30 p.m.–11:00 p.m.

Exhibit Hall A (CC)
MICHAEL WEINBERG
R

(Orlando Behavior Health Services, LLC); Thomas L. Zane

(The Center for Applied Behavior Analysis at The Sage Colleges); Jennifer R. Zarcone (University of Rochester Medical Center); Travis Thompson

(University of Minnesota);

R. Douglas Greer (Teachers College, Columbia University); Michael J. Dougher (University of New Mexico); Jon S. Bailey (Florida State University, Boston Medical Center, and Florida Association of Behavior Analysis); and Josh Pritchard (University of Nevada, Reno)

See HIGHLIGHTS on page 36

HIGHLIGHTS continued from page 35

ABAI Practice Board Presents a Symposium for Parents: How to Get Medical Insurance Funding for Your Child's Applied Behavior Analysis Program OTH; Service Delivery

Chaired by Amy Kenzer

(Center for Autism and Related Disorders, Inc.) Sunday, May 30, 3:00 p.m.-4:20 p.m. 201 (CC)

History of Funding for Applied Behavior Analysis Services: **Background Perspective** for Parents of Children on the Autism Spectrum DOREEN GRANPEESHEH (Center for Autism and Related Disorders, Inc.) DOREEN GRANPEESHEH and Michael F. Dorsey (Endicott College)

What Every Parent of a Child With Autism Needs to Know: Current Status of Medical Insurance Legislation Requiring Coverage for Applied Behavior Analysis Services in 15 States **DOREEN GRANPEESHEH and** Jonathan J. Tarbox

(Center for Autism and Related Disorders, Inc.) (Center for Autism and Related Disorders, Inc.) Methods and Data Analysis

Not All Insurance Is Created Equal: Distinguishing Between Good and Bad Insurance Plans for Autism AMY KENZER and Bryce Miler (Center for Autism and Related Disorders, Inc.)

A Practical Tutorial for Parents on How to Get and Maintain Insurance Funding for Your Child's Applied **Behavior Analysis Program BRYCE MILER and Doreen Granpeesheh** (Center for Autism and Related Disorders, Inc.)

ABAI Practice Board Presents Advice for Professional Behavior Analysts: How to Access and Maintain Medical Insurance Coverage for Your Behavioral Services OTH; Service Delivery

Chaired by Arthur E. Wilke

(Center for Autism and Related Disorders, Inc.) Sunday, May 30, 4:30 p.m.-5:50 p.m. 201 (CC)

A Behavior Analyst's Perspective on the History of Third Party Funding for Applied Behavior Analysis Services for Children With Autism (Center for Autism and Related Disorders, Inc.) and Michael F. Dorsey (Endicott College)

Legislation Requiring Insurance Coverage for Applied Behavior Analysis Services in 15 States: What Every Behavior Analyst Should Know **DOREEN GRANPEESHEH and** Jonathan J. Tarbox

How to Get Approved by Insurance Companies Who Fund Behavioral Services: Practical Advice for Behavior Analysts **BRYCE MILER**

(Center for Autism and Belated Disorders, Inc.)

Navigating the Maze of **Billing Medical Insurance** for Behavioral Services DENNIS DIXON and Bryce Miler (Center for Autism and Related Disorders, Inc.) A "How-To" Session

Behavior Analyst Licensure: Current Status in States With Licensure Laws CSE. Service Deliverv

Chaired by Michael Weinberg

(Orlando Behavior Health Services, LLC) Monday, May 31, 3:00 p.m.-4:20 p.m. Seguin (Grand Hyatt)

 Kimberly Nix Berens

(Center for Advanced Health Services, LLC) Learning, Inc.)

(Orlando Behavior

Michael Weinberg

 Jim Bouder (The Vista School)

 John Sciback (Massachusetts House of

• Michael F. Dorsey Representatives) (Endicott College)

Science Board _vents

ABAI is also pleased to recommend sessions designed to illuminate the behavior analysis continuum from laboratories to applied settings.

Edmund Fantino: Celebrating a Life in Science

Chaired by Timothy D. Hackenberg (Reed College) Saturday, May 29, 7:30 p.m.-8:30 p.m. 202 AB (CC)

Practicum on Quantitative OTH

Chaired by Timothy D. Hackenberg (Reed College) Saturday, May 29, 7:30 p.m.-9:30 p.m. 204 AB (CC)

 Jesse Dallery (University of Florida) • Paul L. Soto (Johns Hopkins University)

The Practical Utility of Behavioral Economics: OTH; Theory Chaired by Amy Odum (Utah State University) Sunday, May 30, 10:00 a.m.-10:50 a.m. 103 AB (CC) **GREGORY J. MADDEN**

(University of Kansas)

An Introduction to Precision Teaching EDC; Applied Behavior Analysis Chaired by Kendra L. Rickard

(University of Nevada, Reno and Center for Advanced Learning) Sunday, May 30, 3:30 p.m.–4:20 p.m. Texas Ballroom Salon B (Grand Hyatt)

Jennifer Testa

(Morningside Academy)

• Kerri K. Milyko (University of Nevada, Reno)

Alison L. Moors
 (Academy for Precision Learning)

Behavioral Economics:

The Bridge Between Behavior Analysis and Government Policy EAB; Theory Chaired by Timothy D. Hackenberg

(Reed College)

Monday, May 31, 9:00 a.m.-9:50 a.m. Ballroom A (CC)

STEVEN R. HURSH

(Institute of Behavior Resources and Johns Hopkins University)

The Tyranny of Small Decisions: Behavior, Biology, Culture, and the Fate of Our Society EAB; Experimental Analysis Chaired by Raymond C. Pitts

(University of North Carolina, Wilmington) Tuesday, June 1, 12:00 p.m.–12:50 p.m. 103AB (CC)

WARREN K. BICKEL

(University of Arkansas for Medical Sciences)

Professional Development Series

The Professional Development Series is an initiative of the ABAI Student Committee. All attendees are welcome.

Behavior Analysis Student Groups: Progress, Events, and Ideas From Current Presidents EDC; Theory

Chaired by Aimee Meier (The Chicago School, Los Angeles) Saturday, May 29, 2:00 p.m.–3:20 p.m. Texas Ballroom Salon A (Grand Hyatt)

• Eduardo Avalos (California State University, Fresno)

Antonio M. Harrison (The Chicago School, Los Angeles)
Lauren Hopkins

(The Chicago School, Chicago) • Lillie Wilson (University of Houston-Clear Lake)

Teaching Behavior Skills—From the Trainer to the Technician TBA; Applied Behavior Analysis

Chaired by Melissa Nosik (University of Nevada, Reno) Saturday, May 29, 2:00 p.m.–2:50 p.m. Texas Ballroom Salon F (Grand Hyatt)

• Larry Williams (University of Nevada, Reno)

• Teresa A. Rodgers (Division of Developmental Disabilities, Missouri Department of Mental Health)

• Michael Stoutimore (Division of Developmental Disabilities, Missouri Department of Mental Health)

Behavior Analysis Around the World: No Boundaries TPC; Theory

Chaired by Amy Durgin (Western Michigan University) Saturday, May 29, 2:30 p.m.–3:50 p.m. Texas Ballroom Salon E (Grand Hyatt)

- Vicci Tucci (Tucci Learning Solutions, Inc.)
- Matt Decker
- (Western Michigan University)

• Joanne K. Robbins

- (Morningside Academy)
- João Claudio Todorov (Universidade Católica de Goiás)

Looking Forward: Applications of Behavior Analysis in a Changing and Troubled World OTH; Service Delivery Chaired by Lisa A. Sennott

(Special School District of St. Louis County) Saturday, May 29, 2:30 p.m.–3:20 p.m. 201 (CC)

• Janet Ellis (University of North Texas)

 Anthony Biglan (Oregon Research Institute)
 Bruce A. Thyer (Florida State University)

Advice From the Recently Hired OTH; Service Delivery **Chaired by August F. Holtyn** (West Virginia University) Saturday, May 29, 3:30 p.m.–4:20 p.m. 201 (CC) • James W. Diller

(Eastern Connecticut State University)

Jessica Everly (University of Pittsburgh at Greensburg)
Mirari Elcoro

(Armstrong Atlantic State University)

An Introduction to Clinical Behavior Analysis CBM; Applied Behavior Analysis **Chaired by Jordan T. Bonow** (University of Nevada, Reno) Saturday, May 29, 3:30 p.m.–4:50 p.m.

214 A (CC) • Michael J. Dougher (University of New Mexico)

• William C. Follette (University of Nevada, Reno)

Robert J. Kohlenberg

(University of Washington)

• Kurt Salzinger (Hofstra University)

HIGHLIGHTS continued from page 37

Giving Back to the Professional Community OTH; Service Delivery Chaired by Josh K. Pritchard (University of Nevada, Reno) Sunday, May 30, 10:00 a.m.–10:50 a.m. 201 (CC)

Josh K. Pritchard (University of Nevada, Reno)
David A. Celiberti (Association for Science in

Autism Treatment)

Mary Ellen McDonald
(Hofstra University)

Translation of Behavioral Momentum and Resurgence Theories to Differential Reinforcement Programs TPC; Theory **Chaired by Jeffrey R. Luke** (University of Iowa)

Sunday, May 31, 10:30 a.m.–11:50 a.m. Bonham B (Grand Hyatt)

• Gregory A. Lieving (The Kennedy Krieger Institute)

• Henry S. Roane (Upstate Medical University, The State Univeristy of New York)

• Timothy A. Shahan (Utah State University)

• Carol Ann Davis (University of Washington)

Balancing School, Work, and Life: How to be an Effective Scheduler OTH; Applied Behavior Analysis **Chaired by Angelica A. Aguirre** (California State University, Fresno) Sunday, May 30, 11:00 a.m.–11:50 a.m. 201 (CC)

• Megan Rae Heinicke (Auburn University)

Alyson K. Padgett (California State University)
Jennifer Delaney Kowalkowski

(Eastern Michigan University)

Prominent Women in Behavior Analysis OTH; Applied Behavior Analysis **Chaired by Maranda Trahan** (Southern Illinois University, Carbondale) Sunday, May 30, 1:30 p.m.–2:50 p.m. 201 (CC)

Julie S. Vargas
(B. F. Skinner Foundation)
Jennifer J. McComas
(University of Minnesota)
Jennifer R. Zarcone

(University of Rochester Medical Center)
Bridget A. Taylor (Alpine Learning Group)

Stimulus Equivalence: Current Applications and Future Developments OTH; Service Delivery **Chaired by Yors A. Garcia** (Southern Illinois University) Sunday, May 30, 1:30 p.m.–2:50 p.m. 214 A (CC)

Erik Arntzen (Akershus University College)
Lanny Fields

(Queens College and Graduate School, The City University of New York)

• William J. McIlvane (University of Massachusettes Medical School)

• Carol Pilgrim (University of North Carolina, Wilmington)

Creating and Marketing Behavior Analytic Products EDC; Service Delivery **Chaired by Timothy C. Fuller** (University of Nevada, Reno) Sunday, May 30, 3:00 p.m.–4:20 p.m. Texas Ballroom Salon E (Grand Hyatt) • Janet S. Twyman

(Headsprout)

• Stephen E. Eversole (Behavior Development Solutions)

• Michael J. Maloney (Teach Your Children Well) An Introduction to Precision Teaching EDC, Applied Behavior Analysis **Chaired by Kendra L. Rickard** (University of Nevada, Reno and Center for Advanced Learning) Sunday, May 30, 3:30 p.m.–4:20 p.m. Texas Ballroom Salon B (Grand Hyatt) • Jennifer Testa

(Morningside Academy)

• Kerri K. Milyko (University of Nevada, Reno and Center for Advanced Learning)

• Alison L. Moors (Academy for Precision Learning)

Research in Non-University Settings EAB; Experimental Analysis **Chaired by Sarah M. Dunkel-Jackson** (Southern Illinois University) Sunday, May 30, 4:30 p.m.–5:50 p.m. Lone Star Ballroom Salon F (Grand Hyatt)

Anne Cummings (Central East Autism Program)
Jacquelyn M. MacDonald

(New England Center for Children)

• Nancy Marchese (Kinark Child and Family Services)

• James W. Jackson (Southern Illinois University)

Interdisciplinary Collaborations: Personal Accounts of Bringing Behavior Analysis Into Nonbehaviorally Oriented Professional Domains OTH; Service Delivery

Chaired by Aimee Meier (The Chicago School, Los Angeles) Sunday, May 30, 7:30 p.m.–8:50 p.m. 202 AB (CC)

Leilani Feliciano
 (University of Colorado, Colorado Springs)
 Michael P. Mozzoni
 (Learning Services NeuroBehavioral Institut

(Learning Services NeuroBehavioral Institute of Colorado)

David A. Pyles
 (The Objects Calculated)

(The Chicago School, Los Angeles)

• Ron Van Houten (Western Michigan University) International Internships and Positions OTH; Service Delivery **Chaired by Tiffany A. Hammer Baker** (Sam Houston State University)

Sunday, May 30, 9:00 p.m.–9:50 p.m. 201 (CC)

Daniel Gould (New England Center for Children)
Joseph E. Morrow

(Applied Behavior Consultants)

• Erick M. Dubuque (University of Nevada, Reno)

Clinical Behavior Analysis Clinical Round Table CBM: Applied Behavior Analysis

Chaired by Sabrina Darrow (University of Nevada, Reno) Monday, May 31, 1:30 p.m.–2:50 p.m. Crockett CD (Grand Hyatt)

• William C. Follette (University of Nevada, Reno)

• Jonathan W. Kanter (University of Wisconsin, Milwaukee)

• Scott T. Gaynor (Western Michigan University)

• Kelly G. Wilson (University of Mississippi)

Going Green With Behavior Analysis CSE; Applied Behavior Analysis

California State University, Fresno) Monday, May 31, 1:30 p.m.–2:50 p.m. Seguin (Grand Hyatt)

Paul Chance (writer)
Donald Hunsaker (California State University, Fresno)
Criss Wilhite

- (California State University, Fresno)
- Mark Alavosius (University of Nevada, Reno)

Practicing What You Teach: Behavioral Approaches to College Instruction TBA; Applied Behavior Analysis **Chaired by Christopher J. Perrin** (The Ohio State University) Monday, May 31, 1:30 p.m.–2:50 p.m. Texas Ballroom Salon F (Grand Hyatt) • **Bryan K. Saville** (James Madison University) • **Thomas S. Critchfield** (Illinois State University)

• Nancy A. Neef (The Ohio State University)

• Kate Kellum (The University of Mississippi)

Issues and Implications From Graduate Program Directors, Service Providers, and BACB Personnel EDC; Applied Behavior Analysis **Chaired by Tom Sharpe** (Spalding University) Tuesday, June 1, 9:30 a.m.–10:50 a.m. Texas Ballroom Salon E (Grand Hyatt)

• Tom Sharpe (Spalding University)

Richard W. Malott (Western Michigan University)
Jose A. Martinez-Diaz

(Florida Institute of Technology)
Christine L. Ratcliff

(Behavior Analyst Certification Board)

Starting a Home-Based Applied Behavior Analysis Business AUT; Service Delivery **Chaired by Tiffany A. Hammer Baker** (Sam Houston State University) Tuesday, June 1, 12:00 p.m.–1:20 p.m. 205 (CC) • Barbara A. Metzger

(Sam Houston State University)

Alison L. Moors (Moors & Associates Consulting, Inc.)
Angela L. Poletti

(Willamette Education Service District)

• Janis Hendrixson (Behavioral and Communication Services)

Dueling Piano Concert

Chaired by Josh K. Pritchard

(University of Nevada, Reno) Sunday, May 30, 10:00 p.m.–1:30 a.m. Lone Star Ballroom (Grand Hyatt) ABAI welcomes all of its members to San Antonio. Join us for a night of fun and entertainment sponsored by the ABAI Student Committee.

Behavioral Fitness

Health, Sport, and Fitness Activity: Yoga and Pilates Workout Chaired by Kim D. Lucker

(Behavior Management Consultants) Saturday, May 29, 7:00 a.m.–7:50 a.m. Lone Star Ballroom Salon E (Grand Hyatt) Relax and rejuvenate with a pilates and yoga workout. This popular event is back for another year. No experience is necessary. Wear comfortable clothes and come prepared to have a great time.

Tai Chi for Health and Relaxation **Chaired by Jill L. Basso** (private practice)

Sunday, May 30, 7:00 a.m.-7:50 a.m. Lone Star Ballroom Salon E (Grand Hyatt) Tai chi chuan is a slow-moving, meditative exercise good for health, relaxation, and self-defense. Tai chi is known primarily for its health benefits and is the physical manifestation of the principle of yin/yang and the philosophy of the Chinese classics. Participants will be introduced to standing tai chi postures from tai chi form to assist in accessing internal energy (chi), relaxation with breath, and beginner self-defense practice. For a weekend full of sedentary activities and intellectual challenges, tai chi can assist with relaxation of the mind and body.

See HIGHLIGHTS on page 40

HIGHLIGHTS continued from page 39

Reunions and Receptions

All reunions and receptions are at 8:30 p.m. on Sunday, May 30. Additional information is listed in the program book and on the web under the names of the chairs.

The Applied Behavior Analysis Department at the Chicago School of Professional Psychology: Reunion for Alumni, Students, Faculty, and Friends Chaired by Charles Merbitz (Chicago School of Professional Psychology) Crockett B (Grand Hyatt)

Alagheny College Connections Chaired by Rodney D. Clark (Allegheny College) Seguin B (Grand Hyatt)

Auburn University Reunion for Faculty, Alumni, and Friends Chaired by James E. Carr (Auburn University) Republic A (Grand Hyatt)

BEACON Services Chaired by Steven Woolf (BEACON Services) Crockett A (Grand Hyatt)

Behavioral Analysis Program at the University of Nevada, Reno: 20th Anniversary and SABA 2010 Award Recipient **Chaired by Ramona Houmanfar** (University of Nevada, Reno) Texas Ballroom Salon E (Grand Hyatt)

B. F. Skinner FoundationChaired by Julie S. Vargas(B. F. Skinner Foundation)Texas Ballroom Prefunction B (Grand Hyatt)

Cambridge Center for Behavioral Studies Chaired by Philip N. Chase (Cambridge Center for Behavioral Studies) Crockett C (Grand Hyatt)

Columbia University and Comprehensive Application of Behaviour Analysis to Schooling Reunion Chaired by R. Douglas Greer (Columbia University) Republic C (Grand Hyatt)

Department of Behavior Analysis at the University of North Texas **Chaired by Richard G. Smith** (University of North Texas) Texas Ballroom Salon A (Grand Hyatt)

Friends and Alum of Saint Cloud State University Chaired by Chris A. Schoenberg (Saint Cloud State University) Texas Ballroom Salon F (Grand Hyatt)

The Ogden R. Lindsley Standard Celeration Chart Share Chaired by Malcolm D. Neely (Standard Celeration Society) Crockett D (Grand Hyatt)

Simmons College Chaired by Amanda Kelly (Simmons College) Texas Ballroom Salon C (Grand Hyatt)

Speech Pathology Special Interest Group Social Hour Reception **Chaired by Barbara E. Esch** (Esch Behavior Consultants, Inc.) Seguin A (Grand Hyatt)

Texas Association for Behavior Analysis Welcome Event Chaired by Gordon Bourland (Trinity Behavioral Associates) Texas Ballroom Prefunction A (Grand Hyatt) University of Florida Reunion Chaired by Angie Querim (University of Florida) Republic B (Grand Hyatt)

University of Kansas Chaired by Edward K. Morris (University of Kansas) Texas Ballroom Salon B (Grand Hyatt)

Western Michigan University: Reunion of Alumni, Students, Faculty, and Friends Chaired by R. Wayne Fuqua (Western Michigan University) Texas Ballroom Salon D (Grand Hyatt)

Business Meetings

Additional information on business meetings is listed in the program book and on the web under the names of the chairs.

ABAI Membership Board Chaired by Philip N. Hineline

(Temple University) Saturday, May 29, 7:30 p.m. 213B (CC)

ABAI Practice Board Open Meeting: This Ain't Your Daddy's ABA! Chaired by Michael F. Dorsey (Endicott College) Saturday, May 29, 7:30 p.m. 217B (CC)

ABAI Student Meeting Chaired by Josh K. Pritchard (University of Nevada, Reno) Saturday, May 29, 7:30 p.m. 212A (CC)

Behavior Analyst Certification Board: International Certification Development Chaired by Gerald L. Shook (Behavior Analyst Certification Board) Saturday, May 29, 7:30 p.m. 218 (CC) Clinical Special Interest Group Chaired by Thomas J. Waltz (University of Nevada, Reno). Saturday, May 29, 7:30 p.m. 213A (CC)

Crime, Delinquency, and Forensic Behavior Analysis Special Interest Group **Chaired by Joseph D. Cautilli** (Behavior Analysis and Therapy Partners) Saturday, May 29, 7:30 p.m. 214D (CC)

Experimental Analysis of Human Behavior Special Interest Group **Chaired by Manish Vaidya** (University of North Texas) Saturday, May 29, 7:30 p.m. 215 (CC)

Iowa Association for Behavior Analysis Chaired by John Pokrzywinski (Woodward Resource Center) Saturday, May 29, 7:30 p.m. 201 (CC)

Journal of the Experimental Analysis of Behavior: Meeting for Authors, Prospective Authors, and Board Members **Chaired by James E. Mazur** (Southern Connecticut State University) Saturday, May 29, 7:30 p.m. 214B (CC)

Northwestern Association for Behavior Analysis **Chaired by Ryan M. Zayac** (Central Washington University) Saturday, May 29, 7:30 p.m. 216A (CC) Parents and Professionals Sharing the Conference Experience Chaired by Pamela H. Gorski (Reaching Potentials Inc.) Saturday, May 29, 7:30 p.m. 214C (CC)

Behavior Analyst Certification Board: University Contact Faculty Chaired by Gerald L. Shook (Behavior Analyst Certification Board) Sunday, May 30, 8:00 a.m. 006D (CC)

Behavioral Gerontology Special Interest Group Chaired by Jonathan C. Baker (Southern Illinois University) Sunday, May 30, 8:00 a.m. 215 (CC)

Behavioral Medicine Special Interest Group Chaired by Joseph D. Cautilli (Behavior Analysis and Therapy Partners) Sunday, May 30, 8:00 a.m. 205 (CC)

Education and Treatment of Children: Editorial Board Meeting Chaired by Stephanie M. Peterson (Western Michigan University) Sunday, May 30, 8:00 a.m. 212A (CC)

Journal of Applied Behavior Analysis Chaired by Valerie M. Volkert (Munroe-Meyer Institute) Sunday, May 30, 8:00 a.m. 201 (CC)

Nevada Association for Behavior Analysis Chaired by Jonathan J. Tarbox (Center for Autism and Related Disorders, Inc.) Sunday, May 30, 8:00 a.m. 213B (CC) Parent Professional Partnership Special Interest Group Chaired by David A. Celiberti (Association for Science in Autism Treatment) Sunday, May 30, 8:00 a.m. 213A (CC)

Principles of Behavior Users: Friends and Others Teaching Behavioral Principles Chaired by Chris A. Schoenberg (Saint Cloud State University) Sunday, May 30, 8:00 a.m. 214A (CC)

Standard Celeration Society Chaired by William J. Helsel (AGILE@PLEA) Sunday, May 30, 8:00 a.m. 216B (CC)

Teaching Behavior Analysis Special Interest Group Chaired by Christine Hoffner Barthold (University of Delaware) Sunday, May 30, 8:00 a.m. 214B (CC)

ABAI Science Board Chaired by Timothy D. Hackenberg (Reed College) Sunday, May 30, 7:30 p.m. 205 (CC)

Autism Special Interest Group Chaired by Ruth M. Donlin (private practice) Sunday, May 30, 7:30 p.m. 217B (CC)

Behavior Analysis and Selectionist Approaches to Robotics Chaired by Joseph D. Cautilli (Behavior Analysis and Therapy Partners) Sunday, May 30, 7:30 p.m. 203AB (CC)

HIGHLIGHTS continued from page 41

Behavior Analyst Certification Board: Status and New Developments Chaired by Gerald L. Shook (Behavior Analyst Certification Board) Sunday, May 30, 7:30 p.m. 214C (CC)

Behaviorists for Social Responsibility Special Interest Group Chaired by John E. Glass (Collin County Community College) Sunday, May 30, 7:30 p.m. 212A (CC)

Direct Instruction Special Interest Group Chaired by Wendy L. Kozma (BEACON Services and The Evergreen Center) Sunday, May 30, 7:30 p.m. 217D (CC)

Dissemination of Behavior Analysis Special Interest Group Chaired by Josh K. Pritchard (University of Nevada, Reno) Sunday, May 30, 7:30 p.m. 214A (CC)

Evidence-Based Practices Special Interest Group Chaired by Teri Lewis (Oregon State University) Sunday, May 30, 7:30 p.m. 216B (CC)

Health, Sport, and Fitness Special Interest Group Chaired by Marianne L. Jackson (California State University, Fresno) Sunday, May 30, 7:30 p.m. 213B (CC)

Mid-American Association for Behavior Analysis **Chaired by Jonathan C. Baker** (Southern Illinois University) Sunday, May 30, 7:30 p.m. 213A (CC) Ohio Association for Behavior Analysis **Chaired by Sheila R. Alber-Morgan** (The Ohio State University) Sunday, May 30, 7:30 p.m. 006D (CC)

The Positive Behavior Support Special Interest Group Chaired by Robert F. Putnam (The May Institute, Inc.) Sunday, May 30, 7:30 p.m. 215 (CC)

Rehabilitation and Independent Living Special Interest Group Chaired by Chris Persel (Centre for Neuro Skills) Sunday, May 30, 7:30 p.m. 201 (CC)

Speech Pathology Special Interest Group Chaired by Barbara E. Esch (Esch Behavior Consultants, Inc.) Sunday, May 30, 7:30 p.m. Seguin A (Grand Hyatt)

Verbal Behavior Special Interest Group Chaired by Traci M. Cihon (University of North Texas) Sunday, May 30, 7:30 p.m. 212B (CC)

Wisconsin Association for Behavior Analysis **Chaired by Matthew E. Andrzejewski** (University of Wisconsin, Madison) Sunday, May 30, 7:30 p.m. 217C (CC)

Applied Animal Behavior Special Interest Group Chaired by Indya N. Watts (Chicago School of Professional Psychology) Sunday, May 30, 8:00 p.m. 212B (CC) Milatary and Veterans' Issues Special Interest Group Chaired by Joseph D. Cautilli (Behavior Analysis and Therapy Partners) Sunday, May 30, 8:30 p.m.

Behavior Analyst Certification Board: Introduction and Application **Chaired by Christine L. Ratcliff** (Behavior Analyst Certification Board) Monday, May 31, 7:30 p.m. 215 (CC)

Developmental Behavior Analysis Special Interest Group Chaired by Jacob L. Gewirtz (Florida International University) Monday, May 31, 7:30 p.m. 212A (CC)

Journal of Organizational Behavior Management **Chaired by Timothy D. Ludwig** (Appalachian State University) Monday, May 31, 7:30 p.m. 212B (CC)

Organizational Behavior Management Network Chaired by Heather M. McGee (Western Michigan University) Monday, May 31, 7:30 p.m. 212B (CC)

Association for Behavior Analysis India Chaired by Smita Awasthi (Association for Behavior Analysis India) Tuesday, June 1, 8:00 a.m. 212B (CC)

Behavior Analysis in Practice Business Meeting for Authors, Prospective Authors, and Board Members **Chaired by Gregory P. Hanley** (Western New England College) Tuesday, June 1, 8:00 a.m. 216A (CC) Hawai'i Association for Behavior Analysis **Chaired by Jessie Mitchell** (Behavioral Counseling and Research Center, LLC) Tuesday, June 1, 8:00 a.m. 213A (CC) New York State Association for Behavior Analysis **Chaired by Vicki Madaus Knapp** (Summit Educational Resources) Tuesday, June 1, 8:00 a.m. 215 (CC) Practitioner Issues in Behavior Analysis Special Interest Group **Chaired by Joseph D. Cautilli** (Behavior Analysis and Therapy Partners) Tuesday, June 1, 8:00 a.m. 216B (CC)

Graduate Professional Program in Applied Behavior Analysis

SPALDING UNIVERSITY is a private institution with undergraduate, graduate and adult accelerated programs, and an academic mission founded in social justice.

SPALDING UNIVERSITY's Master of Arts in Applied Behavior Analysis is a 36 credit-hour program which will prepare you to apply for certification as a Board Certified Behavior Analyst.

Approved by the BACB, our program includes experienced ABA faculty members—many of whom also work as certified BCBAs—with a wealth of expertise in the applied and experimental analysis of behavior.

We offer a variety of student support opportunities, and we partner with multiple service provision agencies locally and throughout the state of Kentucky. As a graduate student in the Spalding program you will:

- Study in a professional environment dedicated to most effective therapeutic practice across a range of settings, client characteristics, and ages.
- Be a part of the flagship and only BACB approved program in the state of Kentucky, collaboratively leading innovative behavioral services with local professional agencies.
- Help in the formation of the Kentucky affiliated chapter of ABAI.
- Pursue a career as a Board Certified Behavior Analyst across the wide range of applications.
- Provide a rigorous foundation for further graduate study in the applied or experimental analysis of behavior, or within the larger psychological professions.

COME STUDY and advance your career with a group of faculty working in collaboration with agency professionals toward providing cutting-edge therapeutic practice.



For more information and program application contact:

David Morgan, Ph.D. Professor and Interim Program Director Spalding University 845 South Third Street Louisville, KY 40203 502-585-9911 ext. 2437 dmorgan@spalding.edu

NEW BENEFITS OF ABAI MEMBERSHIP!

ABA International is pleased to offer the following new benefits and services to its members:

- ABAI members can now apply for Professional Liability Insurance coverage! Log in to your ABAI portal and visit the new Member Benefits tab to learn more and apply.
- Your new ABAI portal has an Account Summary page that informs you of your current membership status and allows you to update personal information such as your phone number or e-mail address.
- Through the on-line store you can order all ABAI products including membership, event registrations, and journals.
- Itemized receipts of your purchases can be printed at any time from your ABAI portal account.

We'll let you know as more new services become available. Meanwhile, renew or join now and confirm your correct contact details, including current e-mail address, in the upgraded member portal.

To become an ABAI member, please visit our website at www.abainternational.org.

ABAI CONTINUING EDUCATION

ABAI's Continuing Education Program

General Information

One of ABAI'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 ABAI does not require participation in the continuing education program for membership, involvement in the program is encouraged.

The continuing education (CE) 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. ABAI 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 online at www.abainternational.org.

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

Detailed Instructions

Review workshop offerings on the following pages. Descriptions of all workshops are located on the ABAI website. Continuing education credit is \$10 per hour in addition to workshop registration fees (\$30 for 3-hour workshops and \$60 for 6-hour workshops). If you are registering via mail, indicate your selections on the Pre-Convention Workshop Registration Form on page 66. Calculate the total fees for all workshops selected, indicate the type of CE credit you would like, and enter the total fees on the Pre-Convention Workshop Registration Form.

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 April 30, 2010. A handling fee of \$25 per cancellation will be deducted from all refunds. Refunds will not be granted after April 30, 2010.

Ethics

The Association for Behavior Analysis International expects its members to uphold the highest standards of personal and professional behavior in the conduct of their work and the advancement of behavior analysis. ABAI embraces the diversity of professions within its membership; thus each ABAI member should adhere to the ethical standards that have been defined for his or her profession.

ABAI CE Credit for Psychologists and Behavior Analysts

The Association for Behavior Analysis International is pleased to offer continuing education for licensed psychologists and Behavior Analyst Certification Board (BACB) Certified Behavior Analysts and Board Certified Associate Behavior Analysts at the 2010 convention in San Antonio.

Workshops

Continuing education for psychologists and certified behavior analysts will be available for select pre-convention workshops. Sign in and out sheets and all other documentation will be available at the workshops.

Convention Sessions

Sessions being offered for CE for behavior analysts may be previewed on the ABAI website along with their abstracts. If you wish to earn CE for convention sessions, pick up a CE packet, which contains all necessary information, from the ABAI Continuing Education Desk prior to attending sessions.

The intended audience for CE for convention sessions is Board Certified Behavior Analysts and Board Certified Associate Behavior Analysts. Please note that ABAI does not offer continuing education for psychologists for regular convention sessions.

ABAI's CE Offerings

ABA International is approved by the American Psychological Association to sponsor continuing education for psychologists. ABAI maintains responsibility for this program and its contents. ABAI is approved by the Behavior Analyst Certification Board (BACB) to offer Type 2 continuing education for Board Certified Behavior Analysts and Board Certified Associate Behavior Analysts.

Documentation

Continuing education certificates will be posted in attendees' portal accounts by June 22, 2010. ABAI will provide documentation of conference, workshop, and convention session attendance at no additional charge upon request. If you have questions please contact the ABAI office at (269) 492-9310 or by e-mail at: mail@abainternational.org.

ABAI Pre-Convention Workshops

Please see the ABAI website (http://portal.abainternational.org/public/ ProgramOnTheWeb/frmProgram.aspx) for detailed workshop information including descriptions, learning objectives, activities, and recommended audience. This information will also be included in the convention program book. Select pre-convention workshops are available for continuing education credit for behavior analysts certified by the Behavior Analyst Certification Board (CE: BACB) and for psychologists licensed by the American Psychological Association (CE: PSY). Continuing education credits are \$10 per credit hour (\$30 for 3-hour workshops and \$60 for 6-hour workshops), in addition to the cost of registration.

Friday, May 28; 10:00 a.m.–1:00 p.m.

1 Developing a Dialectical Behavior Therapy Program Suited for Persons With Intellectual Delay and Coexisting Conditions SUSAN M. S. SMITH, James R. Prickett, Jan Munson, Cindy Gronert, George Dobrzynski, and Sheri Bowles (Woodward Resource Center) CE: PSY/BACB Member: \$95, Nonmember: \$150

2 Values Work in Behavior Analysis Emily Kennison Sandoz and KATE KELLUM

(University of Mississippi) CE: PSY/BACB Member: \$100, Nonmember: \$155

3 Sleep Disorders and Autism Spectrum Disorders: Research Update and Behavioral Interventions JULIE KNAPP (Cleveland Clinic Center for Autism) and Tracy Loye Masterson

(John Carroll University) CE: PSY/BACB Member: \$95, Nonmember: \$150 4 Behavior Analytic Fitness Training for Fitness, Health, Life, and Peak Personal Performances STEPHEN RAY FLORA (Youngstown State University) CE: PSY/BACB Member: \$95, Nonmember: \$150

5 Do the Right Thing: Ethics in Behavior Analysis and Other Clinical Fields ANDREW J. HOUVOURAS, IV (Brevard County Public Schools) CE: PSY/BACB Member: \$105, Nonmember: \$160

6 RFT 101: An Introduction to Relational Frame Theory DANIEL J. MORAN (Trinity Services, Inc.) and Patricia Bach (Illinois Institute of Technology) CE: PSY/BACB Member: \$95, Nonmember: \$150

Friday, May 28; 10:00 a.m.–5:00 p.m.

7 Developing Successful Programs to Meet the Needs of Adolescents and Adults With Autism Spectrum Disorders FRANK R. CICERO and Joanne Gerenser (Eden II Programs); Peter F. Gerhardt (Organization for Autism Research); and Nicole Weidenbaum (Nassau-Suffolk Services for Autism) CE: PSY/BACB Member: \$110, Nonmember: \$180

8 Augmentative and Alternative Communication in Autism: Evidence-Based Strategies to Enhance Communication and Remediate Challenging Behavior OLIVER WENDT and Miriam Chacon Boesch (Purdue University) and Ravi Nigam (Governors State University) CE: PSY Member: \$110, Nonmember: \$180

9 Data-Based Process to Improve Outcomes for Children With Autism
GUY S. BRUCE
(Florida Institute of Technology and Appealing Solutions, LLC) and
Jordan P. Boudreau, Megan A. Boyle, and Nicole Becker
(Florida Institute of Technology)
CE: PSY/BACB
Member: \$145, Nonmember: \$215

See WORKSHOPS on page 46

WORKSHOPS continued from page 45

Friday, May 28; 10:00 a.m.–5:00 p.m. (Continued)

10 Developing the Social Skills of Students With Autism Spectrum Disorders Served in Inclusive Settings **ROBERT F. PUTNAM**

and Marissa Petruccelli (May Institute) CE: PSY/BACB Member: \$110, Nonmember: \$180

11 Designing and Implementing Video Modeling Procedures to Teach Skills to Individuals With Autism and Other Developmental Disabilities **CASANDRA NGUYEN, Sabrina D. Daneshvar, and Susan E. Tirella** (Autism Spectrum Therapies) CE: PSY/BACB Member: \$125, Nonmember: \$195

12 Systematic Staff Training for School-Based Autism Support Programs Using the Analysis of Verbal Behavior **MICHAEL MIKLOS** (Pennsylvania Training and Technical Assistance Net) **and Amiris Dipuglia** (Pennsylvania Training and Technical Assistance Net and Pennsylvania Verbal Behavior Project) CE: PSY/BACB Member: \$110, Nonmember: \$180

13 Collaborating With Families During Assessment and Intervention Planning Utilizing Routines as the Context for Intervention **AMANDA L. LITTLE** (The University of Texas at Austin) **and Nanette L. Perrin** (Early Childhood Autism Program) CE: PSY/BACB Member: \$110, Nonmember: \$180 14 An Overview of Direct Instruction for Children With Autism Spectrum Disorders Cathy L. Watkins (California State University, Stanislaus); TRINA D. SPENCER (Utah State University); Mary Meehan Taylor and Hillary Whiteside (The Institute for Effective Education); and Timothy A. Slocum (Utah State University) CE: PSY/BACB Member: \$125. Nonmember: \$195

15 Building Cooperation and Motivation to Learn **ANNA MATCHNEVA** (I Step Ahead Services, Inc.) **and Alexia Stack** (private practice) CE: PSY/BACB Member: \$140, Nonmember: \$210

16 Practical Applications of Relational Frame Theory to Early Intensive Behavioral Intervention Programs: Training Generative Verbal Behavior Ian T. Stewart (National University of Ireland, Galway); John D. McElwee (Pennsylvania Verbal Behavior Project); and SIRI MORRIS MING (VB3) CE: PSY/BACB Member: \$110, Nonmember: \$180

17 Refining Teaching Through Technology: Using PowerPoint to Create Highly Individualized Behavior Analytic Teaching Programs for Children With Autism JESSICA SLATON (Nashoba Learning Group) CE: PSY/BACB Member: \$110, Nonmember: \$180 **18** Assessment and Treatment of Emotional and Immoral Behaviors of Children

JEANNIE GOLDEN (East Carolina University) CE: PSY/BACB Member: \$110, Nonmember: \$180

19 Running Effective Behavior Analytic Social Skills Groups **KATHERINE A. JOHNSON, Elizabeth Paige Adams, and Jennifer Blankenship** (Advances Learning Center) CE: PSY/BACB Member: \$125, Nonmember: \$195

20 Effective Behavior Plans: Assessment, Design, and Implementation JOSE D. RIOS (private practice); Isaac L. Bermudez (Behavior Functions, Inc.): Arturo Zepeda de Miranda, Jr. (Miranda United Children's Home, LLC.); Ruth Tello diLeva (Familias First and CBC Education); and Natalie Stafford, Howard Hazard-Tsernov, and F. Elizabeth Davidson (Inclusive Educational Community Partnership) CE: PSY/BACB Member: \$122, Nonmember: \$192

21 An Introduction to the Implicit Relational Assessment Procedure: Rationale, Design, and Recent Empirical Issues Sean Hughes, DERMOT BARNES-HOLMES, Nigel Augustine Vahey, and Catriona O'Toole (National University of Ireland, Maynooth) CE: PSY/BACB

Member: \$110, Nonmember: \$180

22 Special Education Policy: Navigating the Individuals With Disabilities Education Act to Help Families Fund Applied Behavior Analysis Services **MELISSA L. OLIVE**

(Center for Autism and Related Disorders, Inc.) CE: PSY/BACB Member: \$110, Nonmember: \$180

23 Behavior Analytic Consultation to Schools MICHAEL M. MUELLER and Ajamu Nkosi (Southern Behavioral Group, Inc.) CE: PSY/BACB Member: \$110, Nonmember: \$180

24 Formulating Effective Behavioral Contingencies Across Home, School, and Community Settings CHRISTINA BRACEWELL LOVAAS

(Tucci Learning Solutions, Inc.); **Colleen Davis** (Monterey County Office Education); **and James I. Potter** (Tucci Learning Solutions, Inc.) CE: PSY/BACB Member: \$125, Nonmember: \$195

25 How to Use Performance Improvement Methods to Start and Manage an Applied Behavior Analysis Service Provider Organization

Joseph D. Cautilli (Behavior Analysis and Therapy Partners); Shane D. Isley

(West Coast Behavioral Consultants, Inc.); and $\ensuremath{\text{MICHAEL}}$ $\ensuremath{\text{WEINBERG}}$

(Orlando Behavior Health Services, LLC) CE: PSY/BACB Member: \$120, Nonmember: \$190 **26** Precision Teaching and Standard Celeration Charting

Abigail B. Calkin (Calkin Consulting Center); JOHN W. ESHLEMAN (The Chicago School of Professional Psychology); Kerri K. Milyko (University of Nevada, Reno); Henry S. Pennypacker

(University of Florida); and Jesus Rosales-Ruiz (University of North Texas) CE: PSY/BACB Member: \$145, Nonmember: \$215

27 Operationalize Your Staff Training—Make Simple Training Videos KAREN R. WAGNER (Behavior Services of Brevard, Inc.) CE: BACB Member: \$120, Nonmember: \$190

28 Quality Behavioral
Competencies Basic Series
Train the Trainer Workshop
(Quality Behavioral Solutions)
CE: PSY/BACBHyperactivity E
Lynda Kirk
(Austin Biofeedback &
Neurotherapy Center)
and TERESA BALAW
(Texas Department of
Disability Services)

29 Wearing Two Hats: The Behavioral Speech Pathologist Barbara E. Esch (Esch Behavior Consultants, Inc.); Tracie L. Lindblad (Four Points); and Jamie M. Severtson (Trinity Services, Inc.) CE: PSY/BACB

Member: \$115, Nonmember: \$185

30 From Verbal Classes to Verbal Shaping, Verbal Governance, and Other Verbal Processes **A. CHARLES CATANIA** (University of Maryland, Baltimore County) CE: PSY/BACB Member: \$115, Nonmember: \$185

Friday, May 28; 2:00–5:00 p.m.

31 Activity Schedules: Beyond Independent Activities **David Corcoran, Joseph M. Vedora, and ROBERT K. ROSS** (BEACON Services) CE: PSY/BACB Member: \$105, Nonmember: \$160

32 Behavioral Marriage and Family Therapy: Nuts and Bolts You Can Use **BRYAN CRISP** (private practice) CE: PSY/BACB Member: \$105, Nonmember: \$160

33 The Operant Origins of EEG Neurofeedback and How to Use It With Children With Attention Deficit Hyperactivity Disorder Lynda Kirk (Austin Biofeedback & EEG Neurotherapy Center) and TERESA BALAWEJDER (Texas Department of Aging and Disability Services) CE: PSY/BACB

Member: \$97, Nonmember: \$152 **34** Using Excel for Analyzing Treatment Outcomes

in Applied Settings BRYAN J. DAVEY (ACCEL); Donald M. Stenhoff (BISTÅ Autism Center); Eleazar Vasquez, III (University of Central Florida); Rebecca Renee Wiskirchen (ACCEL); Christina Barosky (BISTÅ Autism Center); and Stephanie A. Johnson (STAR, Inc.) CE: BACB Member: \$100, Nonmember: \$155

See WORKSHOPS on page 48

WORKSHOPS continued from page 47

Friday, May 28; 2:00-5:00 p.m. (Continued)

35 Language for Living: A Functional Communication and Language Assessment, Curriculum, and Skill-Tracking Instrument Patrick E. McGreevy (Patrick McGreevy, Ph.D., PA); Troy Fry

(Holland Center). and Colleen Cornwall (ABLE Academv) CE: PSY/BACB Member: \$130, Nonmember: \$185

Friday, May 28; 6:00-9:00 p.m.

36 The Politically Incorrect Guide to Applied Behavior Analysis: An Introductory Session for Parents and **Direct Service Providers** NICOLE ROGERSON (Lizard Children's Centre) and Bobby Newman (Room to Grow) CE: None Member: \$95, Nonmember: \$150

37 Integrating Applied Behavior Analysis With Psychiatry: An Interdisciplinary Approach to Medication Management Lisa A. Studer, James Chok, Silva Orchanian, and FRANK L. BIRD (Melmark New England) CE: PSY/BACB Member: \$95, Nonmember: \$150

38 Planning a Successful Social Skills Group for Children With Autism: Practical Methods and Solutions for Teaching Social Skills in a Group Setting AMANDA C. AZARBEHI (Tyndale University) and Rostam Azarbehi (Azarbehi Consulting) CE: None Member: \$95, Nonmember: \$150

39 Variables That Affect Social Skills Instruction: The Important Role of Enthusiasm in the Development of Social Competence Jennifer E. Copeland and JESSICA R. EVERETT (Melmark New England) CE: PSY/BACB Member: \$110, Nonmember: \$165

40 Motivating Learner Participation Without Blocking Escape, Forced Physical Prompts, or Nagging ROBERT SCHRAMM (Institute Knospe-ABA) CE: PSY/BACB

Member: \$100. Nonmember: \$155

41 It Takes a Village: Integrating Services for Students With Autism—a Collaborative and Cohesive Approach **KATHLEEN** Lori A. Lorenzetti MCCABE-ODRI

(Advance, Inc. and Partners in Learning Inc.);

(Advance, Inc.); and Jennifer Cornely and Erin Sparacio Nicole M. Swanfeld (Partners in Learning) CE: PSY/BACB

Laura Kenneally (Advance Inc.);

Ann Michael and

Pamela Modugno

(Partners in Learning);

Member: \$115, Nonmember: \$170

42 How to Use Electronic Medical Records to Optimize Behavior Analytic Practice **Danielle Sutton Thorp** and CHARLOTTE FUDGE (Butterfly Effects, LLC) CE: BACB Member: \$95, Nonmember: \$150

43 The Development and Implementation of Social Skills Groups for Children and Adolescents With Asperger Syndrome **KELLEY HARRISON PISTACCHIO** (The Groden Center, Inc.)

CE: None Member: \$102, Nonmember: \$157

44 A Behavior Analytic Approach to Teaching Cognition and Executive Function to Students With Autism Mary Ann Cassell, JONATHAN J. TARBOX, and Doreen Granpeesheh (Center for Autism and Related Disorders, Inc.) CE: PSY/BACB Member: \$95, Nonmember: \$150

45 What treatments Work for Autism? The National Standards Project SUSAN WILCZYNSKI (National Autism Center)

CE: PSY/BACB Member: \$100, Nonmember: \$155

46 Developing Social Skills in Learners With Autism Spectrum Disorder: From Assessment to Intervention MARY ELLEN MCDONALD

(Hofstra University);

(Eden II Programs and The Genesis School);

and Joy Tramuta

(The Genesis School) CE: PSY/BACB Member: \$135, Nonmember: \$190 47 A Rapid Training Procedure to Teach Staff How to Implement Verbal Behavior Intensive Teaching Sessions MARY LYNCH BARBERA

(Pennsylvania Verbal Behavior Project) CE: PSY/BACB Member: \$105, Nonmember: \$160

48 Behavioral Counseling: Assessment and Intervention Techniques Joseph D. Cautilli (Behavior Analysis and Therapy Partners) and MICHAEL WEINBERG (Orlando Behavior Health Services, LLC) CE: PSY/BACB Member: \$105, Nonmember: \$160

49 Acceptance and Commitment Therapy: Case Conceptualization and Treatment Applications DANIEL J. MORAN (Trinity Services, Inc.) and Patricia Bach (Illinois Institute of Technology) CE: PSY/BACB Member: \$95, Nonmember: \$150

50 Ethics in Behavior Analysis: Back to the Basics R. M. (DUKE) SCHELL

(J. Iverson Riddle Developmental Center) CE: PSY/BACB Member: \$95. Nonmember: \$150

51 Technology Based Data Collection Tools: Creation and Implementation CE: PSY/BACB CHERYL K. BROWN and John Tenny (Willamette University School of Education) CE: None Member: \$123, Nonmember: \$178

52 Supervising Human Service Staff: Maximizing Work Proficiency and Enjoyment **DENNIS H. REID and Carolyn Green** (Carolina Behavior Analysis and Support Center) and Marsha B. Parsons (J. Iverson Riddle Center) CE: PSY/BACB Member: \$95, Nonmember: \$150

53 Graphical Methods for Interpreting the Effects of Medication on Behavior CHERYL L. ECOTT and Bradford Richardson (Advo Serv of New Jersey) CE: BACB Member: \$95. Nonmember: \$150

54 Direct Instruction: Small Group Implementation With Typical and Atypical Learners **58** Verbal Behavior Analysis: ANN FILER (BEACON Services) CE: PSY/BACB Member: \$95, Nonmember: \$150

55 "Does Everyone Understand?" Úsing TAGteach to Deliver Clear Instructions and Positive Reinforcement in a Variety of Applications Theresa McKeon (TAGteach International) and KEVIN S. CAULEY and Elizabeth Benedetto-Nasho (Step by Step Learning Group) Member: \$95, Nonmember: \$150

56 Using Applied Behavior Analysis in Teacher Education Programming: Principles, Practice, and Hands-On Applications of Appealing Evaluation Technologies TOM SHARPE

(Spalding University) and John Koperwas (Educational Consulting, Inc.) CE: PSY/BACB Member: \$205, Nonmember: \$260

57 How to Prepare Video Lectures for On-Line Instruction of **Behavior Analysis** DANA R. REINECKE (Room to Grow) CE: BACB Member: \$95, Nonmember: \$150

A Functional Approach to Teaching Language to Children With Autism NANCY J. CHAMPLIN, Suzanne Taylor, and Erin Camp (Autism Concepts, Inc.) CE: PSY/BACB Member: \$115, Nonmember: \$170

59 It's Just Good Teaching: The Learn Unit, Verbal Behavior, and Verbal Developmental Milestones SHIRA A. ACKERMAN (Columbia University Teacher's College) and Dawn M. Sidell (Northwest Autism Center) CE: PSY/BACB Member: \$115, Nonmember: \$170

See WORKSHOPS on page 50

WORKSHOPS continued from page 49

Saturday, May 29; 8:00–11:00 a.m.

60 The Lucky 7 Game: A Motivational Intervention for Teaching Replacement Behaviors Cynthia P. Rekort

and MELANIE B. WAGNER

(Behavior Change Consultants, LLC) CE: PSY/BACB Member: \$130, Nonmember: \$185

61 Behavioral Training for Siblings of Children With Autism JAMIE HUGHES and Karen E. Flotkoetter (Summit Autism Services) CE: PSY/BACB Member: \$95, Nonmember: \$150

62 Practical Applications of Token-Based Motivational Systems and Basic Behavior Intervention Plans MELISSA ANDRETTA (Andretta Behavior Analysts) CE: PSY/BACB Member: \$115, Nonmember: \$170

63 Systems for Identifying Levels of Procedural Integrity and Steps Towards Increasing Levels of Integrity **PAULA RIBEIRO BRAGA-KENYON and Shawn E. Kenyon** (The New England Center for Children) CE: PSY/BACB Member: \$105, Nonmember: \$160 64 See What I Mean: Using Visual Cues and Concrete Adaptations to Support Abstract Concept Development KATHLEEN MCCABE-ODRI (Advance, Inc. and Partners in Learning, Inc.); Laura Kenneally and Lori A. Lorenzetti (Advance, Inc.); and Jennifer Cornely and Nicole M. Swanfeld (Partners in Learning, Inc.) CE: PSY/BACB Member: \$115, Nonmember: \$170

65 Supporting Parents of Children Diagnosed With Autism Using Acceptance and Commitment Therapy DANIEL J. MORAN (Trinity Services) CE: PSY/BACB Member: \$95, Nonmember: \$150

66 Behavioral Parent Consultation and Support: A Strengths-Based Perspective Barbara 0'Malley Cannon and JESSICA R. EVERETT (Melmark New England) CE: PSY/BACB Member: \$95, Nonmember: \$150

67 The Case of the Noncompliant Child **MICHELLE GARCIA-THOMAS** (Michelle Thomas, Psy.D.) **and Jennifer Crawford and Stephanie Ann Hulshof** (The Learning Lane) CE: PSY Member: \$95, Nonmember: \$150 **68** Promoting Appropriate Independent and Interactive Play Skills for Children With Autism via Activity Schedules **KRISTEN KELLEY, Katie Snyder, and Thomas S. Higbee** (Utah State University) CE: PSY/BACB Member: \$100, Nonmember: \$155

69 Evidence-Based Error Correction Strategies for Children With Autism MICHELLE TURAN (University of Windsor) and Natalie P. Croteau and Lianne M. Moroz (Surrey Place Centre) CE: BACB Member: \$110, Nonmember: \$165

70 POWER-Solving: A Systematic Approach to Teaching Social Skills **STEVEN GORDON and Michael C. Selbst** (Behavior Therapy Associates) CE: PSY/BACB Member: \$95, Nonmember: \$150

71 First Three Months of Early Intensive Behavioral Intervention for a Child With Autism: Major Goals and Challenges **MONIKA M. SUCHOWIERSKA** (Warsaw School of Social Psychology) CE: PSY/BACB Member: \$95, Nonmember: \$150

72 Billing Insurance for Applied Behavior Analysis Based Therapy for Children With Autism Spectrum Disorders **KRISTIE M. FRISSEN-THOMPSON** (OptumHealth Behavioral Solutions) CE: BACB Member: \$105, Nonmember: \$160 73 Inner Behavior: Changing Thoughts, Feelings, and Urges **ABIGAIL B. CALKIN** (Calkin Consulting Center) and Emma F. Douglas (The Treehouse Trust) CE: PSY/BACB Member: \$110, Nonmember: \$165

74 Operant-Based EMG Biofeedback for the Treatment of Cerebral Palsy and Spinal Cord Injuries Gary Ames, Richard Weissman, and JOSEPH D. CAUTILLI (Behavior Analysis and Therapy Partners) CE: PSY/BACB Member: \$105, Nonmember: \$160

75 Ethics and Autism: Making the Puzzle Without Bending the Pieces Cara M. Cappalli (ACES EIBI). Krystl Giordano-Padilla (BEACON Services of CT), and JAMES A. HOKO (ACES EIBI) CE: PSY/BACB Member: \$95, Nonmember: \$160

76 Communication-Based Behavior Interventions: A Review of Functional Communication Training and Interdisciplinary Collaboration and Kelle M. Wood Rich JOHN POKRZYWINSKI and James R. Prickett (Woodward Resource Center) CE: PSY/BACB Member: \$95, Nonmember: \$150

77 Be a Better Assessor: **Revitalizing Data-Based** Methods for Assessment LISA N. BRITTON and Amy Crye (Spectrum Center) and John J. Healey (The Columbus Organization) CE: PSY/BACB Member: \$95, Nonmember: \$150

78 Toward an Understanding CE: BACB of Programming Generalization: An Application of the Stimulus Control Interpretation JESSICA LYNN DOUCETTE and Helena Maguire (Melmark New England) CE: PSY/BACB Member: \$95. Nonmember: \$150

79 Using the Vineland-II to Measure Adaptive Skill Development and Inform Goal Selection James Chok and DEREK D. REED (Melmark New England) CE: PSY/BACB Member: \$95, Nonmember: \$150

80 Implementing Applied Behavior Analysis in the School: A Public School District's Approach **CARIN THOMPSON** (Lewisville ISD) (Central Texas Autism Center, Inc.) CE: PSY/BACB Member: \$98, Nonmember: \$153

81 Creating a School-Wide Social Thinking Model Where No Child Is Left Behind Valori N. Berends, Lovelle T. Suarez, and ALISON L. MOORS (Academy for Precision Learning) CE: PSY/BACB Member: \$100, Nonmember: \$155

82 Software Tools for Direct Observation: Hands-On Learning of the Best Tools for BCBAs, Clinical Practitioners, and Faculty Researchers **TOM SHARPE** (Spalding University) and John Koperwas

(Educational Consulting, Inc.) Member: \$205, Nonmember: \$260

83 Measuring Fidelity in Single-Subject Case Studies: Practical Approaches for Implementing Evidence-Based Interventions MICHELLE A. DUDA

(University of North Carolina, Chapel Hill) CE: PSY/BACB Member: \$105, Nonmember: \$160



Society for the Quantitative Analyses of Behavior

33rd Annual Meeting, May 27–29, 2010 San Antonio, TX, USA Events in the Grand Hyatt San Antonio Thursday Evening, May 27 1st Poster Session, Cash Bar & Registration (5:00–8:00 p.m.)

Friday, May 28

Registration, Coffee, & Pastries (7:15–8:30 a.m.)

Alliston K. Reid, Wofford College. President's Introduction. (8:25 a.m.)

Peter D. Balsam, *Barnard College and Columbia University*. Neuroscience and Behavior Analysis (NABA): To Know a Mouse. (8:45 a.m.)

Bjoern Brembs, *Freie Universität Berlin*. Spontaneous Decisions and Operant Learning in Fruit Flies. (9:20 a.m.)

Break—Refreshments (9:55 a.m.)

Laurent Madelain, Céline Paeye, & Jean-Claude Darcheville, Université Lille Nord de France. Operant Control of Eye Movements. (10:15 a.m.)

Alliston K. Reid, *Wofford College*. Resistance to Change Within Heterogeneous Response Sequences. (10:50 a.m.)

John P. Berg & Jack J. McDowell, *Emory University*. Catania's Computational Model of the Operant Reserve Does Not Generate Herrnstein's Hyperbola in the Steady State. (11:25 a.m.)

Lunch (12:00 p.m.)

Special Section on Choice and Discounting

Cynthia J. Pietras, J. Adam Bennett, & Gabriel D. Searcy, *Western Michigan University*. Optimal Risky Choice in Humans: Effects of Amount of Variability. (1:45 p.m.)

Howard Rachlin, *Stony Brook University*. Why Cooperate in a One-Shot Prisoner's Dilemma Game? Three "Answers." (2:20 p.m.)

Amy L. Odum, Utah State University. Delay Discounting: Trait and State Contributions. (2:55 p.m.)

Break—Refreshments (3:30 p.m.)

Suzanne H. Mitchell, *Oregon Health & Science University*. Lost in Translation: Exploring Delay Discounting in Humans and Rodents. (3:50 p.m.)

Matthew L. Locey & Jesse Dallery, *Stony Brook University & University of Florida*. Nicotine and the Behavioral Mechanisms of Intertemporal Choice. (4:25 p.m.)

Leonard Green & Joel Myerson, *Washington University in St. Louis*. Modeling Magnitude Effects: Implications for Theories of Delay and Probability Discounting. (5:00 p.m.)

Business Meeting (5:45–6:30 p.m.)

2nd Poster Session & Cash Bar (6:30–9:00 p.m.)

Saturday, May 29

Registration, Coffee, & Pastries (7:15-8:30 a.m.)

Thomas R. Zentall, *University of Kentucky*. Maladaptive Choice Behavior by Pigeons: An Animal Analog of Human Gambling Behavior. (8:30 a.m.)

Gregory J. Madden, University of Kansas. Delay Discounting and "Gambling." (9:05 a.m.)

Break—Refreshments (9:40 a.m.)

Peter R. Killeen, Arizona State University. The Grand Mother of All Discount Functions. (9:55 a.m.)

Taiki Takahashi, Hokkaido University. Neuro-Social Modulation of Discounting. (10:30 a.m.)

SQAB Invited Preeminent Tutorials: From Basics to Contemporary Paradigms

Saturday afternoon, May 29 (Henry B. Gonzalez Convention Center)

Time	Author	Affiliation	Title	Chair
1:00 p.m.	Stephen Fowler	University of Kansas	<i>Dynamics of Response: Uninterrupted Measurement of the Behavior Stream</i>	Jonathan Pinkston
2:00 p.m.	Robert MacPhail	National Health and Environmental Effects Research Laboratory, U.S. EPA	Environment, Behavior, and Pollution: Quantifying Risk	M. Christopher Newland
3:00 p.m.	Michael Davison	The University of Auckland, New Zealand	What "Reinforcers" Do to Behavior, II: Signposts to the Future	Peter Killeen
4:00 p.m.	Gerald Shook	Behavior Analyst Certification Board, Inc.	The Behavior Analyst Certification Board and the Behavior Analyst Profession	James M. Johnston

For further information, visit the **SQAB** website at http://sqab.psychology.org or contact Tim Shahan, **SQAB** Program Chair, at tim.shahan@usu.edu

ABAI 2010 Convention Program Committee Report

We are looking forward to another strong program at the 2010 annual convention in San Antonio. As in the past, our success is due to the continuous support provided by the ABAI administration staff, Executive Council, and the Program Committee. The following is a brief overview of the 2010 convention program.

Program Report

As this newsletter goes to press, there are 1,570 total submissions for 2010, including 690 posters, 294 panels and symposia, 239 papers, 33 invited addresses, 13 invited tutorials, 48 business meetings, 17 reunions, 26 special events, 122 expo posters, and 83 workshops. Overall, there has been a stabilizing pattern of growth over time (see Figure 1).



Figure 1: Number of presentations by year.

Area Coordinators

The hard work and effort of the Area Coordinators resulted in a record number (43) of invited presentation submissions and tutorials. Moreover, 10 of the invited addresses and tutorials will be conducted by non-ABAI members (The B. F. Skinner Lecture Series). The updated list of co-coordinators for program areas was included in the 2010 Call for Papers and is available on the the ABAI website at www.abainternational.org/aba/conv.

The successful recruitment of new co-coordinators for a majority of areas would not be possible without the help and support of their senior counterparts. We are grateful to these colleagues for their contribution to the vitality of the ABAI program.

I would like to thank my Co-Chair, Ray Pitts, for his invaluable collaboration, and all the Area Coordinators and other members of the Program Committee for their outstanding efforts. In addition, on behalf of the Program Committee, I would like to thank Maria Malott and her exemplary staff members for their support and guidance.

ABAI 2010 ORGANIZAIONAL MEMBERS

The Association for Behavior Analysis International acknowledges and thanks the following organizations for their participation and support.

Autism Spectrum Therapies BEACON Services Center for Autism and Related Disorders The Columbus Organization Evergreen Center Institute of Professional Practice, Inc. Judge Rotenberg Center The May Institute National Autism Center Melmark The New England Center for Children The Spectrum Center

ABAI welcomes the following new organizational members:

The Aurora School Criterion Child Enrichment

Organizational members are committed to ABAI's mission of developing, enhancing, and supporting the growth and vitality of behavior analysis. These organizations are reviewed by the Organizational Review Committee and are accepted as adhering to ABAI principles.

Visit **www.abainternational.org** for information on how your organization can demonstrate its leadership in the field of behavior analysis by becoming an organizational member.

Update From the ABAI Community

Report on the Use of the International evelopment

I would like to thank the Society for the Advancement of Behavior Analysis (SABA) for selecting me as one of the recipients of the 2008 International Development Grant Award. The grant helped me with my research to promote the adoption and use of Positive Behavior Support (PBS) and its behavior analytic principles among some of the most vulnerable children in Zimbabwe. Through the funds, I was able to travel to Zimbabwe (July 12 to August 12, 2009) and area of PBS and applied behavior analysis for the team. The conduct training of professionals who work with children orphaned by AIDS in the Midlands province. Team members of the Midlands AIDS Caring Organizations

(MACO) were introduced to PBS and were trained on how to utilize PBS strategies to design interventions for the said children. Zimbabwe has one of the highest numbers of children orphaned by HIV and AIDS. These children face tremendous challenges in their struggle to cope with their loss. Not surprisingly, the challenges affect the children's access to education. Thus, MACO was developed to provide psychosocial support to these children in order to promote positive educational outcomes.

In order to enhance the quality of supports given to the children, I decided to introduce the research validated practices in PBS as part of the interventions to the benefit of the children. Thus, the \$1000 received from SABA was used to buy textbooks on PBS, develop materials for the workshops that were conducted to train the MACO team, and develop a website that will be used to disseminate information on any new research and developments in the website is under construction and will soon be operational. Table 1 provides a list of how the money was used.

TABLE 1	
Item	Cost in USD
Parenting With Positive Behavior Support (by Sergay, Childs, Hieneman) Brookes IBSN 1-55766-865-5	US\$25 * 2 copies = US\$50
Behavior Management: Principles and Practices of Positive Behavior Supports (by Wheeler & Richey) IBSN 0-13-093989-7	US\$75 * 1 copy = US\$75
Applied Behavior Analysis for Teachers (by Troutman & Alberto) Merril IBSN 0-13117994-2	US\$100 * 1 copy = US\$100
Understanding Applied Behavior Analysis: An Introduction to ABA for Parents, Teachers, and Other Professionals (by Kearney) Jessica Kingsley Publishers IBSN 978-1-84310-860-3	US\$20 * 2 copies = US\$40
Production of a training manual that will be distributed to the participants during the workshops (photocopying)	US\$500
Development of an interactive website that we will use to disseminate information on any new research and developments in the area of PBS and applied behavior analysis	US\$250
Total	US\$1000



ABAI Support for Educational Initiatives in the Middle East

BY ERICK DUBUQUE AND LINDA J. PARROTT HAYES

In October of 2005, a delegation from the Association for Behavior Analysis International (ABAI) visited the Hashemite Kingdom of Jordan with the purpose of promoting the development of behavior analysis in the region.

The visiting delegates included Wayne Fisher, Linda Hayes, Alexandra Logue, Maria Malott, and Jack Marr. During their visit, the delegation met with prominent figures in Jordan's government and military services, leaders in higher education, and included a visit with Her Royal Highness, Princess Muna Al Hussein, the mother of Jordan's King, His Majesty King Abdullah II bin Al Hussein (*Association for Behavior Analysis Newsletter*, 2005, Vol. 28, No. 3).

During these meetings, the possibility of establishing a graduate program in applied behavior analysis to train

scientist practitioners in the region was discussed. In response to these conversations, Wajih Owais, President of the Jordan University of Science and Technology (JUST), in conjunction with the ABAI delegation, unveiled a plan to establish the region's first Master's program in applied behavior health analysis (ABHA) in the School of Nursing at JUST. The plan called for significant external support for instruction until such time as a local faculty for the program could be developed. To accomplish the latter, Dr. Owais pledged to provide financial aid from JUST to suport the training of select Jordanian students in ABAI accredited doctoral programs. Currently, three students are enrolled in doctoral training programs at the University of Nevada, Reno and West Virginia University. These students have contracted to serve as instructors for the JUST ABHA Master's Program upon completion of their degrees.

To address more immediate needs, the program was to be staffed by external experts in behavior analysis. Linda Hayes was appointed Academic Coordinator for the ABHA program and together with Maria Malott, developed the curriculum and recruited a slate of outstanding instructors to permit the program to



be initiated in the summer of 2007. Shortly thereafter, Erick Dubuque joined Linda as Co-Coordinator for the academic program, assisting with the recruitment of instructors, managing communications, developing resources for students and faculty, and overseeing the scheduling of course delivery. Much of the success of the program may be attributed to the diligence and flexibility of Dr. Owais and his team of past and present administrators at JUST, including Musa Al-Hassan, Muntaha Ghoureba, Laila Akhuzaheya, Arwa Oweis, and Nahla Malkawi.

The Master's Program in Applied Behavior Health Analysis at JUST

As of fall 2009, the program has served over 30 students across three cohorts. Courses in the Program are delivered in English using a combination of online and face-to-face instruction. The program of study consists of 35 credits in behavior analysis across a range of subject areas:

- Principles of Behavior
- Ethical Guidelines for Behavior Analysis
- Applied Research Methods
- Behavior Assessment
- Practicum I: Observation and Assessment
- Behavioral Interventions
- · Analysis of Complex Human Behavior
- Practicum II: Behavioral Interventions
- Applied Behavior Analysis Survey

- Practicum III: Behavior Development
- · Professional Development Seminar
- Behavior Systems Analysis
- Behavior Therapy
- Graduate Research

Didactic instruction in the Program is delivered by doctoral level behavior analysts. Instruction is delivered over intense periods on site (three weeks) or by a combination of on-site and on-line modes. Practical training is supervised by pairs of post-Master's students over a six-week period on site.

A number of prominent behavior analysts have made invaluable contributions to the ABHA program as instructors and practical training supervisors. Serving in these roles to date include Linda Hayes, Jack Marr, Larry Williams, Andy Lattal, Mike Dorsey, Dick Malott, Martha Hübner, Mitch Fryling, Marianne Jackson, Molly Day, Erick Dubuque, Sigurdur Sigurdsson, Josh Pritchard, Genevieve DeBernardis, Barbara Kohlenberg, Kendra Rickard, Donny Newsome, Mike Dougher, Joe Rodrigues, Kate Kellum, Michele Bishop, Kimberly Zonneveld, Maria Muñoz, and Dan Hursh.

The ABHA program has also benefitted greatly from collaboration with Jamal and Mohammad Dalhoum of The Autism Academy of Jordan, where the students have received their practical training.



JUST continued from page 57 Congratulations to the First Graduates

During the fall of 2009, the JUST ABHA Master's Program held a graduation ceremony for the first group of students to successfully complete the program. These pioneers included Aroob Tawalbeh, Mahmoud Sheyab, Ala'a Awad, Ammani Al-Momani, Wafa Al-Waked,

Amal Al-Jede, Ana'm Saleh, Fakhrieh Nmrawi, and Maram Serhan. These nine graduates represent the future of behavior analysis in the Middle East.

The Jordanian Association for Behavior Analysis

One of the first initiatives involving the recent graduates of the ABHA program was the reestablishment of the Jordanian Association for Behavior Analysis (JABA). In October 2009, JABA held its first mini-conference, consisting of presentations by the graduates on their research projects

with discussions by Linda Hayes, Barbara Kohlenberg, and Erick Dubuque. In January 2010, JABA members elected a slate of officers to pursue the Association's mission of promoting intellectual exchange and professional development in the field of behavior analysis. JABA will achieve this mission by disseminating behavior analysis to health-related and other professionals, providing a forum for behavior analysts to share information and resources, supporting behavior analytic educational initiatives in the region and highlighting the need for and utility of behavior analytic services.

One way in which JABA has begun to serve the needs of behavior analysts in the region is by hosting the JUST ABHA program materials on their new website. The website, developed by Erick Dubuque, provides educational resources for instructors, as well as information about JABA's plans and activities. Please visit the JABA website at http://jordanaba.org to learn more about JABA and the JUST ABHA Master's Program.

How to Get Involved

The JUST ABHA program is in perpetual need of qualified instructors and practical training supervisors. All receive a stipend, air fare, housing, meals, and transportation during their

stay in Jordan. If you are interested in this experience and would like to teach a course in the program or provide supervision of practical training, please visit the JABA website at http://jordanaba.org/just_application. On the site you will find more information about the ABHA program at JUST as well as on-line application materials.



3 Participants in the JUST program at graduation. From left to right: Ala'a Yousef Awad, Amal Ali Al-Jede, Fakrieh Nmrawi, Aroob Tawalbeh, Linda J. Parrott Hayes, Wafa Al-Waked, Erick Dubuque, Mahmoud Sheyab, Maram Farouq Serhan, and Barbara Kohlenberg.

In addition to instructors, the program is also always looking for relevant employment or internship opportunities for their graduates. If you are aware of opportunities for Arabic-speaking behavior analysts in the Middle East, please e-mail the details to Erick Dubuque at erickdubuque@yahoo.com.

References

Fisher, W., Hayes, L. J., Logue, A., Malott, M. E., & Marr, M. J. (2005, Fall). ABA delegation goes to Jordan. *The ABA Newsletter*, Vol. 28, No. 3

New ABAI Organizational Member

Criterion Child Enrichment

Criterion Child Enrichment is a private, nonprofit, organization dedicated to facilitating the growth of capacity in families to nurture the development of healthy young children. Guided by a philosophy based in an inclusive concept of "family," Criterion tailors services to the lifestyle and values of an increasingly diverse culture, recognizing that modern society is comprised of a wide range of family types. The agency believes that all families can use their strengths to achieve realistic, family-driven, and measurable outcomes. Criterion programs enable parents to realistically assess family strengths and access community resources designed to help them meet identified needs.

Behaviorally Based Early Learning Initiatives

Criterion Child Enrichment offers enrichment programs designed to teach preschoolers the early language, literacy, and mathematics skills necessary to establish a solid academic foundation for future school success. Children enrolled at Rise and Shine Academy, a National Association for the Education of Young Children accredited childcare center, may participate in the Early Literacy Focus (ELF) and Math Magic early learning programs. ELF and Math Magic utilize direct instruction programs as core curriculum components (reading mastery and connecting math concepts). Direct instruction programs provide evidence-based instruction by implementing carefully designed, scripted lessons that stress repeated practice and mastery of skills. Children are organized into small, homogeneous groups for instruction. Teachers lead fast-paced lessons and employ research verified strategies designed to provide children with continuous feedback that confirms or corrects responses.

Child Screening and Placement

Children are screened for ELF and Math Magic readiness beginning at 3½ years of age. Social maturity, readiness to participate in a small group learning experience, and child preference are factors considered during the screening and placement process. The process may include classroom observation, a review of the child's work samples, and consultation with the classroom teacher, as well as program screening, to determine the most appropriate placement for individual children. Children not eligible for small group instruction and those waiting for screening or assessment prior to group placement receive instruction in their home classroom that is based on direct instruction curriculum objectives and instructional strategies.

Monitoring Child Progress

Child progress is monitored using both curriculum-based and standardized assessments. Standardized assessments provide insight regarding the rate of skill acquisition, on indicator of instructional effectiveness (Preschool Language Scale, Woodcock Reading Mastery Test, and Key Math). Child progress is assessed using data obtained from program specific mastery tests. Assessment data, direct observation, and teacher report are used to adjust program placement and instructional delivery to ensure maximum learning and acquisition of learning objectives.

Early Learning Outcomes

The teaching methodology and instructional strategies inherent in direct instruction programs increase the efficiency of teaching and can reliably accelerate children's learning. While outcomes vary, many children participating in the ELF program demonstrate two months' growth per one month of participation. For preschool children entering kindergarten, outcome data provides parents and future teachers with an accurate account of child strengths while targeting skill areas needing further development. Children may attend two-day, three-day, or five-day reading groups and average between 15-19 months total instructional time. Children exit Rise and Shine Academy for Kindergarten at an average chronological age of 5 years, 4 months. The average outcomes on the Woodcock Reading Mastery Test for children across all groups are an Age Equivalent score of 5 years, 11 months and a Grade Equivalent score of K.7. It is noteworthy that 100% of children participating in the literacy program have entered kindergarten performing above grade level. This is a particularly remarkable outcome given that children are admitted without developmental screening or regard for family income.

News from the ABAI Boards

Practice Board News

BY MIKE DORSEY

The ABAI Practice Board has been very active over the past six months. We have expanded the membership and the focus of the Board. This was done to address issues ABAI members have identified as critical to their support needs in the practice of applied behavior analysis. Included in this expansion of the Board are the following:

Chair: Michael F. Dorsey, Ph.D., BCBA

- Committees and respective chairs:
- Practitioner Hotline: Jon Bailey, Ph.D., BCBA
- Insurance Billing: Wayne Fisher, Ph.D., BCBA and Travis Thompson, Ph.D.
- Administrators: Rita Gardner, MPH, BCBA and Bob Littleton, Ph.D., BCBA
- Insurance: Doreen Granpeesheh, Ph.D., BCBA
- Education: Doug Greer, Ph.D.
- Student Practitioners: Josh Pritchard, MS, BCBA
- Licensing: Michael Weinberg, Ph.D., BCBA
- Governmental Affairs: Thomas Zane, Ph.D., BCBA
- Science to Practice: Jennifer Zarcone, Ph.D., BCBA

Members of the Board have attended or are scheduled to attend a number of ABAI state conferences this year:

- Autism New Jersey
- Behavior Analysis Association of Michigan
- The Berkshire Association for Behavior Analysis
- Four Corners ABA
- Minnesota Northland ABA
- Missouri ABA
- New Jersey ABA
- Pennsylvania ABA
- Tennessee ABA
- Texas ABA

Board members are available to present at state conferences on subjects related to practice or to consult with chapters on issues such as the development of state licensing laws or third party insurance billing. Recently, Thomas Zane, Michael Weinberg, and Michael Dorsey were invited to meet with the Board of Directors of New Jersey ABA and consult on the potential development of a state licensing law. The Practice Board also sponsored Chapter Leadership Training at the 2010 ABAI Autism Conference and is sponsoring a track at the annual convention (see pages 35-36). Please contact the ABAI office to request an appearance or meeting with Practice Board members.

Member Survey

In 2009, the Practice Board conducted an International Strategic Development Survey. ABAI distributed 16,052 surveys to its members and affiliated chapters. The goal was to seek input regarding future directions in support of practicing applied behavior analysts. The results show that 71.5% of respondents consider themselves to be practicing behavior analysts, while 28.5% do not. Also, 48% said they are certified behavior analysts as compared to 52% who said they are not. A large majority (76%) of respondents indicated that they would see moderate to substantial professional benefit from the licensure of behavior analysts. When asked to identify the most important legislative efforts for ABAI to support, participants identified licensing as the most important (24%), followed by insurance coverage (17%).

Based on these results, the Practice Board has focused its efforts on the issues of licensing and insurance reimbursement for applied behavior analysis services.

Billing Committee Update

The Billing Committee of the Practice Board is preparing to submit a request to the American Medical Association for creating specific billing codes (called CPT Level I and HCPCS Level II codes) for applied behavior analysis autism services. We have assembled a multidisciplinary committee from a cross-section of interest groups including practicing behavior analysts, representatives from the health insurance industry, provider organizations, physicians, advocacy, and academic behavior analysts to assist in our effort. We have surveyed billing codes currently used in the states that are now providing insurance coverage for some autism applied behavior analysis early intervention services. This review will provide useful background information, as well as information about qualifications of individuals requesting reimbursement in those states. We are optimistic that a well researched and prepared application will be successful in garnering new billing codes for the profession, which will benefit many more children with autism spectrum disorders as well as practitioners. The application for new CPT codes will be submitted in advance of the ABAI convention in San Antonio. One of the convention sessions will include a discussion of the status of this process.

Billing Committee Members:

- Eric Billington (AmeriChoice)
- Co-Chair: Wayne Fisher (University of Nebraska, Monroe Center)
- Kristie Frissen (OptumHealth)
- Louis Hagopian (Kennedy Krieger Institute)

- Walter Kaufman (The Johns Hopkins University School of Medicine and the Kennedy Krieger Institute)
- Richard Meisch (University of Texas)
- Kyle Mitchell (ABC of Indiana for Autism)
- George Realmuto (University of Minnesota)
- Lori Unumb (Autism Speaks)
- David Wacker (University of Iowa)
- William Young (WellSpring)

ABAI Hotline Instituted

In an effort to stay in touch with our members and reach out to the public, the Practice Board has instituted a hotline to handle questions about practice-related issues. Routine questions are handled by the ABAI office while more complex issues are routed to Jon Bailey, who responds personally or refers to others who may be more qualified to handle the request. During the first month of operation the ABAI Hotline received about one e-mail per day. Most questions dealt with finding a qualified behavior analyst, but others were a little more unique (e.g., "How do I go about setting up an ABA clinic in India?").

Efforts to Include Applied Behavior Analysis in H.R. 3200—America's Affordable Health Choices Act of 2009

A link to a petition is being circulated that addresses the current Health Care Reform Act, aimed at amending the bill to include applied behavior analysis as a billable human service. The link states: "Include Behavior Analysts in Health Care Legislation." As of December 11, 2009, 4,228 letters and e-mails have been sent.

The petition is available at http://www.petition2 congress.com/2/2642/include-behavior-analysts-inhealth-care-legislation/. The petition states:

"Given the success of behavior modification (often called behavior analysis) in the last century, many states are beginning to professionally license behavior modifiers. The professional licenses in some states like Arizona and Nevada are for behavior analysts and in other states, like Pennsylvania, are for behavior specialists. However, these newly developing licensed Master's and doctoral-level mental health professionals are ignored in the most recent health care bills. We seek reimbursement for services similar to marriage and family therapists and licensed professional counselors and we seek grant funding and career encouragement funding as listed in the bill including funds for tuition remission and reimbursement.

Behavior analysis has had considerable success as noted in numerous studies in the treatment of children with behavioral health problems such as attention deficit disorder, oppositional defiant disorder, and childhood autism. In addition, behavior analysis has proven effectiveness with adult disorders ranging from anxiety and depression to schizophrenia and addictions. Finally, behavior analysis has had unprecedented success with children and adults with developmental disabilities. It has achieved this success in a variety of settings including training parents in outpatient clinics; acting in a consultative capacity to teachers at school, group home staff, and staff in skilled nursing facilities; and therapy directly to the client in outpatient clinics.

Including behavior analysis and behavior analysts in the health care bill, similar to marriage and family therapists and licensed professional counselors, will increase public access to health care services. In addition, the commitment of these Master's level professionals to providing evidenced-based services will benefit the public and lower health care costs over the long run. The signers of this petition agree with this, and we ask for your support of this inclusion in health care legislation."

Occupational Therapists Oppose Applied Behavior Analysis Certification and Licensure

The following is from the Connecticut Occupational Therapy Association, http://www.connota.org: "As you may have read in various AOTA publications, there has been an increasing effort on behalf of Applied Behavioral Analysts (ABA) to become certified/licensed in various states.

In the state of CT, legislation may be introduced to require that behavior analysts that work in the school systems be certified by the Behavior Analyst Certification Board (http://www.bacb.com/). This initiative may be in response to an incident where someone without credentials was providing services in Connecticut.

The Connecticut Occupational Therapy Association, http://www.connota.org/ along with AOTA is working hard to protect the services we provide, and to ensure that any regulation does not limit our ability to provide services. One concern is that changes like this could lead to licensure efforts by the behavior analysts.

A recent item in AOTA's *Scope of Practice Issues Update* newsletter (http://www.aota.org/Pubs/ Enews/ScopeNews/07-09.aspx) addresses concerns with these initiatives.

Behavior Analysts Pursue State Licensure

The June 29 issue of *OT Practice* includes an article detailing a new initiative by behavioral analysts to enact

PRACTICE continued from page 61

state licensure laws. The licensure efforts by behavior analysts have several implications for the occupational therapy profession: (1) the envisioned scope of practice includes traditional areas of occupational therapy scope of practice; (2) occupational therapists who use applied behavior analysis in their practice may not meet licensure requirements; and (3) behavior analysis licensure laws could be interpreted in the future to restrict occupational therapy practice. We would appreciate it very much if you would take the brief survey below to share your experience in using applied behavior analysis in your practice and to share any concerns you may have in this regard.

http://www.surveymonkey.com/s.aspx?sm=_2bmVWmn6 JeRW15aSNAZFvDg_3d_3d."

BECOME AN ABAI ORGANIZATIONAL MEMBER!

Take advantage of a comprehensive package that offers membership and convention privileges as well as recognition of your organization as a supporter of ABA International. This special membership includes all of the features of individual membership, such as access to the membership database, interaction with colleagues and associates, member discounts, and access to the most current evidence- and science-based expertise available in the behavior analysis field.

As a member organization, you will receive the following benefits:

- Recognition as an Organizational Member with link, logo, and 65-word description on the ABA International website.
- Three individual ABA International memberships.
- Members receive subscriptions to the ABAI newsletter, *Inside Behavior Analysis*, and *The Behavior Analyst*, as well as discounts on ABAI products and services.
- Three ABAI annual convention registrations.
- One institutional subscription to *The Analysis* of *Verbal Behavior*.

- Two free job postings on Jobs in Behavior Analysis— ABAI's new job placement website.
- Classified ad (25 lines) in three issues of *Inside Behavior Analysis*.
- ABA International membership mailing list on address labels (one set).
- Inclusion of organization listing in the ABA International on-line membership directory.
- Acknowledgement of support as an organizational member in the *Annual Convention Program Book*.
- In addition, new organizational members have the opportunity to submit one 2-page article for one issue of *Inside Behavior Analysis* highlighting the organization's background, history, and application of behavior analysis science and technologies through its services. (Materials submitted for publication are subject to review by the Organizational Review Committee.)

Although organizational membership by no way implies ABA International endorsement of the services provided, this package allows organizations to utilize ABA International resources more effectively and at a discounted price.

Calendar of Upcoming Conferences

For more details, please visit the websites indicated and the Affiliated Chapters section of the ABAI website.



February

North Carolina ABA February 17-19 Winston-Salem, NC Twin City Quarter www.nc-aba.com

California ABA

February 18-20 Irvine, CA Hyatt Regency www.calaba.org

Behavior Analysis Association of Michigan February 25-26 Eastern Michigan University Student Center

www.baam.emich.edu

Texas ABA

February 26-27 Galveston, TX Galveston Convention Center www.txaba.org

March

Association Française de l'ABA March 18-20 Carros, France www.af-aba.org

Pennsylvania ABA March 25-26 Hershey, PA Hershey Lodge & Convention Center www.pennaba1.org

March (cont.)

March 26 Cromwell, CT Crowne Plaza www.ctaba.org

Virginia ABA

March 27 Harrisonburg, VA James Madison University http://psychweb.cisat.jmu.edu/ serdiksl/vaba/vaba.htm

April

4th Éuropean Behavior-Based Safety Conference April 14-16 Italy www.aarba.it

Four Corners ABA April 16-17 Park City, UT Treasure Mountain Inn www.4caba.org

Australian Association of Cognitive & Behaviour Therapy April 16-20 Melbourne, VIC Grand Hyatt Melbourne www.aacbt.org.au

May

Norwegian ABA May 5-9 Oslo, Norway Storefjell Resort Hotel www.atferd.no

May (cont.)

36th Annual ÀBAI Convention May 28-June 1 San Antonio, TX Henry B. Gonzalez Convention Center and Grand Hyatt San Antonio www.abainternational.org

June

British Columbia ABA June 19 Vancouver, BC University of British Columbia Scarfe Building www.bc-aba.org

September

Minnesota Northland ABA September 24 www.mnaba.org

October

Northwestern ABA October 8-9 Spokane, WA Gonzaga University www.cwu.edu/~zayacr/nwaba

November

Alabama ABA November 10-12 Birmingham, AL Doubletree Hotel www.auburn.edu/alaba/

Opportunities for Behavior Analysts

The Judge Rotenberg Educational Center

The Judge Rotenberg Educational Center (JRC) is is a special needs school in Canton, Massachusetts serving both emotionally disturbed students with conduct, behavior, emotional, and/or psychiatric problems and developmentally the various needs of children, adolescents and adults with delayed students with autistic-like behaviors. Some of our key features include consistent behavioral treatment; no or minimal psychotropic medication; near-zero rejections/ near-zero expulsions; powerful, varied rewards; one computer per student; behavior charts online; digital video monitoring; and beautiful school and residences. For a more detailed list of JRC's key features, please visit our website at www.judgerc.org.

Judge Rotenberg Center 250 Turnpike Street Canton, MA 02021 (781) 828-2202 www.judgerc.org.

Spectrum Center

Spectrum Center has been serving children with special education needs since 1975. We operate nonpublic schools and satellite programs that provide services to students ages 3-22 who have challenging behavior and special educational needs representing a wide array of disabilities, including severely handicapped, autism, and emotionally disturbed. We provide a menu of educational services that are outcome driven, research based, and utilize positive behavior management strategies. Our ultimate goal is to facilitate the student's successful transition back into public schools.

Due to our continued growth, we are looking for behavior analysts to fill the following positions:

- Senior Clinician
- Education Coordinator

Please submit your resume/vita to: hr@esa-education.com Spectrum Center 16360 San Pablo Ave San Pablo, CA 94608

For more information regarding Spectrum Center, please visit our website at www.spectrumschools.com or call Janet Medina at 510-741-5440.

Autism Spectrum Therapies

Autism Spectrum Therapies (AST) is a leading provider of autism services for individuals and families throughout southern California. Our customized services address autism, as well as their families, schools, and communities. We are currently hiring Behavioral Therapists, Program Supervisors and Coordinators. We require that our clinical staff meet minimum education requirements and have experience working with individuals with autism. In addition to the most competitive salaries in the area, AST offers medical, dental, retirement and paid time off benefits. BCBA coursework and supervision are also offered on-site. If you wish to continue your training and advance your career by working with the most qualified and respected practitioners in the field today, we welcome you apply at www.autismtherapies.com.

The Institute of Professional Practice. Inc.

The Institute of Professional Practice has extensive experience providing evidenced-based, effective treatments to people of all ages with a variety of disabilities. Our breadth of services and expertise in ABA allows us to offer many opportunities for those seeking professional experience and advancement in clinical work with children and adults. We are currently seeking motivated and qualified candidates to join our clinical teams in NH, MA, CT, and MD in the following programs: children's foster care, school consultation, early intervention, family supports, and adult services. Must have a Master's degree and BCBA or working towards certification. EOE Contact Kim M. Kelly, Ph.D., BCBA, Vice President, Clinical Services kkelly@ippi.org or 603-249-9553.

May Institute

Behavior Analysts-great opportunities await you! As we continue our national expansion, we are actively seeking behavior analysts to join our team. We have current and future openings for licensed psychologists, board certified behavior analysts (BCBAs), and board certified assistant behavior analysts (BCaBAs) in locations across the country.

Behavior analysts will work with our team to provide consultation services to individuals with intensive behavioral needs. Responsibilities include functional behavior assessments and training for children and families. Opportunities for participation in applied research, ongoing projects, and publications and

professional development activities.

Ph.D., BCBA, or BCABA required. We offer competitive salaries, an excellent benefit package, and many exciting career opportunities.

The Behavior Analyst Certification Board (BACB) does not sponsor, approve or endorse the May Institute, the materials, information or sessions identified herein.

About May Institute

 Northeast partner to the National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)
 Randolph, MA 02368
 E-mail: abajobs@mayi

- Sponsoring organization of the National Autism Centersm
- Recipient of the 2007 Programmatic Contributions to Behavior Analysis Award from the Society for the Advancement of Behavior Analysis (SABA)

For more information, you may contact: Craig Barry, Recruitment Specialist 41 Pacella Park Drive Randolph, MA 02368 E-mail: **abajobs@mayinstitute.org**

EVENTS SPONSORED BY THE ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL

Don't miss these upcoming ABAI events!

ABAI 36th Annual Convention May 28–June 1, 2010 San Antonio, Texas

5th Annual Autism Conference January 28–30, 2011 Washington, D.C.

Behavioral Research & Translation: Behavioral Economics March 25–27, 2011 Chicago, Illinois

ABAI is excited to announce that the 2011 International Conference will take place in Spain!

ABAI events always offer educational opportunities (including continuing education credits), a chance to network with peers, and information on the latest products and services in the field of behavior analysis.

Stay informed about developments concerning ABAI events by visiting our website: www.abainternational.org. There, you can view event program and schedule, exhibiter information, hotel and travel details, and register online.



ABA International 2010 Pre-Convention Workshop Registration Form

CONTACT INFORMATION TITLE (CIRCLE): Dr Prof Ms Mrs Mr	Workshop #\$
	CE for 🗖 APA 🗖 BACB (check one or both)\$\$
FIRST NAME	Donation to support Student Presenters\$\$
PREFERRED FIRST NAME (NICKNAME)	METHOD OF PAYMENT Please be advised that full payment in U.S. dollars must be received by the ABAI office before services will be granted. Payment may be made by check,
MIDDLE NAME	credit card, or money order.
LAST NAME	Make checks payable to "ABA International" or charge your (circle one): American Express MasterCard Visa Discover If paying by credit card, please complete the following:
SECOND LAST NAME	
AFILIATION	NAME ON CARD
ADDRESS (CIRCLE): HOME WORK	CARD NUMBER
STREET	EXPIRATION DATE
CITY	SIGNATURE
STATE/PROVINCE	BILLING ADDRESS (IF DIFFERENT FROM CONTACT INFORMATION)
POSTAL/ZIP CODE	CITY
COUNTRY	STATE/PROVINCE
CITIZENSHIP	POSTAL/ZIP CODE
E-MAIL	COUNTRY
WORK TELEPHONE	Overpayments and discounts not taken will be considered donations to ABAI unless a request for a refund is received by the ABAI office in writing within 90 days of payment. Requests for membership cancellations will not be
HOME TELEPHONE	granted.
CELL	Cancellation Policy: Requests for registration refunds, minus a \$30 processing fee, received by midnight (EST) April 30, 2010 will be met. Refund requests received after the deadline, except for those made as a resul
FAX	of a death in the immediate family, will not be granted. Cancellation due to death must be submitted to the ABAI office in writing; ABAI reserves the righ
AFFILATION	to request legal verification of the death. Requests for registration transfers
CONTINUING EDUCATION	(attendee replacements) received by midnight (EST) April 30, 2010 will be
Will you be attending convention events to earn BACB credits (circle one)? Yes No Certificant #:	processed in the ABAI office prior to the convention. Requests made after this date will be processed on-site at the Registration Counter. There will be a
WORKSHOP REGISTRATION	\$30 processing fee for transfers.
Continuing education (CE) credit is \$10/hour in addition to workshop	How to Earn BACB CE for Pre-convention Workshops:
registration fees. There is no additional cost to receive both APA and BACB	Attend the entire workshop. Partial credit cannot be granted.
credit, but not all workshops are available for both types of CE. A discount is	Sign in and out of the event.
available for early payment of workshop registration fees until March 30, 2010. After this date workshop fees will increase by \$25 each.	 Complete and return the evaluation form provided by the room volunteer.
Workshop # \$	• Provide a BACB certificant number.
CE for \Box APA \Box BACB (check one or both)\$	Certificates for APA and BACB credits will be posted on the attendees' ABAI
Workshop #	Portal Account within 15 business days of ABAI's receipt of payment after all requirements have been met.
CE for \Box APA \Box BACB (check one or both)\$	Mail form and payment to: 550 West Centre Avenue, Suite 1; Portage, MI
Workshop # \$	49024-5364 Telephone: (269) 492-9310; Fax: (269) 492-9316
CE for \Box APA \Box BACB (check one or both)\$	



Personal Information TITLE (CIRCLE): Dr Prof Ms Mrs Mr	ADDRESS
FIRST NAME	STREET
PREFERRED FIRST NAME (NICKNAME)	CITY
MIDDLE NAME	STATE/PF
LAST NAME	POSTAL/2
SECOND LAST NAME	COUNTRY
WORK TELEPHONE	E-MAIL
	AFFILIATI
HOME TELEPHONE	Regist

CELL

SABA Donations

Contributions to SABA qualify for tax deductions to the full extent provided by the law.

Research Endowment Fund

Contribute to funding of two Master's thesis grants of \$500 each and two dissertation grants of \$1,000.

Research Endowment Donation

Senior Student Presenter Fund

Donate to support registration for a student who is a senior presenter at ABAI's 36th Annual 2010 Convention. A single student registration is \$79.

\$79 Donation for 1 student

□ \$158 Donation for 2 students

\$237 Donation for 3 students

Unrestricted Donation

□\$_ Unrestricted Donation

ADDRESS (CIRCLE):	Home	Work
STREET		
CITY		
STATE/PROVINCE		
POSTAL/ZIP CODE		
COUNTRY		

TION

tration Fees

All presenters, including invited presenters and authors, must register for the event(s) in which they are presenting. Payment of membership and registration fees is subject to current federal, state, and local tax regulations. To determine the tax-exempt status of your payment, contact your local office of tax information.

All event registrants, including students, must be a member for the 2010 calendar year in order to receive member rates. If you do not wish to renew your membership for 2010, you must register as a non-member. Not sure you have renewed for the 2010 calendar year? Check here and we will renew your 2009 membership for 2010 and charge your credit card: 🗖

Cancellation Policy

Requests for registration refunds for the 2010 annual convention in San Antonio, TX, minus a \$50 cancellation fee, will be met provided they are made prior to midnight (EST) April 30, 2010.

Refund requests received after deadlines, except for those made as a result of a death in the immediate family, will not be granted. Cancellations due to a family death should be submitted to ABAI in writing; ABAI reserves the right to request legal verification of the death.

Transfer Policy

Requests for registration transfers (attendee replacements) for the 2010 annual convention in San Antonio TX, received by midnight (EST) May 7, 2010 will be processed in the ABAI office prior to the convention. Requests made after this date will be processed on-site at the Registration Counter. There will be a \$50 processing fee for transfers.

Special Accommodations

The Association for Behavior Analysis International makes accommodations for convention attendees with disabilities. We ask that any individual requiring special arrangements at the convention submit their needs in writing to: convention@abainternational.org and follow up with the ABAI office accordingly.

For the 2010 annual convention in San Antonio. TX, arrangements are not guaranteed for requests made after midnight (EST) April 1, 2010.

Name Badges

Name badges are required for entry into all ABAI events, presentation rooms, and for access to ABAI on-site services, including bookstores, exhibits, and job placement services. Registrants receive a name badge on-site. Replacement name badges will be provided for a cost of \$20. Your name badge will be printed with your preferred first name (nickname) in addition to your full first and last name and affiliation, as specified in your Personal Information, above.

Family Badges

Family attending only your convention presentation must purchase a family badge or they will not be permitted into your event. Include each of your family member's names, below, and \$10 per badge with your convention registration. Name badges will be placed in your advance registration packet, or may be purchased at the On-site Registration Counter.

First Family Member

FAMILY 1 PREFERRED FIRST NAME

FAMILY 1 FULL FIRST AND LAST NAME

FAMILY 1 AFFILIATION, IF APPLICABLE

Second Family Member

FAMILY 2 PREFERRED FIRST NAME

FAMILY 2 FULL FIRST AND LAST NAME

FAMILY 2 AFFILIATION, IF APPLICABLE

REGISTER FOR THE ENTIRE ANNUAL CONVENTION

Please circle membership type and amount	Register on or before 2/24/10	Register 2/25/10 -4/30/10	Onsite 5/27/10 -6/1/10
Sustaining, Supporting, Full, or Affiliate Member	\$157	\$177	\$207
Emeritus and Student Member	\$79	\$89	\$104
Chapter-Adjunct Member	\$203	\$223	\$253
Non-member	\$374	\$394	\$424

SINGLE-DAY CONVENTION REGISTRATION

Check day(s) attending: Saturday 5/29 Sunday 5/30 Mon Circle your membership category from the list below and fill in the appropriate amount (fee X # of c

Category	Register on or before 2/24/10	Register 2/25/10 -4/30/10	Onsite 5/27/10 -6/1/10	
Sustaining, Supporting, Full or Affiliate Member	\$79	\$89	\$104	
Emeritus and Student Member	\$79	\$89	\$104	
Chapter-Adjunct Member	\$106	\$116	\$131	
Non-member	\$139	\$149	\$164	

Payment

Overpayments and discounts not taken will be considered donations to ABAI unless a request for a refund is made in writing to the ABAI office. Full payment must be received in the ABAI office before services will be granted. Payment may be made by check, credit card, or money order and must be made in U.S. dollars. Returned checks will be subject to a \$35 fee. Make checks payable to ABA International or charge your:

(CIRCLE ONE): Am. Exp. MasterCard Visa Discover

NAME ON CARD

CARD NUMBER

EXPIRATION DATE

SIGNATURE

BILLING ADDRESS IF DIFFERENT THAN PAGE 1

BILLING CITY, STATE, ZIP, COUNTRY

Program Book Mailed

Given the exceptional growth in the number of convention events and, by extension, in the size of the Program Book, all registrants will receive their printed program book on-site in San Antonio at the Pre-Registration counters.

If you would like to receive your copy of the printed program book prior to the convention, you must register before February 24, 2010 and cover the cost of postage (\$6). Would you like your Annual Convention Program Book mailed to you prior to convention, for a \$6 fee?

Receipts

Receipts will be e-mailed to the address included on this form. If your receipt should be sent to another e-mail, please specify where it should be sent:

	Yes (\$6 fee)	🖵 No			
Journal Subscriptions					
		ABAI Student Members	Other ABAI Members	Non-Members	Internat'l Shipping
	The Analysis of Verbal Behavior	□ \$25	□ \$35	□ \$45	□ \$10
	Behavior Analysis in Practice	□ \$26	□ \$37	□\$46	□ \$20
	The Behavior Analyst*		□ \$51	□ \$64	□ \$20

*Dues for all membership categories except Chapter/Adjunct INCLUDE subscriptions to The Behavior Analyst.

TOTAL PAYMENTS ENCLOSED	
Annual Convention Registration	\$
Journal Fees	\$
SABA Donations	\$
Family Badge(s)	\$
Program Book Mailing (\$6)	\$
TOTAL PAYMENTS	\$

Mail form and payment to 550 West Centre Ave., Suite 1, Portage, MI 49024-5364 for Fax: 269.492.9316



2010 Individual Membership Types and Benefits

Members of ABA International enjoy reduced convention registration fees, subscriptions to the ABAI newsletter, *Inside Behavior Analysis*, free resume posting on ABAI's Job Board (New in 2010!), access to apply for competitive Professional Liability Insurance (New in 2010!), and access to on-line membership services through the ABAI portal. Additional benefits are included in each member type description, below.

Affiliate Members

Affiliate Membership is for individuals who have an interest in behavior analysis or have completed undergraduate credit, but do not meet the full member education requirements. Dues help support the involvement of undergraduate and graduate students in the science and practice of behavior analysis

Additional Benefit: subscription to the journal, *The Behavior Analyst*.

Emeritus Affiliate Members

Emeritus Affiliate Membership is for individuals who are 65 years of age or older but do not have voting rights.

Requirement: Send verification of age when applying for this status for the first time.

Sustaining and Supporting Affiliate Members

Sustaining and Supporting Affiliate memberships provide additional support to encourage the involvement of undergraduate and graduate students in the science and practice of behavior analysis through increased membership dues.

Additional Benefits: Citation in Inside Behavior Analysis and the Convention Program Book.

Full Members

Full membership dues help support the involvement of undergraduate and graduate students in behavior analysis.

Additional Benefits: voting rights on ABAI business matters, to participate in the nominations and election of officers, and a subscription to the journal, *The Behavior Analyst*.

Requirements: A Master's degree in psychology, behavior analysis, or a related discipline and demonstration in your application of competence in either the experimental analysis of behavior or applied analysis of behavior. Full membership applications are reviewed for eligibility by the ABAI Applications Review Committee (ARC). When first applying for Full membership, applicants will be classified as Affiliate members until a decision has been made by the ARC. Payment of dues for the membership year is understood as acceptance of Affiliate membership status for that membership year. Full membership is at the discretion of the ARC and is based upon materials submitted in the Full Member application as understood and interpreted by the ARC. When applying for this status, submit the following along with your completed 2010 Membership Form included in this packet:

- the required documentation indicated on the accompanying ABAI Full Membership Application on the next page for the **one** category under which you are applying; and
- the accompanying ABAI Full Membership Application.

Please note that incomplete applications will not be reviewed.

Emeritus Full Members

Emeritus Full membership is for individuals who have been approved for full membership status and are 65 years of age or older.

Requirement: Send verification of age when applying for this status for the first time.

Supporting and Sustaining Full Members

Supporting and Sustaining Full memberships provide additional support to encourage the involvement of undergraduate and graduate students in the science and practice of behavior analysis through increased membership dues.

Additional Benefits: Citation in *Inside Behavior* Analysis and the Convention Program Book.

Chapter/Adjunct Members

Chapter/Adjunct membership is for individuals who are members of an ABAI-affiliated chapter.

Requirement: Send proof (e.g., member fee receipt, copy of membership card, verification letter) from the chapter confirming current chapter membership or complete the "Verification of ABAI-Affiliated Chapter Membership" section below. If purchasing a three-year membership, proof must be sent annually at the time of ABAI membership renewal.

VERIFICATION of ABAI-affiliated Chapter Membership

I, ______ have proper knowledge and authority to assure that the applicant is a member of the

AFFILIATED CHAPTER

DATE

CHAPTER OFFICER SIGNATURE

Student Members

Student membership is for full-time undergraduate or graduate students, residents, or interns.

Additional Benefit: subscription to *The Behavior Analyst.*

Requirement: Send proof of full-time student, intern, or resident status or complete the "Verification of Full-Time Student Status" section below. Students who do not send proof with their application will be charged the fee for and classified as Affiliate members until verification is received.

VERIFICATION of Full-Time Student Status

certify the applicant is a full-time student, intern, or resident at:

INSTITUTION NAME

DATE

Ι,

FACULTY SIGNATURE



Full Membership Application: Categories 1 - 4

Competence in Experimental Analysis of Behavior or Applied Behavior Analysis

Full membership in ABAI requires the minimum of a Master's degree in psychology, behavior analysis, or a related discipline and a demonstration of competence in either the experimental analysis of behavior or applied analysis of behavior. When requesting this status for the first time, select the one category from the checklist below for which you are qualified, or complete the following page (Category 5: Significant Contributions in Behavior Analysis), and submit the required documentation. Applications are subject to review by the Application Review Committee: applicants will be classified as Affiliate Members until a decision is made by the Committee.

CATEGORY 1: Experimental Analysis of Behavior (EAB)

I have the minimum of a Master's degree in psychology, behavior analysis, or a related discipline and my attached vita and documentation demonstrates competence in the experimental analysis of behavior via evidence that my training included a minimum of one year's supervised laboratory research and that my graduate project. thesis, or dissertation was an empirical based and investigation based in the experimental analysis of behavior.

CATEGORY 2: Applied Behavior Analysis (ABA)

I have the minimum of a Master's degree in psychology, behavior analysis, or a related discipline and my attached vita and documentation demonstrates competence in the applied analysis of behavior via evidence that my training included a minimum of one year's supervised practicum and that my graduate project, thesis, or dissertation was an empirical based and investigation based in the applied analysis of behavior.

CATEGORY 3: Experimental Analysis of Behavior (EAB) in other competence

I do not have the minimum of a Master's degree in psychology, behavior analysis, or a related discipline but my attached vita and documentation demonstrates competence in experimental behavior analysis via evidence of two or more years supervised experience in the experimental analysis of behavior.

CATEGORY 4: Applied Behavior Analysis (ABA) in other competence

I do not have the minimum of a Master's degree in psychology, behavior analysis, or a related discipline but my attached vita and documentation demonstrates competence in applied behavior analysis via evidence of two or more years supervised experience in the applied analysis of behavior.

Note: Unsupervised job experience does not meet the requirement for supervised research experience.

Note: Please see the next page to select and complete Category 5: Significant Contributions in Behavior Analysis.

PRINT YOUR NAME:

Complete the fields below and submit required documentation for your selected Category along with a completed 2010 Membership Form to the ABAI office for review by the Application Review Committee.

- Select only one category to the left, or complete the next page for Category 5: Significant **Contributions to Behavior Analysis**
 - Documentation that provides the following evidence of competence in EAB (Categories 1 & 3) or ABA (Categories 2 & 4)
 - □ MA degree □ PhD degree (Categories 1, 2, 3 & 4)

DEGREE	NAME
--------	------

DATE DEGREE CONFERRED			
DEGREE CONFERRING INSTITUTION			
TITLE OF GRADUATE PROJECT			
NAME OF GRADUATE ADVISOR (OR REFERENCE)			
□ Minimum 100-word abstract of project (attach documentation) (Categories1, 2, 3 & 4)			
• One year of supervised research or practicum in EAB (Category 1) or ABA (Category 2)			
Two years of supervised research or practicum in EAB (Category 3) or ABA (Category 4)			
DATES SUPERVISED RESEARCH TOOK PLACE			
SUPERVISED RESEARCH TOPIC			
NAME OF INSTITUTION AT WHICH IT WAS SUPERVISED			
SUPERVISOR'S NAME			

SUPERVISOR'S PHONE

SUPERVISOR'S E-MAIL

SUPERVISOR'S MAILING ADDRESS

Minimum 50-word description of the supervised research activities (attach documentation)

- Attach your vita
- A letter of recommendation from an ABAI Full Member, if you are applying for membership for the first time. This is not necessary if you have previously been an ABAI member.



Full Membership Application: Category 5

Significant Contributions to Behavior Analysis

Full membership in ABAI requires the minimum of a Master's degree in psychology, behavior analysis, or a related discipline and a demonstration of competence in either the experimental analysis of behavior or applied analysis of behavior. First time applicants who do not meet the criteria of Categories 1 – 4 of the prior page but who have made significant contributions to the field may select Category 5 and document their contributions for consideration. Applications are subject to review by the Application Review Committee; applicants will be classified as Affiliate Members until a decision is made by the Committee.

CATEGORY 5: Significant Contributions to Behavior Analysis

I do not meet the requirements for Categories 1 – 4; however, I have made significant contributions to knowledge in behavior analysis as evidenced by research publications or any such other meanings as may be determined by the ABAI Membership Board. PRINT YOUR NAME:

Complete the fields below and submit required documentation for Category 5 along with a completed 2010 Membership Form to the ABAI office for review by the Application Review Committee.

- Select the category to the left, Significant Contributions to Behavior Analysis
 - Documentation that provides evidence of the applicant's significant contributions to behavior analysis.

MA degree PhD degree

DEGREE NAME _____

DATE DEGREE CONFERRED
DEGREE CONFERRING INSTITUTION
TITLE OF GRADUATE PROJECT
NAME OF GRADUATE ADVISOR (OR REFERENCE)

- Minimum 100-word abstract of project (attach documentation)
- Multiple reports of empirical research, literature reviews, or conceptual analyses in well-cited peer-reviewed journals, chapters, or books (attach documentation)
- Names and contact information for two professional references who can comment on these contributions to behavior analysis:

PROFESSIONAL REFERENCE 1:

NAME
PHONE
E-MAIL
MAILING ADDRESS
PROFESSIONAL REFERENCE 2:
NAME
PHONE
E-MAIL
MAILING ADDRESS



2010 ABAI Membership Application

Association for Denavior Analysis international		
Personal Information	SEX (CIRCLE): Male Female	Journal Subscriptions
TITLE (CIRCLE): Dr Prof Ms Mrs Mr	ADDRESS (CIRCLE): Home Work	Student Individual Internat'I Shipping
FIRST NAME	STREET	The Analysis of Verbal Behavior 🗆 \$25 🗆 \$35 🗆 \$10 Babaviar Analyzia
PREFERRED FIRST NAME (NICKNAME)	CITY	Behavior Analysis in Practice
MIDDLE NAME	STATE/PROVINCE	*Dues for all membership categories except Chapter/Adjunct INCLUDE subscriptions to <i>The</i> <i>Behavior Analyst</i> .
LAST NAME	POSTAL/ZIP CODE	SABA Donations Contributions to SABA qualify for tax deductions to
SECOND LAST NAME	COUNTRY	the full extent provided by the law. <i>Research Endowment Fund</i>
DATE OF BIRTH	CITIZENSHIP	Contribute to funding of two Master's thesis grants of \$500 each and two dissertation grants of \$1,000. \$
WORK TELEPHONE	E-MAIL	<i>Senior Student Presenter Fund</i> Donate to support registration for a student who is
HOME TELEPHONE	AFFILATION	a senior presenter at ABAI's 36 th Annual 2010 Convention. A single student registration is \$79.
CELL	Personal information such as age and annual income will be kept confidential. This information is collected for the purpose of membership data	 \$79 Donation for 1 student \$158 Donation for 2 students \$237 Donation for 3 students
FAX (HOME/WORK)	analysis only.	Unrestricted Donation
Membership Fees for Non-U.S. Membe		□ \$ Unrestricted Donation
ABA International offers discounted fees for members with permanent residency in countries with per capita income of less than 75% of the United States'. ABAI determines members' permanent residency based on members' mailing	Region A: For countries with income per capita of 75%-100% of the US, including Australia, Austria, Bahrain, Belgium, Bermuda, Canada, Denmark, Finland, France, Germany, Iceland, Ireland, Japan, Kuwait, Luxembourg, Netherlands, Norway, Qatar,	Region C: For countries with income per capita of 25%-50% of the US, including Cyprus, Czech Republic, Hungary, Korea, Oman, Portugal, Saudi Arabia, and Slovak Republic. (Members in Category C receive a 40% discount).
addresses. Fees have been divided into four categories. Income per capita information was	Sweden, Switzerland, United Arab Emirates, United Kingdom.	Region D: For countries with income per capita of <25% of the US, including Albania, Argentina,
obtained from the World Bank Group, 2008. Source data is available at http://www.worldbank.org/data/ quickreference/quickref.html. If your country is not listed above, but you feel you qualify for reduced dues based on the income per capita of your	Region B: For countries with income per capita of 50%-75% of the US, including Greece, Hong Kong, Israel, Italy, New Zealand, Singapore, and Spain. (Members in Category B receive a 25% discount on membership dues).	Bangladesh, Benin, Brazil, Chile, China, Colombia, Costa Rica, Ecuador, Egypt, Georgia, India, Jordan, Malaysia, Mexico, Nigeria, Pakistan, Paraguay, Peru, Philippines, Poland, Russian Federation, South Africa, Thailand, Turkey, and Venezuela.

Note: Membership terms are from January 1 through December 31 of the membership year.

resident country, contact the ABAI office.

Note: ABAI is offering an early membership discount for all membership payments received by December 9, 2009. The prices listed below reflect that discount and will be in effect until December 9, 2009 at Midnight EST. After that time, the regular 2010 membership rates will apply for the remainder of the 2010 membership year (a \$20 increase for Affiliate, Full, Supporting, and Sustaining memberships, and a \$10 increase for Emeritus, Student, and Chapter-Adjunct memberships).

(Members in Category D receive a 60% discount).

membership dues).

EARLY MEMBERSHIP DUES FOR RENEWING AND NEW MEMBERS (Pricing is Valid Until December 9, 2009)								
	Region A		Region E	3	Region ()	Region I)
Please circle membership type and amount	1-Yr	3-Yr	1-Yr	3-Yr	1-Yr	3-Yr	1-Yr	3-Yr
Sustaining Affiliate or Sustaining Full**	\$303	\$918	\$223	\$683	\$174	\$543	\$109	\$375
Supporting Affiliate or Supporting Full**	\$156	\$490	\$112	\$362	\$85	\$286	\$50	\$204
Affiliate or Full**	\$112	\$364	\$79	\$268	\$59	\$210	\$37	\$154
Chapter-Adjunct	\$42	\$131	\$37	\$127	\$37	\$127	\$37	\$137
Emeritus	\$42	\$131	\$37	\$127	\$37	\$127	\$37	\$137
Student	\$42	NA	\$37	NA	\$37	NA	\$37	NA

**First-time Full Member applicants have additional requirements. Please submit all documentation listed on the preceding Full Membership Application and Checklist.



Association for behavior Analysis International

Student Member Information

□ High School
 □ Undergraduate
 □ Master's
 □ Doctoral
 □ Post Doctoral

NAME OF SCHOOL YOU ATTEND

PROGRAM NAME

EXPECTED GRADUATION DATE

Reason for Membership or Renewal

- I Am Pleased with ABAI Services
- Encouraged by University Program/School
- Family Members Exposed to Behavioral Treatment
- Maintain Certification Status
- Obtain *The Behavior Analyst* journal
- General Interest in Behavior Analysis
- Required by Employer
- Other:

Degree Held

MOST RECENT DEGREE RECEIVED

CONFERRING INSTITUTION

YEAR RECEIVED

Certification

Are you a certified behavior analyst? Yes No

If yes, by whom:

CERTIFYING INSTITUTION

CERTIFICATION NUMBER

Languages Spoken

First Language _____

Second Language _____

Third Language

Position Title

Please check one box that most closely describes your job title:

2010 ABAI Individual Membership Application

Demographic Data

- Administrator
- Student
- Consultant/Staff Trainer
- Professor/Academic
- Psychologist/Therapist
- Researcher
- Social Worker
- Speech/Language Pathologist
- School Teacher
- Parent
- Other:

Primary Discipline

Check the one box that most closely describes your field of study:

- Behavior Analysis
 - Applied Behavior Analysis
 - Behavior Theory and Philosophy
 - Experimental Analysis of Behavior
 - D Organizational Behavior Management
- Psychology
- Behavioral Psychology
- Clinical Psychology
- Counseling Psychology
- Developmental Psychology
- Educational Psychology
- Experimental Psychology
- Industrial/Organizational Psychology
- School Psychology
- Social Psychology
- CounselingEducation
- Eucation
 Medicine
- Neuroscience
- Neuroscience
 Psychiatry
- Public Policy and AdministrationRehabilitation/Rehabilitation Science
- Renabilitation/Rena
 Special Education
- Speech Pathology/ Speech-Language-Hearing Sciences
- Social Work
- Sociology
- Other:

Annual Income Range

□ <\$15,000

- □ \$15,000-\$35,000
 □ \$35,001-\$55,000
- **\$**35,001-\$55,000 **\$**55,001-\$75,000
- \$55,001-\$75,000
 \$75,001-\$100,000
- □ \$100,001-\$150,000
- □ \$100,001-\$ □ >\$150,000
- Do not wish to share data

Research Information

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

🗆 Yes 🗆 No

During the past 12 months did you receive funding for behavioral research?

🗆 Yes 🗆 No

Note: This information may be shared with persons or agencies/organizations engaged in efforts to support and promote behavioral research.

What source provided the funding?

What was the amount of funding?

¢			(~ ¹	`
φ	0V6	r year	S)

What is the subject of your funded research?

Journal Marketing

May we have your permission to contact your institution or university library on your behalf to advertise our journals?

🗆 Yes 🗖 No

If yes, please provide name of institution and contact information:

Volunteer

Participation is needed on ABAI Boards and Committees. Please indicate where you would like to volunteer:

- Affiliated Chapters Board
- Education Board
- Education Board / Graduate Accreditation

Membership Board / Recruitment & Retention

Membership Board / Student Committee

Practice Board / Governmental Affairs

Practice Board / Licensure Committee

Practice Board / Research in Practice

Science Board/Dissemination of Scientific

73

Science Board/Research Support

Science Board/Scientific Education

Membership Board

Practice Board

Publication Board

Science Board

Knowledge



Association for Behavior Analysis International

2010 ABAI Individual Membership Application

Chapter and SIG Membership

Special Interest Groups (SIGs) are a critical component of ABA International and provide additional services and support to members with specialized interests. SIGs are initiated by members to provide a forum for information exchange and a vehicle to promote a particular area of interest.

Please indicate which SIGs of which you are a member of and which you are interested in. Circle "M" if you are a member, and "I" for those in which you have interest.

- M I Applied Animal Behavior
- M I Autism
- M I Behavior Analysis and Selectionist Robotics
- M I Behavior Analyst Online
- M I Behavioral Coaching and Counseling
- M I Behavioral Gerontology
- M I Behavioral Medicine
- M I Behavioral Technology
- M I Behaviorists for Social Responsibility
- M I Behaviorists Interested in Gambling

- M I Child Welfare
- M I Clinical
- M I Crime, Delinquency, and Forensic **Behavior Analysis**
- M I Developmental Behavior Analysis
- M I Direct Instruction
- M I Dissemination of Behavior Analysis
- M I Evidence-Based Practice
- M I Experimental Analysis of Human Behavior
- M I Health, Sport, and Fitness
- M I Interbehaviorists
- M I Neuroscience
- M I Organizational Behavior Management Network

Affiliated chapters are membership organizations associated with ABAI through their interest in the dissemination and growth of behavior analysis. They are defined by a geographical boundary, most usually a state, region, or country. ABAI maintains a mutually beneficial relationship with affiliated chapters in Asia, Australia, Europe, and North and South America. Many chapters hold conferences, sponsor lectures, and offer continuing education opportunities.

Please indicate which ABAI affiliated chapter(s) you are a member of or are interested in. Circle "M" if you are a member, and "I" for those in which you have interest.

- M I ABA Colombia
- M I ABA España
- M I ABA India
- M I ABA of Argentina
- M I ABA of Brazil
- M I ABA of Italy (IESCUM)
- M I Alabama ABA
- M I Asociación Latinoamericana de Analisis v Modificacion del Comportamiento
- M I Asociación para el Avance de la Ciencia de la Conducta: ABA Español
- M I Association for the Advancement of Radical Behavior Analysis - Italy
- M I Association Française de l'ABA
- M I Australian Association for Cognitive Behaviour Therapy
- M I Behavior Analysis Association of Michigan
- M I Behaviour Analysis in Ireland
- M I Berkshire Association for Behavior Analysis and Therapy
- M I British Columbia ABA
- M I California ABA
- M I Charter ABA
- M I Chinese ABA

74

M I Connecticut ABA

- M I Delaware Valley ABA
- M I Experimental Analysis of Behaviour Group IIK
- M I Florida ABA
- M I Four Corners ABA
- M I French ABA
- M I Georgia ABA
- M I Hawai'ian ABA
- M I Heartland ABA
- M I Hoosier ABA
- M I Iceland ABA
- M I Iowa ABA
- M I Israel ABA
- M I Japanese ABA
- M | Jordanian ABA
- M I Kansas ABA
- M I Korean ABA
- M I Korean Association of Child and Adolescent Behavior Therapy
- M I Lone Star ABA
- M I Louisiana ABA
- M I Manitoba ABA
- M I Maryland ABA
- M I Massachusetts ABA
- M I Mid-American ABA
- M I Middle East ABA
- M I Minnesota Northland ABA
- M I Missouri ABA

- M | Parent-Professional Partnership
- M I Positive Behavior Support
- M I Practitioner Issues in Behavior Analysis
- M I Rehabilitation and Independent Living
- M I Sex Therapy and Educational Programming (STEP)
- M I SIG Español
- M I Speech Pathology Special Interest Group
- M I Standard Celeration Society
- M I Teaching Behavior Analysis
- M I Verbal Behavior

- M I Nevada ABA
- M I New Jersey ABA
- M I New York State ABA
- M I New Zealand ABA
- M I Norsk Atferdsanalytisk Forening (Norwegian ABA)
- M I North Carolina ABA
- M I Northwestern ABA
- M I Ohio ABA
- M I Ontario ABA
- M I Oregon ABA
- M I Pennsylvania ABA
- M I Philippines ABA

Conducta

M I South Carolina ABA

M I Southeastern ABA

M I Swedish ABA

M I Taiwan ABA

M I Texas ABA

M I Vermont ABA

M I Virginia ABA

M I Wisconsin ABA

M I Tennessee ABA

- M I Polish ABA
- M I Polish Association of Behavioral Therapy M I Sociedad Mexicana de Analisis de la



2010 ABAI Membership Application

Event Registration

Your 2010 membership in ABAI entitles you to reduced registration fees for events in 2010, including the 36^{th} annual convention in San Antonio, TX from May 28 – June 1. We encourage you to register when you renew your membership, in one easy step Please see the following page for terms and conditions of Event Registration.

36th Annual Convention

ABAI is pleased to host the 36th Annual Convention at the Henry B. Gonzalez Convention Center. The program, personalized convention scheduling system, and on-line workshop registration will be available January 2010.

REGISTER FOR THE ENTIRE ANNUAL CONVENTION

Please circle membership type and amount	Register on or before 2/24/10	Register 2/25/10 -4/30/10	Onsite 5/27/10 -6/1/10
Sustaining, Supporting, Full, or Affiliate Member	\$157	\$177	\$207
Emeritus and Student Member	\$79	\$89	\$104
Chapter-Adjunct Member	\$203	\$223	\$253
Non-member	\$374	\$394	\$424

SINGLE-DAY CONVENTION REGISTRATION

Check day(s) attending: □ Saturday 5/29 □ Sunday 5/30 □ Monday 5/31 □ Tuesday 6/1

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

Category	Register on or before 2/24/10	Register 2/25/10 -4/30/10	Onsite 5/27/10 -6/1/10
Sustaining, Supporting, Full or Affiliate Member	\$79	\$89	\$104
Emeritus and Student Member	\$79	\$89	\$104
Chapter-Adjunct Member	\$106	\$116	\$131
Non-member	\$139	\$149	\$164

Program Book Mailed

Given the exceptional growth in the number of convention events and, by extension, in the size of the Program Book, all registrants will receive their printed program book on-site in San Antonio at the Pre-Registration counters. If you would like to receive your copy of the printed program book prior to the convention, you must register before February 24, 2010 and cover the cost of postage (\$6). Would you like your Annual Convention Program Book mailed to you prior to convention, for a \$6 fee?

TOTAL PAYMENTS ENCLOSED

Membership Fees	\$
Journal Fees	\$
SABA Donations	\$
Annual Convention Registration	\$
Program Book Mailing (\$6)	\$
TOTAL PAYMENTS	\$

□ Yes (\$6 fee) 🗆 No



Registration Fees

All event registrants, including students, must be a member for the 2010 calendar year in order to receive member rates. All presenters, including invited presenters and authors, must register for the event(s) in which they are presenting.

Payment of membership and registration fees is subject to current federal, state, and local tax regulations. To determine the tax-exempt status of your payment, contact your local office of tax information.

Transfer Policy

Requests for registration transfers (attendee replacements) for the 2010 Autism Conference in Chicago, IL, received by midnight (EST) January 4, 2010 will be processed in the ABAI office prior to the convention. Requests made after this date will be processed on-site at the Registration Counter. There will be a \$60 processing fee for transfers.

Requests for registration transfers (attendee replacements) for the 2010 annual convention in San Antonio TX, received by midnight (EST) May 7, 2010 will be processed in the ABAI office prior to the convention. Requests made after this date will be processed on-site at the Registration Counter. There will be a \$50 processing fee for transfers.

Cancellation Policy

Requests for registration refund for the 2010 Autism Conference in Chicago, IL, minus a \$60 cancellation fee, will be met provided they are made prior to midnight (EST) January 4, 2010.

Requests for registration refund for the 2010 annual convention in San Antonio, TX, minus a \$50 cancellation fee, will be met provided they are made prior to midnight (EST) April 30, 2010.

Refund requests received after deadlines, except for those made as a result of a death in the immediate family, will not be granted. Cancellations due to a family death should be submitted to ABAI in writing; ABAI reserves the right to request legal verification of the death.

2010 ABAI Membership Application

Event Registration Terms and Conditions

Method of Payment

Full payment must be received in the ABAI office before services will be granted. Payment may be made by check, credit card, or money order and must be made in U.S. dollars. Make checks payable to ABA International. Returned checks will be subject to a \$35 fee.

Overpayments and discounts not taken will be considered donations to ABAI unless a request for a refund is made in writing to the ABAI office.

Special Accommodations

The Association for Behavior Analysis International makes accommodations for convention attendees with disabilities. We ask that any individual requiring special arrangements at the convention submit their needs in writing to: convention@abainternational.org and follow up with the ABAI office accordingly.

For the 2010 Autism Conference in Chicago, IL, arrangements are not guaranteed for requests made after midnight (EST) January 1, 2010.

For the 2010 annual convention in San Antonio, TX, arrangements are not guaranteed for requests made after midnight (EST) April 1, 2010.

Name Badges

Name badges are required for entry into all ABAI events, presentation rooms, and for access to ABAI on-site services, including bookstores and job placement services. Registrants receive a name badge on-site. Replacement name badges will be provided for a cost of \$25.

Your name badge will be printed with your preferred first name (nickname) in addition to your full first and last name and affiliation, as specified in your 2010 membership application. If you would like your badge to read otherwise, please indicate below what it should say:

PREFERRED FIRST NAME (NICKNAME)

FULL FIRST AND LAST NAME

AFFILIATION AS YOU WOULD LIKE IT TO DISPLAY ON YOUR BADGE

Want referrals from Insurance Companies ...without the hassle?

Insurance companies need professionals like you to treat their members, but there are numerous time-consuming processes involved in working with them. The purpose of Wellspring Autism Network is to alleviate those challenges and get you credentialed with insurance companies so you can get authorized insurance referrals of children that have ASD in your area.

Join the Network and enjoy the following benefits:

- Minimize administrative paperwork (we do it for you!)
 - We manage the credentialing and contracting process and handle most of the paperwork for you.
 - We coordinate the referrals and authorizations for you.
- **Reduce your workload** by letting us do the claims billing and reconciliation for you
- **Increase number of clients** (we'll send you qualified health plan referrals in your area)
- **Increase profit margins** by learning proven methods of expanding your practice without expanding your workload.

Wellspring Autism Network is a consortium of the best independent providers in the nation that use Applied Behavior Analysis (ABA) to treat children with Autism Spectrum Disorders and related behavioral disorders.

Go to www.WellspringAutismNetwork.com or call 1-888-51-NETWORK!



Leading Autism Management





550 West Centre Avenue, Suite 1 Portage, MI 49024

www.abainternational.org

