

INSIDE BEHAVIOR ANALYSIS

NEWSLETTER OF THE ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL

VOLUME 3

No 3

DECEMBER

2011

IN THIS TEMPLE
AS IN THE HEARTS OF THE PEOPLE
FOR WHOM HE SAVED THE UNION
THE MEMORY OF ABRAHAM LINCOLN
IS ENshrINED FOREVER



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38th Annual Convention

Friday, May 25 – Tuesday, May 29

Washington State Convention Center
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Inside Behavior Analysis

Newsletter of the Association for Behavior Analysis International

Issue Date: December 2011

Issue Number: Vol. 3, No. 3

 Frequency of Publication: The newsletter is published three times annually. Subscriptions are provided with ABAI membership; others may subscribe from the ABAI web site: www.abainternational.org

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An Update From SABA's President

BY MICHAEL DOUGHER

The Society for the Advancement of Behavior Analysis has provided financial support to the field of behavior analysis since 1980 through its awards, grants, and fellowships programs. As the end of the year approaches, I write to

remind you of these important programs and the fact that they are supported largely by member contributions. To continue to support these programs, you may make a donation to SABA by visiting www.abainternational.org/saba/donations.asp.

SABA Endowment Funds

To support its awards, grants, and fellowships programs, SABA has established three endowment funds to which members may make direct contributions. These funds are:

The Doctoral Dissertation and Master's Thesis Research Fund, which is intended to support doctoral dissertation and master's thesis research in behavior analysis. ABAI makes an annual \$3,000 contribution to this fund and will do so until it becomes self-sustaining. Your contributions are needed to meet this goal and, as an incentive, until December 31, 2011, SABA will *match* your donations. Please consider donating today to support our young scholars' research in behavior analysis.

The Student Presenters Fund, which helps offset the costs for students to present their research at the annual convention. All donations to this fund are distributed within the year they are made, so the fund must be replenished each year in order for SABA to continue to support student participation at ABAI events.

The Unrestricted Fund, which the SABA Board of Directors allocates for specific purposes and activities, as they deem necessary and appropriate. These funds may be used to support restricted funds when necessary.

SABA also has three other funded endowments that support grants for student scholarship and dissemination of the field internationally: the *Sidney W. and Janet R. Bijou Endowment Fund*, the *Experimental Endowment Fund*, and the *International Endowment Fund*. These funds provide grants with the interest generated from their principals.

SABA Awards

SABA awards are intended to recognize our field's distinguished leaders and programs and to promote their work and accomplishments. At each annual convention, SABA presents the following five awards:

The award for *Distinguished Service to Behavior Analysis* recognizes individuals who have demonstrated sustained, valuable contributions to behavior analysis through teaching, research, or practice. Past winners include Jacob Gewirtz (2011), A. Charles Catania (2010), Brian Iwata (2009), Edmund J. Fantino (2008), Teodoro Ayllon (2007), James Dinsmoor (posthumously, 2006), Jon Bailey (2005), Beth Sulzer-Azaroff (2004), Victor Laties (2003), Jack Michael (2002), Murray Sidman (2001), Sidney Bijou (2000), Ogden Lindsley (1999), Montrose Wolf (1998), and Donald Baer (1997). Winners under the ABAI Award Committee have been Joseph Brady (1996), Victor Laties (1995), and Philip Heline (1994).

The award for *International Dissemination of Behavior Analysis* recognizes individuals who have made significant and sustained contributions to the dissemination and growth of behavior analysis outside the United States. Past winners are: Erik Arntzen (2011), Steven C. Hayes (2010), João Todorov (2009), Linda J. Hayes (2008), Eitan Eldar

(2007), Joseph Morrow (2006), R. Douglas Greer (2005), Michael Davison (2004), Maria E. Malott (2003), Paolo Moderato (2002), Carolina Bori (2001), Liliana Mayo (2000), Comunidad los Horcones (1999), Emilio Ribes-Inesta (1998), and Masayo Sato (1997). Winner under the ABAI Award Committee: Murray Sidman (1996).

The *Enduring Programmatic Contributions to Behavior Analysis* award is given to an agency, department, or organization that has made important enduring contributions to the growth and development of behavior analysis. Past winners are The Ohio State University (2011); University of Nevada, Reno Behavior Analysis Program (2010); Experimental Analysis of Behaviour Research Unit, University of Auckland, New Zealand (2009); Kennedy Krieger Institute (2008); The May Institute (2007); Behavior Analysis and Therapy Program of Southern Illinois University (2006); The New England Center for Children (2005); West Virginia University Department of Psychology (2004); Society for the Experimental Analysis of Behavior (2003); University of Florida (2002); Eunice Kennedy Shriver's Behavior Technology Group (2001); University of Kansas (2000); Princeton Child Development Institute (1999); and the Department of Psychology at Western Michigan University (1998).

The award for *Effective Presentation of Behavior Analysis in the Mass Media* is presented to an individual who produces written, audio, or video information that accurately informs the public about the science or application of behavior analysis. Previous winners include Alan E. Kazdin (2010), Amos Rolider (2009), Amy Sutherland (2008), James M. Kauffman (2006), Ivar Løvaas (2004), Richard Foxx (2003), John Palfreman (2002), Roger McIntire (2001), James Partington (2000), E. Scott Geller (1998), and Karen Pryor (1997).

The *Award for Scientific Translation* is given either for outstanding Impact of Science on Application (experimental/theoretical innovations in behavior analysis with significant impact on application) or Technology Transfer (addressing socially significant problems using methods directly linked to behavior analysis or that effectively incorporate behavioral principles). In 2010, two previous awards, the Impact of Science on Application Award and the Public Service in Behavior Analysis Award, were combined into this single award. The previous winners of the Scientific Translation Award are Dean Fixsen (2011) and William J. McIlvane (2010). Previous winners of the Impact of Science on Application Award are Travis Thompson (2009), Murray Sidman (2008), Steven C. Hayes (2007), Nathan Azrin (2006), Howard Rachlin (2005), and Tony Nevin (2004). Previous recipients of the Public Service in Behavior Analysis Award are Thomas McKenzie (2009), Michael Keenan

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(2008), Henry Pennypacker (2007), Robert Horner (2006), Robert Mager (2005), Michael Hemingway (2004), Douglas Carnine (2003), Richard Malott (2002), Kent Johnson (2001), Charles Schuster (2000), Gerald Shook (1999), and Aubrey Daniels (1997).

SABA awards for 2012 will be announced in the Winter 2012 issue of *Inside Behavior Analysis*. Please consider nominating deserving candidates for the 2013 SABA awards (see the SABA website for details).

Fellowships and Grants

Each year, SABA awards fellowships and grants totaling \$20,000 to support behavior analytic research and the development of the field. Applications for these awards are accepted every year in August and September. Keep an eye on the SABA website for details in the summer about application procedures and requirements. The following grants, based mostly on endowments, are given annually.

The *Experimental Analysis of Behavior Fellowship* provides financial support of up to \$2000 to graduate students doing research in the experimental analysis of behavior. Since its inception in 2002, 14 fellowships have been awarded.

The *Sidney W. and Janet R. Bijou Fellowship* provides support for students doing behavior analytic research in child development. These fellowships are funded through a generous endowment established by Sid and Janet Bijou. Since 1998, 23 students have received awards totaling \$115,000.

The *International Development Grant* fund was established to ensure ongoing support for the international development of behavior analysis. Since 1999, a total of \$39,000 has been awarded to 37 recipients.

The *Student Registration Grant* provides complimentary registration for qualifying students who present their research at ABAI-sponsored conferences and events.

The *Master's Thesis and Doctoral Dissertation Grants* annually support two thesis projects at \$500 each and two dissertation projects at \$1000 each.

Thanks are due to SABA's donors, a list of whom may be found on page 12. On behalf of the Society and the people and projects it supports, I encourage all ABAI members to add their names to this list by making a donation. ❖

Upcoming ABAI Events

2012 Autism Conference
January 27–29, 2012
Philadelphia Marriott Downtown
Philadelphia, PA

38th Annual Convention
May 25–29, 2012
Washington State Convention Center
Seattle, WA

Behavior Change for a Sustainable
World Conference
August 3–5, 2012
The Ohio Union at the Ohio State
University
Columbus, OH

Theory and Philosophy Conference
November 2–4, 2012
Inn and Spa at Loretto
Santa Fe, NM

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Updates From Past SABA Awardees

2011 Sidney W. and Janet R. Bijou Fellowship

BY GENEVIEVE DEBERNARDIS

Perspective-taking has been defined as the capacity to infer another's thoughts, feelings, or internal states of knowledge or an individual's awareness of informational states in oneself and in others. It is a particularly complex phenomenon, as the perceiver must not only take into consideration similarities between his/her own past behavior and that of another, but also notable differences between these behaviors under various circumstances. The ultimate demonstration of the most complex form of perspective-taking is when the perceiver accurately predicts another's behavior in novel situations. When young children have not yet learned to take another's perspective, they are unable to distinguish how their views, thoughts, and beliefs may be different from those of another. Perspective-taking has been studied extensively, though the variables that may be involved in the development of this essential ability have not been adequately isolated or examined. If these variables could be identified, effective procedures could be developed to establish this repertoire in very young children, enhancing their social development with life-long benefits. This could lead to training techniques suited to persons showing perspective-taking deficits or who had previously been unable to learn this skill. Rather than assume that a perspective-taking repertoire emerges as a function of development, it is contended that specific learning histories give rise to this higher-order skill.

The aim of this study was to determine if young children can engage in specific perspective-taking of another through video observation, and if this can be transferred to novel circumstances.

The participants consisted of four female and eight male participants ranging in age from 3–5 years. Two aspiring young actors—one male and one female, both 3 years of age—were recruited to serve as confederates. Participants were exposed to one session per day on 4 successive days. Before each session, a brief perspective-taking task was conducted that consisted of taking the perspective of an opposite-sex confederate for which feedback was provided. This procedure was employed to foster more focused observation of the confederate video footage. At the end of the perspective-taking task, the participants began their session for the day.

For days 1 and 4, participants engaged in a perspective-taking task of a same-sex confederate. Feedback was not provided during any of these sessions. The pre-test consisted of a paired stimulus preference assessment where participants chose toys they thought the confederate would

like to play with. Days 2 and 3 consisted of participants engaging in a multiple stimulus without replacement preference assessment, where they were able to play with the toys they picked for up to 1 minute, after which they watched a video where the confederate went through the same process, but always picked gender-opposite toys. Post-test consisted of the same task as in the pre-test, conducted first with observed toys, then with novel toys.

By this procedure, all participants experienced the same amount and type of exposure to the confederates' toy preferences. The primary dependent variable was the participants' predictions as to what toys the confederate would select under familiar and novel circumstances.

Four participants did not accurately report their own preferences, neither did they accurately predict those of the confederates in the post-test and novel test. Eight participants accurately reported their own preferences. In addition, three of these participants accurately reported the confederate's preference during the post- and novel test, while the remaining five did not.

All participants engaged in a form of perspective-taking based on common knowledge. This is to say, prior to observing the confederates' preferences, the participants assumed that the female confederate would prefer female toys and that the male confederate would prefer male toys. This was observed in their pre-test reports of confederates' preferences. Some participants engaged in a more complex form of perspective-taking, based on a shared history. This was evidenced by a shift from pre- to post-test reports of same-sex confederates' preferences.

Anecdotal evidence suggested that participants who engaged in unsolicited verbal behavior about the confederates' behavior during the video footage were better able to predict the preferences of the confederates in the post- and novel test circumstances. An investigation is currently underway to assess the value and impact of verbal behavior on perspective-taking in young children.

This research was made possible by the Sidney W. and Janet R. Bijou Fellowship from the Society for the Advancement of Behavior Analysis. I am thankful for this opportunity. I also wish to thank my former research assistant Erin E. Watkins for her work on this project.

2011 International Development Grant

BY JAMES ELLIS

From September of 2008 until June 2011, I traveled to Georgetown, Guyana, for a week every 3 to 4 months to provide consultation for a young boy with autism whose family relocated there for a temporary placement with

the British Embassy. There are no mandated services for children with special needs in Guyana, no such thing as an individualized education program, and no professionals trained in diagnosing or appropriately educating children with autism. Although my primary focus has been developing and overseeing the educational program for this one young boy, I have also volunteered to provide training and support to local families of children with autism and to local professionals, including helping to develop a pilot classroom for children with autism.

From September of 2010 until this last summer, we have had a temporary classroom for four children with autism in the garage of the house of the British High Commissioner. Two teachers for whom I have provided didactic and hands-on training over the past 3 years have staffed this classroom. These two teachers have no formal education in special education and had no prior experience working with children with autism. The salaries of these two teachers (equivalent of \$5,000 U.S. a year) have been funded through local fundraising and by a small stipend that the parents of each child pay. I have provided clinical consultation and oversight of the pilot classroom pro bono, including quarterly on-site visits, biweekly discussions via Skype, and weekly sharing of data and documents (e.g., videotapes of staff working with each child) through Dropbox. Through donations, furniture and some basic teaching materials have been obtained, including a video camera to share video clips of children's teaching sessions, a digital camera for use in developing visual supports and teaching materials, and Boardmaker software for developing visual supports and teaching materials. Through the generosity of SABA, an International Development Grant provided funds for a laptop computer and printer to assist with long-distance correspondence/consultation and to aid in the development of training materials for children.

Use of the temporary classroom space, funding for a large portion of the teachers' salaries, and funding for my travel to Guyana ended in August when the young boy for whom I had been contracted to provide consultation, and his family, left to return to London. However, given the efforts of a number of local parents and professionals, the Step-by-Step Foundation was established as a Friendly Society in August of this year, along with a board of trustees and an executive committee. This is allowing for more formal fundraising, as well as the development of policies and procedures and more systematic oversight of the pilot classroom. Donations from a number of local businesses, parents, and professionals in Guyana are currently covering the salaries of the teachers and some basic supplies. Additionally, a new and more permanent space has been donated by one of the parents. There are currently a total of six children attending the school, and three new individuals have begun to receive training to serve as teachers. Training is occurring through overlap

with the two currently trained teachers, lecture-based trainings provided through Skype, and performance feedback provided via video samples. The goal is for me to continue to make on-site consultation visits at least twice a year if funding can be obtained. All of my consultation and training are continuing to be provided pro bono.

Although it is just a start, the Step-by-Step Foundation has established a 3-year plan. Efforts during the next year will focus on providing a structured, intensive program for up to eight children diagnosed with autism and other neurological disorders. The pilot classroom will also allow the opportunity for interested professionals and parents to observe and shadow trained staff so that they can learn through hands-on observation and practice. Additionally, through various media outlets and presentations at monthly regional meetings of government officials, efforts will be made to increase public awareness of autism in Guyana. During the second and third years, the project will begin the process of working with the Ministry of Education to establish additional classrooms in the different regions of Guyana.

Given the energy and hard work of a few parents and professionals in Guyana, and the generosity of various companies and individuals in Guyana, as well as the financial support provided by this grant, the provision of effective educational services for children with autism in Guyana is becoming a reality!

2011 International Development Grant

BY JEREMY H. GREENBERG

It was a delightful surprise when we learned last year that the International Development Grant was going to be awarded to our school by the Society for the Advancement of Behavior Analysis (SABA). As the director of the Children's Institute of Hong Kong (TCI), I am tasked with the provision of educational services to English-speaking students with special needs. Our approach is invariably applied behavior analysis, and our mission is all about optimal instruction and learning. In order to best educate our students, TCI teachers are continuously fine-tuning their problem solving repertoires by being fluent in scores of curricula, strategies, and tactics supported by the research literature provided by the science.

We encounter students with a wide range of verbal abilities at TCI. While subscribing to the "train the trainer" approach, it's my responsibility to provide our teachers with a wide range of only the best practices in the field of behavior analysis. To paraphrase a quote my mentor, R. Douglas Greer, used to share with his doctoral students, when it comes to tactics, we must "cast our nets widely."

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Founded in 2003, TCI pioneered applied behavior analysis programming for students in Hong Kong. With a constant eye on improvement, our program continues to seek and incorporate all innovations in teaching and learning. It is exciting that instruction in the 21st century brings with it a continuous stream of new strategies and tactics developed worldwide and published through journals. At no other time has it been possible to shorten the bridge between the theoretical and the practical, given the ease with which colleagues from the field disseminate their findings while others continue to seek application of these tried and tested techniques to their teachers' repertoires.

For many years, Morningside Academy in Seattle, Washington, has enabled hundreds of students to overcome their learning challenges. Their application of a data-driven approach grounded in the principles of behavior analysis is among these tried and tested techniques. Through the practice of strengthening skills and building fluency, Morningside teachers have established stable repertoires in literacy and numeracy for their students. More than that, they have given these students a new lease on problem solving in life.

The addition of Morningside's curricula into our inclusive school community has already begun to facilitate learning, integration, and growth at TCI. All of our students, present and future, will benefit from the curricula purchased with the grant. Furthermore, since Morningside Press is an ABAI affiliate, the grant has been "recycled" back into our own field; as it is with many good things, everyone wins!

We are excited to be teaching fluency across literacy and numeracy with our students because the literature and the experiences of many Morningside graduates all tell us it works. We have no doubt our students will succeed, and as we view their successes as our successes, we acknowledge how the generosity of SABA donors has helped us on our way. 謝謝 from Hong Kong.

2011 Doctoral Dissertation Grant

BY ADRIENNE JUARASCIO

Adrienne Juarascio is currently a fourth year doctoral student at Drexel University. Adrienne's interest in clinical psychology began during her freshman year at the University of Pennsylvania as she began working with Dr. Alix Timko on a variety of research projects focused on eating disorders. After graduating from the University of Pennsylvania, Adrienne was accepted to both the Acceptance Based Behavioral Therapy Program and the Lowe Labs at Drexel University where she has been conducting research with Drs. Evan Forman, James Herbert, and Michael Lowe. Her research interests

primarily focus on the use of acceptance based treatments for eating disorders.

Adrienne's dissertation compared the efficacy of an assertive community treatment (ACT) treatment group for eating disorders by examining whether the addition of ACT to treatment as usual at a residential facility improved outcomes. Eating disorders are notoriously challenging to treat, possibly because existing treatments fail to attend to critical aspects of the disorder such as experiential avoidance, poor experiential awareness, and lack of motivation. Therefore, she hypothesized that ACT would be well suited to this population and conducted one of the first studies in this area. Results indicated that those in the ACT groups experienced significantly greater reductions in eating pathology at post-treatment and at 6 months follow-up, suggesting that this might be a beneficial treatment for a historically resistant disorder.

Adrienne has also published several manuscripts on a variety of topics ranging from the relation of weight suppression and BMI to bulimic symptoms, to the creation of an assessment tool to measure acceptance of food related internal experiences, and has several additional manuscripts currently in preparation or under review. She hopes to continue studying acceptance based behavioral treatments and in particular is interested in assessing the role of values clarity and committed action in facilitating behavior change. She would like to thank the Society for the Advancement of Behavior Analysis for funding her dissertation and allowing her the opportunity to begin developing a line of research she hopes to continue upon obtaining her doctoral degree.

2011 Sidney W. and Janet R. Bijou Fellowship

BY RICHARD MAY

It is a tremendous honor to be awarded a 2011 Sidney W. and Janet R. Bijou Fellowship from the Society for the Advancement of Behavior Analysis (SABA). I would like to take this opportunity to describe the research that the SABA award helped to support and highlight some specific ways in which the award has given me valuable assistance.

I began my doctoral training at Swansea University in 2009, under the close guidance and mentorship of Simon Dymond, Ph.D., BCBA-D. My thesis investigates the possibilities of a synthesis between the functional taxonomy of verbal operants described in Skinner's *Verbal Behavior* (1957) and procedures that facilitate derived relational responding. My aim is to develop a range of procedures and interventions which can be utilized to generate emergent verbal repertoires with both typically developing and language impaired children. Coupled with this aim, I am also keen to investigate how such

interventions can be incorporated into portable, touch-screen computing devices. The increased availability of low cost, interactive platforms such as the iPad present behavior analysts with a fantastic opportunity for the large scale dissemination of evidence based instruction methods.

Over the past 6 months, with the support of the SABA fellowship, I have conducted a number of studies investigating the conditions under which verbal behavior may emerge in the absence of a direct training history. In line with some of the recent research in this area, my findings have consistently indicated that derived relational responding training procedures are useful in establishing the emergence of novel verbal behavior. For example, one recently completed study showed that children with impaired language skills and a diagnosis of autism were able to respond with emergent vocal intraverbals following an instructional history of tacting indirectly related pictures. The findings, now submitted for publication, have potential implications for curriculum design aimed at increasing the generativity of vocal skills, which is a key challenge in special education.

The monetary award that accompanies the Bijou Fellowship continues to make a real difference in my ability to realize my research goals. In addition to the research on emergent verbal operants, I am also currently field-testing a touch screen computing device for both teaching and testing derived relational responding. The fellowship has significantly eased the financial burden of purchasing equipment and traveling to and from locations around the UK to collect data. The money has also made it possible to attend and present at local and international conferences, such as the annual conference of the Experimental Analysis of Behaviour Group and the ABAI annual convention. This has been an invaluable experience that has given me the opportunity to meet, learn from, and collaborate with behavior analysts from around the world.

I would like to thank SABA for providing the support that enables me to continue to pursue my research goals. The Bijou Fellowship directly influences the extent to which young (or not so young!) researchers can make a contribution to the field of behavior analysis.

References

Skinner, B. F. (1957). *Verbal Behavior*. Acton, MA: Copley.

2011 Experimental Analysis of Behavior Fellowship

BY LUÍS OLIVEIRA

I am honored to have been one of the recipients of the 2011 Experimental Analysis of Behavior Fellowship awarded by the Society for the Advancement of Behavior Analysis (SABA). The fellowship has made it possible for

me to focus on my research, and over this past year I have been able to complete several projects that were ongoing as well as develop some new and exciting ones.

My interest in behavior analysis began during my studies for my master's degree, which I obtained under the supervision of Dr. Armando Machado at the University of Minho, Portugal, before coming to Washington University to work on my Ph.D. under the supervision of Dr. Len Green. My master's thesis compared the predictions of two important timing models (SET and LeT) using a double bisection task with pigeons. At Washington University in St. Louis, my interests shifted toward the area of choice and decision-making. Specifically, I have been studying the differences in discounting behavior between pigeons and humans. Discounting refers to the decrease in subjective value of an outcome as a function of the time to its receipt (delay discounting) or the odds against its receipt (probability discounting). The typical discounting procedure involves choices between a sooner or certain but smaller reward and a delayed or probabilistic but larger reward. The discounting paradigm has been described as capturing the essence of impulsivity and self-control. For example, one might say that a person who discounts delayed monetary rewards more steeply (i.e., would rather have a small amount of money immediately rather than wait for a larger sum) is showing impulsive behavior.

One of the differences between humans and pigeons appears to be in the effect of deprivation on discounting behavior. For example, individuals of higher socioeconomic status (SES) discount delayed hypothetical monetary rewards less steeply than those of lower SES (Green et al., 1996). One possible explanation for this is that individuals of lower SES are more deprived, and therefore show greater impulsivity. Using level of food deprivation as a proxy for SES, pigeons' discounting of delayed food reinforcers was studied under two conditions: high deprivation (75–80% of free-feeding weight) and low deprivation (90–95% of free-feeding weight). Discounting under both deprivation levels was well described by the same hyperbolic function that describes human behavior (Mazur, 1987). However, there was no systematic difference in degree of discounting between the two deprivation conditions. In a just-completed follow-up study, we manipulated local level of deprivation (i.e., 1-hr vs. 24-hr food deprivation) while body weight was held constant, and again, no differences in the degree of discounting were observed.

A number of studies have examined humans' discounting of probabilistic rewards. Typically, these studies present the choices as a one-shot choice situation in which the alternative is a smaller, certain reward. Using a concurrent-chain procedure, we successfully obtained the first probability discounting function with nonhuman animals in which the subject actually experienced each

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of the programmed probabilities. In this study, we presented choices between a smaller amount of food to be received for certain and a larger amount of food that had some probability of being received. Results again were well described by the same hyperbolic function that accounts for the human data. A second experiment is now being conducted in which both the smaller and larger reinforcers are probabilistic.

In addition to the projects described above, I have been involved in conducting experiments that I believe will contribute to our understanding of how different species discount delayed and probabilistic outcomes. The opportunity to add to this knowledge is one for which I am very grateful. On that note, I would like to thank SABA for supporting my interest in behavior analysis. The Experimental Analysis of Behavior Fellowship recognizes and rewards my efforts, and has strengthened my motivation to pursue a career in the field. I am also thankful for the continued support and mentorship from Dr. Len Green, Dr. Joel Myerson, and Dr. Armando Machado. Finally, I take this opportunity to thank the SABA donors for their contributions, and I encourage younger students to apply for SABA's various grants and fellowships.

2011 International Development Grant

BY JUN YU

The International Development Grant allowed Jun Yu to perform a clinical trial of behavioral family therapy (BFT) to treat disruptive behavior of 2- to 7-year-olds in mainland China during the summer of 2011. This clinical trial is the first time that BFT was offered to families in mainland China, which has the largest under-served population in the international community.

A clinical psychology Ph.D. candidate at Idaho State University, Jun first became interested in child development and family education while earning a master's degree in developmental and educational psychology at Shanghai Normal University. He later came to the US to realize his goal of becoming a scientist-practitioner, and to receive an education that would allow him to strengthen the science and practice of psychology in China. In 2008, he entered Idaho State University to study under Dr. Mark Roberts, one of the pioneers of BFT.

The BFT used in this clinical trial included five sessions and was based on empirically supported treatments in the US—helping the noncompliant child and parent-child interaction therapy—that treat disruptive behavior problems in children ages 2 to 7. This therapy helps improve the parent-child relationship and teaches parents behavioral child management strategies.

The grant helped establish a BFT room at Shanghai Normal University. Toys, mats, and audio and video equipment were purchased. Two graduate assistants were trained in the procedures for the therapy as well as how to code parent-child interactions. Additionally, Jun delivered a public talk about child disruptive behavioral problems to caregivers at a local Shanghai preschool for community outreach and participant recruitment.

This project has yielded some interesting descriptive results so far. Participants were mainly recruited through four preschools in Shanghai. Thirty-four families qualified for a clinical evaluation based on the aggressive behavior sub-scale of the Child Behavior Checklist, Chinese version. Twenty-three (68%) of the 34 families came to Shanghai Normal University for the clinic evaluation that included an interview and two 10-minute observations of caregiver-child interactions in two clinic analogs. In the first analog, caregivers were told to play freely with the child, and in the second analog, caregivers were told to get the child to clean up five toy sets. To be qualified for BFT, a child should show no more than 60% compliance to caregiver commands during the clinic task analog. Based on preliminary coding, 22 of the 23 families qualified for BFT. Nineteen of the 22 qualified families participated in BFT, and all of these completed the five-session program. Eighteen (95%) of the participating children were the only child in a family. Grandparents were the primary caregivers for 47% of the children, the mother for 47%, and the father for 5%. The children's ages ranged from 2 to 6 years old, with an average age of 4.26 years.

This clinical trial suggests some future research directions. Since grandparents are the primary caregivers in a significant portion of the families, it would be interesting to study the role grandparents play in the development of child misbehavior and also consider how grandparents might be better trained in BFT. A related question might consider how BFT could be adapted to meet the needs of both parents and grandparents. Future studies could also look at adapting the BFT coding system to fit the Chinese language and social cultural context. Additionally, some caregivers indicated that more families in China need BFT, but it isn't available—this points to a demand for large-scale efforts to build up the psychological service system in China.

Jun plans to bring what he learned in the US to China. As a scientist, he would like to continue studying the development and treatment of disruptive behaviors among Chinese children. As a practitioner, Jun hopes to establish a BFT clinic in China that trains students and provides services to families. He would also like to continue educating the public about the importance of parenting in child development, and also advocate for change in China's psychological service system. Jun thanks SABA for supporting him in his efforts to develop the field of behavioral science and practice in China.

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The Association for Behavior Analysis International's journal, Behavior Analysis in Practice, provides science-based information on best practice in behavior analysis.

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We want to take this opportunity to thank all ABAI members who contributed to SABA in 2011 to help build our funds. This list reflects donations from January 1, 2011 through December 1, 2011.

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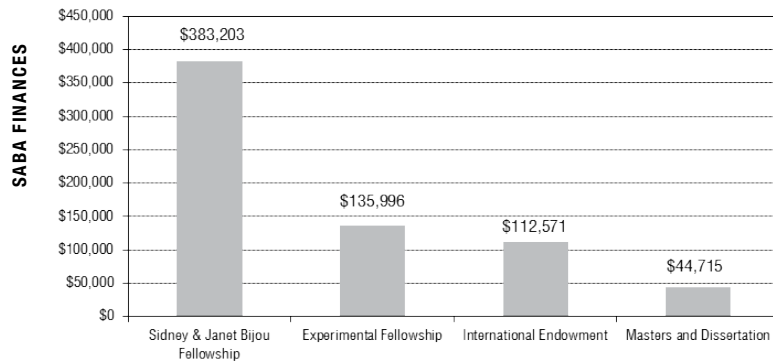


Figure 1. Amounts of SABA funds

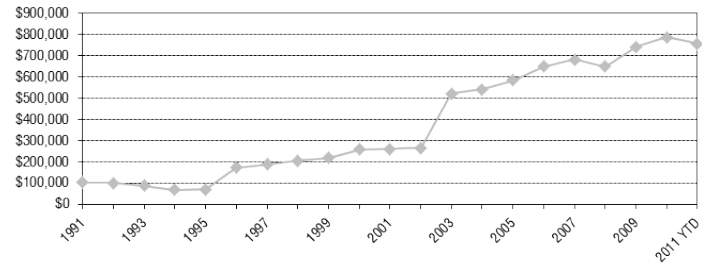


Figure 2. Growth of SABA assets

Making Your SABA Donations Count! A Financial Update

BY MARIA E. MALOTT

This year, please consider giving a donation to the Society for the Advancement of Behavior Analysis. If you donate before December 31, ABAI will double your contribution by matching the first \$10,000 given.

You might be wondering how SABA's funds are managed and disbursed. All SABA donations are used directly for their intended purpose, as ABAI provides SABA's overhead and administrative resources in kind. Be assured that all your donations go directly to support SABA's mission, "to provide financial support for the field of behavior analysis." For over 30 years, we have been building funds to support the dissemination of the science, the education of our most promising young scholars, and projects for international development of behavior analysis.

In recent years, SABA has focused on building endowment funds that generate grants for specific purposes out of the return on their investments. The number of grants and their award amounts are evaluated and adjusted periodically in order to preserve their principles with enough annual growth to compensate for inflation. The minimum fund-level considered for these purposes is \$100,000. SABA manages four main restricted endowment funds; Figure 1 shows the amount of each fund as of December 1, 2011.

Our largest is the Sidney W. and Janet R. Bijou Endowment Fund, which was created by the Bijous in 1996, with an additional gift made in 2003. To date, this fund has over \$383,000. The Bijous established this fund to support doctoral students doing research in child development from a behavior-analytic perspective. The 2012 awards will go to Sara Bauer (Queens College and the Graduate Center, City University of New York) and Julie Brandt (University of Kansas).

Our second largest restricted endowment fund is the SABA Experimental Endowment Fund, which has almost \$136,000. The 2012 awardees are Ludmila Miranda Dukoski (University of Auckland) and Craig Cummings (Auburn University).

The third restricted endowment fund, the International Endowment Fund, provides financial assistance for individuals and organizations pursuing the development of behavior analysis outside the United States. Currently, this fund has over \$112,500. Grants awarded in 2011 will support efforts in Tanzania (proposal submitted by Amy Durgin), Kenya (Judith Mathews), and Romania (Tracy Pierce Bender). Figure 3 shows the locations where the International Development Grant has supported behavior analysis projects.

Our fourth fund—the Doctoral Dissertation and Master's Thesis Research Endowment Fund—provides financial assistance for individuals pursuing dissertation and thesis research. This endowment was created in 2009 and continues to grow toward self-sustainability; the fund now has \$47,218. We are counting on your donations to develop this important fund. Until it reaches its \$100,000 goal, ABAI donates \$3,000 annually for these awards: two annual \$1,000 dissertation grants and two annual \$500 thesis grants. Congratulations to the 2012 winners of the Doctoral Dissertation Grant (Amanda Mahoney, Western Michigan University and Celine Paeye, Université Lille Nord de France) and Master's Thesis Grant (Nathaniel Hall, University of Florida and Kate Koehler-Platten, Saint Cloud State University).

SABA also maintains short-term restricted funds. These funds have also been donated for specific purposes. The Senior Student Presenters' Fund generates grants to cover the registration fees for senior student presenters



Figure 3. Locations where the SABA International Development Grant has supported projects

at ABAI's events. Donors to the fund are paired with specific student registrants and are identified to these grant recipients. Senior Student Presenters' Grants have supported over 1,200 students at ABAI events since 1996. Other restricted funds were provided by Henry S. and Susanne F. Pennypacker to build a Pennypacker Lecture Prize. *The Analysis of Verbal Behavior* (TAVB) Fund was created by Jack Michael to support the production and distribution of TAVB.

So, how has SABA performed financially in the current economic climate? At the end of the 2010 fiscal year, assets totaled \$787,859. Figure 2 shows the growth in assets over the past 10 years. Our return on investment in 2010 was 8.7%.

Here are some compelling reasons to donate to SABA:

- *Purpose:* Unless otherwise specified, all SABA funds are restricted and can be used only for the purpose allocated.
- *Legacy:* Endowment funds are designed to exist in perpetuity so you can leave a legacy for the field. You might consider including SABA as a beneficiary in your will when doing your estate planning, so you can ensure that your gift will support the mission of SABA for years to come. If you are interested or have questions, please contact me at mmalott@abainternational.org and I will be happy to assist you.
- *Quality:* Grants are competitive and the SABA board assesses grant applications to ensure that only sound proposals are awarded.

- *Impact:* Every dollar of your gift supports grant funding. SABA's administrative costs are provided in-kind by ABAI.
- *Flexibility:* SABA welcomes gifts in any amount; you can decide how much to contribute.
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On behalf of the entire SABA Board, many thanks are due to all who provide support through their donations. We especially want to thank our major donors in 2011. ❖

Updates From ABAI's Accredited Programs

The Master's Program in Applied Behavior Analysis at California State University, Los Angeles

BY HENRY D. SCHLINGER JR.

The Master's Degree Program in Applied Behavior Analysis (ABA) at California State University, Los Angeles (CSULA) consists of two separate but overlapping programs, one housed in the Department of Psychology in the College of Natural and Social Sciences and one in the Division of Special Education and Counseling in the Charter College of Education. Both programs require a set of common courses offered by the two departments/divisions, but each program also has its own additional course requirements.

The CSULA ABA program was founded by Barry Lowenkron (in the Psychology Department) and G. Roy Mayer (in the Division of Special Education and Counseling). Although the two programs were intended to meet special needs, they were designed, in part, around the qualifying examinations then being developed by ABAI. Those examinations are no longer administered, but the programs still reflect the comprehensive coverage of topics they required. Now the programs meet the requirements of the Behavior Analysis Certification Board (BACB).

The ABA program at CSULA was first accredited by ABAI in 1994, only the second such program to receive ABAI accreditation. Although the program was reaccredited in 2000, that accreditation expired when Lowenkron retired in 2004 and the psychology program was technically put on hold. Then in 2006, Hank Schlinger was hired as director of that program and, immediately upon being hired, set out to get the program reaccredited, which occurred in 2007. In 2008, Danny Shabani was hired, and for the first time in the program's more than 20-year history, there were two full-time behavior analytic faculty members in the Psychology Department.

The CSULA ABA program is unique primarily because it is an interdisciplinary program. Students matriculate in either the Psychology Department or the Division of Special Education and Counseling. The advantages of an interdisciplinary program have been described elsewhere (Mitchell & Lowenkron, 1995).

The aim of the program is to provide comprehensive training in behavior analysis. Students are expected to develop both a theoretical understanding and a mastery of the application of the science of behavior analysis. The program is designed to prepare students for employment at the master's level or for doctoral study and to sit for the BACB exam. A number of students who have graduated

from the program have either gone on to earn doctoral degrees or are currently in doctoral programs. The pass rate of our students on the BACB exam is very high.

The most salient feature of the joint program is the emphasis on both analysis and application. The psychology courses emphasize experimental, conceptual, and applied analysis; and the counseling courses emphasize practice and application (Mitchell & Lowenkron, 1995). Thus, the psychology courses include 2 two-quarter sequences in experimental behavior analysis (PSY 421, Psychology of Learning and Behavior and PSY 500, Seminar in Learning and Behavior), applied behavior analysis (PSY 428, Introduction to Analysis of Behavior and PSY 528, Seminar in Applied Behavior Analysis), a course in conceptual/theoretical analysis (PSY 538, Seminar in Conceptual Issues), and a course in research design (PSY 417, Single-Case Research Design). The psychology courses also include a field experience class (PSY 595) and, most recently, a course on verbal behavior (PSY 548, Seminar: Behavior Analysis of Language), and a rat lab. The counseling courses include Behavior Analysis in School, Home, and Agency Setting (COUN 501), Advanced Behavioral Contingency Management in Schools (COUN 502), Behavior Interventions for Severe Behavior Problems (COUN 592), and Practicum: Staff Development and Consultation (COUN 593).

Although when originally conceived both programs required a research thesis, a comprehensive examination option is now available and is recommended for students who don't intend to pursue doctoral training.

Of course, in addition to the strength and longevity of the program, the exceptional faculty, and the fact that the program is accredited by ABAI and meets the requirements for certification by the BACB, another main draw is that there are numerous employment opportunities while in school and after graduation, mostly with agencies that serve families of children with autism and similar diagnoses. A graduate degree from CSULA is highly valued by agencies all over California. Of course, another advantage is the climate in southern California, both in terms of weather and culture.

The current faculty members in the Psychology Department are Henry D. Schlinger, Jr., Ph.D., BCBA-D and Daniel Shabani, Ph.D., BCBA-D, both of whom earned their doctorates from Western Michigan University, another ABAI-accredited program. The faculty members in the Division of Counseling and Special Education are Randy Campbell, Rh.D., BCBA-D and Michele Wallace, Ph.D., BCBA-D. All of the faculty members in the CSULA ABA program have published extensively in all areas of behavior analysis (see selected publications below). In addition, the CSULA faculty members are active in other areas within the field. For example, Dr. Shabani is the

president elect of the California Association for Behavior Analysis (CalABA); Dr. Wallace is a past president of CalABA and on the editorial board of the *Journal of Applied Behavior Analysis*; Dr. Schlinger is the editor of *The Behavior Analyst* and past editor of *The Analysis of Verbal Behavior*, and on the editorial boards of several journals.

For more information please go to <http://www.calstatela.edu/academic/psych/html/Graduate/graduate.htm> and click on "ABA" at the top, or to http://www.calstatela.edu/academic/ccoe/programs_edsc_ms_aba.htm.

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Programs in Applied Behavior Analysis at Teachers College and Graduate School of the Arts and Sciences of Columbia University

BY R. DOUGLAS GREER, JESSICA SINGER-DUDEK, AND LIN DU

Overview

The programs in applied behavior analysis at Teachers College and the Graduate School of Arts and Sciences of Columbia University date from 1979. Our MA program trains teachers as strategic scientists and leads to state teacher licensure from birth to grade 6 for typically developing and classified students. More than 166 students have graduated from our Ph.D. program and are now leaders in the field. Students are eligible for CABAS® board certification in teaching and supervision as applied behavior analysis (a nine-level board certification, including MA, Ph.D., and postdoctoral levels). MA graduates are also eligible to take the BCBA exam.



Figure 1. Graduates of the applied behavior analysis program with R. Douglas Greer (center).

Our program is internationally recognized for its excellence in training teachers and teacher trainers in using scientific tools to bridge the educational gap and accelerate learning for all children (Greer, 2007). It is also recognized for training teachers and leaders in early educational and language developmental interventions for children with autism spectrum disorders (ages 16 months to 5 years) and effective inclusion practices (kindergarten through fifth grade). Our graduates are experts in identifying verbal developmental stages (Greer & Keohane, 2007, 2009; Greer & Ross, 2008) and providing interventions that result in children's attaining developmental stages they may otherwise have missed. Our university courses and

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COLUMBIA continued from page XX

full-time internships help build expertise in fitting the appropriate science-based practices to individual students' learning and language developmental needs. Our students complete more than 12 experiments in the MA and several additional experiments in the Ph.D. program. We prepare Ph.D. graduates to be leaders in applications of behavior analysis to education and language functions. Students accepted in the program are placed in paid teacher assistant positions (MA students) or paid teacher positions (Ph.D. students) in model classrooms that practice teaching as applied behavior analysis (www.cabasschools.org). The training in our university courses is also based on scientifically tested procedures. Teacher trainees are taught until they master the science and its application with children with and without disabilities from 16 months to age 5. MA and Ph.D. students as well as postdoctoral and pre-doctoral fellows from Norway, Sweden, Spain, Italy, England, Ireland, Colombia, Brazil, Peru, China, Korea, Japan, Bosnia, and Nigeria have studied with us.

Content of Courses and the Application of the Content

All of the internship training is done in classrooms that practice the CABAS® and the CABAS® Accelerated Independent Learner (AIL) model (Greer, 2002, 2007), and the training is done simultaneously with taking courses. Teachers who are experienced scientist and CABAS® board certified practitioners supervise our MA students in their school placements. All of our students are full time and attend classes in the evening, and the content of the core courses is directly related to the practices used in the school placements during the day. The content of the nine MA core graduate courses in teaching as applied behavior analysis consists of scientific findings for the management of behavior, teaching, curriculum design, and procedures to identify and induce missing levels of language development. The Ph.D. program includes an additional six Ph.D. level courses. The effectiveness of the range of scientific tactics is well documented in the literature, as is the effectiveness of the school model used in the settings where our students train. Independent evaluations suggest that the expertise our students acquire is directly related to children's educational outcomes. Recent evidence concerning the outcomes for the children in the classrooms where our trainees are taught shows that the children perform from two to six grade levels above grade level on standardized tests across reading, language, and mathematics. These children include those who receive free or reduced lunch (42% of the class), minority children (35% of the class), English language learners (23%), children with autism spectrum diagnoses (23%), and upper middle class children (23%). The research and demonstration classrooms where our MA and Ph.D. graduate students are trained include the Fred S. Keller

Preschool (children with and without diagnoses from 16 months to age 5), the Morristown AIL classes K–5, and Rockland BOCES district-based classes. Students are also eligible to be considered for paid summer internships in our CABAS® accredited school in England (The Jigsaw School), schools in the process of acquiring CABAS® accreditation in Spain and Italy, and at the Faison School in Richmond, Virginia.

The Type of Students We Accept

Successful applicants will present evidence of stellar undergraduate academic performance in liberal arts and science courses, interest in using scientific procedures to teach, strong recommendations, and a passion for accelerating the learning and development of children from economically disenfranchised communities, children with native learning disabilities, and children from upper middle class families in inclusion settings. The program is academically rigorous, and the applied component is intellectually and physically demanding. Graduates of the program are highly sought after by public schools and graduate programs. Between 15 and 25 applicants are accepted annually. Typically, there are between 25 and 45 MA students and 20 Ph.D. students in the program in any given year. Teachers College and the Graduate School for Arts and Sciences is for graduate students only. Teachers College is the oldest school of education in the world and enrolls from 4,500 to 5,000 graduate students.

Research is a central component of the training—both the replication of existing findings (MA students) and the generation of new findings (advanced MA and Ph.D. students). The faculty and the students produce a substantial body of research, publications, and presentations at international scientific conferences each year. Programmatic research is conducted in the following areas: effective classroom practices, language/verbal development interventions that result in children's learning to learn in different ways, observational learning, conditioned reinforcement, emergent behavior, and systems-wide scientific approaches to education.



Figure 2. R. Douglas Greer surrounded by recent graduates.

Behavior Analysis Faculty

Full-Time Faculty

- Program Coordinator: Professor R. Douglas Greer, Ph.D., CABAS® board certified senior behavior analyst and senior research scientist, Fellow of the Association for Behavior Analysis International, rdg13@columbia.edu or www.cabasschools.org. Research in verbal behavior and development, observational learning, conditioned reinforcement, effective strategies and tactics of teaching
- Professor Jessica Singer-Dudek, Ph.D., assistant professor, CABAS® board certified senior behavior analyst and assistant research scientist, research in rate of responding and effects on maintenance and learning of more complex repertoires, conditioned reinforcement as a function of observation, acquisition of observational learning, system components of effective schools (Dudek@exchange.tc.columbia.edu)

Adjunct and Clinical Faculty

- Dr. Jo Ann Pereira-Delgado, Ph.D., board certified senior behavior analyst, assistant research scientist, AIL consultant, adjunct associate professor, research in sources for generalized imitation, procedures leading to an observational learning capability, pre-verbal foundational cusps
- Dr. Jeanne Marie Speckman, Ph.D., CABAS® board certified senior behavior analyst, assistant research scientist, associate director of the Fred S. Keller School, adjunct assistant professor, research in naming, emergent suffixes, and joining of listener and speaker capabilities
- Dr. Jennifer Longano, CABAS® board certified senior behavior analyst, supervisor at the Fred S. Keller School, research in conditioned reinforcement by observation, stimulus-stimulus pairing and emergence of naming, echoics and emergence of naming, conditioned reinforcement for visual observation and accelerated learning
- Dr. Robin Nuzzolo, Ph.D., CABAS® board certified senior behavior analyst, assistant research scientist (director of Fred S. Keller School and adjunct assistant professor), research in transformation of EO control, tacts to replace palilalia, conditioned reinforcement and stereotypy, verbally governed and observational learning by teachers, adjunct associate professor
- Dr. Alison Cahill, Ph.D., CABAS® board certified associate behavior analyst, head AIL teacher, research in verbal development x instructional procedures interactions
- Ara Bahadourian, Ph.D., CABAS® board certified senior behavior analyst, behavior analyst psychologist Englewood Schools, research in parent training, university courses, and learn units

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Starting a Career in ABA? Consider Florida State University

BY JON S. BAILEY

The Florida State University (FSU) Master's Program in Psychology with a Specialty in Applied Behavior Analysis (ABA) was created in 1999 by Dr. Jon Bailey with the mission of training students for careers as BACB certified behavior analysts. The FSU ABA program is offered across two FSU campuses (FSU Panama City and the main campus in Tallahassee). Students choose which city to live in upon acceptance to the program.

Since its inception, the FSU ABA program has enjoyed tremendous successes. As of spring 2011, 151 students have graduated, and, while working on their degrees, have also contributed to the program's significant impact on the communities surrounding Tallahassee and the Florida Panhandle. Specific details about this unique graduate program are described below.

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A Curriculum for Behavior Analysts

The five-semester, non-thesis FSU program is specifically designed to prepare students to become effective Board Certified Behavior Analysts® upon graduation. Basic skills are addressed in five courses: Principles of ABA, Methods in ABA, Professional & Ethical Issues, Research Methods, and Skinner's Theory of Psychology. Knowledge of a broad array of applications is afforded via courses addressing education, performance management, developmental disabilities and autism, and mental health and aging. In order to broaden students' perspectives, courses in biological and developmental psychology are also a part of the curriculum.



Figure 1. From left to right: Jon Bailey, Amy Polick, Kelley Kline, and Al Murphy.

Live in Paradise

Panama City is the home of the World's Most Beautiful Beaches with sugar-white sand and moderate weather. The FSU Panama City campus is located directly on the North Bay, which is inhabited by exotic water birds, porpoises, and even the occasional manatee.

Students seeking a large university campus experience, including FSU football, basketball, and other major sports have the option of living in Tallahassee.

Undecided? Students can live in both places! Some students have lived in one location the first year, and have moved to the other location during their second year.

Financial Assistance for All

Currently, all students receive a stipend and tuition waiver via employment with approved behavior analytic agencies. Incoming students are given descriptions of the approved agencies to pick those best fitting their interests. Acceptance of a tuition waiver requires students' employment with an approved agency only during their time in the master's program. That is, students are not contracted or required to stay with the agency after graduation in order to receive the waiver.



Figure 2. Graduates and faculty of the FSU Behavior Analysis Graduate Program enjoy a day at the beach.

All Ph.D. Faculty, All Face-to-Face!

All ABA courses are taught face-to-face by BACB certified behavior analysts with significant experience working in the field. To accommodate students in both Panama City and Tallahassee, live interactive television (similar to video conferencing) links the two campuses, allowing students in both locations to see and hear one another. Additionally, faculty rotate between Tallahassee and Panama City, giving students personal contact in both locations.

The faculty's combined ABA experience is more than 90 years of teaching, research, consulting, and community service.

(Almost) Limitless Practicum Experiences

The FSU practicum is approved by the Behavior Analyst Certification Board®. Students complete three semesters of practicum with a minimum of 20 hours per week. Students are given a wide range of practicum sites/populations in an attempt to accommodate their particular interests. Current and past examples include autism (home, school, clinics); brain injury; daycare centers; schools (early education, behavior disorders, developmental disabilities); nursing/retirement homes; adult residential/vocational facilities; mental health; and performance management.

Unique to the FSU ABA program is the FSU Early Childhood Autism Program (ECAP). Established in 2001, FSU ECAP is a non-profit early intervention and community outreach program based at FSU Panama City that provides home-based, individualized behavior therapy to children with developmental disabilities, including autism spectrum disorders. The mission of FSU-ECAP is to provide effective behavioral treatment for children with developmental disabilities using only evidence-based, proven effective methods. FSU ECAP serves families in Bay County and surrounding areas, and employs both undergraduate and graduate students enrolled at FSU Panama City. Additionally, ECAP provides supports for the local autism community via workshops, trainings, and community fundraisers organized in collaboration with the local Emerald Coast chapter of the Florida Association for Behavior Analysis.

The ECAP program is an approved practicum agency for the FSU ABA master's program. The program is supervised by Ph.D. and MS level behavior analysts and includes a mentor-mentee model of ABA training for graduate students who are trained first as behavior therapists (during their first year in the program) and later as case managers (during their second year in the program). This model allows graduate students to gain supervisory experience before graduating from the program. Additionally ECAP provides graduate students training in a variety of professional areas, including (but not limited to) ethics, research, case management, and both skill acquisition and behavior reduction programming.

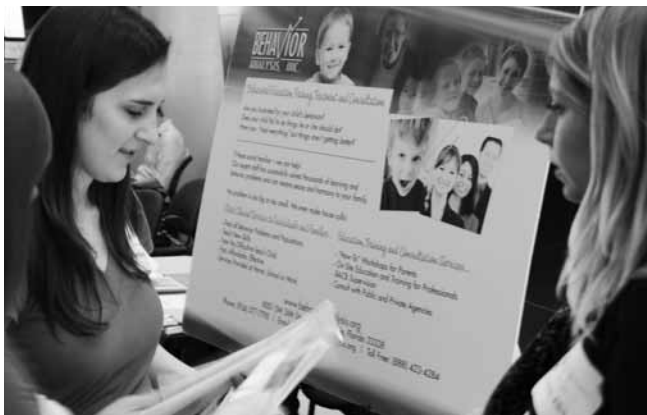


Figure 3. Students prepare for a convention poster session.

Research

Although this is a non-thesis program, research conducted by students is encouraged and very much supported by the faculty. Faculty on both campuses have active research labs, and students involved in those labs attend weekly/bi-weekly meetings, which center around shaping experimental questions, designing studies, and presenting/analyzing data. The opportunities for students with an interest in conducting research are virtually endless. Upon entry into the MS program, students are invited to design and complete their own research (including their own topics to study) with faculty support. Research experience is voluntary, and it is conducted in addition to coursework and assistantship/practicum obligations. Often students complete studies on research teams.

This valuable experience has allowed students to present their research at local, state, and national conferences (including the annual convention of ABAI). Additionally, with faculty assistance students have had their work published in journals (including JABA). Recent and current research areas include:

- Investigating claims and recommendations in EIBI for children with autism spectrum disorders (e.g., using different types of praise statements, how to present the discriminative stimulus in teaching, error correction procedures, etc.)

- Innovative applications of ABA/performance management in business and industry (e.g., increasing upselling in a heavy equipment company, increasing designated driving)
- Teaching safety strategies to children/teenagers with ASDs (e.g., abduction prevention, how to handle a bully)
- Innovative clinical applications of ABA (e.g., increasing bike riding, decreasing smoking with self-management)
- Behavior analysis in higher education (e.g., variables maintaining academic dishonesty, using interteaching in classrooms, effects of social networking on studying)
- Behavior analysis in the community (e.g., decreasing littering on the beach, increasing usage of re-usable bags at grocery stores, preventing destruction of sea oats on the beach)
- ...and many more

Interested in College Teaching?

Students in the FSU ABA program are welcomed and encouraged to gain college teaching experience as graduate teaching assistants. This opportunity is available at the Panama City campus and includes assisting in the following courses: Applied Behavior Analysis, Research Methods in Psychology, Conditioning and Learning, and Performance Management.

Interested in a Ph.D.?

While the FSU ABA program is an MS program, students have continued their education and successfully completed doctoral programs at other institutions upon graduation from FSU. If students have interest in continuing to a Ph.D. program, faculty are available to assist them in obtaining a variety of experiences and advise them about doctoral programs.

Florida Association for Behavior Analysis (FABA)

Florida is the home of the first state chapter of ABAI, the Florida Association for Behavior Analysis. Beginning its 32nd year, FABA is seen as the leader in delivering continuing education training to nearly 1,000 behavior analysts at its annual conference. In addition FABA has local chapters including the Capitol Association for Behavior Analysis (CABA) located in Tallahassee and Panama City's Emerald Coast Association for Behavior Analysis (ECABA), both of which are led by students in the FSU ABA program. The student officers and members hold meetings throughout the year and also offer CEU events to local behavior analysts by inviting experts from around the country to provide state-of-the-art presentations. These unique opportunities in the local FABA chapters provide students leadership experience, as well as teach them the value of contributing to the field of behavior analysis through service.

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Community involvement is also an important function of FABA local chapters, and the FSU students get hands-on experience in fundraising. In 2010 CABA raised \$800 for the National Down Syndrome Foundation by participating in the annual Buddy Walk, an event repeated in 2011 by both chapters. Furthermore, ECABA's members organized and executed an Autism Awareness Auction in April of 2011 that raised almost \$2,000 toward scholarships for children of low-income families being served by FSU ECAP in the Panama City area. The event was a success in the community, and it will continue to be held annually each April, which is Autism Awareness Month.

Post-graduation Employment and Successes

One of the greatest strengths of the FSU ABA program is the success of our graduates in obtaining employment upon graduation. Graduates from the FSU ABA program are often actively recruited throughout the year by agencies that say, "We hired an FSU graduate and want more." Given the apparent demand for our students, faculty of the program began an annual ABA job fair in 2006 that takes place each spring semester, with the Sixth Annual Job Fair being held soon in February 2012. Each year approximately 20 agencies from as far away as Tennessee and California routinely come to Florida not only to recruit students for employment, but also to showcase the various works that the agencies do across the country.

Upon graduation from the FSU ABA program, our students have been extremely successful. With our spring 2011 graduating class, 100% of students obtained employment in the area of ABA or continued their education by enrolling in a doctoral program.

Further Questions?

The FSU ABA faculty are happy to answer any questions, and here is their contact information:

- Jon S. Bailey, Ph.D., BCBA, co-director
850.877.6623 or bailey@psy.fsu.edu
- Ellen Berler, Ph.D., co-director
850.644.2040 or berler@psy.fsu.edu
- Al Murphy, Ph.D., BCBA-D
850.770.2251 or amurphy@pc.fsu.edu
- Amy S. Polick, Ph.D., BCBA-D
850.770.2252 or apolick@pc.fsu.edu

ABAI Accredited Graduate Programs at The Ohio State University

BY SHEILA ALBER-MORGAN

The Ohio State University's (OSU) graduate programs in special education have been advancing the study of applied behavior analysis for the past 40 years. In 2011, OSU's special education graduate programs were the recipients of the SABA Award for Enduring Programmatic Contributions in Behavior Analysis. Our contributions include hundreds of published peer-reviewed journal articles and dozens of books, including *Applied Behavior Analysis* by Cooper, Heron, and Heward. The greatest contributions of OSU's special education program are the program graduates whose work has helped bring evidence-based instructional practices to teachers and students around the world.



Figure 1. Recent graduates and staff of the ABA programs at The Ohio State University.

The MA program, accredited by ABAI in 1995, emphasizes the design, implementation, and evaluation of curricular and instructional interventions to improve academic, social, self-care, and vocational skills for individuals with disabilities. Master's program graduates work as licensed classroom teachers, behavior analysts, or program supervisors in public schools, private schools, or community agencies. Course sequences for the special education graduate programs have been pre-approved by the Behavior Analyst Certification Board. Students who complete the pre-approved courses fulfill the coursework requirements for BCBA certification. Most of the pre-approved BCBA courses are also required for teacher licensure. Skills are developed through an intensive 1-year full-time or 2-year part-time curriculum of coursework encompassing principles of behavior, single subject research design, application of interventions, legal and ethical issues, and teaching; supervised field experience; and a thesis

with questions and methods based on a behavior analytic approach to problems or issues.

The Ph.D. program, the first doctoral program to receive ABAI accreditation (1995), is the nation's only special education doctoral program explicitly built upon behavior analysis. This 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. The Ph.D. program places major emphasis on helping doctoral students learn to conceptualize, plan, conduct, and disseminate applied research in special education under the close guidance and assistance of a faculty mentor.

community and culture is a key feature of the training program. Other key features include the following.

Strong cohort. All doctoral students take the same sequence of courses during the intensive first year of the program. This fosters a strong cohort group, which has proven to be a major source of support for our students. Each student's program of study and research becomes increasingly individualized during the second and third years, reflecting the particular area(s) of application in which the student wishes to develop special expertise. Students also participate in a variety of social activities such as the I-Survived-My-First-Quarter party hosted by the first year doctoral students, playing on the Edible Slugs softball team, and attending Ohio State sporting events.

Teleconference seminar. Each autumn quarter since 1988, the work of prominent researchers in special education and applied behavior analysis has been featured in a weekly teleconference seminar called Contemporary Issues in Special Education. Researchers at other universities serve as distinguished guest faculty and provide the seminar's content and interact with our students through video-conferencing or speaker phone. The teleconference seminar has proven to be one of the most intellectually challenging and exciting components of the curriculum, giving students and program faculty an opportunity to explore together current issues and research with the scholars who are producing the work. Within the past few years, several distinguished guest faculty have come to the Ohio State University to participate in this seminar in person.



Figure 2. Members of the ABA program enjoy dinner and drinks together.

Approximately 75% of Ph.D. program graduates are employed as faculty in special education college and university programs (throughout the US and in several other countries) where they train teachers and conduct research. Other graduates of the doctoral program hold a variety of supervisory or administrative positions in local education agencies, state education agencies, and private agencies that provide educational, residential, and vocational programs for individuals with disabilities. Research and leadership skills are developed through an intensive 3-year full-time curriculum of formal coursework and special topic seminars encompassing conceptual analysis, research and scholarship, design and application of educational interventions, professional communication, legal and ethical issues, and teaching; supervised experiences integrating research, college teaching, and professional practice; a variety of non-credit-earning requirements (e.g., co-advising thesis students, authoring manuscripts for publication); and a dissertation whose questions and methods are based on a behavior analytic approach to problems or issues. Through their immersion in a rigorous, full-time program of studies, students interact with one another and with faculty mentors on a near-daily basis. This socialization in a behavior analytic



Figure 3. Students in the program at a softball game.

Thesis Co-advisement

Thesis co-advisement provides several benefits for the doctoral students: a direct, supervised practicum in advising graduate student research; two additional opportunities to help conceptualize, design, and conduct applied research; valuable practice in editing, writing, and providing advice and feedback to a university student; participation as a "guest examiner" in the student's oral defense of the thesis; and co-authorship of any conference presentations and/or journal articles derived from the thesis.

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Professional writing seminar. The program also includes a formal course covering strategies and tactics for writing and submitting papers to professional journals. The journal writing seminar is designed to remove the mystique and aura of complexity that surrounds the authoring/publishing process and to provide students with a basic strategy and a set of specific tactics for systematically planning, writing, and submitting scholarly work.

To be admitted to the MA program, students must have a bachelor's degree in special education or a related discipline (e.g., psychology), a GPA of at least 3.0, and competitive GRE scores. To be considered for admission to the doctoral program, an applicant must hold a master's degree in special education or a closely related discipline (e.g., psychology), have professional experience serving the educational needs of individuals with disabilities, be willing to commit to an intensive 3-year program of full-time study, and have the desire to obtain a leadership position in special education. Admission is also based on a minimum 3.0 GPA from an accredited university, three letters of recommendation from persons competent to judge the applicant's success in a doctoral program, GRE scores, program match (i.e., with respect to behavior analytic program focus), and an interview with faculty.

Introducing the Learning Processes and Behavior Analysis Subprogram in Psychology

BY BRUCE L. BROWN

The Learning Processes and Behavior Analysis (LPBA) Subprogram has 10 core faculty and 35 students. It is one of 11 subprograms that comprise the Ph.D. Program in Psychology offered at the Graduate Center of the City University of New York (CUNY). Although doctoral students are enrolled at the Graduate Center, all coursework is conducted at Queens College, one of the colleges in CUNY.

The LPBA subprogram provides extensive training in applied behavior analysis (ABA), the experimental analysis of human and animal behavior (EAB), and translational research. Faculty research interests are wide ranging, and include behavioral safety training, temporal control of human and nonhuman behavior, equivalence class formation, Pavlovian conditioning, development of behaviorally based interventions to meet the needs of children with developmental disabilities, animal psychophysics, self-control, environmental and neurobiological mechanisms underlying conditioned behavior related to basic learning processes and drug

addiction, staff and parent training, functional analysis of academic performance, and animal models of attention in children with autism. Additional information about the faculty and the program can be found on the LPBA website at <http://qcpages.qc.cuny.edu/Psychology/Grad/phd/lpba/index.html>.

In accordance with the mission statement of ABAI, faculty of the LPBA subprogram prepare their graduate students "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" (ABAI, 2011). Students in the subprogram receive extensive training that involves conducting rigorous research, acquiring a behaviorally focused education, and engaging in best practices. Accordingly, research, education, and practice comprise the foundation upon which the LPBA subprogram has been built.



Figure 1. Recent graduates of the Behavior Analysis Subprogram in Psychology.

Research

In line with the scientist-practitioner model to which the program subscribes, research is a component of the foundation of the LPBA subprogram for students with an interest in either basic or applied research. Conducting rigorous experimental research is required at all stages of a graduate student's studies in the LPBA subprogram. In the first year of doctoral study, the student conducts experimental research as a component of his or her coursework. The first required experimental research project is the pre-dissertation, which is conducted under the guidance of an advisory committee that includes the student's advisor and two more members of the LPBA faculty. The pre-dissertation involves a formal committee-approved proposal within the first year and a half in the program, conducting the proposed research, submission

of an APA-style manuscript, and an oral defense of the completed project, all of which are precursors to the more extensive dissertation project. Another requirement of the Ph.D. involves the submission of a substantial literature review, referred to as the major area paper. The final requirement of the Ph.D. involves completing the dissertation project, a major research effort that receives intensive oversight by the student's standing advisory committee. In addition to the required experimental research projects, students in the LPBA subprogram pursue other research projects, some via elective courses such as a research practicum and a practicum in applied behavior analysis.

Our students' extensive engagement in research is accompanied by active dissemination in publications and presentations at local, regional, national, and international conferences. In the past academic year, 38 students were authors or co-authors of 31 of the 63 publications of books and articles, many of which appeared in journals such as the *Journal of the Experimental Analysis of Behavior*, *Journal of Applied Behavior Analysis*, *Journal of Experimental Psychology: Animal Learning and Behavior*, and *Journal of Organizational Behavior Management*. Additionally, 33 students were authors or co-authors of 27 of the 65 presentations given at professional conferences.

Education

The primary concentration of the 72 required credits of coursework involves learning, behavior analysis, and research methodology. Coursework in learning and behavior analysis includes but is not limited to Psychology of Learning, Theories of Association, Motivation and Reinforcement, Stimulus Control of Behavior, Categorization and Concept Formation, and Theory and Method in Applied Behavior Analysis. Coursework in research methodology includes Research Design, Psychometrics, Statistics, Scientific Writing, and Ethics. Additional courses that relate to biological, cognitive-affective, and social bases of behavior round out a curriculum that meets the requirements for accreditation by ABAI, offers licensure qualification in New York state, and provides pre-approved university training for the Behavior Analysis Certification Board®, Inc. An en-route MA degree that is available from Queens College provides additional professional credentialing.

Students in the LPBA subprogram learn scientific oral communication skills and written expression. Oral communication skills are developed in several ways ranging from informal presentations in laboratory meetings, to LPBA in-house colloquia where students propose and defend their dissertation projects, to formal presentations at professional conferences. Writing skills are honed in coursework, the pre-dissertation, the major area paper, and the dissertation.

Practice

Engaging in best practices is another component of the foundation of the LPBA subprogram. Graduate students are afforded the opportunity to practice psychology in a variety of ways, including practicum coursework, internships, or teaching at the college level. Venues that provide an opportunity for applied behavior analysis training include agencies directed by LPBA graduates such as the Institute for Educational Achievement and New York Child Learning Institute, which may also serve as sources of financial support. Teaching at the college level provides a student with compensation, tuition remission, and health benefits for up to 5 years. Support for teaching is in the form of adjunct positions at Queens College and Chancellor's Fellowships offered by the Graduate Center.

Summary

A prominent feature of the LPBA subprogram is its marriage of basic and applied research training. LPBA faculty members emphasize the correspondence between basic principles of animal and human behavior and the application of those principles; this emphasis prepares students to function successfully and independently in a variety of professional settings. For example, of our 29 most recent graduates in the past 5 years, all but one (at home with her two young children) are actively and professionally employed in positions in applied behavior analysis as directors or independent practitioners (64%), in college/university settings as faculty or administrators (29%), and in research as basic researchers or administrators (7%). To find out more about the LPBA program, its faculty, opportunities, and requirements, visit us on our website (<http://qcpages.qc.cuny.edu/Psychology/Grad/phd/lpba/index.html>), and at our annual ABAI Expo poster.

University of Cincinnati ABAI Accredited School Psychology Programs

BY RENEE O. HAWKINS

The ABAI accredited School Psychology Programs (Ed.S. and Ph.D.) at the University of Cincinnati are dedicated to preparing highly competent professional school psychologists in accord with the scientist-practitioner model. School psychologists are highly trained in both psychology and education and help students succeed academically and behaviorally and socially by collaborating and problem solving with administrators, teachers, parents, and other professionals to create supportive learning environments. Merging the fields of psychology and education, school psychology training emphasizes preparation in academic and social-emotional intervention,

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learning, child development, assessment, consultation and collaboration, and school law. School psychologists must be credentialed for practice in the state in which they work, and credentialing requires completion of at least a specialist degree (Ed.S., minimum 60 credit hours, including a year-long supervised internship). As a result of their comprehensive training, University of Cincinnati (UC) graduates are prepared to make significant contributions to the challenging field of education through up-to-date and research-based professional practice. In addition, graduates of the doctoral program are prepared to make contributions in the areas of research, teaching, and professional supervision. Upon degree completion, graduates work in a variety of settings including schools, community agencies, hospitals, and universities. With the only ABAI accredited school psychology programs, UC offers students in-depth training in behavior analysis in the applied contexts of school psychology and education.

The Specialist-Level (Ed.S.) Program includes 3 years of full-time study, including a 10-month (1,500-clock-hour), full-time supervised internship in a school setting completed in the final year of training. The first 2 years of the program include extensive coursework on principles of behavior, single subject research design, application of interventions, and legal and ethical issues. In addition, students have field-based, integrated, and sequential experiences during all quarters of training with increasing levels of independence and under conditions of close field-based and university supervision. This specialist-level preparation leads to Ohio Department of Education licensure in school psychology. It also meets training requirements for National Certification in School Psychology administered through the National Association of School Psychologists and—consistent with these national standards—meets licensure requirements for most other states. In addition, the curriculum includes a course sequence that has been approved by the Behavior Analyst Certification Board.

The Doctor of Philosophy (Ph.D.) in School Psychology is based on a comprehensive 5-year program of study, with 3 years of sequential coursework and integrative field experiences, a year of internship (minimum 1,500 hours), Doctoral Comprehensive Examination (completed as a portfolio demonstrating professional and research skills through a pre-dissertation project and field experiences), and research and dissertation requirements. During the first 2 years of the program, doctoral students complete the same coursework and integrated and sequential field experiences as specialist-level students followed by more advanced field training in year 3 and during the internship. In addition, doctoral students complete advanced coursework on behavioral theory and practice, research methodology, and

psychological foundations and participate in a doctoral colloquium each quarter. The internship and dissertation are completed during the last 2 years of the program.

In addition to the rigorous coursework and field-based experiences, doctoral students are actively engaged in research from the start of training. First year Ph.D. students become members of a research team, primarily serving in roles with data collection, research review, and other tasks consistent with their training and level. In year 2, doctoral students continue to participate on research teams, advancing in roles to supervise year 1 students' research tasks and contributing to conceptualization and design. Prior to dissertation, in year 3, students work closely with faculty to complete an independent research project using behavioral research methods. These experiences lead up to the completion of dissertation research either in year 4 or 5 of the program.

With the internship and Advanced School Experience (completed in year 3), students are eligible for licensure as school psychologists with the Ohio Department of Education (and most other states) and meet training requirements for National Certification in School Psychology. The doctoral program, when supplemented by the required doctoral internship and post-doctoral experience, meets the eligibility criteria for entrance to the Ohio State Board of Psychology licensing examination in psychology. In addition, the curriculum includes a course sequence that has been approved by the Behavior Analyst Certification Board.

Here are some reasons to consider pursuing a graduate degree in school psychology at the University of Cincinnati:

- The programs prepare students for an exciting career with bright employment opportunities, with school psychology named one of *U.S. News and World Report's* "best careers." One hundred percent of program graduates have passed the national school psychology exam since its inception, and 100% of program graduates have been able to find employment related to school psychology upon degree completion.
- Both programs are fully approved by the National Association of School Psychologists and are the only school psychology programs accredited by ABAI.
- One hundred percent of graduate students receive tuition scholarships, with support ranging from \$10,960–\$24,825 per student annually. All doctoral students are supported with graduate and/or research assistantships. Paid internships are currently available for all students (approximately \$24,000 for a 9-month internship).
- Students learn effective practices to make a positive impact. The programs feature a core in applied behavior analysis, with an emphasis on a behavioral approach to assessment, prevention, and intervention. The programs focus on evidence-based practices and having a measurable impact on students in schools.

- The curricula include extensive, meaningful field experiences, beginning the first quarter and continuing throughout training. All field placements are in school settings and community agencies with strong implementation of prevention and intervention services. Students are exposed to a broad range of experiences in diverse settings with diverse learners.
- Students are provided opportunities to participate in cutting-edge research. Research is applied and emphasizes the best ways to improve students' skills and support teachers, schools, and parents.
- The programs consist of a cohesive group of classmates guided by committed and involved faculty. Combined across programs, graduate students are admitted in cohorts of 12–15 and progress together. Five full-time faculty, all with doctorates in school psychology, closely mentor students in the programs.
- The University of Cincinnati is a premier urban institution with approximately 41,000 students (approximately 9,800 graduate and professional). The Carnegie Commission has designated UC a research university with very high research activity. In addition, the city of Cincinnati has been rated as being one of the most attractive and livable cities in the United States.

Individuals interested in graduate study in school psychology at the University of Cincinnati should visit the program website at www.uc.edu/schoolpsychology or contact the program coordinator, Dr. Renee Hawkins by e-mail (renee.hawkins@uc.edu) or phone (513-556-3342).

Behavior Analysis at the University of Houston-Clear Lake

BY DOROTHEA C. LERMAN, JENNIFER FRITZ, AND SARAH LECHAGO

The goal of the Master's Program in Behavior Analysis at the University of Houston-Clear Lake (UHCL) is to provide students with a foundation in behavior analysis and psychology through an integrated sequence of coursework, practicum, and research activities. Students obtain competency in the basic principles of learning and the application of these principles with particular emphasis on interventions for children with developmental disabilities. Practicum experiences are provided in a variety of settings, and students complete a major research project and give a community presentation prior to graduation. The program is designed to prepare scientist-practitioners who will contribute to the community as competent applied behavior analysts or who will pursue doctoral degrees in psychology or behavior analysis. Accredited by the Association for Behavior Analysis International, the program includes a

course sequence and practicum that have been approved by the Behavior Analyst Certification Board®, Inc.

Initially a subspecialty area within the General Psychology Program, the MA in behavior analysis formally launched in 2008. In addition to the master's degree, the program offers an undergraduate certificate in applied behavior analysis (ABA) and a graduate certificate in ABA for individuals who have already earned a relevant master's degree. Currently, the program has three full-time faculty members and 36 graduate students, many of whom hailed from states outside of Texas, including Kansas, Florida, and Alabama. All faculty are affiliated with the UHCL Center for Autism and Developmental Disabilities (CADD), which provides clinical, research, and training opportunities for students.



Figure 1. From left to right: Verbal Behavior Clinic Team—Pamela Washington, Adriana Marsiglia, Marisol Heredia, Candice Roberson, Dr. Sarah Lechago, Eva Hutchinson, Melissa Nissen, and Jelisa Scott.

Our Curriculum

For this 3-year master's program, students complete nine courses in behavior analysis (including a rat lab), four courses in general psychology (e.g., biological basis, human growth and development), and practicum. All of our students are required to complete at least one research project and to deliver a 2-hour lecture on a behavior analytic topic of their choice for the community (e.g., parents, teachers, professionals).

Our Faculty

Dr. Dorothea Lerman, currently the coordinator of the MA program and director of CADD, joined the faculty at UHCL in 2004. Previously, she was on the faculty of the school psychology program at Louisiana State University. She received her Ph.D. in psychology with a specialty in behavior analysis from the University of Florida in 1995. Her areas of expertise include autism, developmental disabilities, functional analysis, teacher and parent

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training, and treatment of severe behavior disorders (e.g., aggression, self-injury). Dr. Lerman's graduate students serve as behavioral consultants for several school districts in the Houston area and provide services to children with autism through an on-campus clinic. Dr. Lerman has published more than 60 research articles and chapters, served as associate editor for *The Journal of Applied Behavior Analysis* and *Research in Developmental Disabilities*, was the founding editor of *Behavior Analysis in Practice*, and is the editor-in-chief of the *Journal of Applied Behavior Analysis*.

Dr. Jennifer Fritz, who joined the faculty in 2008, is an assistant professor in the behavior analysis and psychology programs. She teaches graduate and undergraduate courses in behavior analysis and serves as director of the Severe Behavior Disorders Research Clinic at CADD. She received her master's degree in 2007 and her doctoral degree in 2008 in psychology with a specialty in behavior analysis from the University of Florida under the direction of Dr. Brian A. Iwata. Her research involves assessment and treatment of behavior disorders, functional analysis methodology, caregiver training, developmental disabilities, and autism. Dr. Fritz's students serve as behavioral consultants for school districts in the Houston area, as well as provide clinical services to and conduct research with children and their families through the Severe Behavior Disorders Research Clinic. Dr. Fritz serves on the council of the Texas Association for Behavior Analysis, on the Program Committee for ABAI's autism area, and as a guest reviewer for the *Journal of Applied Behavior Analysis*.

Dr. Sarah Lechago joined the faculty in August of 2010. She obtained her master's degree and doctorate degree (2009) in psychology with an emphasis in behavior analysis from Western Michigan University, under the advisement of Dr. James E. Carr. Prior to her arrival at UHCL, Dr. Lechago was on the faculty of the behavior analysis master's program at Florida State University, Panama City (FSU-PC), from 2008–2010. During her time at FSU-PC, she taught courses at the graduate and undergraduate level, was the director of the FSU-PC Early Childhood Autism Program (ECAP), and was the executive director of the Emerald Coast Association of Behavior Analysis (ECABA). Currently, Dr. Lechago teaches courses at the graduate and undergraduate level and is the director of the CADD Verbal Behavior Clinic (VBC). Additionally, Dr. Lechago is the research proposal grant competition coordinator and website manager of the Verbal Behavior Special Interest Group (VB SIG) of ABAI, and she is on the board of editors for *The Analysis of Verbal Behavior* and has guest edited for the *Journal of Applied Behavior Analysis*, *The Behavior Analyst*, *Educational Technology and Change*, and the *Journal of Behavior Assessment and Intervention in Children*. Her research interests include treatments in autism, teacher and parent training, and verbal behavior.



Figure 2. From left to right: Severe Behavior Disorders Clinic Research Team—Denise Salazar, Dr. Jennifer Fritz, and Chris Roath. Not pictured: Anne Shroyer, Carly Turner, and Mia Caccavale.

Our Research, Practica, and Graduate Assistantship Opportunities

The program offers a variety of practica placements in school and clinic settings, and the majority of students receive paid experience for the entire duration of their enrollment in the program. Students may select from a number of program-affiliated sites in the Houston community, where their experiences are supervised by approved BCBAs. The program also offers a number of university-affiliated practica that provide graduate assistantships for our students. Students with graduate assistantships provide clinical services to local school districts and participate in clinical and research activities through CADD. These placements provide a unique opportunity for students to gain practical experience in the assessment and treatment of behavior disorders, development and implementation of skill acquisition programs, and the training of other professionals to implement effective interventions.

CADD currently has three primary programs: 1) ABA-Skip (Applied Behavior Analysis-Skills Intervention Program) is a state-funded program directed by Dr. Lerman that provides services to children with autism between the ages of 3 and 9 years. As part of their practicum requirement, graduate students develop and implement behavioral interventions under the supervision of faculty. The interventions are designed to reduce problem behaviors and to develop age-appropriate social, self-help, school readiness, and language skills. Family members, teachers, and other caregivers also learn how to continue the training methods at home and at school. Research related to early intervention is conducted within the context of clinical services. 2) The Severe Behavior Disorders Research Clinic, which was established in fall 2008, is directed by Dr. Fritz. This outpatient clinic serves as a training site for graduate and undergraduate students in behavior analysis and general psychology who are interested in gaining experience in the assessment and treatment of behavior disorders. Children of all ages and with various diagnoses who engage in problem behavior are served through the clinic. Dr. Fritz and her

students also conduct research related to assessment and treatment of problem behavior, caregiver training, and skill acquisition. 3) The Verbal Behavior Clinic (VBC), which opened its doors in January of 2011, is directed by Dr. Lechago. The VBC is an outpatient clinic and functions as a training site for the graduate students of the BA master's program, where they can refine their clinical skills, with special emphasis on the assessment and treatment of verbal behavior and social skills deficits. Undergraduate psychology students and graduate students from psychology programs outside of behavior analysis participate as therapist assistants in the clinic. The clinic provides services to individuals with developmental disabilities and their families and serves individuals from infancy to young adulthood. The primary focus of the clinic is to provide caregiver training using behavioral skills training (BST; Miltenberger, 2008). Graduate students also have the opportunity to develop original research studies focusing on verbal behavior or social skills training within the context of the verbal behavior lab.



Figure 3. Former students Ryan O'Connor (left) and Amanda Lewis (right) in the rat lab.

The Applied Behavior Analysis Student Organization

The Applied Behavior Analysis Student Organization (ABASO) was founded in 2008 by eight graduate students and Dr. Fritz. The mission of the organization is to disseminate information about current research and clinical practice in behavior analysis, and offer institutional and financial support to student members to attend the annual ABAI convention. The members of ABASO are primarily students in our master's program; however, students from other graduate programs and undergraduate students are welcome to join. Currently, the organization is supervised by Drs. Fritz and Lechago and has 19 student members. Some of ABASO's goals for this coming school year include organizing a spring festival in which a variety of area ABA service providers will set up booths and disseminate information about their respective programs, fundraising activities to earn money to send active ABASO members to the ABAI

Annual Convention in Seattle, WA, providing support to the CADD by volunteering at CADD speaker series events, and reorganizing the officer structure and establishing the organization bylaws. We look forward to a fun and productive year!

The Department of Applied Behavioral Science at the University of Kansas

BY FLORENCE D. DIGENNARO REED

The Department of Applied Behavioral Science at the University of Kansas offers graduate and undergraduate curricula for understanding, analyzing, and developing solutions to problems of social importance across the lifespan. In particular, students learn to apply behavioral science to enhance the human condition through prevention and intervention. Among the problems are those in employment settings, early childhood, developmental disabilities, delinquency and juvenile justice, education, physical disabilities, impulsivity, sustainability, and community health and development. Our mission is to promote individual, family, and community development through the integration of teaching, research, and public service.

The Department of Applied Behavioral Science trains researchers and scientist-practitioners in the discovery, translation, and application of knowledge toward solving human behavior problems of societal importance. To accomplish this, the department offers a master of arts (MA) in applied behavioral science and a doctor of philosophy (Ph.D.) in behavioral psychology. Additionally, undergraduate students may pursue a bachelor of arts or a bachelor of general studies degree. Our undergraduate majors receive an intensive two- to three-semester supervised training experience in one of the following specializations: early childhood education and intervention, early childhood autism intervention, early childhood research, delinquency and juvenile justice, adults with disabilities, community health and development, basic research and conceptual foundations, and organizational behavior management research and practice. Such diverse specialization areas at both the graduate and undergraduate levels are a unique feature of our department, which sets us apart from other behavior analysis/behavioral science programs. Additionally, our doctoral students complete supervised and independent research and participate in a number of professional development activities including teaching, supervising and mentoring undergraduate students, writing grants, completing editorial critiques/article reviews, publishing, presenting at conferences, consulting, and others.

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The department adopts a junior-colleague model of training and shapes well-rounded, well-trained professionals. We are proud to report that our department has granted nearly 500 doctoral degrees since 1967. Our alumni are leaders in the field of behavior analysis, behavior therapy, autism, developmental disabilities, behavioral medicine, independent living, and behavioral pharmacology. In recent years, our Ph.D. recipients have successfully pursued academic, research, and applied careers.

In 2000, the Department of Applied Behavioral Science was recognized by SABA with its award for Enduring Programmatic Contributions in Behavior Analysis. Our department has employed the top and most talented researchers and educators, maintained high levels of productivity, and produced well-trained professionals for over four decades. Notable faculty include founders of applied behavior analysis, such as Donald Baer, Montrose Wolf, Todd Risley, L. Keith Miller, and James Sherman. Presently, the Department of Applied Behavioral Science includes 11 core faculty, as well as five child clinical psychology faculty who share dual appointments in the Departments of Applied Behavioral Science and Psychology.

- Florence D. DiGennaro Reed, Ph.D., BCBA-D, is interested in the degree to which treatment integrity influences client outcomes, developing efficient and effective training procedures, quality improvement systems, and performance management within service delivery settings.
- Claudia L. Dozier, Ph.D., BCBA-D, specializes in the assessment and treatment of inappropriate behavior and evaluation of procedures to increase appropriate behavior of children with and without developmental disabilities.
- Stephen B. Fawcett, Ph.D., is interested in understanding and improving how communities change conditions that affect health and development.
- Charles R. Greenwood, Ph.D., along with his colleagues at the Juniper Gardens Children's Project (JGCP), specializes in the application of applied behavior analysis to the problems of young children, early care, and education broadly defined within a high-risk community.
- Edward K. Morris, Ph.D., is interested in the role of contextualism in behaviorism, context in the analysis of behavior, the history of applied behavior analysis, and the integration of behavior analysis with like-minded perspectives (e.g., ecological approaches to cognition).
- Pamela L. Neidert, Ph.D., BCBA-D, is interested in strategies to facilitate development of critical skills in very young children and the evaluation of the effects of proactive approaches to prevent the emergence of problem behavior.
- Derek D. Reed, Ph.D., BCBA-D, specializes in the translation of basic operant research to issues of social

importance including impulsivity, education, choice and decision making, and sustainability.

- Jan B. Sheldon, Ph.D., J.D., specializes in the evaluation of community-based programs serving children and adults with developmental disabilities, early intervention with children with autism, truancy problems for children and teenagers, and legal research on the rights of the developmentally disabled.
- James A. Sherman, Ph.D., is interested in developing and evaluating programs that help people with developmental disabilities achieve independent and satisfying lives in the community, as well as interventions to help families with adolescents who are having problems.
- Jomella Watson-Thompson, Ph.D., is interested in examining factors that enable communities, particularly those in urban environments, to effectively bring about change and improvement in community-identified outcomes of concern.
- Glen W. White, Ph.D., is interested in conducting applied behavioral community research on socially significant issues that people with disabilities face in their daily lives.

Students interested in obtaining more information about graduate training in the Department of Applied Behavioral Science are encouraged to visit <http://www.absc.ku.edu/> or to contact the directors of graduate training, Florence D. DiGennaro Reed (fdreed@ku.edu) or Derek D. Reed (dreed@ku.edu).

University of Nevada, Reno Behavior Analysis Program Department of Psychology

BY MARK P. ALAVOSIUS, PATRICK M. GHEZZI, LINDA PARROT HAYES, RAMONA A. HOUMANFAR, AND W. LAWRENCE WILLIAMS

The Department of Psychology at the University of Nevada, Reno (UNR) offers graduate programs in behavior analysis, clinical psychology, and cognitive neuroscience. At the doctoral level, the mission includes the education of scholars and scientists who will know, integrate, develop, and make use of the scientific knowledge base of the discipline and specific subdisciplinary area.

Behavior Analysis Program

The aim of the Behavior Analysis Program at UNR is to provide comprehensive, graduate-level training in behavior analysis, out of which more advanced and specialized basic, applied, theoretical, and philosophical interests may be developed. A balance of training is thus deliberately sought in:

- The philosophies and theories of behaviorism. Courses: Radical Behaviorism, Behavior Analysis of Language and Cognition, and Seminar on Psychological Philosophy
- The methodology of behavior analysis. Courses: Research in Applied Behavior Analysis, Applied Research Methodology, and Intermediate Statistics,
- Basic and applied research in human and nonhuman behavior. Courses: Principles of Behavior, Experimental Analysis of Behavior
- Application of behavior analysis. Courses: Behavior Assessment, Behavioral Interventions, Behavior Management and Consultation, and Behavioral Systems Analysis
- Participatory governance and fiscal management. Courses: Practicum in Behavior Analysis

The Behavior Analysis Program supports three graduate degree programs:

- An on-site doctoral program
- An on-site master's program
- An off-site master's program



Figure 1. Students and staff in the behavior analysis program.

Behavior Analysis Program Curriculum

The doctoral program requires 90 credits including coursework, practica, comprehensive examinations, a thesis or pre-doctoral research project, and a dissertation. Many of these credit hours involve direct training in behavior analytic methods, principles, research, and application.

The on-campus master's program requires 37 credits including coursework, practica, and completion of a thesis. Many of these credit hours include direct training in behavior analytic methods, principles, research, and application. A major objective of the master's curriculum is to prepare the student for attainment of board certification through the national BCBA program for which our master's program is currently accredited.

The satellite master's program in behavior analysis (SMPBA) has been offered at off-campus locations around the world under the sponsorship of human service

agencies, businesses, and other organizations. In order to accommodate the work schedules of the students in SMPBA, didactic courses are typically delivered through a combination of intensive on-site sessions with web-based supplementation. All students in the SMPBA work in human service settings.

Behavior Analysis Program Governance

The program has operated on a self-capitalization model wherein faculty members assume revenue-generating responsibilities in addition to their regular academic duties. The survival of the program has depended on the success of this model and its transformation over time into a more stable system with adequate state appropriated support. A necessary condition for the accomplishment of the program's mission is its own survival, hence the original development of our Total Performance System (TPS) to track critical financial features of the program. Over time academic milestones, scholarly achievement, and professional development became the dominant measures that led to our replacement of TPS by the Academic Evaluation System (AES). In moving to a mentorship model over the past four years, individual faculty are financially responsible for their lab groups, and AES has been used more as an academic feedback tool for faculty to monitor their students' progress.



Figure 2. From left to right: Stephen Hayes, Ramona Homanfar, Patrick Ghezzi, W. Lawrence Williams, Linda Hayes, Mark Alavosius, and William Heward.

Programmatic Accomplishments

- This year marks the 22nd anniversary of the Behavior Analysis Program at UNR.
- We received the award for Enduring Programmatic Contributions in Behavior Analysis from SABA in May 2010.
- The program has conferred more than 40 Ph.D. degrees.
- The on-campus master's program has conferred more than 80 master's degrees.

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- The satellite master's program has conferred more than 100 off-campus master's degrees in multiple national and international locations.

The following is an overview of the program faculties' scholarly work and training opportunities.

Dr. Mark P. Alavosius (University of Massachusetts, Amherst, 1987)

Dr. Alavosius's lab group focuses on development of behavioral technologies to improve human performance in complex organizations. Research spans from fairly molecular analyses of individual behaviors in well-controlled environments to large-scale analyses of organizational behaviors in complex systems. A guiding principle is to develop viable behavioral technologies ready for transfer to users demanding tested solutions able to meet real world standards. Lab members conduct their own research within this program, participate in grant activities, teach, and serve consumers via practica. Initial work has focused on instructional design for students in our university classes and satellite programs. Efforts expanded in safety, public health, green behavior, and sports/fitness. Research sites include UNR campus and classrooms, Washoe County Schools, Tahoe Forest Hospital, Marathon Oil Corporation, and others. Graduate students prepare for careers in academia, research, and business.

Dr. Patrick M. Ghezzi (Utah State University, 1985)

Dr. Ghezzi's past and present research and scholarship range from laboratory, quasi-laboratory, and naturalistic studies in operant and respondent conditioning with humans and nonhumans to improving learning outcomes for young children with autism undergoing early intensive behavioral intervention. His entrepreneurial activities include providing services to area families and children with autism and furnishing the community's school district, parks, and foster care systems with technical assistance and consultation in applied behavior analysis. These activities fund Dr. Ghezzi's graduate students as they prepare for careers in academia, human service agencies, and small business management.

Dr. Linda J. Parrott Hayes (Western Michigan University, 1983)

Dr. Hayes's scholarly work pertains to philosophies of behavior science including Kantor's interbehaviorism, Skinner's radical behaviorism, and their precursors; conceptual and experimental analyses of complex human behavior in which processes of substitution are evident (e.g., verbal behavior, remembering and perceiving); and interdisciplinary investigations of animal behavior, typically in the presence of debilitating organismic conditions. Dr. Hayes's primary entrepreneurial activities

pertain to delivering training in behavior analysis where such is unavailable or inaccessible, with a special emphasis on international development in this regard and special attention to on-line modes of delivery. Students working with Dr. Linda Hayes are funded in teaching, research, and administrative roles as generated through her entrepreneurial efforts, and they are expected to pursue academic or research careers.

Dr. Ramona A. Houmanfar (University of Nevada, Reno, 1998)

Dr. Houmanfar has focused on cultural psychology and conceptual analyses of complex phenomena in organizational settings. Her primary areas of basic and applied research include analysis of communication networks, leadership practices, rule governance, and associated phenomena such as gossip and rumor in organizational settings. Dr. Houmanfar's applied interests in the areas of behavioral systems analysis and instructional design have led to a number of consultation contracts with private and public organizations. Moreover, her activities on a federal grant with the Department of Defense have provided student research and funding in the areas of tactical decision making and team communication. Other sources of funding offer training in college teaching, instructional design, and organizational consultation. These training opportunities provide the basis for Dr. Houmanfar's students to pursue careers in academia, research, or organizational consultation.

Dr. W. Lawrence Williams (University of Manitoba, 1977)

Dr. Williams's group has wide interests and conducts clinical, service, and research projects. They maintain clinical services through their day care center for adults with intellectual disabilities, their behavioral consulting to state regional centers and provider agencies, their state grant-funded projects to develop whole-organization service-delivery systems and staff training processes, as well as parent training and services for older children and adults with autism spectrum disorders. Dr. Williams's research group conducts studies in clinical applications such as assessment and intervention for severe behavior problems and acquisition of daily living, basic, academic, and communication skills. Lab members study basic learning processes such as discrimination hierarchies, relational responding, staff training and management methods, and most recently the application of mindfulness training for the maintenance of relevant service provider daily behavior-related tasks. They also participate in behavior analysis of contemporary social issues. Students working with Dr. Williams are expected to pursue careers in academia and clinical settings as well as organizational consultation.

For any questions regarding the Behavior Analysis Program at UNR, please contact Dr. Ramona Houmanfar at (775) 682-8693 or by e-mail at ramonah@unr.edu. We look forward to hearing from you.

University of North Texas's Department of Behavior Analysis: A History of Excellence and Even Brighter Prospects for the Future!

BY RICHARD SMITH AND CARLA SMITH

The University of North Texas (UNT) Department of Behavior Analysis enjoys a stellar reputation for excellence in our master's and bachelor's degree programs, as well as a broad array of research and applied training opportunities. The department's history includes several outstanding achievements and contributions to our field:

- First department of behavior analysis anywhere—founded in 1990.
- First master of science program to be accredited by ABAI—a status we've maintained for nearly 20 years.
- First undergraduate degree in applied behavior analysis in the world.
- First university to offer an on-line course sequence for BACB applicants. We currently serve students in 46 U.S. states and more than 40 countries around the world.
- The department was instrumental in founding Texas ABA and remains its headquarters.
- The department will receive SABA's Enduring Programmatic Contributions in Behavior Analysis Award at the 2012 ABAI Annual Convention.



Figure 1. Faculty of the Department of Behavior Analysis.

Over the two decades of its existence, the department has assembled a world class faculty of accomplished educators and scholars, including:

- Richard Smith, Ph.D., BCBA-D., associate professor and chair: Interests include assessment and intervention in behavior disorders, applications in developmental disabilities, and sustainable behavior.

- Jesus Rosales-Ruiz, Ph.D., associate professor: Interests include applied behavior analysis with animals, stimulus control, and applications with at-risk youth and students.
- Shahla Ala'i-Rosales, Ph.D., BCBA-D., associate professor: Interests include conditioned reinforcement, service delivery and access, and behavior analysis in higher education.
- Manish Vaidya, Ph.D., associate professor: Interests include stimulus equivalence, memory, attending, and organizational behavior management.
- Traci Cihon, Ph.D., BCBA-D., assistant professor: Interests include verbal behavior, interventions in autism, and learning communities.
- Jonathan Pinkston, Ph.D., assistant professor: Interests include behavioral pharmacology, addictions, and development of measurement systems.
- Einar Ingvarsson, Ph.D., BCBA-D., research scientist: Interests include treatment of autism, verbal behavior, assessment and treatment of problem behavior, and stimulus control.
- Michael Schlund, Ph.D., research scientist: Interests include the use of neuroimaging to reveal brain-behavior relations.
- Sigrid Glenn, Ph.D., BCBA-D, regents professor (retired): Interests include cultural behavior analysis, history of behavior analysis, and distributed education.



Figure 2. Students and staff of the program.

UNT faculty and staff continue to set the bar high by collaborating with a wide range of regional organizations, agencies, and academic partners to conduct applied research and offer faculty-directed practical training opportunities to our students. Our faculty and students also collaborate with the global community, with partners in Italy, Brazil, Norway, Sweden, India, Iceland, and Greece, among others. Our students are encouraged to participate in multiple projects, practica, and internships to become well rounded, highly skilled, and marketable behavior analysts.

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Opportunities for professional development abound at UNT. We offer specialized training in a broad array of basic and applied areas. Our practical training opportunities are directed by our own faculty, so students work directly with accomplished scholars. Among the opportunities for training at UNT are:

- **Autism and related disabilities:** We offer a range of opportunities for training and experience working with children, adults, and families with autism. We offer service-learning experiences for students, provide community partners (including Easter Seals of North Texas, the Child Study Center, and the Texas Department of Aging and Disabilities Services) with evidence-based resources and expertise, and produce pragmatic research. Research opportunities include assessment and treatment of behavior disorders; acquisition of intraverbal behavior, family interventions, staff training, approach based treatments, blended education, and virtual teaching environments; and cultural responsiveness in urban treatment settings.
- **Verbal behavior:** Our research explores stimulus control and verbal behavior, how precision teaching leads to generative repertoires, how “See the Sound/Visual Phonics” can improve verbal repertoires, identifying effective instructional strategies for college students, and variables that improve the acquisition and instruction of foreign language. Noteworthy is recent work in rapid acquisition of second languages, including student and faculty travel to Italy to teach students in learning communities fundamentals of the Italian language.
- **Applied behavior analysis with animals:** The Organization for Reinforcement Contingencies with Animals (ORCA) engages in animal training activities with a range of community partners and conducts state-of-the-science research in animal behavior management.
- **Behavior analysis and sustainability:** Students and faculty apply behavior principles toward solutions to issues of sustainability, including energy conservation and recycling.
- **Basic research:** Basic research is conducted in areas including behavioral pharmacology, development of pre-clinical models of addiction, stimulus equivalence, memory, delay discounting, motivation, concept formation, and brain-behavior relations. Basic research encompasses both human and nonhuman work, including two animal research labs with pigeons and rats.

In addition to our world-class faculty, our students learn from the best in the field right in their own backyard at UNT-sponsored colloquia and seminars. In the last 5 years, UNT has hosted colloquia by notables including Murray Sidman, Joe Brady, Nancy Neef, Brian Iwata, Jim Holland, Michael Fabrizio, Allen Neuringer, Carol Pilgrim, Vic

Laties, Charlie Catania, Jim Carr, Linda LeBlanc, Per Holth, Jack Marr, David Palmer, Stephen Suomi, John Lutzker, Tim Vollmer, and Greg Madden, to name a few.



Figure 3. A student feeds macaws in the lab.

Our alumni continue to uphold our tradition of excellence by attaining top positions in private and public sectors, building and directing behavior analytic programs and organizations in their communities, and serving in leadership positions in professional organizations such as ABAI, APBA, SEAB, and SABA. Many of our graduates go on to complete their doctoral training at prestigious programs and achieve leadership roles including editorial appointments at journals such as the *Journal of Applied Behavior Analysis*, *Journal of the Experimental Analysis of Behavior*, *Behavior Analysis in Practice*, *European Journal of Behavior Analysis*, and *The Analysis of Verbal Behavior*. We value our history and are proud of UNT's leadership role in the growth of the field of behavior analysis. Dr. Sigrid Glenn, UNT alumna and founding chair of the Department of Behavior Analysis, is leading a group of students and staff in documenting the history of behavior analysis. Over the last several years, the group has compiled more than two dozen video interviews to help preserve and document the history of our field.

The University of North Texas is a great place to prepare for your future! We provide unprecedented opportunities for our students while preparing them to make a contribution to the lives of others. If you want to become a part of the Department of Behavior Analysis and help us make history then check out our website at www.unt.edu/behv.

ABA Master's Program at the University of South Florida

BY RAYMOND G. MILTENBERGER

The Master's Degree Program in Applied Behavior Analysis (ABA) at the University of South Florida (USF) is accredited by the Association for Behavior Analysis International.

The program is designed to meet growing needs in Florida and nationally for science-based practitioners who can work effectively in the fields of developmental disabilities, education, autism, child protective services, rehabilitation, mental health, and business and technology. ABA provides an empirically supported approach for developing, implementing, and evaluating practical strategies to produce changes in socially significant behaviors of individuals in the context of community settings.

Goals of the ABA Master's Program

- Prepare graduates in applied behavior analysis to work in a variety of fields including education, developmental disabilities, autism, child protective services, mental health, residential supports, and rehabilitation.
- Provide graduates with the knowledge and skills needed to become board certified behavior analysts (BCBAs).
- Contribute to the field of applied behavior analysis by producing quality research and increasing the number of practicing behavior analysts.

The 44-credit-hour master's degree in ABA is in the Department of Child and Family Studies in the College of Behavioral and Community Sciences. This comprehensive, cohesive degree program in applied behavior analysis was designed to train students to become practitioners and researchers. Students are required to demonstrate knowledge of applied behavior analysis in courses that constitute a core curriculum, demonstrate applied behavior analysis skills through supervised practicum experiences, and demonstrate research skills by completing a thesis. The master's degree program was designed to prepare students to meet the standards to be BCBAs. It assists in their preparation for employment in fields where there are growing demands for competent professionals with expertise in applied behavior analysis.

The curriculum for the ABA master's program at USF includes six core courses that students take as a cohort in their first year, two elective courses, five semesters of practicum training and practicum seminar, and a data-based master's thesis. In addition, students gain experience as research assistants with faculty members and other graduate students as they conduct their research. Listed below are the details of the 2-year curriculum.

Curriculum

Fall Semester

- Applied Behavior Analysis Basic Principles: 4 credits
- Observational Methods and Functional Assessment: 3 credits
- Single Case Experimental Design: 3 credits
- ABA Practicum Seminar: 2 credits

Spring Semester

- Behavior Theory: 4 credits
- Applied Behavior Analysis in Complex Community Environments: 3 credits
- Ethics in Applied Behavior Analysis: 1 credit
- ABA Practicum Seminar: 2 credits

Summer Semester

- ABA Practicum Seminar: 2 credits
- Thesis: 2 credits

Fall Semester

- ABA Practicum Seminar: 2 credits
- Thesis: 4 credits
- Elective (ABA Applications): 3 credits

Spring Semester

- ABA Practicum Seminar: 2 credits
- Thesis: 4 credits
- Elective (Behavior Analysis and Developmental Disabilities): 3 credits

Teaching Philosophy

Courses in the ABA master's program are taught by faculty members with extensive experience and expertise as researchers and practitioners. All classes are taught on campus and are designed to maximize student learning. The teaching philosophy in the program is to:

- Provide students with a body of knowledge in a systematic and organized fashion through readings and lecture material.
- Require active learning as students participate in class discussions and activities and make class presentations.
- Provide frequent assessment through daily quizzes, periodic exams, and other assignments (which are designed to motivate students to read and study material on a regular basis and to provide feedback on how well they are learning the material).
- Make class as interesting and engaging as possible.

Practicum

The USF Applied Behavior Analysis Practicum follows the experience guidelines of the Behavior Analysis Certification Board (www.BACB.com), which requires 1,000 total hours of practicum experience. Students work

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20 hours per week at their practicum site under the direct supervision of a BCBA. Practicum placements are available at a broad array of sites throughout the greater Tampa Bay area so students can get a wide variety of experiences in the application of ABA assessment, intervention, and training procedures. The practicum coordinator makes sure students obtain practicum placements in community agencies that provide high quality learning experiences.

BACB Approval

The course sequence and practicum are both approved by the Behavior Analysis Certification Board (BACB).

Research Accomplishments

Students in the ABA master's program conduct a data-based master's thesis that is designed to be methodologically sound and address an important research question so that the research can add to the literature. Students work closely with their faculty mentors as they design, conduct, and write their thesis. Furthermore, students are encouraged to present their research at the ABAI Annual Convention and at the annual Florida ABA conference and to submit their thesis research for publication. Numerous students have presented their research at the state and national ABA conferences and published their research in peer-reviewed journals such as the *Journal of Applied Behavior Analysis*. Examples of recently published research from ABA master's students at USF include:

- Toelken, S., & Miltenberger, R. (in press). Increasing independence among children diagnosed with autism using a brief embedded teaching procedure. *Behavioral Interventions*.
- Shayne, R., Fogel, V., Miltenberger, R., & Koehler, S. (in press). The effects of exergaming on physical activity in a third grade physical education class. *Journal of Applied Behavior Analysis*.
- Fogel, V., Miltenberger, R., Graves, R., & Koehler, S. (2010). Evaluating the effects of exergaming on physical activity among inactive children in a physical education classroom. *Journal of Applied Behavior Analysis*, 43, 591–600.
- Giddings, T. C., & Miltenberger, R. G. (2010). Evaluation of a functional treatment for binge eating associated with bulimia nervosa. *Eating and Weight Disorders*, 15, e100–e107.
- Mowery, J., Miltenberger, R., & Weil, T. (2010). Evaluating the effects of reactivity to supervisor presence on staff response to tactile prompts and self-monitoring in a group home setting. *Behavioral Interventions*, 25, 21–35.
- Boyer, E., Miltenberger, R., Batsche, C., & Fogel, V. (2009). Expert video modeling with video feedback to enhance gymnastics skills. *Journal of Applied Behavior Analysis*, 42, 855–860.

- Beck, K., & Miltenberger, R. (2009). Evaluation of a commercially available abduction prevention program and in situ training by parents to teach abduction prevention skills to children. *Journal of Applied Behavior Analysis*, 42, 761–772.

Admission

About 20 students are admitted into the master's program each year as full-time students with the expectation that they will graduate with their master's degrees in 2 years. Admissions occur only for the fall semester and are based on the following factors:

1. Past academic work as indicated by undergraduate grade point average and types of courses taken.
2. Scores on the Graduate Record Exam (GRE) general tests.
3. Prior applied behavior analysis coursework and experiences (pertinent research, work, and volunteer experience).
4. Letters of recommendation from professors and/or employers.
5. A personal statement describing experiences and interests in applied behavior analysis, why the student is interested in the USF ABA master's program, and a statement of professional goals.

Applications must be submitted by February 15 to be considered for the following fall term.

For more information about the ABA master's program at USF, you can visit our website at <http://aba.cbcs.usf.edu>, e-mail the program's administrative assistant, Aleatha Neal, at aneal@usf.edu, or give us a call at (813) 974-3096.

The Behavior Analysis Program in the Department of Psychology at West Virginia University

BY ANDY LATTAL, LIZ KYONKA, CLAIRE ST. PETER PIPKIN, SACHA PENCE, AND ADAM FOX

The ABAI accredited behavior analysis program at West Virginia University has, since its inception in 1976, conferred almost 100 Ph.D. degrees in psychology with a specialization in behavior analysis. The goal of the program is to produce psychologists who are qualified to teach a variety of courses in psychology, who can function effectively in academic and applied settings, and who can use the principles and findings of the science of behavior to enhance human behavior. Students specialize in either basic or applied behavior analysis. However, consistent with the program's integrative goal, all students have exposure to basic and applied coursework, research

experiences, and practicum opportunities that incorporate contemporary issues in basic research, applications, and conceptual issues in behavior analysis.

The Department of Psychology is housed in the University's Life Sciences Building, which was completed in 2002. Each faculty member has his or her own well-equipped laboratory. Our sites for conducting applied research and practica include the University's Center for Excellence in Disabilities, several local school systems, and a clinic housed within the department.

The members of our faculty are Karen Anderson, Liz Kyonka, Andy Lattal, Mike Perone, and Claire St. Peter Pipkin. This year we are searching for a new faculty member to augment our offerings in applied behavior analysis. Each faculty member has an active research program in which students are involved. Details of their research interests may be found at the program's website: http://psychology.wvu.edu/future_students/graduate_programs/doctoral_programs/ph_d_in_behavior_analysis/faculty.

Our students come from around the United States and around the world, with recent international students from Brazil, Colombia, France, Mexico, Japan, and Venezuela. Students who enter with a baccalaureate degree can expect 4 years of support to pursue the Ph.D. degree, and those with a master's degree can expect 3 years. Students wishing to do so may meet the course and practica requirements necessary to be eligible to sit for the Behavior Analysis Certification Board examination. Students also have the opportunity while in the program to earn a teaching certificate offered by West Virginia University.

The department pioneered the junior colleague model of graduate education, for which it received the 2005 Council of Graduate Departments of Psychology Innovation in Graduate Education Award. In this collaborative model of teaching and research, graduate students and faculty work together toward common goals. As part of the model, too, students serve on all departmental committees, giving them a voice in the governance of the department.

Graduate students also are encouraged, but not required, to work with different professors, thereby allowing them to expand their research and applied expertise in many areas of behavior analysis not always available from a single advisor.

Our teaching assistantships provide students with the opportunity to teach a variety of courses, including Introduction to Psychology, Research Methods in Psychology, Behavior Principles, and Behavior Modification. Students typically teach several classes during their tenure. The department provides students with greater levels of guidance during their first teaching assignment (typically Introduction to Psychology) and fades toward allowing them more independence as their teaching skills develop.

Approximately equal numbers of our graduates' first positions are as postdoctoral researchers, teachers in colleges

and universities, and practitioners in clinical or organizational settings. Among our graduates are many distinguished researchers, teachers, and practitioners of behavior analysis.

The program, department, and program faculty have been recognized by various professional and scientific groups. All of us are members of editorial boards of the leading journals in behavior analysis and also have served in leadership positions in a number of professional societies, including APA, ABAI, the Southeastern Association for Behavior Analysis, the Society for Quantitative Analyses of Behavior, and the Society for the Experimental Analysis of Behavior. SABA recognized the contributions of the Department of Psychology at West Virginia University by bestowing on us its 2004 Award for Enduring Programmatic Contributions in Behavior Analysis. The program also is affiliated with the behavior analysis program at the Université Lille Nord de France and has hosted a number of international scholars on sabbatical leaves from their own institutions.

Add to all of this the natural beauty of the state of West Virginia and its boundless recreational possibilities (the largest national forest in the eastern United States is less than an hour's drive from Morgantown, along with several major ski resorts, the best white water in the East, and stunning wilderness camping areas), the proximity of Morgantown to major metropolitan areas (to Pittsburgh is a 1.5 hour drive, to Washington, DC, 3.5 hours, and to Philadelphia, 5 hours), and the virtually crime-free environment of Morgantown, and West Virginia University is an ideal place to study behavior analysis with serious scholars who all like to have a little fun from time to time!

For more information, visit the program's website at http://psychology.wvu.edu/future_students/graduate_programs/doctoral_programs/ph_d_in_behavior_analysis.

Western Michigan University's Graduate Training Program in Behavior Analysis

BY STEPHANIE PETERSON AND WAYNE FUQUA

Western Michigan University's (WMU's) Department of Psychology offers both a master's degree (MA) program and a doctoral (Ph.D.) degree program in behavior analysis. Both programs are accredited by ABAI. In addition, individuals in either program may complete the requirements to sit for the Behavior Analyst Certification Board (BACB) examination, as the core curriculum is pre-approved by the BACB.

WMU's Department of Psychology is unique at multiple levels. First, it has a long and distinguished history in behavior analysis, having been one of earliest comprehensive behavior analysis graduate programs in the country. Furthermore, ABAI was founded by WMU faculty and

students. ABAI was housed in the psychology department and staffed by WMU faculty, students, and personnel until remarkable growth necessitated a move to more appropriate facilities and the hiring of a full-time professional staff. In 1998, SABA recognized the WMU Department of Psychology with one of its earliest awards for Enduring Programmatic Contributions in Behavior Analysis.



Figure 1. The WMU rat lab vanity plate.

In 1978, WMU awarded its first doctoral degree in behavior analysis. Since that initial degree, WMU has awarded more than 350 doctoral degrees in behavior analysis, clinical psychology, and school psychology, all programs with a behavior analytic orientation. Many WMU alumni have made major contributions to behavior analysis in roles ranging from research, to practice, to teaching, and to leadership. A sizeable percentage of ABAI presidents have either worked as faculty members at WMU or have earned one or more degrees there (e.g., Linda Hayes, Bill Heward, Brian Iwata, Dick Malott, Jack Michael, Ray Miltenberger, Jay Moore), an indicator of the key role that WMU has played in the advancement of behavior analysis.



Figure 2. Alan Poling.



Figure 3. Jessica Frieder (left), Jack Michael (center), and Alyce Dickinson (right).

WMU is also unique in the concentration of behaviorally oriented faculty across a remarkable variety of specializations. A number of WMU faculty specialize in autism and developmental disabilities and direct research and applied training experiences in this important area of specialization. In addition, WMU faculty in the Behavior Analysis Program and in the closely aligned graduate Clinical Psychology and Industrial Organizational Psychology Programs also adopt a behavior analytic approach to a wide range of other topics including basic operant research with humans and nonhumans, organizational behavior management, personnel training and performance management, behavioral pharmacology, health psychology, and behavior-based safety, to name a few. This variety of faculty interests provides a unique and rich training opportunity for behavior analysis graduate students. Students have the opportunity to take courses and engage in practicum and research experiences across this wide array of interest and applications areas. In this manner, behavior analysis graduate students acquire skills and credentials appropriate for a variety of professional positions including teaching/research in a college or university setting, systems-oriented applied positions in industrial/organizational settings, and practitioner positions in human services and education settings. With judicious selection of course electives and the completion of a pre-doctoral internship, many applied behavior analysis students also qualify for state-level licensure as professional psychologists.

There is a pervasive culture of experimental and applied research in the Behavior Analysis Program at WMU. Graduate students are involved early and often in research as well as conceptual and professional work. Students often present their work at state, regional, and professional conferences and publish articles in peer-reviewed journals with their faculty mentors. As a result, WMU was ranked 5 out of 53 institutions for number of publications in behavior analysis from 1992 to 2001 (Shabani et al., 2004). Additionally, the department holds regular colloquia, during which faculty from the department or invited faculty from other institutions present their research in a public

forum. Recent colloquia speakers have included Dr. David Palmer (Smith College), Dr. David Wacker (The University of Iowa), Dr. Bill Heward, (Ohio State University) and Dr. Richard Malott (Western Michigan University).



Figure 4. Jack Michael (left) and Alyce Dickinson (right).

In addition to its rich history and its current prestige in the field, WMU's Department of Psychology continues to provide a vibrant and productive academic training environment. With over 800 undergraduate psychology majors and over 120 active graduate students, the Department is one of the most productive academic departments at WMU. Its graduates are well placed both within the local geographic area and around the country and around the globe.



Figure 5. Alyce Dickinson (left) and Jack Michael (right).

In summary, the Behavior Analysis Program at WMU provides an intellectually stimulating environment for students to develop conceptual, analytic, application and research skills in behavior analysis and its application to a

remarkable array of social, clinical, health and educational problems. The WMU Department of Psychology is unique in the range and diversity of applications, all studied from a behavior analytic, evidence-based perspective. Simply put, WMU's Behavior Analysis Graduate Program offers an exceptional training experience for those wishing to learn about the science of behavior and its potential to improve our quality of life through the development and dissemination of evidence-based behavioral interventions for important social problems.



Figure 6. Ron Van Houten.

For information on how to apply to the program, please visit the department's website at <https://www.wmich.edu/psychology>. The deadline for applications for admission to the program for the 2012–2013 academic year is December 15, 2011. Typically, on-campus admission interviews are held in February, at which time the department presents a "Research Day" to highlight the on-going and current research in the department, both for applicants and for current students and faculty. Following admission to the program, students are assigned to a faculty advisor, who meets with the student to develop a program of study that is consistent with the student's goals. From this point forward, students in the program have full access to all of the courses, faculty, and research labs in the department. It is not uncommon for students to collaborate across labs, according to their interest areas; yet another strength and unique aspect of the program at WMU.



Celebrating a Successful Conference:

A Recap of the 2011 Autism
Conference in Washington, DC

Photography: Kristin Fitzsimmons

BY MARIA E. MALOTT

There are few things better than starting a new year with a bang.

For ABAI, that “bang” came in the form of the 2011 Autism Conference: New Tools for Translating Science to Practice. Hosted at the Grand Hyatt Washington in Washington, DC, this single-track event focused on pragmatic, research-based information for improving the lives of children and adults with autism spectrum disorders (ASD). The 2011 Autism Conference was attended by 683 people from 45 countries and 18 U.S. states. This event is instrumental in generating discussions and informing the public about the role of behavior analysis in ASD treatment, including progress and challenges in treatment, practical strategies for home and school treatment, and the transition from research to practice. Once again, this conference featured a quality group of speakers and presenters.

James W. Bodfish

Dr. Bodfish’s experience as a clinician includes assessment and treatment of autism and related conditions in a wide range of populations and settings. His research has focused on the pathogenesis and treatment of repetitive behaviors and behavioral and movement disorders. Dr. Bodfish’s talk, titled “Repetitive Behavior and Interests in Autism: Brain-Behavior Relationships,” focused on how research findings from the area of behavioral neuroscience may help explain how repetitive behaviors and interests emerge and how the findings can be used to guide the development of novel interventions.

Notable comment: “Fantastic presentation! I felt as if this presenter was my college professor.”

Iser Guillermo DeLeon

Dr. DeLeon has more than 20 years of clinical and research experience; his work has focused on the variables that give rise to severe behavior disorders in individuals with developmental disabilities. As his presentation’s title (“Applying Behavioral Economic Concepts

Towards the Treatment of Challenging Behavior in Individuals With Autism”) suggests, Dr. DeLeon described how behavioral studies of economic concepts can be used to improve treatments for populations with ASD or other developmental disabilities.

Notable comment: “I never really understood behavioral economics until this presentation. What a great way to think about behavior!”

Gregory P. Hanley

We were fortunate to be able to offer something new to conclude the 2011 Autism Conference: a valuable and informative workshop by Gregory Hanley. Dr. Hanley has been applying the principles of learning to improve socially important behaviors of children and adults with and without disabilities for more than 20 years. He conducted the post-conference workshop, titled “Understanding and Addressing Sleep Problems in Children With Autism Spectrum Disorders,” during which he sought to provide a sound understanding of how family and support staff can work to promote healthy sleep habits for the children in their care.

Notable comment: “Above and beyond. Well done!”

Richard P. Hastings

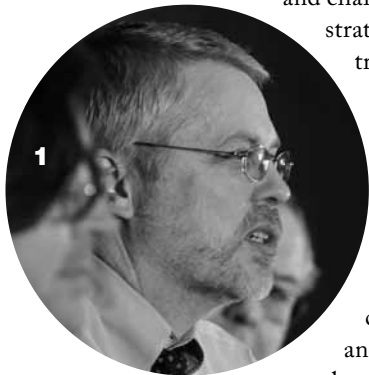
Since co-directing the first and largest controlled evaluation of early intensive behavioral intervention for children with autism in the UK, Dr. Hastings now presents extensively on the topic of evidence supporting comprehensive applied behavior analysis (ABA) intervention for children with autism. In his presentation, “Ethical, Professional, and Broader Contextual Issues Relating to Behavioral Intervention for Autism: Perspectives on the Evidence,” Dr. Hastings examined the limitations of the evidence for ABA interventions and discussed an alternative outcomes model that doesn’t get caught up in the recovery/cure debate.

Notable comment: “Interesting and well-presented!”

William L. Heward

Dr. Heward has 30 years of experience training special education teachers at The Ohio State University. His presentation, titled “Helping School-Age Children With Autism Succeed in the Regular Classroom,” focused on how behavior analysis can be used to help public school teachers improve general classrooms in ways that would help students with ASD succeed.

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4 The 2011 Autism Conference presenters and organizers, from left to right: Wayne W. Fisher, Krista M. Wilkinson, James W. Bodfish, Maria E. Malott, Gregory P. Hanley, Dawn B. Townsend, Iser Guillermo DeLeon, Richard P. Hastings, Linda A. LeBlanc, Travis Thompson, Richard W. Malott, and William L. Heward.

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Notable comment: “Wonderful presentation! I wish all education majors could see it.

Wayne W. Fisher

Dr. Fisher is the H. B. Munroe professor at the Munroe-Meyer Institute and University of Nebraska. He is also the director of Center for Autism Spectrum Disorders (Munroe-Meyer Institute). His research has focused on preference, choice, and the assessment and treatment of autism and severe behavior disorders. Dr. Fisher’s presentation was titled “Assessment and Decision Processes in Intervention for Behavioral Challenges in Autism” and illustrated how functional analysis (FA) methods have increased our understanding of the causes of problem behaviors, which has led to the development of new treatments.

Notable comment: “Excellent presentation. I thought I had heard everything about FAs, but I was wrong. I learned a lot!”

Linda A. LeBlanc

An associate professor at Auburn University, Linda LeBlanc is the co-director of the university’s Applied Behavior Analysis Graduate Program. Her publications have examined the effectiveness of behavioral interventions for children with autism and developmental disabilities, including technology-based and naturalistic language interventions. In her talk (“Designing and Evaluating Technology-Based Behavioral Interventions for Individuals

With Autism Spectrum Disorders”), Dr. LeBlanc described several unanswered research questions about the efficacy, cost-effectiveness, and optimal parameters of implementing technology-based interventions for the treatment of ASD and other developmental disorders. She also outlined the evaluation strategies best suited to answer those questions and discussed how consumers can approach the decision-making process for whether or not to adopt a new technology-based intervention.

Notable comment: “Wonderful, funny, and useful presentation. I will be thinking about using more technology within my own practice.”

Richard W. Malott

A Western Michigan University professor and founder of the Kalamazoo Autism Center, Dr. Malott has spent a considerable number of years teaching students to apply behavior systems analysis and organizational behavior management to human-service settings. His talk, “A Practitioner Model for Undergraduate and Graduate Training in Autism,” discussed the need for universities to produce more well-trained practitioners and outlined a “manifesto” for achieving this goal.

Notable comment: “Dr. Malott is amazing! His presentation was entertaining and funny, but still very informative!”

Dawn B. Townsend

The executive director of the Institute for Educational Achievement, Dr. Townsend has consistently promoted



the application of behavior analysis in the education of individuals with ASD. Her talk was titled “Building Successful Social Interaction: Teaching Polite, Helpful, and Empathetic Responses to Individuals With Autism” and focused on how using ABA interventions to teach prosocial responses to individuals with ASD can greatly increase their chances for success in social exchanges.

Notable comment: “This was a fantastic presentation with wonderful ideas to apply in real life!”

Krista M. Wilkinson

Since the mid-1990s, Dr. Wilkinson has received uninterrupted funding from the National Institutes of Health; much of her work has focused on the design and use of selection-based augmentative and alternative communication (AAC) systems. Dr. Wilkson’s presentation was titled “Visual Perceptual Aspects of Behaviorally Based Augmentative Communication Systems” and described how behavior analytic approaches may help optimize aided AAC displays.

Notable comment: “I enjoyed the content. I really like how she laid out what practitioners/parents should do based on the results of her studies.”

Posters

Poster sessions remained a vital and informative part of the conference. This year, 142 posters were offered on autism-related research and information covering experimental analysis, applied behavior analysis, service delivery, and theory.

Notable comment: “I thought the overall quality of the posters was *great* this year!”

Bookstore and Exhibitors

The ABAI cooperative bookstore was a key source of supplementary information to the concepts discussed by our speakers. The bookstore featured more than 205 titles focused on the topic of autism, including titles from some of the invited presenters. Saturday evening’s author signing provided conference guests with opportunities to meet invited presenters William Heward and Richard Malott and Program Committee co-chair Travis Thompson and have their books signed.

Notable comment: “The books displayed in the store were fantastic! Our team purchased seven new texts that our staff will soon be studying. Thank you!”

Exhibitors

ABAI would like to thank the organizational members that contributed to the conference: Autism Spectrum Therapies; Bancroft; the Center for Autism and Related Disorders, Inc.; Melmark; and the National Autism Center.

- Autism Spectrum Therapies is a leading provider of ABA services for individuals with ASD in southern California.
- Bancroft offers educational, vocational, residential, structured day, rehabilitation, and behavioral programs, as well as in-home and outpatient services to more than 1,300 children and adults with intellectual or developmental challenges or acquired brain injuries.

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- The Center for Autism and Related Disorders, Inc. provides therapy, supervision, training, mentorship, and SKILLS—a comprehensive on-line system for staff training, assessment, curriculum, treatment design, and progress tracking.
- Melmark is a not-for-profit provider of residential, educational, vocational, and therapeutic services for children and adults with ASD, developmental disabilities, acquired brain injuries, other neurological and genetic disorders, or related challenging behaviors.
- The National Autism Center is dedicated to serving children and adolescents with ASD by supporting effective, evidence-based treatment approaches.

Exhibitor booths at this year's event added to the robustness of the conference and provided an outlet for behavioral organizations to present their work and services to the larger ABAI community. The following groups were featured at the 2011 Autism Conference:

- Achieve Beyond matches monolingual and bilingual health care professionals with education and rehabilitative programs nationwide.
- Autism Services North provides nationwide ABA treatment in homes, schools, and community settings.
- Autism Speaks is the largest autism science and advocacy organization in the United States, dedicated to funding research into the causes, diagnosis, treatments, and a cure for autism; increasing awareness of ASD; and advocating for the needs of individuals and their families struggling with autism.

- Autism Training Solutions provides on-line training videos to parents and professionals aimed at educating them about best practice methods for teaching individuals with autism and related disabilities.
- Behavior Analysis Online offers Internet courses from the Department of Behavior Analysis at the University of North Texas to human service professionals and other individuals who have difficulty accessing on-campus classes.
- Behavior Imaging Solutions develops solutions to facilitate the observational, analytical, and collaborative needs of behavioral health care professionals with a specific emphasis on autism.
- Camelot Schools provides residential treatment services for children with special needs.
- Data Makes a Difference specializes in software products and services that automate behavioral and skill acquisition data collection for children with autism.
- Dominguez Group Homes provides a specialized intensive residential home environment for children and adults with highly challenging behaviors.
- The Florida Institute of Technology ABA Online Program offers comprehensive instruction in behavior analysis, with all courses taught at the master's level.
- The Judge Rotenberg Educational Center is a special needs school in Canton, MA, serving both emotionally disturbed students with conduct, behavior, emotional, and/or psychiatric problems and developmentally delayed students with autistic-like behaviors.
- Lakeview Specialty Hospital provides comprehensive, expert care for individuals with neurobehavioral and neurodevelopmental conditions.
- The LENA Foundation is a nonprofit charitable foundation that develops advanced technology for early screening, research, and treatment of language delays



and disorders in children.

- Nova Southeastern University Mailman Segal Institute for Early Childhood Studies showcases best practices in the fields of early childhood education, special education, family support, and parenting education.
- Optimal Beginnings, LLC is an autism spectrum disorder consulting and treatment firm that provides support for children and adults with ASD, and their families, using ABA methodologies.
- QBS, Inc. provides solutions to complex behavioral problems using evidence-based behavior analytic interventions. They offer consultation, training, and software for all ages, settings, and diagnoses.
- Rethink Autism specializes in making effective and affordable treatment tools for parents and professionals.
- Stages Learning Materials offers high quality photographic flashcards, games, posters, and puzzles that provide an assortment of images to teach key language skills.
- Wellspring Autism Network is a national consortium of ABA providers who specialize in the treatment of children with ASD or developmental disabilities.

Acknowledgements

Program Committee co-chairs Gregory Hanley and Travis Thompson worked tirelessly again this year to make the 2011 Autism Conference a success. We would like to thank them for their commitment and efforts.

ABAI would also like to thank Lori Bechner of the Autism SIG and David Celiberti of the Parent-Professional Partnership SIG for once again providing overviews of these special interest groups and how they can serve researchers, practitioners, and parents interested in issues concerning ASD and other developmental disorders. Their presentation this year included a touching and fitting tribute to a pioneer in autism treatment, Dr. Ole Ivar Løvaas (1927–2010).

Philadelphia

We are excited to announce that the 2012 Autism Conference will take place in Philadelphia, PA, at the Philadelphia Marriott Downtown from January 27–29. Pre-registration will end on January 9, 2012. Continue to check the ABAI web pages for this event (www.abainternational.org/events/autconf2012/index.asp) for important information and updates. Don't miss this exciting, informational event! ♦



5 Jeffrey Richards discusses his poster. **6** David Celiberti and Lori Bechner greet the audience. **7** Kimberly Mills asks a question during one of the invited presentations. **8** William L. Heward at the author signing.



Updates From ABAI's Boards and Committees

The business of ABAI would not be possible without the service and commitment of approximately 350 volunteers serving in leadership roles on ABAI's boards and committees. Their dedication to the field and ABAI cannot be overstated; they donate their time and expertise in service to all members of the association, for which we are deeply grateful. We thank everyone who has served on ABAI boards and committees and whose terms ended in May. Outgoing members include Amanda Adams (Recruitment and Retention Committee chair), Adam Derenne (Application Review Committee member), Michael Dorsey (council liaison to the Behavior Psychology Specialties Council), Michael Dougher (liaison to Division 25 of the American Psychological Association), R. Douglas Greer (Practice Board member), Timothy Hackenberg (Science Board chair; Federation for Cognitive, Behavioral, and Psychological Sciences liaison; and science area coordinator), Gregory Hanley (Science Board member), Jonathan Kanter (clinical, family, behavioral medicine area coordinator), Caio Miguel (*The Analysis of Verbal Behavior* editor), Raymond G. Miltenberger (Executive Council past president and liaison to the Fellows Committee), Edward K. Morris (Application Review Committee chair), Gary Novak (human development area coordinator), Amy Odom (Science Board member), Raymond C. Pitts (Science Board member), Joshua K. Pritchard (Executive Council past student representative), Ruth Ann Rehfeldt (Application Review Committee member), Joel E. Ringdahl (developmental disabilities area coordinator), Ted Schoneberger (theoretical, philosophical, and conceptual issues area coordinator), Jennifer Sobie (applied animal behavior area coordinator), Travis Thompson (Practice Board member), Jeffrey H. Tiger (autism area coordinator), Cathy Watkins (education area coordinator), Michael Weinberg (Practice Board member and community interventions and social and ethical issues area coordinator), and Thomas Zane (Practice Board member).

Education Board Report

BY LINDA J. HAYES

Following the council's adoption of standards for the accreditation of undergraduate programs and revised standards for the accreditation of graduate programs, the Education Board was charged with the task of undertaking efforts to (1) increase the number of ABAI accredited programs, (2) help currently accredited programs prepare to meet the new accreditation standards to go into effect in 2015, and (3) further develop ABAI's accreditation system such that an application

for its recognition by the Council for Higher Education Accreditation (CHEA) might be submitted.

In pursuit of the first two of these objectives, the Education Board examined the curricular offerings of nonaccredited programs listed in the Directory of Graduate Programs on ABAI's website for the purpose of determining the readiness of these programs to pursue accreditation at all levels. The board also examined the readiness of currently accredited programs to pursue accreditation of their undergraduate programs. This task was complicated by the status of the directory. Specifically, much of the information needed to make this assessment was not included in the program listings, and many of the listings appeared to contain outdated information of other sorts. Moreover, the directory had been constructed prior to a change in ABAI's information technology and was scheduled for disassembly. So, in the interests of preserving this valuable asset, as well as to achieve a means of assessing program readiness for accreditation by way of it, the Education Board has been working with the ABAI central office on a new Directory of Programs in Behavior Analysis, which will be available for program entries in the very near future. The board plans to use the information collected by this means to identify and contact programs that meet, or with minor adjustments and assistance could meet, the curricular requirements for ABAI accreditation.

The board also held meetings at the annual convention with the directors of ABAI accredited programs and with the directors of nonaccredited programs listed in the directory. At the first of these meetings, the existing and revised standards and implementation schedules for graduate program accreditation were reviewed along with the readiness of these programs to meet the revised standards. The revised standards for graduate program accreditation (to come into effect in 2015) contain new curricular elements in the basic and conceptual areas, and some programs expressed concern as to how these offerings could be made available given their existing faculty and other resources. It was suggested that one means by which this might be accomplished would be for the accredited programs to share their offerings by way of on-line courses. The directors were also encouraged to seek accreditation of the undergraduate programs such that accreditation at this level might be included in the application for CHEA recognition of ABAI's accreditation system.

The aims of the board's meeting with the directors of nonaccredited programs listed in the directory were to explain the process by which programs could pursue ABAI accreditation, to review the existing and revised standards, to address their readiness to meet these standards, and to inform them of the benefits afforded by ABAI to its accredited programs. As many of the program directors in

both groups were unable to attend these meetings, a follow-up was made by mail this fall.

At this time, we can report that three new programs have initiated the process of being considered for ABAA accreditation since the 2011 annual convention, with one other planning to do so in the near future. This is a start.

With regard to the Executive Council's third charge to the Education Board, namely to develop ABAA's accreditation system so that an application for CHEA recognition might be submitted, some background may be helpful. CHEA is a national advocate and institutional voice for self-regulation of academic quality through accreditation and a member association of 3,000 degree-granting colleges and universities. It confers recognition on 60 institutional and programmatic accrediting organizations and is the only nongovernmental higher education organization in the US to perform this function. CHEA recognition bolsters the academic legitimacy of accrediting organizations, helping to solidify the place of these organizations and their institutions in the higher education community.

The Executive Council first identified obtaining CHEA recognition of ABAA's accrediting system as a goal in 2003, and this goal has been reiterated at every strategic planning meeting since that time. In taking on the task of preparing the application for CHEA recognition, it is easy to see why this goal has yet to be accomplished. It is a complex, lengthy, and costly process. More importantly, considerable changes to ABAA's accreditation system will be required to achieve this recognition. The most significant of these changes is that the accrediting body must be independent of the parent organization in order to be considered for recognition. The Executive Council has provided support to facilitate the work of the Education Board in pursuing this objective, and the board is currently developing a set of bylaws and budgetary considerations for the accrediting body so as to demonstrate its independence from ABAA—and therein its eligibility to pursue recognition. We expect to complete this aspect of the recognition process in the coming weeks, after which, upon approval by the council, we will continue to develop the more elaborate application.

The application itself requires commentary on a number of issues for which we have sought input from the directors of the accredited programs. These include:

- What's the value of ABAA accreditation for your program?
- In what ways do you think ABAA accreditation contributes to the advancement, dissemination, and quality of training of behavior analysis?
- In what ways do you think ABAA accreditation benefits the public at large (e.g., increased leverage with state legislatures with regard to funding of services, etc.)?

The board welcomes input on these issues from the membership at large.

Membership Board Report

BY PHILIP N. HINELINE

The primary concerns of the Membership Board are addressed by two committees, the Application Review Committee, chaired by Edward K. Morris, and the Organizational Membership Review Committee, chaired by Jay Moore.

The past several years have seen a transition to a web-based application process for individual members, and this process has been substantially completed. During the past year, the Application Review Committee continued its sustained effort to disambiguate the process by making the relevant section of the ABAA portal more user-friendly. In addition, recent amendments included revision of the feedback to individuals whose applications have been denied, clarifying the reasons for a given decision, and indicating what a person might do to improve his or her eligibility. Although a substantial number of changes have been implemented by the ABAA staff, a couple of remaining ones are recommended. As their terms of service have ended this year, Ed Morris, Ruth Anne Rehfeldt, and Adam Derenne (Ed served an extra year) deserve special thanks for their vigorous and insightful work in improving the membership review process, as well as for carrying out the process itself.

Sigrid Glenn has accepted the role of incoming chair of the Membership Board, Jonathan C. Baker is a second incoming member, and a third remains to be appointed. They anticipate continuing a vigilant perusal of the automated process to identify and remedy any lingering ambiguities that could result in needless extra efforts for either the applicants or the committee. In addition, we propose to systematically assemble and review data from the past concerning numbers of applications and proportions accepted in each category of membership, so as to discern any emerging trends and identify possible opportunities.

As its name indicates, the main task of the Organizational Membership Review Committee is to review applications for organizational membership in ABAA. Jay Moore, as chair, is assisted by Dave Wilder and Jenn Austin. While that process has proceeded on a fairly routine basis, a concern has emerged regarding what to do about applications from organizations that share priorities with ABAA and are congenial to behavior analysis in general, but do not satisfy the established criteria for membership. One possibility would be to introduce an additional category of affiliation; this and other possibilities are under discussion.

A function of the Organizational Membership Review Committee is to review applications for advertising

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and exhibition at the ABAI conventions, including the annual convention in May and other focused conferences throughout the year. Most of these applications come from agencies delivering custodial or rehabilitative services, or organizations that provide material or support services. Others are from websites that charge subscription fees for various services, from publishers offering books or CDs, or from technology-related companies that supply hardware or software for service delivery. The criteria for acceptance do not require that the exhibitor or advertiser be 100% behavior analytic, although its services, programs, and products must be consistent with behavior analytic principles. In addition, organizational members, exhibitors, and advertisers cannot indicate in their promotional material that by virtue of their status their services, programs, and products have been “endorsed” by ABAI.

In the past, the Student Committee and the Fellowship Committee have operated in total independence from the Membership Board, although they are formally identified as within its purview. We anticipate facilitating coordination between these, by sharing data and looking for ways in which joint efforts could be useful. In addition, we plan to assemble data from the past decade regarding membership, organizing them not only to identify general trends, but also to examine relationships between application and acceptance rates, and to identify any changes in geographical distributions of membership as affected by locations of the annual meeting and the focused conventions.

Practice Board Report

BY MICHAEL DORSEY

The ABAI Practice Board has begun another busy and productive year. With four of our previous members rotating off the board after very productive contributions, the remaining four members have been hard at work trying to keep up with the tasks at hand. Before we review our current activities, we would like to offer our thanks and enduring gratitude to Michael Weinberg, Travis Thompson, Doreen Granpeesheh, and R. Douglas Greer for all their hard work on behalf of the practitioner members of ABAI and those who depend on our services.

While the Practice Board continues to work with the Executive Council to redefine its scope, we have focused our energy on four major initiatives:

- Representing ABAI as a member of the Autism Task Force of the Consortium for Citizens with Disabilities (CCD)
- Furthering development of a Practice Board track at ABAI's annual convention
- The initiation of the Task Force on Evidence-Based Practices
- Continuation of the CPT Code Project

These initiatives are reviewed below. Of special note, the Practice Board will be presenting a panel discussion on evidence-based practices at the upcoming ABAI annual convention. We invite all interested members to attend. We will be finalizing our task force mission and establishing the agenda for the upcoming year. We look forward to input from members to make the project one that will benefit both members and consumers.

Consortium for Citizens With Disabilities—Autism Task Force

The focus over the past several months of the task force was to renew the Combating Autism Reauthorization Act, which was in peril of being blocked by the United States Senate. The CCD and its affiliated members, however, were successful in advocating for the reauthorization of the act by Congress on September 27 that was then signed by President Obama on September 30, 2011. This bill (HR 2005) would amend the Public Health Service Act to reauthorize research, surveillance, and educational activities related to autism spectrum disorders conducted by various agencies within the Department of Health and Human Services (HHS). The bill would authorize appropriations for autism activities at HHS of \$231 million in 2012 and \$693 million from 2012–2014.

Coordination of the Practice Track for the ABAI Convention

Ronnie Detrich and Jennifer Zarcone continue as co-coordinators of the practice track for the annual convention. We are proud to have Eileen Gambrill—professor of child and family studies in the School of Social Welfare at the University of California, Berkeley—as our inaugural Don Baer lecturer. (The Don Baer Invited Lecture Series is a new event that will focus on bringing nationally recognized friends of behavior analysis to speak on issues related to evidence-based practice.) Dr. Gambrill will be speaking on critical thinking in clinical practice. Additional invited speakers for the practice track are Don Kincaid, who will discuss systems level applications of behavior support across the state of Florida, and Michael Dorsey, who will give a talk titled “The Profession of Applied Behavior Analysis: What We Are and What We Are Not.” We look forward to another excellent convention with many learning opportunities for ABAI members practicing behavior analysis.

The Practice Board Task Force on Evidence-Based Practices

The recognition that ABAI has a role to play in providing practitioners with critical information regarding the scientific basis of effective treatments led to the formation of the Task Force on Evidence-Based Practices, which clarifies the continued commitment of ABAI to both the science and practice of behavior analysis. This initiative began in the fall of 2011, and it currently has one primary goal: to give clear and objective guidance to behavior

analysts who provide services to individuals with autism spectrum disorders (ASD) using evidence-based practices. Achieving this goal involves the completion of two tasks. The first project of the task force is to clarify which practices in ASD treatment are consistent with the methods and philosophy of behaviorism and which are not. The second project is to evaluate the quality and strength of current research evidence for specific autism treatment practices. The information gathered while conducting each of the two activities will be combined and then made available to the ABAI membership via the ABAI website and other appropriate dissemination venues. The task force has begun developing the evaluation processes and tools to accomplish these two daunting but critically important tasks. It is expected that the results of these projects will provide a resource for practitioners involved in autism treatment and enable them to advocate on behalf of evidence-based practices and point to the limitations of those treatments that have little, flawed, or no objective evidence basis.

The task force is chaired by Robert Ross and currently consists of members of the Practice Board. It is looking to expand the number of participants in this process, and has scheduled a panel discussion on the topic of evidence-based practices at the 2012 ABAI Annual Convention in Seattle. The panel will be chaired by Mike Dorsey, and participants will include Robert Ross, Eileen Gambrill, Mary Jane Weiss, and John Guercio.

CPT Code Initiative

The effort to gain the adoption of CPT codes specifically for applied behavior analysis services to individuals diagnosed with autism has continued through the last year. Drs. Travis Thompson and Wayne Fisher have chaired this committee. The application is currently under review by the CPT Code Committee of the American Medical Association (AMA). In an effort to help encourage the AMA to adopt our proposal, we have been working with a number of other advocacy/professional organizations to gain their endorsement of our application. To date, several such organizations have agreed to join with us to endorse our efforts, including the Consortium for Citizens with Disabilities and Easter Seals, among others. We look forward to a successful conclusion to this long-term project.

Publication Board Report

BY MARC N. BRANCH

The main role of the ABAI Publication Board is to offer suggestions to the Executive Council (EC) on issues related to the publication of the association's three journals, *The Behavior Analyst* (TBA), *The Analysis of Verbal Behavior* (TAVB), and *Behavior Analysis in Practice* (BAP). The

board consists of the board coordinator (Marc Branch) and the editors of the three journals—this past year, Hank Schlinger (for TBA), Caio Miguel (for TAVB), and Greg Hanley (for BAP). Michael Dougher has served as liaison to the EC. Over the past year, the board recommended that Anna Petursdottir, of Texas Christian University, be named incoming editor of TAVB, and that recommendation was endorsed by the EC. We have also recommended that the EC consider outreach to other organizations with respect to providing simple mechanisms for subscribing, perhaps even as part of membership in the other organizations, to BAP. The board has also urged the EC to enhance the speed with which abstracts and titles of papers are indexed in PubMed Central. It is our understanding that steps in that direction are being taken. An enduring topic of discussion is how to increase submissions and their quality, and that will continue during the upcoming year. In the upcoming year, we'll also be discussing issues surrounding managing editors for the journals, and whether we should recommend using commercially available, web-based manuscript handling services (e.g., ScholarOne®).

Science Board Report

BY CHRIS NEWLAND

The ABAI Science Board was constituted in May 2008 by the ABAI Executive Council to represent science within the ABAI community and to represent behavior analysis in other arenas. The founding coordinator, Tim Hackenberg, has rotated off of the committee, and this report was written by the current coordinator, Chris Newland. But the activities of the last year must be credited to Tim. I wish to take this opportunity to acknowledge his enormous contribution to ABAI by shepherding this committee from its inception to its current status as a force for science within ABAI.

Behavioral Neuroscience Track

Perhaps the most visible accomplishment of the Science Board was the behavioral neuroscience track at the ABAI 2011 Annual Convention in Denver, Colorado. The track included three B. F. Skinner lecturers:

- Read Montague spoke on neuroeconomics, neuroimaging, and computational approaches to decision-making and social exchange.
- Edward Taub spoke on constraint-induced therapy, an operant training procedure in neurorehabilitation.
- Alva Noe spoke on consciousness as something that we do, rather than something that happens inside of our brains.
- John Salamone gave an invited address on neurotransmitter interactions in instrumental responses and effort-related choice behavior.

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- Dave Schaal led a panel discussion after Alva Noe's talk and gave a very well-attended tutorial on behavioral neuroscience.

In addition, the Science Board sponsored a symposium on drugs and cognitive and executive function.

Behavioral Economics Conference

The Science Board sponsored a conference on behavioral economics (From Demand Curves to Public Policy), March 25–27, in Chicago, Illinois, which grew out of the Science Board's behavioral economics track at the ABAI 2010 Annual Convention. The 175 attendees heard speakers from within and outside the behavior analysis community. The conference began with a tutorial by Greg Madden. Invited speakers included Leonard Epstein, Steve Higgins, Frank Chaloupka, Steve Hursh, Warren Bickel, Sam McClure, Michael Platt, Len Green, James MacKillop, and Howard Rachlin. The talks were organized in thematic clusters, including impulsivity and discounting, neuroeconomics, and social policy, with moderator-led discussions at the end of each cluster. In addition, 47 poster presenters participated in a lively and well-attended session. Look for the conference proceedings to be published in an upcoming issue of the *Journal of the Experimental Analysis of Behavior*.

Annual Convention Task Force

With the cooperation of the Executive Council, the Science Board sponsored a task force, chaired by Ray Pitts, to review the annual convention and to recommend changes to enhance the quality of the convention program. The committee succeeded in addressing its charge, which was to reduce the number of oral presentations overall, so as to limit the number of thematically similar concurrent sessions, and to enhance the poster sessions. The task force sought to accommodate the many interests in the annual meeting, noting that it is "an ecosystem that serves members with diverse interests." Many of the recommendations involve encouraging pre-planned, organized symposia; reducing the overall number of oral presentations; and restructuring and expanding the poster sessions, changes that have been accepted by the ABAI Executive Council. Task force members were Ray Pitts (chair), Karen Anderson, John Borrero, Marc Branch, Jesse Dallery, Ramona Houmanfar, Chris Newland, Carol Pilgrim, Kate Saunders, and Tom Zentall.

Comments on Proposed Guide for Animal Care

The Science Board, working closely with Steve Dworkin, wrote a comment to the National Institutes of Health (NIH) about the proposed new (eighth) edition of the *Guide for the Care and Use of Laboratory Animals*. The board was supportive of the intent, which was to continue to ensure the humane care of laboratory animals, but there were questions about the extent to which this new guide was successful in meeting this goal. The Science Board's comment noted many new policies that impose substantial financial and paperwork burdens on investigators, animal housing programs, and animal care and use committees even though there was little or no scientific evidence that these changes would improve the care of laboratory animals. The comment also noted that these new requirements will burden not only research-intensive institutions, but will also place a particular burden on smaller teaching colleges. If it imposes an excessive expense on smaller institutions then it could reduce the exposure of undergraduate students to the humane care of animals in research laboratories.

Harnessing Technology for Behavioral Research

The Science Board is planning a track for the ABAI 2012 Annual Convention on how technological advances can be exploited to deepen our understanding of behavior. Technology transfer is often thought of as originating with an idea spawned in the basic science laboratory that becomes engineered to form a specific application. In a sense, this track will reverse this direction, by asking what technologies are available that can be imported into the laboratory to enhance our appreciation of behavioral phenomena. This track will include B. F. Skinner lectures, symposia, and invited addresses centered around the core theme.

Federation of Associations of Behavioral and Brain Sciences

The Science Board continues to send a representative to the Federation of Associations of Behavioral and Brain Sciences (FABBS), a coalition of behavioral science societies that work closely with federal funding agencies and elected representatives to enhance the visibility of, and funding for, behavioral sciences. This year ABAI, through the Science Board, publicly endorsed the efforts of FABBS to counter attacks on science, and especially the behavioral sciences, from some members of Congress.

Science Board Members

Current members include Iser (Willie) DeLeon, Carol Pilgrim, Paul Soto, Karen Anderson, John Borrero, Jesse Dallery, and Ray Pitts. Greg Hanley, Amy Odum, and Tim Hackenberg rotated off this year, and their service is much appreciated.

Convention Program Committee Report

BY RAMONA HOUMANFAR AND RAYMOND PITTS

The program co-chairs and area coordinators held a business meeting during the 2011 convention to discuss issues associated with the program. The process included the identification of strengths and weaknesses of current procedures, and discussion of proposals to improve the quality of the program. The following is an overview of the 2011 program, new programmatic practices, and new committee members.

Program Update

There were 1,538 total submissions for 2011, including 682 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 82 workshops. Overall, the steady growth in submissions that began in 2001 appears to have leveled off, with a slight decreasing trend over the past 3 years (see Figure 1).

AUT (25%), EAB (14%), EDC (14%), and DDA (10%) continued to be the largest areas and together accounted for 63% of all submissions. AUT, BPH, CBM, DEV, OTH, TBA, and VRB experienced a decrease in the number of submissions from 2010. The hard work and effort of the area coordinators resulted in 52 invited presentation submissions and tutorials. Moreover, 17 of the invited presenters were non-ABAI members (i.e., were B. F. Skinner lecturers). The main contributing factor to the increase in the number of invited events was the addition of science and practice tracks to the ABAI convention program.

We thank the council for their approval to restrict the size of scheduled rooms for the invited events for the 2011 convention. This change resulted in the Program Committee's ability to schedule all invited events (including the B. F. Skinner Lecture Series) prior to Tuesday.

New Programmatic Practices

In response to a proposal from the Science Board, the Executive Council authorized the appointment of a task force charged with developing a proposal that will address the size and quality of the annual program. Specifically, this task force was given the charge to (a) reduce the number of oral presentations overall and, thereby, the number of thematically similar concurrent sessions, and (b) create longer, better, and more impactful scientific poster sessions.

The task force met on April 9, 2011, and developed a proposal to address the above goals. The task force recommended several changes for immediate implementation. These changes were included in the ABAI 2012 call for papers. With respect to the goal of reducing

the number of thematically similar concurrent sessions, the task force recommended the following:

- Members should be limited to one oral presentation and one discussant role per year.
- The number of paper sessions should be reduced. Presentations involving a single study should be submitted as posters, or submitted as part of an integrated symposium. The Program Committee is encouraged to reassign all paper submissions reporting results of a single study to posters.
- For symposia, the task force recommended that the Program Committee encourage, and value most highly, those submissions that involve an integrated series of presentations organized around a central theme, involve presentations from multiple institutions rather than from a single laboratory, and contain a true discussant.

With respect to the goal of creating longer, better, more impactful scientific poster sessions, the Task Force recommended the following:

- Each poster session should be extended by one half hour.
- To reduce the conflict with meals and, thus, increase attendance, food should be available during the mid-day sessions (12 pm–2 pm), and the evening poster sessions should be moved to 8 pm–10 pm.
- The space for posters should be increased, and it should be separate from the exhibits.
- Posters should be displayed for viewing prior to the assigned poster session.
- During the 2-hour poster sessions, one half of the posters should be attended by their presenters during the first hour, and the other half should be attended by their presenters during the second hour.
- The prestige of the poster sessions should be enhanced by increasing the presence of members at all levels, including senior members. Senior members should be encouraged to participate more in the poster sessions by standing with their student presenters, and by presenting posters themselves.

All of these changes were approved by the council and were incorporated into the 2012 call for papers. The task force also recommended changes in the overall structure of the convention, which would need to be implemented over a longer period. These recommendations will be considered at the fall 2012 meeting of the Executive Council. These changes include an overhaul of the structure of the program areas. To a large extent, this structure drives the content, and the overall nature, of the convention. The current program area structure has been cobbled together over the years and, in the view of the task force, does not provide a functional method of organizing the convention. Although a complete revision of the current program areas was beyond

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the scope of this task force, it has been recommended that the convention be organized around submissions that are designated as one of three over-arching domains, which correspond roughly to three of the “Categories of Submission” currently used. These three domains are basic research, applied research, and service delivery. These three domains should be used to organize the overall structure of the convention. The task force proposed that the convention be organized into what might be called “tracks” corresponding to these three domains. In addition to the primary descriptor (one of the three domains), submitters will then self-identify up to two secondary descriptors. For now, these secondary descriptors would come from the 14 current program areas. However, the task force strongly recommended a thorough review of these program areas in order to generate a more functional, and smaller, set of descriptors for assembling the convention program.

The list of task force members whose tireless effort and dedication contributed to the generation of the above-mentioned proposals is as follows: Karen Anderson, West Virginia University; John Borrero, University of Maryland,

Baltimore County; Marc Branch, University of Florida; Jesse Dallery, University of Florida; Ramona Houmanfar, University of Nevada, Reno; M. Christopher Newland, Auburn University; Carol Pilgrim, University of North Carolina Wilmington; Raymond Pitts, University of North Carolina Wilmington; Kathryn Saunders, University of Kansas; Tom Zentall, University of Kentucky.

New Co-chairs and Area Co-coordinators

The following colleagues joined our team in May of 2011: incoming program co-chairs, Dr. Mark Mattaini and Dr. Jesse Dallery, and new area co-coordinators, Dr. Megan E. Maxwell (AAB), Dr. Jennifer Fritz (AUT), Dr. Scott Gaynor (CBM), Dr. Mark Alavosius (CSE), Dr. Anjali Barretto (DDA), Dr. Martha Pelaez (DEV), Dr. Cynthia Anderson (EDC), Dr. Christopher Newland (SCI), and Dr. Marleen Adema (TPC). We would like to thank all program coordinators and other members of the Program Committee for their outstanding efforts this year. In addition, on behalf of the ABAI Program Committee, we would like to thank Dr. Maria Malott and her exemplary staff members for their ongoing support and guidance.

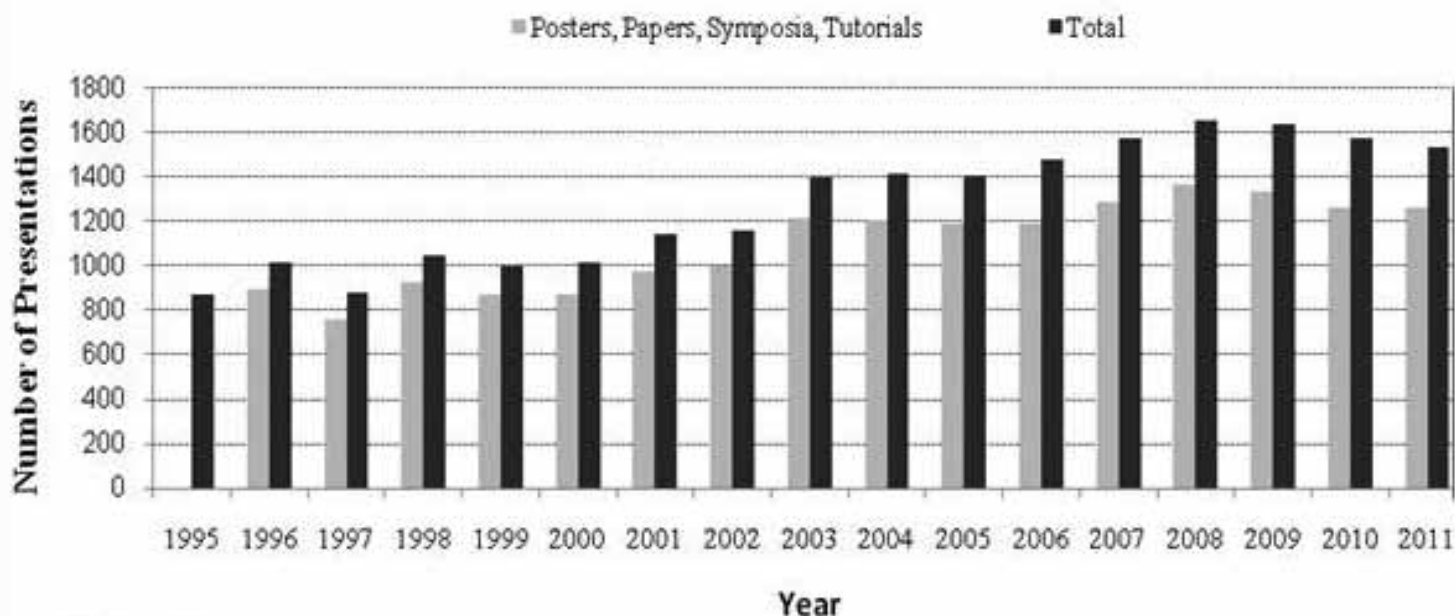


Figure 1. Number of Presentations by Year

Affiliated Chapters Board Report

BY GORDON BOURLAND

Since the end of the 2011 ABAI convention in Denver, Colorado, affiliate chapter activities slowed a bit (a post-convention pause?). Nevertheless, some important activities have been occurring.

New national affiliate chapters have been established: the Albania Association for Behavior Analysis and the Association for Behavior Analysis Switzerland. Additionally, a new state chapter has been added to the affiliate-chapters family, the Arizona Association for Behavior Analysis. These chapters further expand the resources for behavior analysts as well as the general public in their areas. With the addition of these chapters, ABAI now has 76 affiliate chapters, including 41 in the United States.

During the months following the recent ABAI annual convention, efforts have continued to develop additional national chapters. To date, the most activity along these lines has been in the development of a chapter in South Africa. Joe Morrow and Josh Pritchard are actively pursuing this development with their South African colleagues; others' participation is welcome. Establishment of a chapter in South Africa would be the first on the vast African continent. Preliminary interactions have occurred regarding development of a chapter elsewhere in Africa.

The chapter handbook recently has been updated. The revised version now is available on the ABAI website. Additionally, efforts have been ongoing to clarify the

relationships between national and local or regional chapters. In recent years, confusion has arisen in some nations regarding which chapter represented ABAI and behavior analysis on a national level and which did so on a more local level. Thanks primarily to the effective and gracious efforts of Martha Hübner (President of ABA of Brazil and ABAI council member) the confusion has been reduced and more effective interaction achieved between national and local chapters in several nations.

An additional development since the annual convention improved the flow of information to and between affiliate chapters. A listserv for chapters was reestablished this past August. The contact person designated by chapter leadership has access to the listserv. Chapters are encouraged to take advantage of this tool for passing along suggestions to ABAI and to other chapters as well as to seek suggestions related to chapter organization and functioning.

In the coming months, activities related to chapters will proliferate. Further exploration of ways that ABAI can assist and facilitate chapter operation and development is anticipated. Efforts to increase information sharing among chapters related to planning and holding conferences and workshops are planned. In addition, efforts to enhance chapters' effectiveness in increasing public awareness of behavior analysis also are projected. Of course, a number of chapters will be holding annual conferences and workshops in the coming months. Information about these meetings is available in the "Upcoming Events" area of the ABAI website.

Updates From the ABAI Community

Minnesota Northland ABA

BY KIM TASKY



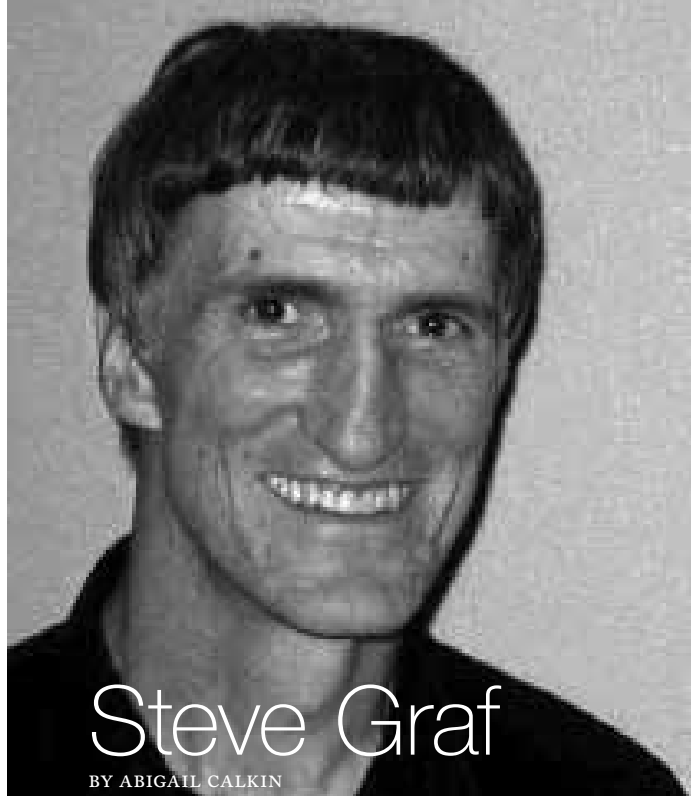
Figure 1. From left to right: Tim Moore, April Rapp, Patrick Friman, and Sarah Roberts

Minnesota Northland ABA (MNABA) kicked off its 2011–2012 year with another engaging and inspiring conference at St. Cloud State University. The dynamic Patrick Friman was our keynote speaker and discussed behavior analysis in mainstream everyday life. Dr. Friman was topical, thought provoking, and left the audience eager to learn more. The morning continued with Jennifer

McComas presenting her research on the application of stimulus equivalence principles to resurrecting Native American languages, and Kevin Klatt's presentation, "How Do I Get Rid of Scrolling?" Both presentations demonstrated applicable tools that audience members could apply to a variety of settings.

With the morning sessions complete, the students then took over and proudly displayed their current research in the poster presentations session. This year's winning presentation, authored by Nicolas Watkins and John T. Rapp, was entitled, "Environmental Enrichment and Response Cost: Immediate and Subsequent Effects on Stereotypy." Watkins and Rapp found that with individuals diagnosed with an autism spectrum disorder, the use of environmental enrichment in addition to response cost decreased immediate stereotypy for five of six participants and increased immediate item engagement for four of six participants.

The afternoon continued with breakout sessions from James Carr, Douglas Johnson, Jeffery Tiger, Julie Slowiak, Jennifer Asmus, and Gail Peterson. From grounding the audience in the history of behavior analysis (including pictures of Skinner and Keller Breland atop the Minneapolis flour mill building that housed their laboratory) to discussing current approaches in autism, severe problem behavior, and staff performance management, the afternoon presenters sent an inspired MNABA group back to their clinical and research homes for the year's work ahead.



Steve Graf (1943–2011) was a psychologist and precision teacher of the finest kind. One spring day in 1967 near the end of his doctoral program at The Ohio State University (OSU), one of his professors suggested he needed to attend Ogden Lindsley's talk at the OSU med school, the result of which was that Steve enrolled in one of the precision teaching short courses that summer. Subsequently, he took a teaching position with the Youngstown State University Psychology Department. There he was honored as a distinguished professor and featured in *Who's Who Among American Teachers*. He was the editor of the *Behavior Analysis Newsletter* for 9 years, and president of the Standard Celeration Society for 2 years. He retired from Youngstown in 2005. In early 2011, he received the Ogden R. Lindsley Lifetime Achievement Award for his work in measuring human behavior and in product development.

One of his Russian instructors nicknamed him the False Count, Graf being the German word for that rank of nobility. Steve did not end the puns on his last name the day he graduated.

The essence of calm and uniqueness, Steve was the tall, slender man with short-cropped dark hair who embraced puns of the finest Shakespearean quality. He wore short-sleeved blue work shirts with one or two embroidered names above the pockets, the kind of shirt you see when you take your car in for repairs. Some read "Graf Implements" (also the name of his grandfather's company); some read "CELERATION." He was also known for the short ties he wore, ties that were perhaps five inches long. I always thought he wore those for fun, but recently learned it was to remind himself what it is like for people to be made fun of. He wore the blue work shirts for the same

reason. I had thought first it was for the Graf/graph pun as well as to remind us all that the world is made up not only of academics but much more of blue collar workers.

A consistent collector of data, Steve would chart anything, such as shots fired by the Lone Ranger—the shots as hits target, kills target, misses target; and shots fired by the antagonist including his hits, kills, and misses. Of course, the charts showed the Lone Ranger hit his targets with amazingly high frequency, and the "bad guy" missed his target astoundingly often. Some of my other favorite charts of Steve's include those tracking the growth of AIDS diagnoses, terrorism strikes, and his daughter's free throw baskets made and missed. He also trained his cat to play basketball and backyard chipmunks to eat from his hand, both shown in two of his great videos. That was the kind of patience Steve had... and that all of us should have as we train those with whom we work.

He also explored different levels of awareness, never afraid to tackle the field of inner behavior from a behavioral and analytical perspective. Most recently he had begun to take a look at out-of-body experiences and extraterrestrial possibilities.

His books include *Monitoring Behavior, An Introduction to Psychology* (2001), *Standard Celeration Charting 2002* (2002) with Og Lindsley, and *The One Year Standard Celeration Chart* (2007) with Jack Auman and Og Lindsley. With his penchant for precision, Steve was a co-editor and indexer for Steven M. Greer's *Contact* and for Ogden Lindsley's *Skinner on Measurement*. In the early 1980s, he developed SAFMEDS (Say All Fast Minute Every Day Shuffled). These are what we used to call flash cards, but with the touch of timing added to them.

Steve's private life was devoted to his family and interests. He also reviewed, watched, and/or did statistical analyses for more than 1,400 games (softball, volleyball, basketball, cross country, and track) in which his three daughters participated over a 20-year period. Steve was a good role model because when he graduated from Miami (Ohio) University in psychology, he had lettered 3 years in baseball. His three children are Kim Grisdale, now a mathematics teacher, Allie Graf, now a librarian and author, and Steffi Yoder, an editor, each one of their lives and professions indicating his influence not only on their excellent athleticism but also on the precision of their choice of careers. Their mother and Steve's wife, Carol Graf, also survives him. His brother-in-law, Jack Auman, not only worked with Steve on the standard celeration charts and Og Lindsley's archive, but he is now involved in pulling together Steve's papers for the Steve Graf Archive at Youngstown State University in Ohio.

In his last conversation with Ogden Lindsley, Steve said "Good-bye for now." I, on behalf of all us who knew him, now say to him, "Good-bye for now." ❖

Opportunities for Behavior Analysts



Judge Rotenberg Educational Center

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

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



Melmark serves children and adults with intellectual and developmental disabilities including autism spectrum disorder, acquired brain injury, and other neurological disorders. For behavior analyst opportunities, visit www.melmark.org.

Calendar of Upcoming Conferences

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

2012

January

ABAI 2012 Autism Conference

January 27–29
Philadelphia, PA
Philadelphia Marriott Downtown
www.abainternational.org/events.asp

February

North Carolina ABA

February 15–17
Winston-Salem, NC
The Twin City Quarter
www.nc-aba.com

30th Annual Western Regional Conference

February 16–18
Garden Grove, CA
Hyatt Regency Orange County
www.calaba.org

Texas ABA

February 17–18
Austin, TX
Hilton Austin
www.txaba.org

Behavior Analysis Association of Michigan

February 23–24
Ypsilanti, MI
Eastern Michigan University
www.baam.emich.edu

March

Heartland ABA

March 1–2
www.hlaba.org

British Columbia ABA

March 2–3
Vancouver, BC
University of British Columbia
www.bc-aba.org

March (cont.)

Québec ABA

March 8
Montréal, QC
Université de Montréal
www.qcaba.org

Connecticut ABA

March 9
Cromwell, CT
Crowne Plaza
www.ctaba.org

Pennsylvania ABA

March 22–23
Hershey, PA
Hershey Lodge
and Convention Center
www.pennaba1.org

Massachusetts ABA

March 23
Waltham, MA
Bentley University
www.massaba.net

New Jersey ABA

March 23
www.njaba.org

Virginia ABA

March 24
Harrisonburg, VA
Bentley University
www.abainternational.org/Chapters/VA_ABA.asp

April

Four Corners ABA

April 1–2
Winter Park, CO
Iron Horse Resort
www.4caba.org

May

ABAI 38th Annual Convention

May 25–29
Seattle, WA
Washington State Convention Center
www.abainternational.org/events.asp

August

ABAI 2012 Behavior Change for a Sustainable World Conference

August 3–5
Columbus, OH
The Ohio Union at
The Ohio State University
www.abainternational.org/events.asp

November

2012 Theory and Philosophy Conference

November 2–4
Santa Fe, NM
Inn and Spa at Loretto
www.abainternational.org/events.asp



Behavior Change for a Sustainable World

August 3–5, 2012
The Ohio State University



AUT ISM

CONFERENCE
2012

Philadelphia

January 27 – 29

www.abainternational.org

550 West Centre Avenue, Suite 1
Portage, MI 49024
www.abainternational.org

