



# ABAI Denver 2011

# May 27 – 31, 2011 37th Annual Convention

Colorado Convention Center Denver, Colorado

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ON THE COVER: 1941 Buick convertible on US 40 heading into Mount Vernon Canyon on the way to Denver. Photography: ANDREAS FEININGER

# ABAI's Direction: An Update From the Executive Council

BY THE MEMBERS OF THE ABAI EXECUTIVE COUNCIL

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#### Since 1974, ABAI has existed to serve its members and society by providing the community of behavior analytic scientists, educators, students, and practitioners with a meeting place, both physical and intellectual, to come together to learn from and teach one another.

Every year we gather in cities around the United States at the annual convention and in cities around the world for conferences, meetings, and workshops to share our research and catch up with friends, colleagues, and mentors. Ours is a diverse community but one that shares a scientific foundation embodied by ABAI's mission, "to contribute to the well being of society by developing, enhancing, and supporting the growth and vitality of the science of behavior analysis through research, education, and practice."

We, the ABAI Executive Council, had the opportunity to consider afresh the meaning of our mission when we met in early December to conduct the business of the Association, review the recent past, and plan for the future.

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As noted in ABAI President Patrick Friman's column in the summer 2010 issue of *Inside Behavior Analysis*, the expansion of the practice of behavior analysis has resulted in conflict that has diverted the attention and resources of ABAI from its above stated mission. Therefore, at its December 2010 meeting, the ABAI Executive Council voted unanimously to reaffirm ABAI's mission and refocus our resources in directions consistent with this mission. Here are some first steps.

#### Research

The Executive Council has commissioned a task force, composed of outstanding basic and applied researchers, to make recommendations for enhancing the quality of our annual convention. Because the task force's recommendations may be a year in the making and additional years may be required for implementation, the Council has already taken three steps toward improving the quality of convention presentations and posters: (i) over the coming years program chairs will use gradually more stringent criteria when accepting/rejecting papers, symposia, and posters, (ii) program chairs will reject submissions for empirical papers/posters that do not include summary data, and (iii) a second (February) Photography: VINICIUS DE CARVALHO VENÂNCIO poster submission deadline will be introduced for the 2012 convention. The latter will improve the "freshness" of the convention content.

In addition, ABAI has and will continue to support smaller, single-track conferences designed to improve the interface of behavioral science with other scientific disciplines. An example is the upcoming behavioraleconomics conference, which we hope our science membership will support by attending. The lineup of speakers for that conference is outstanding and the conference represents an important step toward integrating behavioral science with neuroscience and the broad field of behavioral economics. In addition, ABAI is planning both a theory conference in Santa Fe, NM and a global warming conference (location yet to be determined) in 2012. Finally, previous initiatives to improve the quality of the annual convention will remain in force (e.g., the B. F. Skinner lectures, the Science Board's dedicated convention time).

#### Practice

We, along with many members of the Association, have come to the conclusion that, although important, our recent focus on some particularly complex and controversial professionalization issues (e.g., lobbying for ABAI's model licensing act) has resulted in a shift of attention away from our core concerns related to the scientific and scholarly basis of the field. If we continue on this route as an Association, certain professional issues within a subset of the areas in which behavior analysis is relevant will consume even more of the Association's resources. We believe that this will inevitably compromise our primary mission, which is to "support the growth and vitality of the science of behavior analysis."

To restore balance, ABAI will not have or promote a particular model licensing act. That said, we still endorse the primary justification for a model licensing act, consumer protection, and believe that licensure, because it regulates actual practice, is the best way to achieve that aim. We are also aware that the immediate need for practitioners in the area of autism and developmental disabilities is great. For that reason, where licensure is not feasible or has not yet been established, we would support professional certification that is based on relevant scientific knowledge and demonstrated practical competence.

Consistent with ABAI's mission, Council reformulated the mission of the Practice Board. Its primary mission is now to bring the scholarship of a scientific Association to issues facing practitioners. There are a number of ways in which this might play out. One is for the Practice Board to listen to practitioners with an ear toward identifying the behavioral challenges they commonly encounter and for which they are unsure of best practice. The Board could then facilitate the identification of empirically supported best practices, perhaps by commissioning literature reviews

published in peer-reviewed journals such as Behavior Analysis in Practice. The Practice Board's goal would be to ensure that this work is completed by independent scholars who are guided by the extant data. If successful, the ABAI Practice Board would be viewed by those outside the Association as a trusted source of empirically supported practice guidelines.

ABAI will support the practice of behavior analysis in ways consistent with our scientific focus. Our emphasis on practice will be to promote the empirical foundations of all areas of application.

#### Education

ABAI's position, reiterated and reconfirmed at this meeting, is that ABAI accredited programs will generate scientists and science-based practitioners by, among other coursework and experiences, training students in the experimental and theoretical foundations of the field. This position is reflected in the new undergraduate accreditation standards, posted on the web at http://www. abainternational.org/BA/education/Education.asp; these go into effect immediately. Revised standards for accrediting graduate programs, also on the website, will go into effect in 2015 and, until then, programs can gain accreditation under the current standards. ABAI has appropriated funds and commissioned the Education Board to facilitate the accreditation of more programs over the next five years and develop the infrastructure that will help current programs to meet the additional requirements.

#### Summary

This is a pivotal time for the Association. This reaffirmation allows us to remain an association inclusive of all the diverse constituents in behavior analysis - a step towards the mending of growing rifts between subsections of our membership and preventing further divides by focusing on the one that unifies us all - science. With a reaffirmation of ABAI's scientific mission, new initiatives consistent with that mission may now be undertaken. We have outlined some of these above (enhancing the quality of the ABAI conference, providing scientific support to inform best practice, supporting ABAI accredited training programs) and others will be developed with the input of our Science, Practice, and Education Boards. We look forward also to receiving input from our members, affiliated chapters, and other boards not previously mentioned. Without your contributions of ideas, time, and labor, this Association would not exist.

We welcome your feedback. Please send your input via e-mail to mail@abainternational.org.  $\diamond$ 

**Annual Convention** 

# Great Heights: The ABAI Annual Convention in Denver

BY MARIA E. MALOTT

The location of ABAI's 37th Annual Convention provides an opportunity for a metaphor that is too tempting to ignore.

Each year, ABAI puts together an event that not only strives to surpass the convention of the previous year, but also raise the robustness and exposure of the field to loftier heights. In this context, it is only fitting that Denver, CO—the Mile High City—will host the 2011 convention.

The convention will take place in the Colorado Convention Center, which is located in the heart of downtown Denver. Aside from offering breathtaking views of the Rocky Mountains and Denver skyline, the convention center is within walking distance of approximately 300 restaurants, nine theatres of the Denver Performing Arts Complex, and a wide variety of shopping opportunities.

As in previous years, the 2011 Annual Convention will offer a lively venue for discussion and networking to anyone interested in the philosophy, science, education, and practice of behavior analysis. Once more, we expect more than 4,000 participants to gather for this event, which will serve as a network center for ABAI's 32 special interest groups, 73 affiliated chapters, organizational members, and undergraduate and graduate programs (including most of ABAI's 23 accredited graduate programs). The ABAI Expo will highlight these groups and others, with over 100 posters from behavioral organizations.

On Friday, before the convention officially starts, there will be several special events you will want to be sure to attend. First, we will welcome all ABAI members who made donated to the Society for the Advancement of Behavior Analysis (SABA) in 2010 and 2011 to the Friends of SABA Reception, both to show our gratitude and to Photography: ANDREA SCHAFTHUIZEN recognize their contributions and commitment to the field. Later, we invite everyone to attend the International Development Welcome Reception. This year we anticipate more than 40 countries be represented at the conventiona sign of the gains behavior analysis is making abroad. During this event, we will recognize the 2010 SABA International Development Grant winners: James T. Ellis, Jeremy H. Greenberg, and Jun Yu. Finally, Friday's events will conclude with the Behavior Bash at the Grand Hyatt, Denver. Sponsored by the ABAI Student Committee, this year's relaxing and entertaining event will feature a behavior analysis trivia game. We encourage you to come to this event, test and show-off your behavior analysis knowledge, and take a shot at winning some great prizes that range from gift certificates to an iPod.

The ABAI Expo will take place on Saturday evening. This event is like a behavior analysis marketplace for services, organizations, ABAI boards, special interest groups, affiliated chapters, graduate and undergraduate training programs, and internship opportunities. We hope you can come to browse posters, talk with representatives, and network with colleagues.

The 2011 program will include nearly 1,400 events that cover many areas of behavior analysis, including applied animal behavior; 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. New to the program two focus area tracks: practice and science.

The 2011 Society for the Advancement of Behavior Analysis Awards will recognize leaders in the field. This year we will celebrate the accomplishments of Jacob L. Gewirtz (Distinguished Service), Erik Arntzen (International Dissemination), Dean L. Fixsen (Scientific Translation), and The Ohio State University (Programmatic Contributions).

In his Presidential Address, Richard Malott will describe some of his heroes in the field as he outlines the ambitions and hopes that draw people to behavior analysis. His speech-aptly titled, "Dream Chasers"captures the optimism many of us bring to the field that behavior analysts can make a difference in both the lives of behavior analysis in providing animal care in zoos to the individuals and the world at large.

We are honored to host the 2011 Presidential Scholar, Edward R. Christophersen, who will provide an address titled, "Applied Behavior Analysis Outside of the Research Setting." An active researcher, author and lecturer, Dr. Christophersen provides clinical services to infants, toddlers, and preschoolers who present with common behavior problems. He is a professor of pediatrics at the University of Missouri-Kansas City Medical School.

#### F. SKINNER LECTURES NNUAL CONVENTION

#### **Roger Addison**

Performance Architecture: The Art and Science of Improving Organizations

An overview of performance architecture and description of what makes this approach useful in creating successful workplaces.

#### Anthony Chemero Thinking Without Representations

A challenge to the belief held by cognitive scientists that dynamical models cannot explain real thinking.

#### Suzanne Hetts

How Expert Witness Assessments Can Contribute to the Development of Dog Bite Education Programs and the Prevention of Bite Fatalities

A description of how expert knowledge in applied animal behavior can contribute to the reduction of human fatalities caused by dog attacks.

Read Montague Computational and Economic Approaches to Normal and Pathological Cognition

A science discussion exploring how game theoretic probes can help us expose and understand the neurogenetic basis of normal and pathological human cognition.

Janet Neisewander Capturing Aspects of Social Influences on Drug Abuse With Animal Models

A behavioral pharmacology presentation describing a recent study that shows how social interactions can have both positive and negative influences on drug abuse related behaviors in rats and what implications these findings have for humans.

#### Yael Niv Learning Latent Structure

A presentation concerning how animals and humans learn latent structures and use these to improve reinforcement learning.

#### Alva Noe

Out of Our Heads: Why You Are Not Your Brain, and Other Lessons From the Biology of Consciousness

An outline of the basic argument of his recent book, *Out of Our Heads:* Why You Are Not Your Brain and

Other Lessons From the Biology of Consciousness, in which he defends the claim that consciousness is not something that occurs within peoples' minds, but rather something that humans do

#### William E. Pelham, Jr.

Overmedicating America's Children: Behavioral Interventions as an Alternative for Attention Deficit Hyperactivity Disorder Children

A description of a series of studies designed to answer the many questions raised by the multimodal approach (combining behavioral and pharmacological treatments) for treating attention deficit hyperactivity disorder in young children

#### Michael J. A. Ramscar Language as Prediction

A verbal behavior lecture that explores the idea of human communication as a process of joint prediction that involves a rich array of experiences and behaviors for both speaker and listener.

#### Barry Setlow

Drugs of Abuse and Decision-Making: Insights From Animal Models

A behavioral pharmacology presentation on data generated from recent animal research that indicate certain bidirectional relationships between drug use and decisionmaking deficits have the potential to further the process of addiction.

#### Robert S. Siealer

There's Nothing as Practical as a Good Theory

human development lecture on how encouraging children to play linear. numerical board games (e.g., Chutes and Ladders) appears to increase their numerical knowledge and better prepares them for beginning school.

#### Marlene Snyder

The Olweus Bullvina Prevention Program in the US: What Do We Know?

An education presentation dealing with the nature and prevalence of bullving among children and youth and research-based efforts (such as the Olweus Bullying Prevention Program) to prevent and reduce this behavior

#### Edward Taub

Constraint-Induced Therapy: The Use of Operant Training to Produce New Treatments in Neurorehabilitation

A presentation discussing constraintinduced therapy and how it serves as an example of the ways behavior analysis can contribute to the field of neurorehabilitation.

#### Ethan Watters

The Globalization of the American "Mind"

A talk based on his recent book. Crazy Like Us: The Globalization of the American Psyche, in which he reviews work by cross-cultural psychiatrists that has shown the various forms mental illnesses have appeared in different cultures and periods in history and the how American culture and science is impacting mental health landscape of the globe today.

#### **Emily Weiss**

Assessment of Potential Aggression and Behavior Problems in an Animal Shelter Environment

An applied animal behavior presentation highlighting the difficulties encountered by animal welfare professionals tied to problem behaviors and adoption rates in shelters and two science-based methodologies that have shown success in addressing both issues

#### J. Stevens Welsh

B. F. Skinner's Living Legacy in American Education

A presentation discussing how B. F. Skinner's approach to measuring the behavior of organisms has helped create the foundation for accountability developments in today's American education system

#### **Robert Whitaker**

Anatomy of an Epidemic: Psychiatric Medications and the Astonishing Rise of Mental Illness in America

A talk centering on the "medical model" paradigm of care for mental illness and the case for rethinking this approach.

Integral to the ABAI program is the B. F. Skinner Lecture Series, which accentuates contributors from complementary disciplines. This is a wonderful opportunity not only to learn from scholars outside our field, but also to provide a comprehensive perspective of behavior analysis. The 2011 series will feature 17 lectures.

This year's program will also include 36 invited addresses covering topics ranging from the growing role of applied influence of sub-vocal behaviors on listening and auditory imagining. Invited events for the convention will include papers, panels, and symposia featuring Marleen T. Adema, William H. Ahearn, Mark P. Alavosius, Jon S. Bailey, Jordan M. Bailey, William M. Baum, Anthony Biglan, Bruce and Claire M. Bothwell, James E. Carr, Philip N. Chase, Judith E. Favell, William C. Follette, Richard M. Foxx, R. Wayne Fuqua, Mark Galizio, Leonard Green, See DENVER on page 6

#### **DENVER** continued from page 5

R. Douglas Greer, Gregory P. Hanley, Robert H. Horner, Jane S. Howard, Craig H. Kennedy, Robert L. Koegel, K. Matthew Lattal, Charles Fergus Lowe, M. Jackson Marr, Mark A. Mattaini, Jennifer J. McComas, Terry E. McSween, Katherine Meincke, Suzanne H. Mitchell, Jay Moore, Edward K. Morris, Richard F. Rakos, Kenneth T. Ramirez, Erin B. Rasmussen, Dennis H. Reid, Denise E. Ross, Robert K. Ross, John Salamone, Kurt Salzinger, David W. Schaal, Henry D. Schlinger, Christopher Skinner, Paul L. Soto, David Stafford, and João Todorov.

After attending so many intellectually stimulating presentations, we hope you remember to take a night to relax and join us Monday evening for the ABAI Social. Featuring music and dancing, the social is an ideal way to unwind from the convention with friends and colleagues.

Continuing education remains an important facet of the convention and will be available again this year for both psychologists and certified behavior analysts. ABAI's job placement service—Jobs in Behavior Analysis—is the perfect place can learn about career opportunities and receive assistance arranging interviews. Furthermore, we invite you to peruse behavior analytic books in our bookstore, where you will also have the opportunity to meet with many of the available publications' authors.

We are pleased to offer a complete 2011 program, which is now available online. At the ABAI website, you can access online scheduling services, review presentations, and plan and print your personalized convention schedule. This year we have added new sorting features and the ability to add personal appointments to your schedule. Your schedule will be saved on your ABAI Portal, allowing you to print it whenever and as often as you need. Soon, we will be releasing an app that will allow you to download your most recent personal convention schedule directly to your iPhone.

Another new feature for convention registrants this year is our Online Learning Center. This exciting service —the result of hard work and innovation from our team—is designed to allow attendees to get the most out of their convention experience. With the purchase of the Annual Convention Premiere Pack, you can access the Online Learning Center and up 50 hours of audio and visual content, including the B. F. Skinner lectures, Invited Presenters, the ABAI Opening Event and SABA Awards, the Presidential Address, and the Presidential Scholar Address. Another valuable feature of this service is the ability for you to earn PSY and BACB continuing education credit for approved sessions. (For more information on the Online Learning Center and Premiere Packs, please visit www.abainternational.org).

After the convention, you will have the opportunity to provide feedback on all of the events you attended. Each event's online description will contain a button that will allow you evaluate each session from the convenience of your own computer. This feedback—which will provided to presenters, the ABAI Council, and the Annual Convention Program Committee—will allow for the consideration of attendees' input on event quality and provide presenters with the opportunity to improve the content and delivery of ABAI convention presentations.

We would like to thank the leadership of the Four Corners Association for Behavior Analysis—Erin Rasmussen (president), Nicole Bank, Michele R. Bishop, Andrew W. Gardner, Peter Killeen, Steven Lawyer, and Pamela Martien—for their hard work and for welcoming the convention to Colorado. Since 2007, this affiliated chapter has worked to promote the science of behavior in Arizona, Colorado, New Mexico, and Utah. The chapter will welcome attendees during the "Welcome to Denver!" event on May 29, Sunday night.

We would also like to acknowledge Ramona Houmanfar and Raymond Pitts, Program Committee co-chairs, for their outstanding work and recognize the support provided by Richard W. Malott, Program Board coordinator, and all of the Program Board area coordinators: Robert W. Allan, Karen Anderson, Jennifer M. Asmus, Jennifer L. Austin, Patricia Bach, Matthew C. Bell, Ronnie Detrich, Lori Diener, Grant Gautreaux, Timothy Hackenberg, Per Holth, Jonathan Kanter, Kennon A. Lattal, Dorothea C. Lerman, Heather McGee, Caio Miguel, Gary Novak, Anna Ingeborg Pétursdóttir, Jonathan Pinkston, Hayne W. Reese, Joel E. Ringdahl, Ted Schoneberger, Jessica Singer-Dudek, Jennifer Sobie, Jeffrey H. Tiger, Thomas J. Waltz, Cathy Watkins, Michael Weinberg, and Jennifer Zarcone. 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 the following page for more program information.)

Finally, I would like to thank ABAI staff members for their hard work and dedication to making this convention a success. Together, we encourage you to reach up with us and climb to Denver for another terrific convention!

# By the Numbers: Data on the 2011 Annual Convention

#### BY RAMONA HOUMANFAR

We are looking forward to another strong program at the 2011 annual convention in Denver. 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 2011 convention program.

#### **Program Report**

As this newsletter goes to press, there are 1,538 total submissions for 2011, including 681 posters, 271 panels and symposia, 255 papers, 42 invited addresses, 10 invited tutorials, 52 business meetings, 17 reunions, 15 special events, 113 expo posters, and 78 workshops. Overall, there has been a stabilizing pattern of growth over time (see Figure 1).

#### Area Coordinators

The hard work and effort of the area coordinators resulted in 52 invited presentation submissions and tutorials. Moreover, 17 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 is available on the ABAI website at www. abainternational.org/aba/conv.asp.

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.



Figure 1. Number of presentations by year.

#### 2011 Opening Event and Awards Ceremony

#### CHAIRED BY RAYMOND G. MILTENBERGER (UNIVERSITY OF SOUTH FLORIDA) SATURDAY, MAY 28 AT 11:30 AM

The Society for the Advancement of Behavior Analysis (SABA) provides financial support for the field of behavior analysis. As a 501(c)(3), nonprofit organization, SABA accepts tax-deductible donations, distributes donations through grants and fellowships, and recognizes leaders in behavior analysis with its annual awards ceremony.

#### Award for **Distinguished Service** to Behavior Analysis Jacob L. Gewirtz

(Florida International University) Following graduation from the Townsend Harris Preparatory High School of the City College of New York, Jacob L. Gewirtz received a BS Jacob L. Gewirtz from Brooklyn College, followed by MS and Ph.D. degrees from the University of Iowa (1948) where he majored in the conceptual areas of conditioning/learning and developmental psychology. Subsequently, he taught sequentially in psychology departments: first at the University of Chicago; then at the Hebrew University of Jerusalem; the University of Maryland, Baltimore County; Temple University; and the State University of New York, Stony Brook where he was a professor/director of the doctoral program in developmental psychology as well as professor of pediatrics. From 1956 to 1976, he served as chief of the Infant Conditioning and Development Lab in the Clinical Center of the National Institutes of Health. In 1980, at Florida International University, he became chair of the Department of Psychology, then served as director of the developmental-psychology doctoral program, after which he establishedand to this day remains director of-the behavior analysis programs. He has served concurrently as a clinical professor of pediatrics and psychiatry at the University of Miami Medical School.

His research interests have been in social and attachment learning and the roles of stimulus classes like touch (singly and in combinations), and in the learnings that play a role in early Erik Arntzen development, socialization, and intelligence.

His long-term research interest has been in the concurrent conditioning of parental behavior by infant behavior, and vice versa, in routine settings.

#### Abstract

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This paper summarizes facets of a research program on "emotional" processes in early humaninfant behavioral development, in which I have long been involved. I have studied experimentally and successfully several developmental research themes of human infancy such as operantlearning processes, where the variance in the infant behaviors studied could be accounted for by their relations to the parent-provided proximal antecedent and consequent stimuli. These infant emotional phenomena include those termed "attachment," "fear of the dark," "fear of strangers," and "jealousy." I illustrate how these phenomena can be based on operant learning processes that, as process explanations, constitute remarkable discrepancies from nominal conceptions of "process" in the developmental and clinical literatures. For the most part, infant emotional phenomena heretofore have been explored by nonexperimental means, often under the aegis of nominal process theories that resort to explatory fictions (e.g., an "insecurely-attached" infant, an "anxious" infant). Mainstream developmentalists tend to minimize or exclude entirely the contributions of environmental factors, most specifically of antecedent and contingent stimuli provided via caregiver behavior, and of learning, to the infant (problem) behaviors at issue. Thus, many infant emotional responses are gratuitously conceptualized in the developmental literature as biologically based, or equally bad, as resulting from the nonprocess pseudocausal hollow variable of chronological age.

#### Award for International Dissemination of Behavior Analysis Erik Arntzen

(Akershus University College)

Dr. Erik Arntzen received his Ph.D. from University of Oslo, Norway, in February 2000. Arntzen's dissertation was focusing on variables influencing responding in accordance with stimulus equivalence. He also holds a degree in





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clinical psychology. He is currently a professor of behavior analysis at Akershus University College (AUC). Dr. Arntzen is also the head of the master's program in behavior analysis at AUC. His research contributions include both basic and applied behavior analysis, with an emphasis on research in relational stimulus control and verbal behavior. He has also been interested in ethical considerations and core values in the field of behavior analysis. Furthermore, he has research projects within the areas of gambling behavior and consumer behavior. Dr. Arntzen has published papers in a number of different journals including Journal of Applied Behavior Analysis, The Psychological Record, Behavioral Interventions, European Journal of Behavior Analysis, Experimental of Analysis of Human Behavior Bulletin, Analysis of Gambling Behavior, The Analysis of Verbal Behavior, Psychopharmacology, The Service Industries Journal, and Journal of Organizational Behavior Management. Dr. Arntzen is the president of the European Association of Behavior Analysis (EABA) and he is also the secretary of international affairs in the board of the Norwegian Association of Behavior Analysis. He has presented papers at conferences world-wide. Dr. Arntzen is one of founders and also one of the editors of the European Journal of Behavior Analysis. He has served on the editorial boards of several journals, including the Journal of Applied Behavior Analysis, The Psychological Record, International Journal of Psychology and Psychological Therapy, and The Behavior Analyst Today. Dr. Arntzen is the current president of EABA and was the local organizer of the 2009 ABAI international conference in Oslo.

#### Abstract

Behavior analysis has always had a strong position in applied settings in Norway, perhaps stronger than in any other European country. However, until recently an academic emphasis has been missing. Approximately 7 years ago, a master's program in behavior analysis was established at Akershus University College to facilitate the dissemination of behavior analysis in Norway. In 2010, a Ph.D. program followed. The addition of these programs as part of the education system has opened the possibilities for teaching all aspects of behavior analysis, such as (a) conceptual or theoretical analysis, (b) experimental behavior analysis, and (c) applied behavior analysis. These programs are necessary conditions for the dissemination of behavior analysis and also

prevent the impression that behavior analysis is just a "bag of tricks." Furthermore, I think the possibilities for training students in laboratory settings has made a great impact on the field by opening opportunities for collaboration with different laboratories and allowing for the global exchange of students and ideas.

#### Award for Scientific Translation

#### Dean L. Fixsen

(Florida Mental Health Institute) Dean L. Fixsen, Ph.D. began his career in human services in 1963 as a psychiatric aide in a large state hospital for children with profound developmental delays. Dean received his doctorate in experimental psychology from the University of Kansas in 1970. Dean has spent his career developing and implementing evidence-based programs, initiating and managing change processes in provider organizations and service delivery systems, and working with others to improve the lives of children, families, and adults. Over the past five decades, Dean has co-authored over 100 publications including the highly regarded monograph, "Implementation Research: A Synthesis of the Literature" (http://nirn.fpg.unc. edu/resources/publications/Monograph/index. cfm). He has served on numerous editorial boards (including Implementation Science; http://www. implementationscience.com) and has advised federal, state, and local governments. Dean currently is a senior scientist at the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Dean is co-director (with Karen Blase) of the National Implementation Research Network (http://nirn. fpg.unc.edu); co-director (with Karen Blase, Rob Horner, and George Sugai) of the State Implementation and Scaling up of Evidence-based Practices Center (www.scalingup.org); and cochair (with Bianca Albers and Jennifer Schroeder) of the Global Implementation Conference (www.implementationconference.org).

#### Abstract

The Teaching-Family Model is a product of applied behavior analysis and an example of mission-driven research and development. As outlined by Montrose Wolf and Lonnie and Elaine Phillips in 1967, the goals were to develop a treatment program that is humane, **See AWARDS on page 10** 



Dean L. Fixsen

#### AWARDS continued from page 9

effective, satisfactory to consumers, cost efficient, and replicable. In this quest, procedures disabilities. Because much of the research led to practices that led to programs. In 1970 Saleem Shah, director of the NIMH Center for Crime and Delinquency and a big supporter, called our wonderful research on procedures a "bag of tricks" and our insistence on behavioral language a "sacred cow." We soon learned he was 1995, emphasizes the design, implementation, right. Judges, probation officers, social workers, and others in the real world of human services wanted a program that could help children. Funders and referral agents wanted a description in plain language. Shah's advice led us down the path of program replication, and that led us to a science of implementation of evidencebased programs and other innovations. In 1981 Stephanie Stolz reviewed the lack of adoptions of innovations from applied behavior analysis and asked, "does anybody care?" In 2011 we can say, "Yes, Stephanie, they do care," but we have to help them care.

## Award for Enduring Programmatic Contributions to Behavior Analysis

#### The Ohio State University

Sheila R. Alber-Morgan, Ralph Gardner III, and Nancy Neef will accept the award on behalf of the program's faculty, students, and graduates. Their presentation will consist of a brief overview of the program's evolution, milestone events, accomplishments, and present day activities.

#### Abstract

For the past 40 years, The Ohio State University's (OSU) special education program has helped advance the science of applied behavior analysis

to improve the quality of life for people with by OSU faculty and students takes place in inclusive classrooms, vocational, and community settings, learners without special needs and the practitioners who serve them also benefit. The M.A. program, accredited by ABAI in and evaluation of curricular and instructional interventions to improve academic, social, self-care, and vocational skills. Students may choose from a wide variety of school, residential, employment, and other community settings in which to complete field experience requirements and conduct their thesis research. Master's program graduates work as classroom teachers, behavior analysts, or program supervisors in public schools, private schools, or community agencies. The Ph.D. program prepares leadership personnel for special education whose research, teaching, and professional practice are grounded in the philosophy of behaviorism and the methodological and technological principles of applied behavior analysis. Since 1987 OSU has received a series of Leadership Training Grants from the U.S. Office of Special Education that provide tuition and stipends for students in the nation's only special education doctoral program explicitly built upon behavior analysis. In 1995 OSU was the first doctoral program to receive ABAI accreditation. While OSU faculty members have published hundreds of peer-reviewed journal articles and authored dozens of books in education, special education, and behavior analysis, the ultimate measure of the program's contributions can be found in the accomplishments of the program's graduates whose work has helped bring evidencebased instructional practices to teachers and students around the world. \*

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# 2011 SABA Fellowship and Grant Awardees

### Experimental Analysis of Behavior Fellowship





Luís Oliveira



Mary Sweeney

#### (Washington University in St. Louis)

After earning a bachelor's degree in psychology (with an emphasis on industrial psychology) at the contribute to the continuing development and University of Minho, in Portugal, Luís Oliveira became interested in the experimental analysis of behavior. He went on to receive a master's degree at Minho under the supervision of Dr. Armando Machado. During this period, his research focused on experimental tests that distinguished between two major models of timing, SET and LeT, using a double bisection task with pigeons.

Luís then entered the doctoral program at Washington University in St. Louis in 2008 under the supervision of Dr. Leonard Green in order to pursue research on choice behavior and decision-making. He has been investigating interspecies similarities and differences in impulsivity and self-control using delay and probability discounting procedures. One recent experiment has successfully obtained probability discounting functions in pigeons with a procedure in which the pigeon experiences each of the programmed probabilities in a one-shot (as opposed to repeated gambles) fashion. His next study will shed light on whether pigeons show a magnitude effect and the Allais Paradox, both of which have been frequently observed in human studies of decision under risk.

alternatives typically involve monetary rewards (real or hypothetical), whereas with nonhuman animals, the choice alternatives are directly consumable outcomes (food, liquids, or drugs). Luís currently is evaluating delay discounting with and explanation of animal models of drug seeking. pigeons in which the outcomes are more like those used with humans, namely conditioned reinforcers (tokens). Other research projects include an investigation of the relation between food deprivation and degree of discounting in pigeons and the evaluation of the parameters of the hyperboloid discounting function when monetary amounts vary over a wide range, under situations involving gains and losses.

In 2009, Luís was awarded a prestigious doctoral fellowship from the Foundation for Science and Technology (Portugal). The recognition of his efforts by SABA through its awarding him the Experimental Analysis of Behavior Fellowship will further motivate Luís to pursue his research interests and thereby the enhancement of behavior analysis.

## Experimental Analysis of Behavior Fellowship

#### Mary Sweeney

(Utah State University)

As an undergraduate at Purdue University, with the guidance of Peter Urcuioli, Mary developed a senior thesis on reflexivity in pigeons that is now published in the Journal of the Experimental Analysis of Behavior. Mary was thrilled to be able to continue her education as a graduate student of Timothy Shahan at Utah State University. Specifically, her interests lie in developing mathematical models of behavior, studying animal models of substance abuse and relapse, and forming interdisciplinary collaborations between behavior analysis and other fields of science.

Her first project was working with Dr. Shahan to modify the existing behavioral momentumbased model of relapse to better account for the resurgence phenomenon in which alternative reinforcement is used to help eliminate an operant response. It fits existing data well, and in In the human discounting literature, the choice addition it raises important theoretical questions about reducing resurgence that have not yet been investigated empirically. A related professional goal is to be able to communicate the applied significance of basic research through skillful use In order to accomplish this, Mary has developed the surgical, animal care, and project management skills necessary to conduct intravenous cocaine self-administration studies in rats. With the support of the SABA Experimental Analysis of Behavior (EAB) Fellowship and her advisor, she is developing the technical skill and writing abilities that will be key in obtaining and maintaining a research faculty position after graduation.

In order to provide novel contributions to the field of EAB, Mary strives to be informed through interdisciplinary relationships. For example, she and Dr. Shahan are currently working with members of the Animal, Dairy, and Veterinary Sciences Department to develop animal models appropriate for examining cognitive deficits reported by survivors of viral encephalitis. Using the five-choice serial reaction time task, they will test attention, impulsivity, compulsivity, and motivation in hamsters that have survived West Nile Virus. If successful, this joint venture has the potential to open up a new vein of EAB that combines psychology and biology to study the behavioral consequences of infectious diseases.

Mary looks forward serving the science through these research paths, and she greatly appreciates the support provided by the SABA EAB fellowship.

# Sidney W. and Janet R. Bijou Fellowship

#### **Genevieve DeBernardis**

(University of Nevada, Reno)

Genevieve M. DeBernardis received her first exposure to behavior analysis working as a research assistant for Dr. Scott S. Hall at the Center for Interdisciplinary Brain Sciences Research at the Stanford University School of Medicine during the summers of 2003 and 2004. There, she helped investigate how the environment affects the development of behavior in children diagnosed with fragile X syndrome, an inherited mental impairment.

After receiving her Bachelor of Science in Cell Biology and Neuroscience and Bachelor of Fine Arts in Art from Montana State University, Bozeman (2005), Genevieve was accepted into the doctoral program in behavior analysis at the University of Nevada, Reno under the supervision of Dr. Linda J. Parrott Hayes. During her first two years in the program, Genevieve gained clinical experience working with adults with developmental disorders in the Person-Centered Assessment Training and Habituation Program, as well research experience in the Complex Human Behavior Laboratory. She also had the opportunity to explore her interests in interdisciplinary research by coordinating a National Science Foundation Experimental Program to Stimulate Competitive began working at Adventure Place, a center Research sponsored interdisciplinary workshop

which brought together researchers from fields of machine learning, nonlinear control, and behavior analysis to examine the construction and measurement of machine simulations of human behavior.

Genevieve's current line of research stems from her master's thesis, which focused on examining the capacity of persons to predict novel behavior of other persons. The results of this study showed that the degree of relational intimacy (i.e., the type of shared history) was an especially important factor in the development of this capacity. The duration of the relationship (i.e., length of shared history) was also important, though to a lesser extent. She has continued to explore her interests in these factors by examining the acquisition of perspective taking in normally developed, preschool-aged children. She believes that if the role of these factors could be verified, procedures could be developed to establish this repertoire in very young children, enhancing their social development with life-long benefits. Furthermore, a better understanding of this phenomenon could lead to training techniques suited to persons showing perspective-taking deficits or who had previously been unable to learn this skill.

# Sidney W. and Janet R. Bijou Fellowship

#### **Richard May**

(Swansea University)

Richard May received his undergraduate (BSc) degree in psychology from the University of Reading in 2004. Following graduation, he gained employment as an instructor therapist on a number of home-based early intensive behavioral intervention programs (EIBI) for children diagnosed with autism spectrum disorder. Inspired by his experience on these clinical programs and with a desire to expand his theoretical understanding of the science of behavior analysis, he was part of a group of individuals who undertook one of the first ever, Behavior Analyst Certification Board (BACB)approved graduate training programs in applied behavior analysis in the UK, under the guidance of Principal Instructor Simon Dymond and other members of the "ABA Lecturers' Cooperative". Following subsequent qualification as a board certified assistant behavior analyst (BCaBA), Richard relocated to Toronto, Canada and

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**Genevieve DeBernardis** 



**Richard May** 



Adrienne Juarascio



Soyeon Kang

#### SABA continued from page 13

providing EIBI for children with autism, as part of the Toronto Partnership for Autism Service (TPAS). Initially working in the role of instructor therapist, Richard was promoted to the role of program supervisor in 2007.

In 2008, Richard returned to the UK to pursue a master's program in behavior analysis at Swansea University, in addition to continuing to provide supervision of EIBI programs. Under the guidance of Simon Dymond and Jennifer Austin, his master's thesis involved the development and evaluation of a visual-prompting board designed to aid instructors in the delivery of discrete trial instruction. The research reported in Richard's thesis was subsequently published in Research in Autism Spectrum Disorders (2011, 5, 305-316). Richard also contributed to a further research project examining the evidence base for relational doctoral dissertation will assess whether the frame theory, subsequently published in The Behavior Analyst (2010, 33, 97-117).

In 2009, Richard was awarded a Teaching Studentship by the Department of Psychology at Swansea University and commenced his doctoral (Ph.D.) training under the supervision of Simon Dymond. His Ph.D. concerns a synthesis of verbal behavior analysis and derived relational responding. Specifically, by undertaking an analysis of the conditions under which generative (University of Texas at Austin) verbal behavior occurs in children with and without autism, he hopes to be able to contribute to the existing body of behavior analytic research on establishing emergent verbal repertoires. Utilising the latest advances in touch screen technology and portable computing, he is also aiming develop an augmentative communication device based on the relational completion procedure (RCP; Dymond & Whelan, 2010), which as well as functioning as a communication tool, will also be designed to teach and test emergent verbal behavior.

Doctoral Dissertation Grant Adrienne Juarascio

(Drexel University)

Adrienne Juarascio is a third year doctoral student in Drexel University's Clinical Psychology program. She received her bachelor's degree from the University of Pennsylvania in May of 2008. Her research and clinical interests focus on third generation cognitive behavioral therapies for eating and anxiety disorders. She is also interested in relational frame theory and is examining the predictive validity of a thin

ideal Implicit Relational Assessment Procedure for changes in weight, disordered eating, and body dissatisfaction during the freshman year of college. Adrienne currently works as a counselor at The Renfrew Center, and as a therapist at the University of Pennsylvania's Childhood and Adolescent OCD, Tic, Trich, and Anxiety Group and at Drexel University's Social Anxiety Treatment Program. Adrienne's current line of research focuses on the efficacy of acceptance and commitment therapy as a treatment for eating disorders. Previous work conducted by Adrienne and colleagues demonstrated that acceptance and commitment therapy was more effective than standard cognitive behavioral therapy at treating subthreshold eating pathology in a group of depressed or anxious patients presenting for treatment at a student counseling center. Her addition of acceptance and commitment therapy groups to treatment as usual at a residential treatment facility for eating disorders can improve treatment outcome. Adrienne hopes to continue this line of research, with the goal of developing more effective treatments for eating disorders.

#### Doctoral Dissertation Grant Soyeon Kang

Ms. Kang is a doctoral candidate in the Autism and Developmental Disabilities Program in the Department of Special Education at the University of Texas at Austin. She has worked with children with and without disabilities for over 7 years as a researcher and teacher. Her main research interests include functional behavior assessments and evidence-based interventions for children with autism spectrum disorders (ASD) and developmental disabilities who have problem behaviors. Ms. Kang's career goal is to improve the quality of life for individuals with disabilities and their families. During her graduate studies, she has participated in several lines of research in the area of ASD and developmental disabilities under Dr. Mark O'Reilly's supervision. One of her goals is to pursue research that can be concretely applied in practice and directly benefit individuals with disabilities. She is currently completing her dissertation on "an evaluation of the rate of problem behavior maintained by different reinforcers across preference assessments".

Ms. Kang's interest in the topic stemmed from a practical challenge. She was conducting a preference assessment with a child with ASD. However, the child displayed problem behavior whenever his chosen item was withdrawn. He resisted choosing any other item so she could not continue the assessment. This inspired a question about the functions of problem behavior, which resulted in the study to examine if the occurrence of problem behavior maintained by different reinforcers exhibited a different tendency across different preference assessment formats. According psychological science labs at USU. to the results, problem behavior maintained by a particular reinforcer occurred more in the format where the evoking condition is present than where it is absent. Thus, format selection could help avoid problem behavior during preference assessments. This is important because if any variable conflicts with the implementation method of an assessment, results may be affected, leading to ineffective intervention.

Ms. Kang was nominated as an awardee of the 2011 Doctoral Dissertation Grant by the Society for the Advancement of Behavior Analysis (SABA). She feels honored and sincerely thanks the supporters at the SABA. SABA's encouragement and support will be a powerful reinforcement to continuously and actively pursue her research and career goals.

#### Master's Thesis Grant **Meredith Berry**

#### (Utah State University)

Meredith Berry received her undergraduate degree in psychology from the University of Florida (UF). While at UF, she studied behavioral pharmacology and human choice and decision making under the direction of Marc Branch, Tim Hackenberg, and Brian Kangas. After earning a BS from UF, Meredith decided to pursue a graduate degree studying experimental analysis of behavior at Utah State University (USU). Meredith is in the process of earning her MS from USU under the direction of Amy Odum, who has helped to expand both her perspective of behavior analysis and her research interests. Her current research interests include relapse of operant responding; the influence of context on relapse of conditional discrimination; factors affecting remembering, expression of match-to-sample, and delayed-matching-tosample performance; resistance to change; sensitization; and the influence of attention and mood-induction on impulsivity and self-control. While pursuing various research interests and working toward academic goals, Meredith hopes to contribute to the understanding of contextual

cues on resistance to change and relapse by extending relapse preparations to conditional discrimination performance. Additionally, Meredith would like to thank the Society for the Advancement of Behavior Analysis for supporting graduate student research. She would also like to thank her undergraduate and graduate mentors, collaborators, and everyone in the experimental

#### Master's Thesis Grant **Tracy Lepper**

#### (Texas Christian University)

Tracy received her bachelor's degree in psychology from Western Michigan University in 2006. She is currently dual-enrolled in master's programs at Western Michigan University in applied behavior analysis and at Texas Christian University in experimental psychology. Her Texas Christian University master's thesis entitled, "A Comparison of the Effectiveness of Discrimination Training and the Stimulus-Stimulus Pairing Procedure When Utilized to Increase Target Vocalizations of Children With Autism," received financial support from the Society for the Advancement of Behavior Analysis 2011 Master's Thesis Grant and the Speech and Language Association of Behavior Analysis 2010 Student Research Grant. Tracy plans to continue translational research that is aimed understanding the role of conditioned reinforcement during language acquisition at Texas Christian University, where she plans to continue her graduate studies.

#### International Development Grant

#### James Ellis

(Melmark New England)

For nearly 3 years, James Ellis has been traveling quarterly to Georgetown, Guyana to provide a week of consultation for a young boy with autism whose family is there on a temporary placement with the British Embassy. His primary focus has been to develop and oversee the educational program for this child and to train and support the staff working with him. There are no mandated services for children with special needs in Guyana, and there is no such a thing as an individualized education plan. Schools for children with special needs exist, but none are geared toward children with autism. The services that are

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Meredith Berry



**Tracy Lepper** 

#### SABA continued from page 3

available are not based on a model of applied behavior analysis, and there are no resources within the country to guide the development of these services. Ellis has been working diligently with the child's mother to develop services for children with autism in Guyana, and they have started a pilot classroom with the hope of replicating it throughout the country.

Since September of 2010, the British Embassy has been donating classroom space, and three young boys with autism are receiving services. Local businesses have donated furniture and money for basic supplies. Two of the tutors staff the classroom, and their wages are being covered by donations and by a small stipend paid by the boys' parents. Oversight is provided pro bono during Ellis' quarterly visits, through twice-monthly Skype sessions, and through weekly sharing of data, documents, and videos via Dropbox. Skype and Dropbox are free, and Melmark, New England has donated a Flip video Jun Yu camera. Maintaining communications on a longterm basis will require a laptop and printer, and this is where SABA comes in! Funding provided by the 2010 International Development Grant will cover the purchase of a laptop and printer. This grant moves the program one step closer to providing ongoing educational services based on a model of applied behavior analysis to children with autism in Guyana.

#### International Development Grant

#### Jeremy H. Greenberg

(The Children's Institute of Hong Kong) As the Director of The Children's Institute of Hong Kong (TCI), Jeremy H. Greenberg has been tasked with the provision of educational and behavior analytic services to Englishspeaking students with special needs. TCI works closely with The Harbour School (THS), a kindergarten and primary international school, to provide inclusive opportunities in every aspect of the general education curriculum, socially and academically. The partnership with THS is a unique program of inclusion for the South East Asia region.

As TCI develops and matures, it must establish the systems and curricula to ensure the success of both organizations. Social skills are constantly being targeted along with many other academic objectives. As TCI uses verbal behavior

analysis for instructional decisions to accomplish student objectives effectively, the school has a great need for curricula that will enable the systematic pursuit of fluency and generality of academic goals for all students.

The SABA grant will be used to fund the entire collection of resources from Morningside Press that will fulfill this need. This curriculum will benefit the current student body as well as those who may join the school in years to come. Furthermore, since Morningside Press is an organization affiliated with applied behavior analysis, the grant will be "recycled" back into the field. Everyone wins!

Greenberg is excited for the successes the students will achieve as TCI employs behavioral instruction with new materials.

#### International **Development Grant**

#### (Idaho State University)

The SABA International Development Grant will facilitate the research of Jun Yu on behavioral family therapy in China, as part of the international development in behavior analysis. The project will implement and evaluate the effectiveness of behavioral family therapy (BFT) to treat disruptive child behavior of 2- to 7-year-olds in mainland China. Additionally, caregivers' feedback will be collected to inform improvements to BFT for Chinese families. The study will recruit up to 20 families that meet inclusion criteria. The treatment protocol is based on the empirically supported program, Helping the Noncompliant Child (McMahon & Forehand, 2003). It is expected that children's scores on the aggressive behavior subscale on the Chinese version of the Child Behavior Checklist will be lowered, caregivers will increase positive behaviors, and children will decrease noncompliance during observations of caregiverchild interaction. This study is an important step in disseminating BFT in mainland China and accommodating BFT for Chinese families. The grant will be used to help establish a therapy room at Shanghai Normal University. It is hoped that this study will have a lasting impact on the development of BFT in China by training students and professionals who can provide BFT to Chinese families.  $\dot{\cdot}$ 

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# 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

Assessment of Potential Aggression and Behavior Problems in an Animal Shelter Environment



Emily Weiss (American Society for the Prevention of Cruelty to Animals) Saturday, May 28 3:00 pm

How Expert Witness Assessments Can Contribute to the Development of Dog Bite Education Programs and the Prevention of Bite Fatalities



Suzanne Hetts (Animal Behavior Associates) Sunday, May 29 4:00 pm

#### Behavioral Pharmacology

Capturing Aspects of Social Influences on Drug Abuse With Animal Models



Janet Neisewander (Arizona State University) Saturday, May 28 5:00 pm



The Globalization

Ethan Watters Monday, May 30 2:30 pm

**Drugs of Abuse and Decision-Making:** 

**Barry Setlow** 

Sunday, May 29

Robert Whitaker

Saturday, May 28

1:00 pm

1:30 pm

(University of Florida)

**Insights From Animal Models** 

Clinical, Family, Behavioral Medicine

of Mental Illness in America

Anatomy of an Epidemic: Psychiatric

**Medications and the Astonishing Rise** 

#### Human Development

There's Nothing as Practical as a Good Theory



Robert S. Siegler (Carnegie Mellon University) Saturday, May 28 4:00 pm

#### Overmedicating America's Children: Medication and Alternatives to Treating Attention Deficit Hyperactivity Disorder



William E. Pelham, Jr. (Florida International University) Sunday, May 29 11:00 am

Experimental Analysis of Behavior Learning Latent Structure



#### Yael Niv (Princeton University) Saturday, May 28 2:00 pm

Education The Olweus Bullying Prevention Program in the US: What Do We Know? What Can We Do?



Marlene Snyder (Clemson University) Saturday, May 28 1:00 pm

# **INSIDE BEHAVIOR ANALYSIS** 2011 FEBRUARY VOLUME 3 No 1

#### Organizational Behavior Management

Performance Architecture: The Art and Treatments in Neurorehabilitation **Science of Improving Organizations** 



**Roger Addison** (Addison Consulting) Sunday, May 29 9:00 am

Science

**Out of Our Heads: Why You Are Not** Your Brain and Other Lessons From the B. F. Skinners' Living Legacy in **Biology of Consciousness** 



Alva Noe (University of California, Berkeley) Sunday, May 29 2:30 pm

**Read Montague** (Baylor College of Medicine) Monday, May 30 11:00 am

**Computational and Economic** Approaches to Normal and **Pathological Cognition** 





**Edward Taub** (University of Alabama at Birmingham) Monday, May 30 9:00 am

Teaching Behavior Analysis **American Education** 



J. Stevens Welsh (Nicholls State University) Sunday, May 29 2:30 pm

#### Theoretical, Philosophical, and Conceptual Issues **Thinking Without Representations**



#### Verbal Behavior Language as Prediction



Michael J. A. Ramscar (University of Stanford) Monday, May 30 3:30 pm

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# Invited Events and Tutorials

#### Applied Animal Behavior

**Applied Behavior Analysis in the Zoological Environment** 

Towards a Model for Developing

for the Stereotypic Behavior of



Autism

Kenneth T. Ramirez (John G. Shedd Aquarium) Monday, May 30 9:00 am

**0. Ivar Løvaas: Pioneer of Applied Behavior Analytic Intervention for Children With Autism** 



Claire M. Bothwell (National Autism Association)



**Bruce Bothwell** (National Autism Association)

Judith E. Favell (AdvoServ)

**Richard M. Foxx** (Penn State University)



Robert L. Koegel (University of California, Santa Barbara) Sunday, May 29 9:00 am

Autism as a Social Learning Disorder: From Research and Practice to Interpretation



William H. Ahearn (New England Center for Children) Monday, May 30 2:30 pm

#### Behavioral Pharmacology

**Behavior Economics, Genes** and Cannabinoids: Environmental and Biochemical Contributors to Food **Rewards in the Context of Obesity** 



Erin B. Rasmussen (Idaho State University) Monday, May 30 1:30 pm

# Clinical, Family, Behavioral Medicine

If You Can't Always Get What You Want-Get What You Need: Introduction to Behavior Analytic Principals of **Interpersonal Influence** 



William C. Follette (University of Nevada, Reno) Sunday, May 29 10:00 am

Community Interventions, Social and Ethical Issues **Reinforcement Gone Wrong** 





Gregory P. Hanley (Western New England College) Saturday, May 28 1:00 pm

# **INSIDE BEHAVIOR ANALYSIS** 2011 FEBRUARY No 1 VOLUME 3

#### **Behavior and Social Issues: Advances in Applied Cultural Analysis**



Mark P. Alavosius (University of Nevada, Reno)



Mark A. Mattaini (Jane Adams College of Social Work)



**Richard F. Rakos** (Cleveland State University)



João Todorov (Instituto de Educacao Superior de Brasilia) Sunday, May 29 2:30 pm

**Transforming High Poverty Neighborhoods: First Steps From the Behavioral Sciences** 



**Anthony Biglan** (Oregon Research Institute) Monday, May 30 11:00 am

# Developmental Disabilities Education

**Problem Behavior:** What's Pain Got to Do With It?



Craig H. Kennedy (Vanderbilt University) Saturday, May 28 2:00 pm

#### The Motivation of Self-Injury: Looking Back to Move Forward



Jennifer J. **McComas** (University of Minnesota) Sunday, May 29 1:30 pm

#### Improving Practitioners' Access to and **Experience With the Research Literature**



James E. Carr (Auburn University) Monday, May 30 9:00 am

#### Human Development Why Private Events Are a Mistake



William M. Baum (University of California, Davis) Monday, May 30 9:00 am



The Contribution of Single-Case Research to the Documentation of **Evidence-Based Practices** 



Robert H. Horner (University of Oregon) Sunday, May 29 10:00 am

**Increasing the Probability of Students Engaging in Assigned Work: The** Additive Intersperal Procedure and the **Discrete Task Completetion Hypothesis** 



**Christopher Skinner** (University of Tennessee) Monday, May 30 2:30 pm

# Experimental Analysis of Behavior

**Delay Discounting by Humans and Other Animals: Does the Species Matter?** 



Leonard Green (Washington University in St. Louis) Monday, May 30 10:00 am

Organizational Behavior Management Are you TED Worthy? Using

**Performance Systems Analysis to Target Public Awareness** 



Philip N. Chase (Cambridge Center for **Behavioral Studies**) Saturday, May 28 2:00 pm

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#### **INVITED** continued from page 21

#### Organizational Behavior Management (continued)

**Organizational Behavior Management** Consulting—Some of the Challenges of Growth



Terry E. McSween (Quality Safety Edge) Sunday, May 30 1:30 pm

Other **Can Behaviour Analysts Change** the World?



University)

Jon S. Bailey

(Florida State

University)

**Issues in Applied Behavior Analysis** 

R. Wayne Fuqua (Western Michigan

#### Contemporary Ethical and Professional Science **Behavioral Neuroscience**



David W. Schaal (Accuracy, Inc.) Saturday, May 28 4:00 pm

#### What Does the Brain Do? **Discussion of Alva Noe's Lecture**



M. Jackson Marr (Georgia Institute of Technology)

David W. Schaal (Accuracy, Inc.)



Charles **Fergus Lowe** (Bangor University) Sunday, May 29 1:30 pm

**Applied Behavior Analysis** and DIR/Floortime: Compatible or Incompatible?



Robert K. Ross (BEACON Services) Monday, May 30 11:00 am

#### Practice

The Role of Intensive Behavioral **Interventions Within School-Wide Positive Behavioral Interventions** and Supports



Robert H. Horner (University of Oregon) Saturday, May 28 3:00 pm



Jane S. Howard (California State University, Stanislaus)



Training Staff: Evidence-Based Strategies for Supervisors, **Consultants, and Clinicians** 

Edward K. Morris (University of Kansas) Sunday, May 29 10:30 am



**David Stafford** (Centenary College) Sunday, May 29 3:30 pm

**Enhancing Extinction by Targeting Molecular Processes Involved in Learning** 



K. Matthew Lattal (Oregon Health and Science University) Sunday, May 29 9:00 am

Dennis H. Reid (Carolina Behavior Analysis and Support Center) Monday, May 30 10:00 am

#### Neurotransmitter Interactions Involved in Selection of Instrumental Responses and Effort-Related Choice Behavior



John Salamone (University of Connecticut) Monday, May 30 2:30 pm

Can Drugs Help Us Understand Cognitive and Executive Functions?



Jordan M. Bailey (Auburn University)



Mark Galizio (University of North Carolina, Wilmington)



Suzanne H. Mitchell (Oregon Health and Science University)



Paul L. Soto (Johns Hopkins University) Monday, May 30 3:30 pm

## Teaching Behavior Analysis Verbal Behavior

Behavior Analysis in Virginia: Improving Services Through the Comprehensive Application of Behavior Analysis



Katherine Meincke Matthews (The Faison School for Autism) Sunday, May 29 11:00 am

Garfield Park Preparatory Academy: Strategies to Implement Applied Behavior Analysis in an Urban Public School



Denise E. Ross (The Chicago School of Professional Psychology) Monday, May 30 10:00 am

Theoretical, Philosophical, and Conceptual Issues Naming and Categorisation: You Name It, You've Got It



Marleen T. Adema (Bangor University) Sunday, May 29 4:00 pm

#### The Case for Private Behavioral Events



Jay Moore (University of Wisconsin-Milwaukee) Monday, May 30 10:00 am

Hearing, Listening, and Auditory Imagining



University, Los Angeles) Saturday, May 28 4:00 pm

(California State

Henry D. Schlinger

Verbal Behavior Development as We Understand It Now



R. Douglas Greer (Teachers College, Columbia University) Monday, May 30 1:30 pm

#### THE SOCIETY FOR QUANTITATIVE ANALYSES OF BEHAVIOR TUTORIALS

The Society for Quantitative Analyses of Behavior will be sponsoring the following tutorials at the 2011 Annual Convention in Denver:

#### Single-Case Research Designs: Useful Tools for 21st Century Applied Research

Neville Morris Blampied (University of Canterbury) May 28, Saturday; 1:00 pm–1:50 pm

#### **Facets of Operant Extinction**

Kennon A. Lattal (West Virginia University) May 28, Saturday; 2:00 pm–2:50 pm

# Delay Discounting: Who, What, When, Where, Why, and How?

Amy Odum (Utah State University) May 28, Saturday; 3:00 pm–3:50 pm

# Exploration, Visualization and Data Analysis With JMP

Mia Stephens (SAS Institute, JMP Division) May 28, Saturday; 4:00 pm-4:50 pm

# SABA 2011 Senior Student Presenter Grant Recipients

ABAI and SABA are pleased to congratulate the students who will be attending the 2011 Annual Convention in Denver thanks to the SABA Senior Student Presenter Grant and the generous contributions of ABAI members.

Auckland University Ludmila Dukoski

**Bangor Univeristy** Amy Hulson-Jones Emily Tyler

**Binghamton University, State University of New York** Jingyuan Zhou Rachel Cavalari

California State University, Los Angeles Wing Yan Lam

**Central Michigan University** Daniel Drevon John Smethells

**Centre de Réadaptation de l'Ouest de Montréal** Marc Lanovaz

**The Chicago School of Professional Psychology** Fawna Stockwell

The Chicago School of Professional Psychology, Los Angeles Antonio Harrison Aimee Meier

Columbia University Graduate Program and Teacher's College Joanne Hill

**Doshisha University** Naoko Kishita

**Eastern Michigan University** Tamara Perry

Federal University of São Carlos Giovana Escobal Institute of Disability Sciences, University of Tsukuba Hiroyuki Matsushita

**Keio University** Mikimasa Omori

Minnesota State University, Mankato Dorothy Lipski

National University of Ireland, Galway Michelle Kelly Helena Lydon Clodagh Murray Jon Sigurjonsson

**The Ohio State University** Jennifer Cullen Senny Schnell Pei-Fang Wu

Queens College and The Graduate Center, The City University of New York Jeffrey Hamelin

San Diego Mesu College Babel Carlota

Southern Illinois University, Carbondale Maija Graudins

**St. Cloud State University** Stephanie Sheridan Ginger Crabtree

Swansea University Alice Hoon

**Texas A&M University** Fara Goodwyn

**Texas Tech University** Layla Abby Universidade Estadual do Piau Nadja Caetano

**University of Guelph** Priscilla Burnham Riosa

**University of Iowa** Yaniz Padilla Dalmau

University of Kansas Jason Hirst Erica Severtson Hang Wu

University of Louisville Deric Toney

University of Manitoba Deborah Hatton Alejandra Zaragoza Scherman Colleen Murphy

University of Mississippi Kerry Whiteman

University of Nevada, Reno Jordan Bonow Timothy Fuller Melissa Nosik Ryan O'Donnell Valerie Rogers Thomas Szabo Erin Watkins

**University of New Mexico** Alisha Wray

University of North Carolina, Charlotte Keri Stevenson

**University of North Texas** Robin Beasley Laura Coulter Holly Kowalchuk **University of Oregon** Shelley Mullen

**University of Otago** Paula Magalhaes

**University of São Paulo** William Perez

**University of Texas at Austin** Summer Ducloux Pamela White

**University of Waikato** Kristie Cameron

University of Wisconsin-Eau Claire Nicholas Reetz

**Utah State University** Joy Pollard

Victoria University of Wellington, New Zealand Anna Greenhow

Washington State University Amanda Zulas

West Virginia University Ezra Hall Toshikazu Kuroda William Reilly Nathan Rice Allison Tetreault

**Yonsei University** Yu-Jeong Min

**York University** Ksusha Blacklock



# 6<sup>th</sup> International Conference

# November 24–26

www.abainternational.org

BA España



#### **Convention Highlights**

2011 ABAI Presidential Address: Dream Chasers

> Monday, May 30, 5:00 pm-5:50 pm Four Seasons 1-3 (Convention Center) **Richard W. Malott**

#### (Western Michigan University)

Richard Malott, Ph.D., BCBA-D (DickMalott@ DickMalott.com) teaches behavior analysis at Western Michigan University (WMU), where he works with students interested in becoming practitioners, rather than researchers. He trains students to work with autistic children and to apply behavior systems analysis and organizational behavior management to humanservices settings. He concentrates on training BA and MA students as well as Ph.D. students. Sunday, May 29, 5:00 pm-5:50 pm Richard W. Malott Every summer, he runs the Behavioral Boot

Camp, an intense 15-class-hour-per week, 7.5 week, graduate-level, behavior-analysis seminar for students from WMU and around the globe. Originally, he taught an introductory behavior-analysis course to 1,000 students per semester, who produced 1,000 lever-pressing rats per year. Now, his students only condition 230 rats per year, but they also do 130 selfmanagement projects and provide 13,500 hours of training to autistic children. To further those efforts, in 2008 he founded the Kalamazoo Autism Center. He also coauthored Principles of Behavior (the textbook previously known as Elementary Principles of Behavior). Since 1980, he has been working on a textbook called I'll Stop Procrastinating When I Get Around to It. He has presented in 14 countries and has received two Fulbright Senior Scholar Awards. In 2002, he also received ABAI's Award for Public Service in Behavior Analysis. And in 2010, he was elected president of ABAI. For more information, please see http://DickMalott.com.

#### Abstract

Here's one of my favorite things about our field of behavior analysis: It's filled with dream chasers-delightfully delusional behavior analysts devoting their lives to chasing the behavior analytic dream, to saving the world Edward R. Christophersen with behavior analysis, or at least some small chunk of the world, to helping all kids on the spectrum learn to talk, to disseminating behavior-analytic, computer-based instruction throughout public education, to ending global warming, to infusing their undergrad

students with a love of behavior analysis, and also to understanding what makes us complex organisms and complex social systems tick, without forgetting our Skinner-box, our experimental roots. In other words, to finding out why the pigeon pecks the key and what that has to do with you and me. You name it, and there's a small or large group of people using behavior analysis to achieve these illusive goals, working toward the wellbeing of humanity. I'd like to share a few of my heroes with you.

## 2011 ABAI Presidential Scholar's Address:

Applied Behavior Analysis Outside of the Research Setting Four Seasons 1-3 (Convention Center) Edward R. Christophersen

#### (Children's Mercy Hospital)

Edward R. Christophersen, Ph.D., is a boardcertified clinical psychologist at Children's Mercy Hospital in Kansas City, Missouri, and a professor of pediatrics at the University of Missouri at Kansas City School of Medicine and the University of Kansas Medical Center. He has written and co-written several books on parenting, including Parenting That Works: Building Skills That Last a Lifetime and Treatments That Work With Children: Empirically Supported Strategies for Managing Childhood Problems. A fellow in clinical psychology in the American Psychological Association, he was elected an honorary fellow of the American Academy of Pediatrics because of his unique and substantial contributions in the area of child health.

#### Abstract

The field of applied behavior analysis (ABA) has served both our area and the greater scientific community very well. In the early days, pioneers like Mont Wolf, Todd Risley, and Don Baer from the Department of Human Development and Family Life at the University of Kansas addressed issues across a broad range of topics such as (a) treatment of juvenile delinquents, (b) teaching language skills to inner city children, (c) increasing learning in the school setting, and (d) establishing a wide variety of functional skills of persons with intellectual disabilities. As important as the impact and acceptance of ABA has been in the field of psychology is the application and adoption of its principles by





other major professional groups. Closely related to my work has been the application of ABA to problems in pediatric practice, including the treatment of common presenting problems such as disruptive behavior and elimination disorders, as well as for more complex problems with serious medical sequela such as adherence to complicated treatment regimens for diabetes, cystic fibrosis, and childhood cancer.

ABA has accomplished much by doing a few basic things very well: defining the functional variables for a population; gathering as much data as practical; and using that data to direct the application of ABA to new and unique settings, problems, and challenges. The same basic methodological approaches used to solve important social problems were also used to gain acceptance into new areas of investigation and to new professional areasin my case, in pediatric medicine. Getting ABA accepted into mainstream pediatrics was facilitated by publishing research of direct interest to pediatricians in their journals (e.g., Pediatrics), as well as presentations at literally dozens of meetings of the American Academy of Pediatrics and being seated on grant study sections with pediatricians. The publication of such investigations in journals traditionally thought to be outside of the domain of ABA was key in advancing the science of psychology and medicine outside of the research setting. Acceptance of ABA into mainstream medicine will be reviewed as well as new areas where ABA is making contributions.

## Practice Board Events

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

#### Ethical Issues in Applied Behavior Analysis

**Chair: Jon S. Bailey** (Florida State University) Saturday, May 28, 1:00 pm–2:20 pm Korbel Ballroom 3A (Convention Center)

- Mary Jane Weiss (The McCarton School)
  Ellie Kazemi
- (California State University, Northridge)
- R. Wayne Fuqua (Western Michigan University)
- Jon S. Bailey (Florida State University)

Applied Behavior Analysis in Practice: Addressing Issues of Quality and Competence Chair: Louise Denne (TreeHouse School) Discussant: Richard P. Hastings (Bangor University) Saturday, May 28, 2:30 pm–3:50 pm Korbel Ballroom 3A (Convention Center)

#### A Selective Overview of the Behavioral Literature on Staff Training Protocols LILLIAN PELIOS (The American College of Greece)

#### Implementing the York System of Quality Assurance in a Complex Organization MARGARET LYNN HOWARD

(Surrey Place Centre), Adrienne M. Perry (York University), and Kelly Alves and Melissa A. Lavallee (Surrey Place Centre)

#### Applied Behaviour Analysis: A Competence-Based Approach LOUISE DENNE

(TreeHouse School) and Richard P. Hastings and J. Carl Hughes (Bangor University)

Approaches to Reducing the Frequency and Duration of Seclusion Time-Out **Chair and Discussant: Allen J. Karsina** (New England Center for Children) Saturday, May 28, 4:00 pm–5:20 pm Korbel Ballroom 3A (Convention Center)

#### Reducing Duration of Exclusionary Time-Out Through Systematic Fading

CATIA CIVIDINI-MOTTA, Kathryn G. Horton, and Tracey Toran (New England Center for Children)

#### Replacing Time-Out With a Functionally Alternative Break KELLY L. MCCONNELL, Lindsay Grimm,

and Paula Ribeiro Braga-Kenyon (New England Center for Children)

See HIGHLIGHTS on page 28

#### HIGHLIGHTS continued from page 27

**Decreasing Time-Out Durations** for Severe Behavior SARAH BUCKINGHAM, Jessica L. Sassi, and Nikki R. Senkowski (New England Center for Children)

Ethical Challenges for Behavior Analysts **Chair: Stephen R. Anderson** (Summit Educational Resources) Sunday, May 29, 9:00 am-10:20 am

Korbel Ballroom 3A (Convention Center) Stephen R. Anderson

- (Summit Educational Resources) Raymond G. Romanczyk
- (State University of New York at Binghamton) Eric V. Larsson
- (Løvaas Institute Midwest) Mary Jane Weiss
- (The McCarton School)

Overcoming Barriers to Adherence With Behavioural Recommendations in Non-Clinical Settings **Chair: Kerry-Anne Robinson** (York Central Hospital Behaviour Management Service) **Discussant: Rosemary A. Condillac** (Brock University) Sunday, May 29, 10:30 am-11:50 am Korbel Ballroom 3A (Convention Center)

The Development of an Intervention Package to Decrease Vocal Stereotypy When Adherence to Response Interruption and Redirection is Challenging **KERRY-ANNE ROBINSON** (York Central Hospital Behaviour Management Service)

The Development of a Behavioural **Treatment Plan When Adherence to Behavioural Recommendations is** Challenging for a Mother of a Teenager With Autism SARAH RALSTON (York Central Hosptial Behaviour Management Service)

Setting. How to Get Mediators to "Buy Into" Implementing Behavioural **Treatment Recommendations** ALICE JARA (York Central Hospital Behaviour Managment Services)

Applied Behavior Analysis at Home and in Schools: Teaching Parents and Teachers to Take an Active Role in Intervention **Chaired and Discussant: Nicole M. Trosclair-Lasserre** (GNO Resource Center on Developmental Disabilities)

Sunday, May 29, 1:30 pm-2:50 pm Korbel Ballroom 3A (Convention Center)

Addressing Recommendations for **Intervention Programs for Individuals** With Autism Spectrum Disorder Within a Part-C Early Intervention System NICOLE M. TROSCLAIR-LASSERRE and Jay A. Sevin (GNO Resource Center on Developmental Disabilities),

and Maria T. Blanco, Gina Easterly, and Philip G. Wilson (LSUHSC Human Development Center)

**Parent Skills Intervention Program:** Description and Outcomes of a Summer **Parent Skills Training Program** LILLIE WILSON, Dorothea C. Lerman, Sarah J. Antal, Alyssa Martin, Rachel Pantermuehl, and Adrian Joy Sepulveda (University of Houston-Clear Lake)

#### Validation of Parent Collected **Observational Data in the Natural** Environment

ADDIE F. ANDRUS and Nathan A. Call (Marcus Autism Center), Rosa I. Arriaga (Georgia Institute of Technology), Dana M. Swartzwelder (Marcus Autism Center), and Nazneen Anwar (Georgia Institute of Technology)

Increasing Adherence in a Non-Clinical Training Public School Teachers to Use **Data Based Decision Analysis With Discrete Trial Training** DANA ZAVATKAY (Marcus Autism Center) and Sarah Hively (One for Autism)

> Teachers, Therapists, and Parents, Oh My! Behavioral "Tools" Training for Everyone **Chair: Kimberly Crosland** (University of South Florida) **Discussant: Hewitt B. "Rusty" Clark** (University of South Florida) Sunday, May 29, 3:00 pm-4:20 pm Korbel Ballroom 3A (Convention Center)

#### Can We Keep a Good Thing Going? New Name, New Audience, New Data; Same Great Stuff! **BRYON NEFF**

(Professional Crisis Management, Inc.) and Stacie Neff (Agency for Persons With Disabilities)

**Behavioral Tools Training With Teachers:** Maintenance and Booster Training **ISRAEL B. MILLER and Kimberly Crosland** (University of South Florida)

**Cross-System Behavioral Training** Collaborative AMANDA KEATING (University of South Dakota), **Kimberly Crosland** (University of South Florida), and Nancy Saufley and Lindsay Brough (University of South Dakota)

Translating From Research to Practice in Community Settings Chair: Sara S. Kupzyk (University of Nebraska-Lincoln) Monday, May 30, 9:00 am-10:20 am Korbel Ballroom 3A (Convention Center)

Bridging the Gap Between Research and Practice in Education: What Adoption of **Educational Fads Can Teach Us** SARA S. KUPZYK and Danielle Parisi (University of Nebraska-Lincoln)

Parent Education Training: A Literature Review of Best Practices With Recommendations for Dealing With Lack of Parental Adherence and Follow Through DEE L. SHEPHERD-LOOK (California State University, Northridge)

Great GOOGLEy-Moogley! JILL MCLAURY (Circle of Friends) and Teri Pigman (Bright Futures Learning Services)

Making an Impact: What Behavior Analysis Can Gain From Going to Therapy Chair: Timothy C. Fuller (University of Nevada, Reno) Monday, May 30, 10:30 am–11:50 am Korbel Ballroom 3A (Convention Center)

- Timothy C. Fuller (University of Nevada, Reno)
- William C. Follette
   (University of Nevada, Reno)
   Retriek C. Frimen
- Patrick C. Friman (Father Flanagan's Girls and Boys Town)
- Claudia Drossel (University of Nevada, Reno)

#### Public Policy Strategies and Tactics for Behavior Analysts Chair: Gina Green

(Association of Professional Behavior Analysts)City University of New York)Monday, May 30, 1:30 pm-2:20 pmTuesday, May 31, 9:00 am-Korbel Ballroom 3A (Convention Center)Korbel Ballroom 2C (Convention Center)

- William H. Ahearn
   (New England Center for Children)
   Give Creater
- Gina Green (Association of Professional Behavior Analysts)
- Suzanne Letso (Connecticut Center for Child Development)
- Neil T. Martin (European Association for Behaviour Analysis)

Empirically Based Records in the Practice of Behavior-Analytic Therapies Chair and Discussant: Sonia Beatriz Meyer (Universidade de Sao Paulo)

Monday, May 30, 3:00 pm-4:20 pm Korbel Ballroom 3A (Convention Center)

Controlled Practice: Continued Measurements and Production of Empirical Evidences in Behavior Analytic Therapies ROOSEVELT STARLING and Sonia Beatriz Meyer (Universidade de Sao Paulo)

Behavior Categorization by an Outside Observer in Child and Adult Therapy GIOVANA DEL PRETTE, Juliana Donadone, and Sonia Beatriz Meyer (Universidade de Sao Paulo)

Behavior-Analytic Psychotherapy With High-Risk Juvenile Offenders: A Therapist's Outcome Measurement GIOVANA MUNHOZ ROCHA (Universidade de Sao Paulo)

Strategies for Disseminating Behavior Analysis Within Nonbehavioral Environments Chair: Amanda S. Mentzer

(The Graduate Center, Queens College, The City University of New York) Tuesday, May 31, 9:00 am–10:20 am Korbel Ballroom 2C (Convention Center)

- Oliver Wirth (National Institute of Occupational Safety and Health)
- Donald A. Hantula (Temple University)
- Nicholas L. Weatherly (Spalding University)
   Jeanine Plowman Strat
- Jeanine Plowman Stratton (Furman University)

Interacting as a Behavior Analyst in Multidisciplinary Teams Chair: Christina M. Peters (ReMeD) Tuesday, May 31, 9:00 am–10:20 am Korbel Ballroom 3A (Convention Center) Where Do We Fit In? Navigating the Behavior Analyst's Role as Part of a Multidisciplinary Team of Clinicians Working With Individuals With Brain Injury CHRISTINA M. PETERS, Chris M. Schaub, Jim Conway, and Kevin Erdner (ReMeD)

Tracker, Tracker Keeping Track of the Tracker. Systems to Support Data Collection and Management When Information Must Be Collected Across Setting and Providers and Used by an Interdisciplinary Team to Make Decisions CHRISTINA M. PETERS, Chris M. Schaub, Kevin Erdner, and Jim Conway (ReMeD)

The Importance and Utility of Behavior Analytic Principles and Programming in All Phases of Post-Acute, Neurobehavioral Rehabilitation for Survivors of Traumatic Brain Injury: A Case Study CHRIS M. SCHAUB, Christina M. Peters, and Kevin Erdner (ReMeD)

Integrating Behavior Analysis Into Unique Settings Chair: Janet L. Montgomery

(Florida Institute of Technology) Tuesday, May 31, 10:30 am–11:50 am Korbel Ballroom 3A (Convention Center)

Opportunities Knock: Increasing Integration of Behavior Analysis Services Into the Mental Health Community JANET L. MONTGOMERY (Florida Institute of Technology)

Error Prevention and Root Cause Analysis of Behavioral Crisis Events LARAINE WINSTON and Merrill Winston (Professional Crisis Management, Inc.)

Role of Behavior Analysis in Diverse Cultures at End-of-Life Care YASH P. MANCHANDA (none)

See HIGHLIGHTS on page 30

#### **HIGHLIGHTS** continued from page 11

# Professional Development Series

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

#### Understanding the

Publication Process OTH; Applied Behavior Analysis Chair: James Nicholson Meindl (The Ohio State University) Saturday, May 28, 5:00 pm–5:50 pm 302 (Convention Center)

- Richard M. Foxx (Penn State University)
- William L. Heward (The Ohio State University)
- Nancy A. Neef (The Ohio State University)

International Applied Behavior Analysis PRA; Applied Behavior Analysis **Chair: Sarah M. Dunkel-Jackson** (Southern Illinois University) Tuesday, May 31, 12:00 pm–1:20 pm Korbel Ballroom 3A (Convention Center)

- Rebecca Godfrey (Central East Autism Program)
- Ainsley McPherson (University of Nevada, Reno)
- Martha Hübner (Universidade de Sao Paulo)
- Monika M. Suchowierska (Warsaw School of Social Psychology)

#### On Being a Postdoc

OTH; Service Delivery Chair: Christopher Krebs (West Virginia University) Sunday, May 29, 2:30 pm–3:20 pm 302 (Convention Center)

- Jonathan M. Slezak (National Institute on Drug Abuse)
- Natalie Rose Bruner (Johns Hopkins University)
- Mikhail Koffarnus (Johns Hopkins University)

Applying to Graduate School opportunities for chapter leaders to 0TH; Theory gain knowledge and expertise on iss

#### Chair: Jillian M. Chan

(St. Cloud State University) Sunday, May 29, 1:30 pm–2:20 pm 302 (Convention Center)

- Genevieve M. DeBernardis (University of Nevada, Reno)
- Erin Davis (Erinoak Kids Central West Autism Intervention Services)
- Zainab Jaffer (Kinark Child and Family Services)

Careers in Applied Animal Behavior AAB; Applied Behavior Analysis **Chair: Jacquelyn M. MacDonald** (New England Center for Children) Monday, May 30, 7:30 pm–8:50 pm 406 (Convention Center)

- Terri M. Bright
   (Simmons College)
   Jonnifer L. Sobio
- Jennifer L. Sobie (University of Illinois)
- Kathryn L. Kalafut (Brown University)
- Indya N. Watts (The Chicago School of Professional Psychology)

Teaching ABA in a Non-ABA Program TBA; Applied Behavior Analysis **Chair: Chrystal E. R. Jansz** (University of Nebraska-Lincoln) Sunday, May 29, 7:30 pm–8:20 pm 603 (Convention Center)

- James L. Soldner (Assumption College)
- Cheryl A. Young
   (Montana State University, Billings)
- Chrsitine Hoffner Barthold (University of Delaware)

# Affiliated Chapters Leadership Training

#### Chair: Gordon Bourland

(Trinity Behavioral Associates) Friday, May 27, 1:00 pm–5:00 pm Capitol Ballroom (Hyatt Regency) ABAI training sessions are great opportunities for chapter leaders to gain knowledge and expertise on issues of central importance to their ABAI affiliated chapters. This training is for chapter leaders only. Although the chapter training is free for up to three officers per chapter, advance registration is required. This event is closed; attendance is by invitation only.

# Friends of SABA Reception

#### Chair: Raymond G. Miltenberger

(University of South Florida) Friday, May 27, 5:30 pm-7:00 pm Agate ABC (Hyatt Regency) ABAI members who made a donation to the Society for the Advancement of Behavior Analysis (SABA) in 2010 and 2011 are invited to a reception in honor of their contributions and commitment to the field. We are very grateful for the generosity of those who support the activities of ABAI and SABA. Donations fund student research fellowships, the Master's Thesis and Doctoral Dissertation Endowment, and grants for students who are presenting authors at ABAI events.

## International Development Welcome Reception

Chair: Martha Hübner

(Universidade de Sao Paulo) Friday, May 27, 7:00 pm-8:30 pm Centennial Ballroom FGH (Hyatt Regency) The International Development Welcome Reception is scheduled for the first evening of the convention to welcome international members and review the international development of behavior analysis being conducted at ABAI. All members are welcome. 2010 International Development Awardees: James T. Ellis (Melmark, Inc.), Pilot Classroom for Children with Autism in Georgetown, Guyana; Jeremy H. Greenberg (The Children's Institute of Hong Kong), Project RAISE (Reinforcement and Inclusion

of Special Education); Jun Yu (Idaho State University), A Clinical Trial of Behavioral Family Therapy in China.

# 2011 Behavioral Bash at the Hyatt Regency Derver: Applied Behavior Analysis Trivia Pursuit ABAI Convention Chair: Sarah M. Dunkel-Jackson

(Southern Illinois University) Friday, May 27, 8:30 pm-11:00 pm Capitol Ballroom (Hyatt Regency) This year's Behavior Bash will consist of an applied behavior analysis theme trivia pursuit game, in which everyone is invited to participate. Each member will receive an answer sheet as they enter the Bash. Questions will be asked throughout the event while guests socialize and trade stories. The top 10 scores will receive gifts, courtesy of ABAI, according to their score. Gifts range from gift certificates to an iPod to a mystery grand prize. This night will be a lot fun, a bit educational, and full of laughs and discovery. Please join us for this year's Behavior Bash, where you never know what tiny, random, fun, and its convention and highlight the types irrelevant fact you might learn or reveal to the rest of the group. See you there!

#### Special Interest Group Leadership Training Chair: Patrick C. Friman

(Father Flanagan's Girls and Boys Town) Saturday, May 28, 9:00 am-11:00 am Capitol Ballroom 1 (Hyatt Regency) ABAI is pleased to offer a leadership training session for officers of ABAI Special Interest Groups (SIGs) for the purpose of providing strategies for guiding the growth of SIGs and providing services to members and constituents. This training is for SIG leaders only. Topics are being finalized. Attendees will have the opportunity to discuss strategies for growth and service • provision with other SIG leaders. Although the SIG training is free for

up to three officers per SIG, advance registration is required. This event is closed; attendance is by invitation only.

# Parents. Professionals, and Students: Welcome to the

#### **Chair: Audrey Meissner**

(New Haven Learning Centre) Saturday, May 28, 10:00 am-10:50 am Korbel Ballroom 2B (Convention Center) Parents and other caregivers of individuals with special needs (as well as professionals and students) are attending the ABAI convention in increasing numbers but may have questions about how to make the most of the experience. An event as large as the ABAI convention may seem overwhelming to newcomers. Parents, professionals, and students attending the event for the first time are encouraged to participate in this convention orientation and visit our webpage at www.AutismPPPSIG.org. We Over-Confident Behavior Analyst will provide an overview of ABAI and of events that parents, professionals and students will encounter.

#### Honoring Masaya Sato's Life and Legacy (1932–2010) Chair: Maria E. Malott

(Association for Behavior Analysis International) Saturday, May 28, 7:30 pm-8:20 pm 303 (Convention Center)

- · William L. Heward (The Ohio State University) Yoshiaki Nakano
- (Tokyo Seitoku University) Takayuki Sakagami
- (Keio University) ٠
- Naoko Sugiyama (Yamawaki Gakuen College) **Richard W. Malott**
- (Western Michigan University)

# IGNITE!

Chair: Joshua K. Pritchard (Florida Institute of Technology) Saturday, May 28, 7:30 pm-8:20 pm Korbel Ballroom 2A (Convention Center)

#### Who Did What to Whom? **Explication of Participant Profiles** Benjamin N. Witts (University of Nevada, Reno)

#### **Response Cost Redux: Procedure Versus Context** Joshua K. Pritchard (Florida Institute of Technology)

Back to the Future of **Applied Behavior Analysis** Corey L. Robertson

(Florida Institute of Technology)

#### **Guilt by Association:** How Words Mean What They Mean Daniel C. Derosa (Florida Institute of Technology)

Anosognosia and the Case of the Jon S. Bailey (Florida State University)

#### **Ignite Roulette**

After being wowed by an amazing series of IGNITE presentations by fellow behaviorists, get ready for some crazy improv, riotous laughter, and all around great fun while watching the same five well-prepared people bite the bullet and present something which they didn't prepare at all for your entertainment and education! What do we mean? In this round, each person submits a presentation to the pool. From the pool, the presentations will be chosen at random by a "spin of a wheel"-potentially leaving us presenting something we've never seen before. If the idea of a 5 minute presentation that auto-advances regardless of the speaker seemed crazy-you ain't seen nothin' yet!

#### See HIGHLIGHTS on page 32

#### **HIGHLIGHTS** continued from page 31

#### Symposium in Honor of Jim Dougan: Reward Sensitivity and Choice Behavior in Hamsters and Rats

Chair: Gwen Lupfer-Johnson (University of Alaska Anchorage) Discussant: Frances K. McSweeney (Washington State University) Sunday, May 29, 3:00 pm-4:20 pm 404 (Convention Center)

Differences in Reward Sensitivity in Sprague Dawley Rats and Syrian Hamsters: Changes During Competitive and Solitary Responding LESLIE M. WISE and Valeri Farmer-Dougan (Illinois State University)

Changes in Locomotor Behavior and Reward Sensitivity During Amphetamine Exposure: Differences in Rat Versus Syrian Hamster Models VALERI FARMER-DOUGAN and Leslie M. Wise (Illinois State University)

Suppression of Ethanol Consumption by High Fat Diets and Palatable Alternative Beverages in Dwarf Hamsters GWEN LUPFER-JOHNSON, Kori Radcliffe, Chuck Crew, Alyssa Hoskie (University of Alaska Anchorage); Zoe Merculieff (Mount Edgecumbe High School); and Eric S. Murphy (University of Alaska Anchorage)

# Behavioral Fitness

Pilates and Yoga Session hosted by the Sports, Health, and Fitness SIG **Chair: Amanda N. Adams** (California State University, Fresno)

Saturday, May 28, 7:00 am-7:50 am Capitol Ballroom 6-7 (Hyatt Regency) Please come to this event becoming a tradition at ABAI. Dress comfortably and come join us for a session lead by qualified instructors. The session will be divided into introductor Pilates strengthening exercises, and finished with yoga stretches and relaxation. No experience necessary. We look forward to seeing you to revive and refresh; a really great way to start a convention day.

#### Health, Sport, and Fitness SIG: 6K Local Run Chair: Marianne L. Jackson

(California State University, Fresno) Saturday, May 28, 8:00 am–9:30 am Capitol Ballroom 6–7 (Hyatt Regency) A 6K (just over 3 miles) run organized by members of the Health, Sport, and Fitness Special Interest Group. All levels of runners welcome. Will meet in the assigned room to communicate the route and then head out as a group. Please wear appropriate running attire.

# ABAI Social

Chair: Patrick C. Friman

(Father Flanagan's Girls and Boys Town) Monday, May 30, 9:30 pm–1:00 am Capitol Ballroom (Hyatt Regency) Please join us, your friends, and colleagues for music and dancing.

# Reunions and Receptions

Additional information about reunions and receptions is listed in the program book and on the ABAI website under the names of the chairs.

#### Auburn University Chair: Linda A. LeBlanc

(Auburn University) Sunday, May 29, 8:30 pm–11:00 pm Mineral Hall D (Hyatt Regency)

#### BEACON Services Chair: Steven Woolf

(BEACON Services) Sunday, May 29, 8:30 pm–11:00 pm Mineral Hall A (Hyatt Regency)

#### Friends of Brazil ABA Chair: A. Celso Goyos

(Universidade Federal de Sao Carlos) Sunday, May 29, 8:30 pm–11:00 pm Granite ABC (Hyatt Regency)

Reunion for the ABA Departments of the Chicago School, the B. F. Skinner Foundation, and the Cambridge Center for Behavioral Studies Chair: Charles T. Merbitz

(The Chicago School of Professional Psychology) Sunday, May 29, 8:30 pm–11:00 pm Centennial Ballroom Foyer B (Hyatt Regency)

# Columbia University and CABAS

#### Chair: R. Douglas Greer

(Teachers College, Columbia University) Sunday, May 29, 8:30 pm–11:00 pm Mineral Hall B (Hyatt Regency)

#### Florida Institute

#### of Technology Chair: Kristin Myers

(Florida Institute of Technology) Sunday, May 29, 8:30 pm–11:00 pm Centennial Ballroom H (Hyatt Regency)

Welcome to Denver! An Event Hosted by the Four Corners Association for Behavior Analysis **Chair: Erin B. Rasmussen** (Idaho State University) Sunday, May 29, 8:30 pm–11:00 pm Centennial Ballroom Foyer A (Hyatt Regency)

#### The Ohio State University Chair: Sheila R. Alber-Morgan

(The Ohio State University) Sunday, May 29, 8:30 pm–11:00 pm Centennial Ballroom F (Hyatt Regency)

#### Simmons College Programs in Behavior Analysis Chair: Amanda N. Kelly (SEEM Collaborative) Sunday, May 29, 8:30 pm–11:00 pm Centennial Ballroom A (Hyatt Regency)

#### Speech Pathology Special Interest Group Social Hour Chair: Tracie L. Lindblad

(Four Points Intervention Strategies, Inc.) Sunday, May 29, 8:30 pm–11:00 pm Agate ABC (Hyatt Regency)

#### University of Florida Chair: Erica Feuerbacher

(University of Florida) Sunday, May 29, 8:30 pm–11:00 pm Quartz AB (Hyatt Regency)

#### University of Kansas Chair: Edward K. Morris

(University of Kansas) Sunday, May 29, 8:30 pm–11:00 pm Centennial Ballroom B (Hyatt Regency)

Behavior Analysis Program at the University of Nevada, Reno Chair: Ramona Houmanfar (University of Nevada, Reno) Sunday, May 29, 8:30 pm–11:00 pm Centennial Ballroom E (Hyatt Regency)

#### University of North Carolina, Wilmington Chair: Christine E. Hughes

(University of North Carolina, Wilmington) Sunday, May 29, 8:30 pm–11:00 pm Mineral Hall FG (Hyatt Regency)

#### University of North Texas Department of Behavior Analysis Chair: Richard G. Smith (University of North Texas) Sunday, May 29, 8:30 pm–11:00 pm Centennial Ballroom G (Hyatt Regency)

Western Michigan University: Reunion of Alumni, Students, Faculty, and Friends **Chair: R. Wayne Fuqua** (Western Michigan University) Sunday, May 29, 8:30 pm–11:00 pm Centennial Ballroom D (Hyatt Regency)

# Business Meetings

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

#### ABAI Student Committee

Chair: Sarah M. Dunkel-Jackson (Southern Illinois University) Sunday, May 29, 7:30 pm–8:20 pm 401/402 (Convention Center)

#### Applied Animal Behavior Special Interest Group

**Chair: Christy A. Alligood** (Disney's Animal Kingdom) Sunday, May 29, 7:30 pm–8:20 pm 407 (Convention Center)

#### Autism Knows No Borders; Neither Should We Chair: Molly Ola Pinney

(Global Autism Project) Saturday, May 28, 7:30 pm–8:20 pm 601 (Convention Center)

#### Autism Special Interest Group

Chair: Lori E. Bechner (Autism Center at University of Medicine and Dentistry of New Jersey) Monday, May 30, 7:30 pm–9:00 pm 401/402 (Convention Center)

Behavior Analysis for Sustainable Societies Special Interest Group **Chair: Julia H. Fiebig** (San Ramon Valley Unified School District) Monday, May 30, 7:30 pm–8:20 pm 403 (Convention Center) Behavior Analyst Certification Board: University Contact Faculty **Chair: Gerald L. Shook** (Behavior Analyst Certification Board) Saturday, May 28, 7:30 pm–8:20 pm 401/402 (Convention Center)

#### Behavior Analyst Certification Board: Introduction and Application Chair: Christine L. Ratcliff

(Behavior Analyst Certification Board) Sunday, May 29, 8:00 am–8:50 am 403 (Convention Center)

Behavior Analyst Certification Board: Status and New Developments Chair: Gerald L. Shook

(Behavior Analyst Certification Board) Sunday, May 29, 7:30 pm–8:20 pm 403 (Convention Center)

#### Behavior Analyst Certification Board: International Certification Development

Chair: Neil T. Martin

(European Association for Behaviour Analysis) Monday, May 30, 7:30 pm-8:20 pm 404 (Convention Center)

#### Behavior Analyst Online Special Interest Group Chair: Michael Weinberg

(Orlando Behavior Health Services, LLC) Saturday, May 28, 7:30 pm-8:20 pm 405 (Convention Center)

#### Behavior Analyst Today Meeting of Editors and Reviewers Chair: Darlene E. Crone-Todd (Salem State University) Sunday, May 29, 8:00 am–8:50 am 406 (Convention Center)

Behavior Medicine Special Interest Group Chair: Alyssa N. Wilson (Southern Illinois University, Carbondale)

Sunday, May 29, 7:30 pm–8:20 pm 301 (Convention Center) See HIGHLIGHTS on page 34

#### **HIGHLIGHTS** continued from page 33

Behavioral Gerontology Special Interest Group **Chair: Jonathan C. Baker** (Southern Illinois University) Sunday, May 29, 8:00 am–8:50 am 304 (Convention Center)

Behavior and Social Issues Editorial Board Meeting Chair: Mark A. Mattaini (Jane Addams College of Social Work) Sunday, May 29, 8:00 am–8:50 am 405 (Convention Center)

Behaviorists Interested in Gambling Special Interest Group Chair: Jonathan C. Baker

(Southern Illinois University) Monday, May 30, 7:30 pm–8:20 pm

304 (Convention Center)

Clinical Special Interest Group Chair: Thomas J. Waltz

(University of Nevada, Reno) Saturday, May 28, 7:30 pm–8:20 pm 407 (Convention Center)

Developmental Behavior Analysis Special Interest Group Chair: Gary D. Novak (California State University, Stanislaus) Manday, May 30, 7:30 pm, 8:20 pm,

Monday, May 30, 7:30 pm-8:20 pm 405 (Convention Center)

Dissemination of Behavior Analysis Special Interest Group **Chair: Joshua K. Pritchard** (Florida Institute of Technology)

Sunday, May 29, 7:30 pm–8:20 pm 406 (Convention Center)

Direct Instruction Special Interest Group Chair: Wendy L. Kozma (BEACON Services) Sunday, May 29, 7:30 pm–8:20 pm 601 (Convention Center) *Education and Treatment* of *Children* Editorial Review Board Meeting **Chair: Stephanie M. Peterson** (Western Michigan University) Sunday, May 29, 7:30 pm–8:20 pm 404 (Convention Center)

Evidence-Based Practice Special Interest Group Chair: Mark T. Harvey (Florida Institute of Technology) Saturday, May 28, 7:30 pm–8:20 pm 301 (Convention Center)

The Experimental Analysis of Human Behavior Special Interest Group **Chair: Manish Vaidya** (University of North Texas) Manday, May 20, 7:20 pm, 8:20 pm

Monday, May 30, 7:30 pm-8:20 pm 407 (Convention Center)

Health, Sport, and Fitness Special Interest Group Chair: Marianne L. Jackson (California State University, Fresno) Sunday, May 29, 7:30 pm–8:20 pm 302 (Convention Center)

Iowa Association for Behavior Analysis Chair: Evelyn Jo Horton (The Homestead) Monday, May 30, 7:30 pm–8:20 pm 303 (Convention Center)

Journal of Applied Behavior Analysis

Chair: Lillie Wilson (University of Houston-Clear Lake) Sunday, May 29, 8:00 am–8:50 am 302 (Convention Center)

Journal of the Experimental Analysis of Behavior: Meeting for Authors, Prospective Authors, and Board Members Chair: James E. Mazur

(Southern Connecticut State University) Saturday, May 28, 7:30 pm–8:20 pm 403 (Convention Center) Journal of Organizational Behavior Management Editor's Meeting Chair: Timothy D. Ludwig (Appalachian State University) Monday, May 30, 7:30 pm–8:00 pm 301 (Convention Center)

Journal of Precision Teaching and Celeration Chair: Richard M. Kubina, Jr. (The Pennsylvania State University) Saturday, May 28, 7:30 pm–8:20 pm 605 (Convention Center)

Kentucky Association for Behavior Analysis **Chair: Nicholas L. Weatherly** (Spalding University) Saturday, May 28, 7:30 pm–8:20 pm 404 (Convention Center)

Nevada Association for Behavior Analysis **Chair: Kenneth MacAleese** (Advanced Child Behavior Solutions, LLC) Sunday, May 29, 8:00 am–8:50 am 601 (Convention Center)

New York State Association for Behavior Analysis Chair: Vicki Madaus Knapp (Summit Educational Resources)

Saturday, May 28, 7:30 pm–8:20 pm 603 (Convention Center)

Northwestern Association for Behavior Analysis **Chair: Dana J. Stevens** (Whitworth University) Saturday, May 28, 7:30 pm–8:20 pm 406 (Convention Center)

The Ogden R. Lindsley Standard Celeration Chart Share Chair: Malcolm D. Neely (Standard Celeration Society) Monday, May 30, 7:30 pm–9:30 pm Centennial Ballroom E (Hyatt Regency)
Ohio Association for Behavior Analysis **Chair: Morten Haugland** (Haugland Learning Center)

Monday, May 30, 7:30 pm-8:20 pm 302 (Convention Center)

#### Organizational Behavior Management Network **Chair: Heather M. McGee**

(Western Michigan University) Monday, May 30, 8:00 pm-8:50 pm 301 (Convention Center)

Parent Professional Partnership Special Interest Group Chair: David A. Celiberti

(Association for Science in Autism Treatment) Sunday, May 29, 8:00 am-8:50 am 404 (Convention Center)

Parents and Professionals Sharing the Conference Experience Chair: Pamela H. Gorski (Reaching Potentials Inc.)

Sunday, May 29, 7:30 pm-8:20 pm 405 (Convention Center)

Pediatric Feeding Disorders Special Interest Group Chair: Cathleen C. Piazza (Munroe-Meyer Institute, University of Nebraska Medical Center) Sunday, May 29, 8:00 am-8:50 am

407 (Convention Center)

The Positive Behavior Support Chair: Tracie L. Lindblad Special Interest Group **Chair: Robert F. Putnam** (The May Institute, Inc.) Sunday, May 29, 8:00 am-8:50 am 603 (Convention Center)

Rehabilitation and Independent Living Special Interest Group **Chair: Chris Persel** (Centre for Neuro Skills) Sunday, May 29, 7:30 pm-8:20 pm 303 (Convention Center)

Sex Therapy and Educational Programming Special Interest Group **Chair: Fawna Stockwell** (The Chicago School of Professional Psychology) Saturday, May 28, 7:30 pm-8:20 pm 302 (Convention Center)

#### Standard Celeration Society Chair: Kerri L. Milyko

(Precision Teaching Learning Center) Sunday, May 29, 8:00 am-8:50 am 301 (Convention Center)

Speech Pathology Special Interest Group (Four Points Intervention Strategies, Inc.)

Sunday, May 29, 7:30 pm-8:20 pm Agate ABC (Hyatt Regency)

Teaching Behavior Analysis Special Interest Group Chair: Inna Glaz Kanevsky (San Diego Mesa College) Saturday, May 28, 7:30 pm-8:20 pm 607 (Convention Center)

#### Verbal Behavior Special Interest Group Chair: Traci M. Cihon (University of North Texas)

Saturday, May 28, 7:30 pm-8:20 pm 704/706 (Convention Center)

Wisconsin Association for Behavior Analyis **Chair: Roger Frank Bass** (Carthage College) Saturday, May 28, 7:30 pm-8:20 pm 304 (Convention Center)

#### TRAVEL INFORMATION FOR THE ANNUAL CONVENTION

United Airlines is the chosen carrier for the Denver Convention. To make your reservations with the ABAI group discount, enter promotion code 585ZH on the reservation page at www.united.com.

American Airlines is also offering a discount that can be accessed at www.aa.com. Enter promotion code 4251BF to take advantage of the ABAI group discount.

Denver International Airport is approximately 25 miles from downtown, equivalent to a 30-minute taxi ride.



# Get Your ABAI Autism Conference DVDs!



#### 2007, Boston, MA

Progress and Challenges in the Behavioral Treatment of Autism **Featured Presenters:** 

- William H. Ahearn
- David Celiberti
- Marjorie Charlop-Christy
- · Carol Davis
- Richard Foxx
- Catherine Lord
- · Catherine Maurice
- Bobby Newman
- · Dennis C. Russo







- Richard Simpson
- Tristram Smith
- · Mark Sundberg
- · David Test
- David Wacker
- · Mitchell Yell

#### Also Included:

Organizational Members Round Table

2008, Atlanta, GA Issues and Recent Advancements in the Behavioral Treatment of Autism: Practical Strategies for Changing Behavior at Home and School

#### Featured Presenters:

- Andy Bondy
- Gina Green
- Patricia Krantz
- Gregory MacDuff · James W. Partington
- Laura Schreibman
- Ilene Schwartz
- · Mary Beth Walsh
- · Cathy L. Watkins
- · Mary Jane Weiss



#### 2009, Jacksonville, FL

Research to Practice: Making Real Changes in the Lives of People With Autism **Featured Presenters:** 

- · Peter F. Gerhardt
- · William L. Heward
- · Brian A. Iwata
- Suzanne Letso
- · Samuel L. Odom
- Adrienne M. Perry

- · Diane M. Sainato
- Bridget A. Taylor

#### Also Included:

· Three expert panel sessions



2010, Chicago, IL

Translational Science and Effective Practice **Featured Presenters:** 

- Glen Dunlap
- Gregory P. Hanley
- · Craig H. Kennedy
- Dorothea C. Lerman
- · Joe Reichle
- Bob Remington
- Kathryn Saunders

- Cathleen C. Piazza
- Travis Thompson

#### Also Included:

 Autism Special Interest Groups for Parents and Professionals

For more information and to order, please visit http://portal.abainternational.org/shopping/frmShoppingDefault.aspx.

#### ∫QAB Society for the Quantitative Analyses of Behavior 34<sup>th</sup> Annual Meeting, May 26–28, 2011 Hyatt Regency Denver

#### Thursday, May 26: 5:00-8:00 pm – 1<sup>st</sup> Poster Session, Registration, Cash Bar (Centennial Ballroom E)

#### Friday, May 27 (Centennial Ballroom D):

Alliston Reid	Wofford College – President's Introduction				
Special Section on Extinction					
K. Matthew Lattal	Oregon Health & Science University – Extinction and Behavior: What Are We Modeling and How Do We Do It?				
Ralph R. Miller & Mario A. Laborda	SUNY-Binghamton & University of Chile – Extinction and Recovery: Theory, Current Research, and Potential Applications				
Andy Delamater	Brooklyn College, City University of New York – Extinction Effects on Sensory Specific Associations				
Gavan P. McNally	The University of New South Wales – Placing Prediction Into the Fear Circuit				
Rick A. Bevins	<i>University of Nebraska-Lincoln</i> – Disentangling the Nature of the Nicotine Stimulus With Extinction Learning				
Mark E. Bouton, Travis P. Todd, Drina Vurbic, and Neil E. Winterbauer	University of Vermont – Contextual Control of Operant Extinction Learning				
William M. Baum	University of California, Davis – Extinction as Discrimination				
John A. Nevin	University of New Hampshire – Resistance to Extinction and Behavioral Momentum				
Federico Sanabria & Timothy H. C. Cheung	Arizona State University – Extinction Under a Behavioral Microscope				
Daniel Gottlieb	Sweet Briar College – Inferring Asymmetries in Learning Curves for Acquisition and Extinction of Conditioned Responding				
Papachristos, E., Daniel, A., & Gallistel, C. R.	Rutgers University – A Rationalist Approach to Extinction				

#### Friday evening, May 27: 6:30-9:00 pm – 2<sup>nd</sup> Poster Session, Cash Bar (Centennial Ballroom E)

#### Saturday morning, May 28 (Centennial Ballroom D):

Savar ang morning, sing 20 (Contonnial Dam com D).				
Peter J. Urcuioli	Purdue University – Stimulus Class Formation and Emergent Relations			
Nathalie Boutros, Michael	University of Auckland – Strengthening Versus Signaling Processes in Reinforcement			
Davison, & Douglas Elliffe				
Kimberly Kirkpatrick & Tiffany	Kansas State University – Motivation and Timing			
Galtress				
David W. Stephens	University of Minnesota – Why Experience Matters: Reliability and Uncertainty in the			
	Evolution of Behavioral Plasticity			

#### **J**QAB Invited Preeminent Tutorials: From Basics to Contemporary Paradigms Saturday afternoon, May 28 (Room 403, Colorado Convention Center):

Time	Author	Affiliation	Title	Chair
1:00	Neville M. Blampied	University of Canterbury, New Zealand	Single-Case Research Designs: Useful Tools for 21 <sup>st</sup> Century Applied Research	Ray Pitts , UNC Wilmington
2:00	Kennon A. Lattal	West Virginia University	Facets of Operant Extinction	K. Matthew Lattal, Oregon Health & Science University
3:00	Amy L. Odum	Utah State University	Delay Discounting: Who, What, When, Where, Why, and How?	James E. Mazur, Southern Connecticut State University
4:00	Mia Stephens	SAS Institute	Exploration, Visualization, and Data Analysis With JMP	Alliston Reid, Wofford College

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'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 maintains records of all continuing education credits.

#### **Workshop Registration Instructions**

You may pay membership dues and register for workshops and the convention 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). After determining which workshops you would like to attend, go the ABAI website and log in to your personal portal account (please contact the ABAI office if you have trouble accessing your portal account). Once logged-in, click the "37th ABAI Annual Convention, Denver, CO, 2011" in the "Personal Schedule" tab.

You may pay for workshops by selecting the "Add to Cart" button that is located after each workshop's detail. When you are finished selecting workshops, you may pay for them by selecting "Checkout" link at the top of each search results page. Please note, to checkout, you will be asked to log into your ABAI Portal if you are not already logged in. You may select "Cart" located in the upper right corner of every page to view the items that you have added to your cart for purchase. 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, 2011. A handling fee of \$25 per cancellation will for convention sessions is board be deducted from all refunds. Refunds will not be granted after April 30, 2011.

#### Ethics

ABAI 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**

ABAI is pleased to offer continuing education for licensed psychologists and Behavior Analyst Certification Board (BACB) Certified behavior analysts and board certified assistant behavior analysts at the 2011 Annual Convention in Denver.

#### Workshops

Continuing education for psychologists and certified behavior analysts will be available for select preconvention 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 certified behavior analysts, board certified associate behavior analysts, and psychologists.

#### **ABAI's CE Offerings**

ABAI 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 assistant behavior analysts.

#### **Documentation**

Continuing education certificates will be posted in attendees' portal accounts upon receipt of payment. 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's Preconvention 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 preconvention 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. The registration costs listed here reflect the pre-registration rate, on-site fees will increase by \$25.

### Friday, May 27 8:00 am–11:00 am

1 Improving Organizational Systems Lori H. Diener (Performance Blueprints, Inc.) and Heather M. McGee (Western Michigan University) CE: PSY/BACB Member: \$140, Nonmember: \$165

### Friday, May 27; 8:00 am-3:00 pm

2 Developing Social Skills in Learners With Autism Spectrum Disorders: From Assessment to Intervention Mary Ellen McDonald (Hofstra University)

(Eden II Programs/The Genesis School) CE: PSY/BACB Member: \$230, Nonmember: \$280

3 Applied Behavior Analysis and Speech-Language Pathology: An Integrated Approach to Promoting Language in Learners With Autism Joanne Gerenser and Bonnie M. Forman (Eden II Programs) CE: PSY/BACB Member: \$190, Nonmember: \$240 4 Programming From the Verbal Behavior-Milestone Assessment and Placement Program: Procedures Derived From a Public School Support System Michael Miklos and Amiris Dipuglia (Pennsylvania Training and Technical Assistance Net) and Linda T. Franchock (Pennsylvania Verbal Behavior Project) CE: PSY/BACB

Member: \$180, Nonmember: \$230

5 Augmentative and Alternative Communication: Proloquo2Go and Considerations When Using Technology With Those Diagnosed With Autism Rebecca Godfrey (Central East Autism Program, Canada) and Katelyn Ferguson and Mario Notarianni (York Behaviour Management Services) CE: PSY/BACB Member: \$205, Nonmember: \$255

6 Developing the Social Skills of Students With Autism Spectrum Disorder Served in Inclusive Settings **Robert F. Putnam and Marisa Petruccelli** (May Institute) CE: PSY/BACB Member: \$180, Nonmember: \$230

#### 7 Building Cooperation and Motivation to Learn Anna Matchneva

(I Step Ahead Services, Inc.) and Alexia Stack (private practice) CE: PSY/BACB Member: \$195, Nonmember: \$245

8 Obtaining Insurance Reimbursement for Early Intensive Behavioral Intervention for Autism: How We Do It. Medical Necessity Determinations, Billing, and Management of Recovery-Oriented Treatment Eric V. Larsson, Kara L. Riedesel, and Charryse M. Fouquette (Løvaas Institute Midwest) CE: BACB Member: \$195, Nonmember: \$245

**9** First 3 Months of Early Intensive Behavioral Intervention for a Child With Autism: Major Goals and Challenges **Monika M. Suchowierska** (Warsaw School of Social Psychology) **and Linda S. Heitzman-Powell** (University of Kansas Medical Center) CE: PSY/BACB Member: \$190, Nonmember: \$240

**10** Preparing for Adulthood: Vocational and Life Skills Training for Teenage Students With Autism Elizabeth Martineau, Crystal Seagle, and Heather M. Rego (Nashoba Learning Group) CE: PSY/BACB Member: \$205, Nonmember: \$255

See WORKSHOPS on page 40

#### WORKSHOPS continued from page 39

Friday, May 27; 8:00 am–3:00 pm (continued)

**11** 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: \$180, Nonmember: \$230

**12** Strategies for Increasing Parent Fidelity of Implementation and Decreasing Child Challenging Behavior During Problematic Routines **Amanda L. Little and Jennifer Shubert** (University of Texas at Austin) **and Nanette L. Perrin** (Early Childhood Autism Program)

CE: PSY/BACB Member: \$180, Nonmember: \$230

**13** Motivating Learner(Walden University)Participation Without the UseRebecca Ryanof Escape Blocking, Forced(Law Offices of Rebecca IPhysical Prompts or Naggingand Pamela M. MartienRobert Schramm(Developmental Disabilitie(Institute Knospe-ABA)CE: PSY/BACBCE: PSY/BACBMember: \$180, Nonmem

**14** From Diagnosis to Indistinguishable: Developing Individualised Early Intensive Intervention Programmes for Young Learners With Autism **Kimberly Wroblewski and Mary Hopton-Smith** (Centre for Early Autism Treatment) CE: PSY/BACB Member: \$190, Nonmember: \$240 **15** Behavioral Activation and the Meaning of Life Jonathan W. Kanter (University of Wisconsin, Milwaukee) CE: PSY/BACB Member: \$190, Nonmember: \$240

**16** Running Effective Behavior Analytic Social Skills Groups Jennifer Blankenship, Elizabeth Paige Adams, and Katherine Frances Carey (Advances Learning Center) CE: PSY/BACB Member: \$195, Nonmember: \$245

**17** Supervision Ethics: Strategic Oversight and Guidance in an Ever-Changing World **Karen R. Wagner and Marta T. Fiol** (Behavior Services of Brevard, Inc.) CE: PSY/BACB Member: \$195, Nonmember: \$245

18 Special Education Law and the Practicing Behavior Analyst: Legal and Ethical Considerations Melissa L. Olive (Walden University) Rebecca Ryan (Law Offices of Rebecca Ryan) and Pamela M. Martien (Developmental Disabilities Resource Center CE: PSY/BACB Member: \$180, Nonmember: \$230

**19** Academic Assessment Tools for Behavior Analysts: Incorporating Fluency-Based Academic Performance Data Within a Comprehensive Multi-Method Functional Behavioral Assessment **Philip L. Concors and Karen M. Zeltman** (ABC Consultants), **Michelle Ennis Soreth** (Rowan University), **and Tara Frederick** (ABC Consultants) CE: PSY/BACB Member: \$210, Nonmember: \$260

20 Thinking Big, Playing Nice: Implementing a Behavioral Framework District-Wide With a Multidisciplinary Team Jody M. Silva (Washoe County School District), **Kaycee Bennett** (University of Nevada, Reno), **Elizabeth Sexton** (Washoe County School District), Jaime Gardner (University of Nevada School of Medicine), and Benjamin N. Witts and Thouraya Al-Nasser (University of Nevada, Reno) CE: PSY/BACB Member: \$230, Nonmember: \$280

**21** Traveling the Yellow Brick Road from Functional Behavioral Assessment to Behavior Intervention Plan and Avoiding the Flying Monkeys Laura A. Riffel (Behavioral Intervention Program) CE: PSY/BACB Member: \$180, Nonmember: \$230

**22** Precision Teaching and Standard Celeration Charting **Abigail B. Calkin** (Calkin Consulting Center), **John W. Eshleman** (The Chicago School

of Professional Psychology), **Michael Fabrizio** (FEAT of Washington) **Kerri L. Milyko** (University of Nevada, Reno), **Henry S. Pennypacker** (University of Florida),

and Jesus Rosales-Ruiz (University of North Texas) CE: PSY/BACB Member: \$215, Nonmember: \$265 23 Data-Based Process to Improve Outcomes for Children With Autism Guy S. Bruce And Jordan P. Boudreau (Florida Institute of Technology) CE: PSY/BACB Member: \$215, Nonmember: \$265

24 Using Microsoft Excel to Create a Comprehensive Consultant Tracking Template: Creating Consult Notes, Billing, Hour Tracking, Payment Tracking, and Tracking Other Information Paul W. Heering (none),

William A. Flood (May South, Inc.),

#### and Natasha Hiden Burns

(Dog's Best Friend Training and Walking Service) CE: BACB Member: \$180, Nonmember: \$230

**25** "Why Won't They Listen to Me?" Improving Interactions With Consumers, Treatment Providers, and Other Professionals William C. Follette, Jordan T. Bonow, Sabrina Darrow, Claudia Drossel, and W. Larry Williams (University of Nevada, Reno) CE: PSY/BACB Member: \$190, Nonmember: \$240

**26** Instructional Design for Students With Special Needs: Identifying Critical and Variable Attributes for Effective Programming Kristin Wilkinson Smith, Elizabeth Grace Lefebre, Jamie Rose Feddock, and Rebecca Phillips

(Organization for Research and Learning), CE: PSY/BACB Member: \$205, Nonmember: \$255

27 Everything You Wanted to Know About Verbal Behavior but Were Afraid to Ask: What Are the Functional Evaluating Results Parts of Verbal Behavior, What Are They Good for, and How Are They Shaped? A. Charles Catania (University of Maryland, Baltimore County) CE: PSY/BACB

Member: \$185, Nonmember: \$235

**28** 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 VB3), and Siri Morris Ming (Pennsylvania VB3), CE: PSY/BACB Member: \$180, Nonmember: \$230

#### Friday, May 27; 4:00-7:00 pm 29 Successful Inclusion for Students With Autism: Creating a Complete, Effective, Autism Spectrum Disorder Inclusion Program Sonja R. de Boer (de Boer Consulting and Training, LLC)

CE: PSY/BACB Member: \$150, Nonmember: \$175

**30** Group Learning: How to Systematically Teach Children With Autism to Become Group Learners Jill E. McGrale Maher and Michele D. Brock (Crossroads School for Children) CE: PSY/BACB Member: \$125, Nonmember: \$150

31 Public School Consultation: Creating Infrastructure and Barbara O'Malley Cannon, Jessica R. Everett, Renee M. Dean, Mary Kaminski, and James T. Ellis (Melmark New England)

CE: PSY/BACB Member: \$125, Nonmember: \$150

32 Asperger's and Prompt Dependency: Effective Strategies for Helping Those With Asperger's to Help Themselves C. Baker Wright (Behavior Management Consultants, Inc.) CE: PSY/BACB

Member: \$135, Nonmember: \$160

33 Evidence-Based Practices in Error Correction Lianne M. Moroz and Natalie P. Croteau (Surrey Place) and Michelle Turan (University of Windsor) CE: PSY/BACB Member: \$140, Nonmember: \$165

**34** Utilizing Technology to Improve Treatment and Safety in School and **Residential Programs** Kimberly L. Mayer, Andrew Shlesinger, and Frank L. Bird (Melmark New England) CE: PSY/BACB Member: \$125, Nonmember: \$150

**35** The Conversation Box: A Strategy for Increasing Social Interactions in Children With Autism Laura J. Dantona, Erica M. Andresen, Amie Hahn, and Robert K. Ross (BEACON Services, Inc.) CE: PSY/BACB Member: \$145, Nonmember: \$170

See WORKSHOPS on page 42

#### WORKSHOPS continued from page 41

Friday, May 27; 4:00–7:00 pm (continued)

**36** Sexuality and Individuals on the Spectrum: Designing Effective Curricula and Teaching Strategies Frank R. Cicero and Eileen Hopkins

(Eden II Programs) CE: PSY/BACB Member: \$130, Nonmember: \$155

37 Fitness and Autism:
Evidence-Based Practices to Promote Healthy Lifestyles and Inclusion Opportunities
42 For Living— Communication and Functional

#### Linda S. Meyer

(Autism New Jersey), **Randy I. Horowitz** (Eden II Programs), **and Barbara Wells** (Autism New Jersey) CE: PSY/BACB Member: \$145, Nonmember: \$170

**38** Behavior Analytic Training for Health, Life, Fitness, and Peak Personal Performances **Stephen Ray Flora** (Youngstown State University) CE: PSY/BACB Member: \$125, Nonmember: \$150

**39** Enrich Your Supervisory Process Using Principles of Functional Analytic Psychotherapy and Acceptance and Commitment Therapy **Mavis Tsai** (University of Washington) **and Joanne Steinwachs** (private practice) CE: PSY/BACB Member: \$135, Nonmember: \$160 **40** Seeking Change with Purpose: Values Work in Behavior Analysis **Emily Kennison Sandoz** (University of Lousiana at Lafayette) **and Kate Kellum** (University of Mississippi) CE: PSY/BACB Member: \$130, Nonmember: \$155

**41** Resolving Ethical Issues **R. M. "Duke" Schell** (J. Iverson Riddle Developmental Center) CE: PSY/BACB Member: \$125, Nonmember: \$150

**42** For Living— Communication, Behavior, and Functional Skills: An Assessment, Curriculum, and Skill-Tracking Instrument Based on B. F. Skinner's Analysis of Verbal Behavior **Patrick E. McGreevy and Troy A. Fry** (Patrick McGreevy and Associates) **and Colleen Cornwall** (Applied Behavioral Learning) CE: PSY/BACB Member: \$140, Nonmember: \$165

**43** Using the Vineland-II to Measure Adaptive Skill Development James Chok (Melmark New England) CE: PSY/BACB Member: \$125, Nonmember: \$150

44 Adolescent Literacy Instruction and Read to Achieve: Comprehending Content Area and Narrative Text Nancy E. Marchand-Martella and Ronald C. Martella (Eastern Washington University) and Gregory J. Benner (University of Washington, Tacoma) CE: PSY/BACB Member: \$125, Nonmember: \$150 **45** Using Tagteach to Deliver Instructions and Positive Reinforcement in Various Applications Including Precision Teaching Theresa Mckeon (TAGteach International) and Kevin S. Cauley and Elizabeth Benedetto-Nasho (Step By Step Learning Group, Inc.) CE: PSY/BACB Member: \$125, Nonmember: \$150

46 Using a Team

Approach to Conduct School-Based Functional Behavioral Assessment Elizabeth L. Sellinger and Nichole D. Collins (Institute of Professional Practice, Inc.) CE: PSY/BACB Member: \$125, Nonmember: \$150

**47** Improving Workplace Performance Support **Lori H. Diener** (Performance Blueprints, Inc.) **and Heather M. Mcgee** (Western Michigan University) CE: PSY/BACB Member: \$140, Nonmember: \$165

48 Using Excel for Analyzing Treatment Outcomes in Applied Settings Rebecca Renee Wiskirchen (ACCEL), **Christina Barosky** (The BISTÅ Center), Stephanie A. Johnson (STAR, Inc.), Julie Neenan and Donald M. Stenhoff (The BISTÅ Center), Bryan J. Davey (ACCEL), and Eleazar Vasquez III (University of Central Florida) CE: BACB Member: \$125, Nonmember: \$150

**49** A Comprehensive Assessment Paradigm for Inpatient Treatment Settings Serving the Seriously Mentally III

Jannette Cross (private practice) CE: PSY/BACB Member: \$135, Nonmember: \$160

**50** A Training on Training: Supervising Paraprofessional Staff in the Real World Lisa Tereshko, Cara M. Cappalli, and Cyndi Giordano (ACES, Inc.) CE: PSY/BACB Member: \$125, Nonmember: \$150

**51** Using Functional Analysis as Positive Behaviour Support for Staff: Three Case Studies Mary Roberta Hoadley (Parley Services Limited) CE: PSY/BACB Member: \$140, Nonmember: \$165

**52** Linguistic Fundamentals for the Analysis of Verbal Behavior Maria de Lourdes Passos (Universidade Federal do Rio de Janiero) CE: PSY/BACB

Member: \$125, Nonmember: \$150

### Saturday, May 28; 8:00–11:00 am

53 Using Video Feedback to 58 Teaching Critical Develop Self-Management in Learners With Autism **Kimberly Wroblewski** and Mary Hopton-Smith (Centre for Early Autism Treatment) CE: PSY/BACB Member: \$135, Nonmember: \$160

**54** Applied Behavior Analysis in the 21st Century: Imitation, Autism, and the Mirror Neuron **Bob Ellis** (The Resource Center) CE: PSY/BACB Member: \$125, Nonmember: \$150

55 POWER-Solving: A Systematic Approach to **Teaching Social Skills** Steven Gordon and Michael C. Selbst (Behavior Therapy Associates, PA) CE: PSY/BACB Member: \$155, Nonmember: \$180

56 Developing Advanced Verbal Behavior in Children With Autism Necessary for Describing Experiences and **Developing Friendships** James W. Partington and Nissa Intarachote (Behavior Analysts, Inc.) CE: PSY/BACB Member: \$130, Nonmember: \$155

**57** Bringing Applied Behavior Analysis Into Inclusive Classrooms to Improve Outcomes for Students With Autism Spectrum Disorders Debra A. Leach (Winthrop University) CE: PSY/BACB Member: \$125, Nonmember: \$150

Communication Skills: Help! I Can't Wait to Ask for a Break! Andy Bondy and Lori A. Frost (Pyramid Educational Consultants) CE: PSY/BACB Member: \$135, Nonmember: \$160 59 Everybody Calm Down! Behavior Relaxation Strategies for Individuals With Autism: From Preschool Through High School Kathleen McCabe-Odri and Laura Kenneally (Advance Inc.) and Lori Lorenzetti, Jennifer Cornely, and Nicole M Rzemyk (Partners in Learning, Inc.) CE: PSY/BACB Member: \$140, Nonmember: \$165

60 Toilet Training Individuals on the Autism Spectrum: Behaviorally Based Approaches Frank R. Cicero (Eden II Programs) CE: PSY/BACB Member: \$130, Nonmember: \$155

61 The Importance of Sensitivity Training for Typical Peer Models and Application of an Integrated Peer Groups Model Michelle Chrzczonowski (Pinnacle Academy) and Kirstina Ordetx (Center for Autism Resource and Education) CE: PSY/BACB Member: \$125, Nonmember: \$150

62 Comprehensive **Behavioral Intervention** for Tics

**Douglas W. Woods** (University of Wisconsin, Milwaukee) **MICHAEL HIMLE** (University of Utah) CE: PSY/BACB Member: \$125, Nonmember: \$150

63 Contemporary Behavioral Perspectives on the Treatment of Obesity Becky L. Nastally and Alyssa N. Wilson (Southern Illinois University, Carbondale) CE: PSY/BACB Member: \$135, Nonmember: \$160

See WORKSHOPS on page 44

#### WORKSHOPS continued from page 43

Saturday, May 28; 8:00–11:00 am (continued)

**64** Bridging Science and Practice in Inpatient Treatment Settings for the Seriously Mentally III Jannette Cross (private practice) CE: PSY/BACB Member: \$135, Nonmember: \$160

**65** Changing Thoughts, Feelings, and Urges **Abigail B. Calkin** (Calkin Consulting Center) **and Emma F. Douglas-Cobane** (Treehouse Trust) CE: PSY/BACB Member: \$132, Nonmember: \$157

66 Behavioral Pharmacology: How to Distinguish Between Social and Automatic Functions for Problem Behaviors for Individuals Taking Psychotropic Medications Tina G. Patterson (none) CE: PSY/BACB Member: \$135, Nonmember: \$160

67 Data Collection and Measurement Strategies in Community Settings With Variability That Cannot Be Controlled Mary Roberta Hoadley (Parley Services Limited) CE: PSY/BACB Member: \$135, Nonmember: \$160 **68** Addressing Problem Behavior of Children and Adults With Developmental Disabilities Ennio C. Cipani (Universidad Nacional Autonoma de Mexico) and Joshua K. Pritchard (Florida Institute of Technology) CE: PSY/BACB Member: \$125, Nonmember: \$150

**69** Sleep Disorders and Intellectual Disabilities: Behavioral Interventions and Research Update **Arthur E. Wilke and Taira Lanagan** (Center for Autism and Related Disorders, Inc.) CE: PSY/BACB Member: \$190, Nonmember: \$215

70 Teaching Self-Management Skills to Children With Disabilities Holly Almon, Kathleen S. Laino, and Andrew M. Syvertsen (West Coast Behavioral Consultants); PAUL ROGERS (Blue Prints); and Valori N. Berends

(Academy for Precision Learning) CE: PSY/BACB Member: \$150, Nonmember: \$175

**71** Training and Supervising Support Staff: Evidence-Based Strategies **Dennis H. Reid and Carolyn Green** (Carolina Behavior Analysis and Support Center) CE: PSY/BACB Member: \$125, Nonmember: \$150

72 Behavioral Practice in the Era of Bio-Psychiatry and Big Pharma: Steps to Success W. Joseph Wyatt (Third Millennium Press) CE: PSY/BACB Member: \$125, Nonmember: \$150

73 BACB Ethics 2.0: Understanding the New Additions to the Code of Ethics Jon S. Bailey (Florida State University) Mary R. Burch (Bailey Burch Workshops) CE: PSY/BACB Member: \$130, Nonmember: \$155

74 Behavioral Consultation: Strengths-Based Models of Parent Training Jessica R. Everett, Barbara O'Malley Cannon, and Mary Kaminski (Melmark New England) CE: PSY/BACB Member: \$125, Nonmember: \$150

**75** Precision Teaching and Standard Celeration Charting Part Deux; Application of the Science Kerri L. Milyko (Precision Teaching Learning Center), Kelly J. Ferris (Organization for Research and Learning), Jennifer Testa (Morningside Academy), and Jeffrey Gesick (University of North Texas) CE: PSY/BACB Member: \$135, Nonmember: \$160

**76** Developing and Evaluating Interventions for Autism Spectrum Disorders Using a Research-Based Approach **Christina Whalen** (TeachTown) **and Manya C. R. Vaupel** 

(Spectrum Circles) CE: PSY/BACB Member: \$145, Nonmember: \$170 77 Skinner's Analysis of Verbal Behavior: Beyond the Elementary Verbal Operants Mark L. Sundberg (Sundberg and Associates) and David C. Palmer
(Smith College) CE: PSY/BACB
78 Implementation of the VB-MAPP as an Assessment and Cut for Children With Aut a Center-Based Sett Nancy J. Champlin, Nicole M Lesley A. Macpherson, Katie Alana Belezzi, Aimee Collier, American Assessment and Cut for Children With Aut a Center-Based Sett Nancy J. Champlin, Nicole M Lesley A. Macpherson, Katie

Member: \$135, Nonmember: \$160

**78** Implementation of the VB-MAPP as an Assessment and Curriculum for Children With Autism in a Center-Based Setting Nancy J. Champlin, Nicole M. Carlisle, Lesley A. Macpherson, Katie Shelton, Alana Belezzi, Aimee Collier, Cynda Hoenig, and Megan Huber (Autism Concepts, Inc.) CE: PSY/BACB Member: \$145, Nonmember: \$170

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Behavior Analysis in Practice

#### Updates From the ABAI Community



From left to right: MNABA's Conference Committee Chair Sarah Roberts, President April Rapp, and Secretary/Treasurer Tim Moore.

### Minnesota Northland ABA **Regional Conference**

#### BY KIM TASKY

The third annual MNABA Regional Conference was held on Friday, September 24, 2010 at the Radisson University Hotel on the beautifully scenic University of Minnesota campus. Collaboration between the Executive Council of MNABA and the Center for Continuing Studies at St. Cloud State University helped facilitate the most highly attended and successful conference to date. In attendance were over 125 people representing professionals, parents, students, and everyday behavior analysis enthusiasts.

As MNABA grows, so does our commitment to providing outstanding educational and informational opportunities to our members. Dr. Michael Potegal launched this year's conference as keynote speaker, encouraging the building of cross-disciplinary bridges between psychological and neuroscientific work on emotion and functional behavior assessment. With the energy high, the conference continued with Maria Valdovinos, who spoke eloquently on the importance of continued assessment MNABA and the Center for Continuing Studies at St. of behavior function when administering psychotropic medication. Other presenters of the day addressed topics such as performance management, positive behavioral support strategies for challenging behaviors, and a 6-year follow up and outcome study of 35 children with autism.

The field of behavior analysis wouldn't be where it is today without the important research completed by the academics, professionals, and students in our field. This year, MNABA was proud to award Marissa L. Henrickson with first place for her exceptional poster presentation titled, "Detecting False Positives in Multielement Designs: Potential Implications for Brief Analysis." The study first identified the probability of generating false positives using continuous measures in multielement designs and then empirically evaluated new guidelines for decreasing false positives in those designs. Henrickson demonstrated that the new guidelines decreased the presence of false positives to less than 5% for all graphs except those depicting two data points and two data paths.

This year's second place award winner was Tyler K. Krueger for his poster presentation titled, "The Use of Response Cost to Treat Automatically Reinforced Spitting." In the study, Krueger determined that noncontingent access to a reinforcer with the addition of a brief response cost procedure successfully reduced the rate of automatically reinforced spitting. Additionally, the study demonstrated the important clinical utility of the treatment by producing similar, ongoing results in the child's special education classroom.

With another spectacular conference behind us, Cloud State University would like to thank the speakers, poster presenters, conference exhibitors, and all the participants for making this year's regional conference extraordinarily successful. Planning for the 2011 conference is already in progress and we look forward to providing yet another exciting venue to further the field of behavior analysis.

### Direct Instruction Special Interest Group

#### BY WENDY KOZMA

Professionals working with individuals with autism spectrum disorders (ASD) make up a significant number of the participants attending the annual ABAI conference. A quick survey of the annual conference "browse by program area" menu testifies to a tremendous interest in autism within the applied behavior analysis community. As the number of individuals diagnosed with ASD has continued to increase significantly during the past decade, practitioners, educators, students, parents, and other professionals are seeking out education and training in behavioral sciencebased interventions. The significance of evidence-based instructional practices has been established and numerous studies support direct instruction (DI) as an effective practice within this domain. Direct instruction is a system of teaching in which instructional variables are controlled through the use of carefully designed instructional materials, instructional sequences, and teaching strategies to ensure students will master content at a reasonable rate.

Direct instruction is a logical choice for a wide variety of learners. Frequently, the instructional needs of learners with ASD and other challenges are often not so dramatically different from the needs of typically developing learners. As a stated goal, the Direct Instruction Special Interest Group (DI SIG) is striving to coordinate and support a continuum of ongoing education, training, and networking opportunities for all individuals interested in direct instruction implementation as an effective evidence-based instructional practice.

Members of the DI SIG who prepare and mentor students in special education training programs have recently undertaken a review of the literature regarding the characteristics of learners with ASD. They describe a close match between DI methodology and meeting the identified instructional needs of learners on the spectrum. Specific features of direct instruction that support this population include:

- General Case Instruction, which teaches intended generalizations while prohibiting incorrect generalization. Instruction becomes most efficient when more content is taught in less time.
   Ine Institutes for Benavior Resources' 50th Anniversary Event Honors Founder Dr.
- Formats, which provide consistent instructional routines, wording, and arrangement of learning tasks. Such formats support learners sensitive to changes in routines while providing systematic fading of prompts.
- Standardized Error Correction Procedures, which also increase instructional efficiency through prevention of error patterns that interfere with generalization and fluency development.

In January, ABAI hosted its Sixth Annual Autism Conference. In conjunction with this conference, chairs for the Autism SIG, the DI SIG, and the Parent Professional Partnership (PPP) SIG initiated a collaborative endeavor. This collaboration is intended to plan for/provide ongoing training in DI for professionals on multiple levels (introductory, intermediate, and advanced/research level) and to offer education and support for parents.

In conjunction with a conference entitled Effective Programs for Learners With Autism Spectrum Disorders, the Association for Direct Instruction hosted an invitation-only half-day forum for practitioners with considerable expertise in utilizing DI programs with learners diagnosed with ASD. The forum was held on August 15 in Columbus, Ohio, and was followed by a 2-day conference. Several members of the DI SIG were invited to participate in the forum.

The forum participants brought various challenges, administrative practices, implementation strategies, and other ideas to the table. These elements were categorized with respect to learner characteristics and discussed in relationship to obstacles and challenges to DI implementation. Solutions were proposed including modifications and adaptations and a systematic process for determining best practices guidelines implementing solutions was begun. A network of professionals was established, and a committee formed to develop research topics validating the effectiveness of DI implementation with learners on the spectrum. Several research proposals were established at the conclusion of the conference.

The event initiated an important opportunity to advance the use of DI with learners on the spectrum. The sponsoring association is a nonprofit organization dedicated to promoting and supporting the use of DI programs. The Association for Direct Instruction hosts DI conferences, provides online networking and assistance, and publishes the Direct Instruction News and The Journal of Direct Instruction. For more information on the Association for Direct Instruction please visit www.adihome.org.

### The Institutes for Behavior Resources' 50th Anniversary Event Honors Founder Dr. Joseph V. Brady on May 2–3, 2011, in Baltimore

Author's note: This event will also recognize the leadership of Congressman Elijah E. Cummings (D-MD) and honor the memory of Carol Butler, former Institutes for Behavior Resources (IBR) REACH Director. The diverse programs of the IBR are inextricably linked to its founder, Joseph V. Brady, Ph.D., who pioneered and advanced multiple fields within the behavioral sciences that honoree, Representative Cummings. IBR plans this as a are commonplace today. Joe Brady, as he is known to his thousands of colleagues, collaborators, and students in the many fields he helped shape, is an ever-creative force who has worked tirelessly for six decades applying the principles of behavioral psychology to improve life and well-being for all-on Earth and beyond! Dr. Brady created IBR to be a living laboratory that provides services and conducts research to extend the benefits of behavioral approaches to solving a great variety of human and social challenges. While IBR is well known in its community for innovative and effective substance abuse programs, others outside of its Any net proceeds from the gala dinner will go toward region know IBR as a unique center of experimentation and development of human performance, behavioral analysis, and safety initiatives utilized by NASA, the National Institute of Health, the Department of Transportation, the U.S. military, state and local governments, multiple transportation modes, and other applied fields.

With its 50th anniversary in 2011, IBR is planning a celebration of its many accomplishments and to honor Dr. Brady, and others, such as the Honorable Elijah E. Cummings, who have contributed to the evolution of IBR as a unique and outstanding community, national, and international resource. The celebration will focus on two events: (1) a 2-day conference on May 2-3 at Hurd Hall on the Johns Hopkins University School of Medicine campus, highlighting new and evolving developments by leaders in the fields to which Dr. Brady contributed so fundamentally and (2) a gala dinner on May 2 at the American Visionary Arts Museum on the evening between the two conference

days to celebrate both IBR's accomplishments as well as the contributions of Dr. Brady and community leadership fun, truly celebratory event for all of those associated with the organization's history and Dr. Brady's career.

IBR's 50th anniversary events will also be dedicated to the memory of Carol Butler, director of IBR's innovative mobile substance abuse service and dedicated patient advocate, whose passing in 2009 affected all of us at IBR and many throughout the substance abuse services community.

To learn more about IBR's specific plans for the event and opportunities to participate and/or support this memorable occasion, visit www.ibrinc.org/anniversary. the development of the Joseph V. Brady Behavioral Sciences Center and related IBR educational activities. IBR welcomes contacts from anyone who would like to get involved in event planning and development as well as those interested in serving on the Event Organizing Committee and making or securing contributions. The key contact for event planning is:

Reid Blank

Director for External Affairs Institutes for Behavior Resources, Inc. 2104 Maryland Avenue Baltimore, MD 21218 Direct Dial: (408) 247-0030 E-mail: rblank@ibrinc.org

For more information about IBR's 50th anniversary event and regular updates, please visit: www.ibrinc.org/anniversary.



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#### **New 2011 Organizational Member**

# St. Amant

St. Amant (www.stamant.mb.ca) is a comprehensive resource for Manitobans with a developmental disability, acquired brain injury, or autism. It is a nonprofit organization and offers a wide range of care through the Community Living Program, River Road Place Program, and River Road Child Care. St. Amant also offers a number of treatment services and programs available to in-house and community-based children and adults through the Applied Behaviour Analysis (ABA) Program, Research Centre, Community Living Stabilization Service, Family Care Program, Psychology Services, occupational therapy, speech therapy, physiotherapy, school, Adult Day Program, Recreation Services, medical and psychiatric clinics, and spiritual care.

St. Amant is committed to ensuring that individuals with developmental disabilities, brain injury, or autism receive evidence-based treatments. St. Amant offers autism services programming through its ABA Program. ABA uses behavioural science and techniques in a planned and systematic way to assess, teach, and improve socially significant behaviours to help an individual with autism to live a full and fully functional life. Our program is funded by the Province of Manitoba to provide intensive behavioural intervention for children diagnosed with an autism spectrum disorder. Preschool children receive homebased early intensive behavioural intervention for up to 3 years, while school-age children can receive intervention, both at school and at home, for up to 3 years or until they reach Grade 4 (whichever comes first). Currently a behaviour analysis autism consultation service is being developed to provide additional support to children who have completed the 3-year, school-age program. This support has been mandated by the province to include an educational component to build capacity for ABA in the school system. ABA involves emphasis on changes and adjustments in the current environmental conditions with the objective of promoting learning and positive change in behaviour. Our behaviour analysts aim to improve socially important behaviour by using tools based on procedures that and treatment. During behavioral assessment, our team have been evaluated in reliable and objectively measured experiments. We teach new behaviours or increase and maintain relevant and desired behaviours, generalize or transfer behaviour across situations or responses, restrict or narrow conditions under which interfering behaviours occur, reduce interfering behaviours, and through these processes enhance the quality of life for the children and their families. The programming is tailored to each child and is based on an evolving body of knowledge. ABA interventions are supervised by qualified behaviour analysts familiar with current research in the field.

The St. Amant Research Centre works to improve quality of life for individuals with developmental disabilities through research and education. We use an interdisciplinary approach to create new knowledge and translate our research into useful information for caregivers, practitioners, and policy-makers. We aim to create a world where all people, regardless of their abilities, are able to develop to their fullest potential. Our current areas of research include supporting choice-making, best practices for early intervention for children with autism, how people with developmental disabilities access health care, education for health care professionals, how families are affected by and cope with developmental disabilities, effective teaching technologies, and knowledge translation.

The St. Amant Community Living Stabilization Service (CLSS) is a comprehensive treatment plan that aims to foster behavioural stability, prevent permanent out-of-home placements, and prevent the breakdown of other supports. Individuals who receive services from the Family Services-Supported Living Program and experience immediate or imminent behavioural or psychological problems that jeopardize their ability to remain in their homes are eligible for the CLSS. Participating individuals may be challenged by a broad spectrum of issues including aggressive or destructive behaviours, temporary life adjustment problems, depression, and other mental health diagnoses. Once a participant is accepted into the program, the CLSS team completes a thorough clinical assessment, develops a comprehensive treatment plan, and trains care providers to implement the plan. The CLSS team consists of behavioural psychologists, psychiatrists, registered nurse consultants, clinical pharmacists, behaviour analysts, and treatment staff.

Psychology Services has two areas: referral for challenging behaviour (with a focus on increasing positive behaviors and replacing behaviors of concern) and psychological testing to help the Supported Living Program establish whether an individual is eligible for supports and to assist Children's Special Services in transition planning for Adult Services. Our challenging behaviour services typically involve two phases: assessment conducts and in-depth functional assessment or functional analysis, working closely with caregivers. The final step in the assessment process is a report that details results and recommendations. If caregivers choose to continue, the treatment phase begins. Treatment involves teaching caregivers to implement a reinforcement program that increases positive behaviors and prevents/decreases negative behaviors. Caregivers record information on a checklist that the consultant graphs and summarizes. To start the process, training and consultation is provided weekly in the client's natural setting. Our involvement gradually decreases

as caregivers become more comfortable and skilled at implementing recommendations. Additional interventions, such as anger management training, is provided as needed. Individuals are often referred to Behavioural Services when they display noncompliance, aggressive behaviors (toward individuals and property), self-injurious behaviors, disruptive behaviors, and inappropriate verbal behaviors. Following assessment and treatment, individuals frequently show increased compliance and independence in daily living activities including toileting, dressing, bedtime and mealtime routines, positive social behaviors, positive play behaviors, and anger management skills.

St. Amant is a great organization to work for that provides many benefits to both employees and clients and was recently awarded "Manitoba's Top Employers 2011." St. Amant prides itself on both providing exceptional evidence-based service as well as supporting continued research through the Research Centre, local partnerships like the University of Manitoba's ABA Program, and national research efforts.

For more information, please contact Kirsten Wirth at kwirth@stamant.mb.ca, or (204) 256-4301, extension 3476.



# Opportunities for Behavior Analysts

The institute of professional. practice, inc,

#### The Institute of Professional Practice

Clinical Coordinator—Adult Services

Responsibilities include: coordination of clinical programming with day services; supervising the development, implementation, and analysis of all behavioral intervention programs; ensuring quality and consistency of program implementation; interacting with regulatory agencies; and in-servicing staff in applied behavior analysis (ABA) and related subjects. While candidates with a bachelor's degree and relevant experience will be considered, preferred candidates will have a master's degree in a relevant field (or be enrolled in a master's degree program) and prior experience in ABA with individuals with developmental disabilities and physically handicapping conditions. Candidates should submit resume to amartin@ippi.org or mail to Allison Martin, IPPI, 1764 Litchfield Turnpike, Woodbridge, CT 06525. Tel. (203) 389-6956 ext. 110.

**St. Amant Applied Behavior Analysis Program for Children With Autism** Winnipeg, Manitoba, Canada

#### Applied Behavior Analysis Consultant Position

The applied behavior analysis (ABA) consultant is responsible for programming across each child's daily life and environments as well as providing guidance and training to each child's team at home and school. The consultant reports to the clinical coordinators of the preschool and school-age programs. It is an extremely dynamic and rewarding position.

#### About St. Amant

St. Amant (http://stamant.mb.ca/main/index.html) is a comprehensive resource for Manitobans with a developmental disability, acquired brain injury, or autism. A nonprofit organization, St. Amant offers a wide range of programming, services, and care to support individuals with a developmental disability, acquired brain injury, or autism. It is a great organization to work for that provides many benefits to the employee and was recently awarded "Manitoba's Top Employers 2011."

The ABA Program (http://stamant.mb.ca/main/ ABAProgram.html) is a program within St. Amant and serves preschool and school-aged children with autism in their homes, day cares, preschools, and schools. It is a 100% provincially funded program.

We are looking for individuals with masters' degrees in applied behaviour analysis who are BCBAs (or eligible to sit for the BCBA), Ph.D.s in applied behaviour analysis with the ability to register with the local psychology regulatory body (http://www.cpmb.ca/), or Ph.D.s in other disciplines who are BCBAs and are able to register with the local psychology regulatory body.

For more information, please contact Kirsten Wirth at kwirth@stamant.mb.ca, or (204) 256-4301 ext. 3476.

#### Calendar of Upcoming Conferences

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



North Carolina ABA February, 16-18 Charlotte, NC Crowne Plaza Charlotte Hotel www.nc-aba.com

#### 29th Annual Western **Regional Conference**

February 17-19 Burlingame, CA Hyatt Regency San Francisco Airport www.calaba.org

#### **Behavior Analysis** Association of Michigan

February 24-25 Ypsilanti, MI Eastern Michigan University; Student Center www.baam.emich.edu

#### Texas ABA

February 25-27 Gavelston, TX Gavelston Convention Center www.txaba.org

## Marc

**Heartland ABA** March 3-4 Omaha, NB University of Nebraska, Omaha; Thompson Alumni Center www.hlaba.org

#### **Connecticut ABA**

March 4 Cromwell, CT Crowne Plaza Hotel www.ctaba.org

#### **British Columbia ABA**

March 11-12 University of British Columbia; Scarfe Building www.bc-aba.org

# March (cont.) April (cont.)

Pennsylvania ABA March 24-25 Hershey, PA Hershey Lodge and Convention Center London, United Kingdom www.pennaba1.org

#### **New Jersey ABA**

March 25 Edison, NJ Pines Manor www.njaba.org

#### **Queens College Developmental Disabilities Conference** March 25 Flushing, NY Queens College, CUNY qcpages.qc.cuny.edu/Psychology/

#### **Behavioral Research & Translation: Behavioral Economics**

March 25-27 Chicago, IL Hyatt Regency, Chicago www.abainternational.org

#### **Organizational Behavior Management Network**

March 31-April 1 Tampa, FL Sheraton Suites Airport Westshore Hotel www.obmnetwork.com

# Aprii

Four Corners ABA April 1–2 Santa Fe, NM LaFonda on the Plaza www.4caba.org

#### **ABA Italy**

April 6-8 Milan, Italy www.aarba.org

**Experimental Analysis** of Behaviour Group April 18-20 University City London, Department of Psychology eabg.bangor.ac.uk/index.htm

#### Kansas ABA

April 23 Overland Park, KS The University of Kansas, Edwards Campus www.kansaba.org

# Norwegian ABA

May 11-15 Golsfjellet, Norway Storefjell Resort Hotel www.atferd.no

**37th Annual ABAI Convention** May 27-31 Denver, CO Colorado Convention Center www.abainternational.org

# JUIV

Animal Behavior Society and **International Ethological Conference** July 25-30 Bloomington, IN Indiana University www.indiana.edu/~behav11/index.shtml

# September

XX Brazilian Meeting of Psychotherapy and Behavioral Medicine September 7-10 www.xxencontroabpmc.com.br

#### **Florida ABA**

September 21–24 www.fabaworld.org

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