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D AND THE ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL

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Granada, Spain Plays
Host to ABAI Sixth
International Conference

Last November, ABAI held its Sixth International Conference in Granada, Spain and found the city to be one of the most lovely and welcoming conference locations it recent history.

The event brought together 532 behavior analysts from 30 countries, as listed here and show in in figure 2: Albania, Australia, Belgium, Bosnia and Herzegovina, Brazil, Canada, Finland, France, Germany, Greece, Iceland, India, Ireland, Israel, Italy, Japan, Mexico, Netherlands, New Zealand, Norway, Portugal, Republic of Korea, Romania, Saudi Arabia, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States. Approximately 25% of attendees came from Spain.

The conference program was presented in both Spanish and English, with 13 invited presentations translated in the print program and sequentially translated by volunteer interpreters. A track of events presented solely in Spanish featured nine symposia and paper sessions as well as 24 individual posters. Volunteers provided expertise to translate English language invited titles and abstracts as well as PowerPoint slides into Spanish and to interpret the invited presentations. We truly appreciate the time and effort for this endeavor provided by Álvaro Arturo Clavijo Álvarez, Camilo Hurtado-Parrado, Brisa Reina Marín, Celia Nogales González, Martha Peláez, Víctor Rodríguez García, Javier Virués-Ortega, Irene Lopez Arenas, and Maria Dolores Romera.

Invited talks were given by presenters who hailed from Brazil, Canada, Mexico, Norway, Portugal, Spain, the United States, and the United Kingdom. M. Jackson Marr presented, "Where There's the Most Light: Motivation and Behavior Analysis"; Mark A. Mattaini, "Behavioral Systems Science for



Nonviolent Struggle"; Carlos F. Aparicio, "Choice, Impulsive Behavior, and Dopamine (D2) Receptors"; Carol Pilgrim, "Stimulus Equivalence via Simple Discrimination Training: A volunteers, translators, and interpreters, and he provided Translational Approach"; Héctor Mártinez Sánchez, "Beyond Instructional Control: Functions of Instructions and Cultural Implications"; Martha Pelaéz, "The Amazing Infant"; Deisy de Souza, "Relational Learning and Symbolic Functioning"; François Tonneau, "Psychophysics Revisited"; María Xesús Froján Parga, "Why Do Psychological Treatments Work? An Analysis of the Learning Processes That Underlie or Explain Clinical Change"; Joseph J. Pear, "Behavior Modification, Behavior Therapy, and Applied Behavior Analysis: The Differences"; Kurt Salzinger, "Therapeutic Change Viewed Through Behavior Analytic Lenses"; Charles Fergus Lowe, "On Rediscovering the Power of Behavior Analysis"; and Richard W. Malott, presenting "Dream Chasers." Erik Arntzen, Gershon Yukio Tomanari, and Manish Vaidya were presenters in the invited symposium titled, "Experimental Analysis of Behavior—Stimulus Control," which was chaired by Paula Debert and for which William McIlvane served as discussant; as well, Caio F. Miguel, Nirvana Pistoljevic, and Gladys Williams presented in the invited symposium, "Autism, Verbal Behavior, and Behavior Analysis," chaired by Joshua K. Pritchard.

The closing event of the conference was a panel made up of invited presenters, each of whom was asked to provide his or her perspective on the single most important effort the field could take to preserve the integrity of the science and application of behavior analysis. The thoughts expressed during the panel were so well-conceived and the discussion so resonant, that panelists were invited to develop their 3-minute statement into articles for this issue of Inside Behavior Analysis (please see page 6 for the results of this effort, with an introduction by international representative to the ABAI Executive Council, Martha Hübner).

Conference planning and preparation greatly benefited from the assistance of members of ABA España, ABAI's affiliated chapter in Spain, most notably Javier ViruésOrtega and Tomás Jesús Carrasco Giménez.

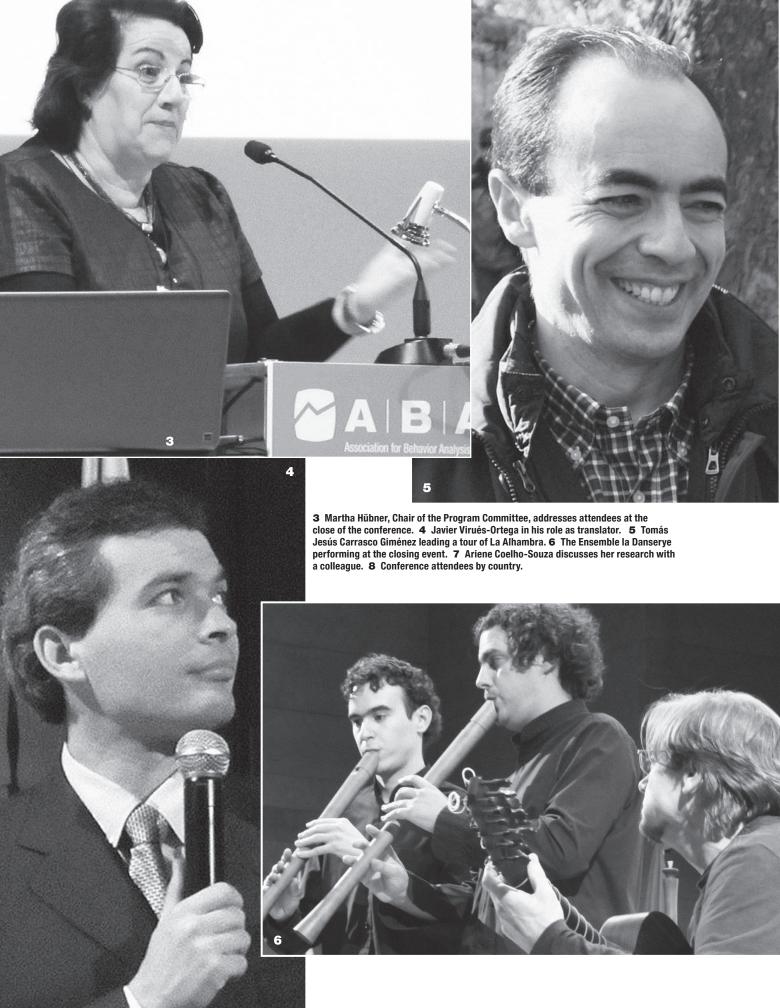
Javier was tireless in his arrangement and support of expertise for the translation of numerous slide presentations and the interpretation for several invited talks. He also, with ABAI España, facilitated financial transactions within Spain for both ABAI and Spanish registrants. Javier also arranged for the Ensemble la Danserye to perform 15th and 16th century Spanish music on traditional instruments (figure 6) at the closing event. The extent of his contributions cannot be overstated.

Tomás lent a historian's perspective on the city of Granada (figure 7) and was ABAI's contact in the city; he secured the beautiful Carmen de los Martires for our opening reception, as well as arranging for a group of flamenco dancers and musicians for the delight of the audience that evening. The reception featured a cash bar and sweets, called "bizcochada de las monjas de Zafra" made by cloistered nuns from the Convent of Santa Catalina de Zafra and provided from a recipe that

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1 View from within La Alhambra. 2 Dick Malott presents his tribute to ABAI heroes, in "Dream Chasers."



GRANADA continued from page 3

originated in 1520. The opening reception would not have been possible without the planning of Tomás; all credit for the lovely evening belongs to him, and we thank him for his work. Both Javier and Tomás were welcoming to friends and colleagues unfamiliar with the city, and provided many conference attendees lively and informed tours of local sites of cultural and historic interest.

The Program Committee was ably chaired by Martha Hübner and included Tomás Jesús Carrasco Giménez, Luis A. Pérez González, Richard Malott, and Javier Virués-Ortega. Maria E. Malott served as liaison between the committee and ABAI to direct operations and provide support. The Program Committee was responsible for the selection of invited presenters and reviewed the quality of program submissions for acceptance or rejection, scheduled the program, including two poster sessions (figure 8) that featured 165 posters, and planned the content of special events. The conference program would not have been possible without their time and commitment or without the leadership and guidance of Martha Hübner.

Conference attendees were delighted by Granada, which received a 91% "excellent" to "very good" rating in post-conference surveys that were sent to 504 attendees with valid email addresses. A total of 17% of those emailed completed surveys. Other high scorers were the volunteers from ABA España, who received a 91% "excellent" to "very good" rating. The ABAI staff was especially grateful for the volunteers, who, in addition to filling critical functions, helped facilitate communication across language barriers. Much appreciation is due to Virginia Bejarano Ruiz, Manuela Bouwers, Yissell Gallardo, Sebastian Jackson, Margalida Maldonado, Carlos Marchena, Rebeca Pardo, Ricardo de Pascual, Noelia Rodriguez Vicén, Elena Ruíz, Gabriel Schnerch, and Brenda Vazquez.

Conference attendees were able to experience cultural and artistic highlights of Granada with side trips to La Alhambra, a palace and walled fortress constructed during the 14th century by the Moorish rulers of the Emirate of Granada in al-Andalus. Other destinations included the Cathedral of the Incarnation, Capilla Real, and Albayzin, the old Islamic quarter of the city. Excursion trips to the Sierra Nevada, the olive oil circuit, Las Alpujarras, the caves of Nerja, and the tropical coast were also available.

All together, the city of Granada and the conference itself offered much to our conference attendees both professionally and as curious travelers. Thanks go to all of the attendees who made the journey to Granada to learn, network, and share their recent work.

Finally, the ABAI staff provides much logistical support throughout the year and are due thanks for their efforts. We look forward to planning the 2013 conference, seeing again old friends, and making new. The location will be announced at the end of the year.





Special Section: The Future of Behavior Analysis

ABAI: An International Organization

BY MARTHA HÜBNER

The Association for Behavior Analysis International is, indeed, and now more than ever, *international*. The scientific program of the Sixth International Conference in Granada, Spain, which took place in November 2011, was a strong example of this important characteristic of ABAI.

In 1993, ABA added the letter "I" to its name, as a natural consequence of its global efforts and the substantial contribution of Dr. Masaya Sato, who, as president of ABA, created in 1998 the position of international representative to the Executive Council. However, it took some time for the association's members and council to adapt to the implications of ABAI's new role as an international organization. For many years, the international conference had the majority of its invited speakers coming from the United States. This characteristic of the international conference was influenced by the unequivocal solidity of behavior analysis in the USA. Most of the presenters were leaders, founders, or pioneers in that country, the motherland of behaviorism. They were and still are models and inspiration for behavior analysts throughout the world. Therefore, it was very understandable that the majority of the invited presenters at the early international conferences were American behavior analysts.

However, the picture has changed over the past 11 years, after the first international conference in Venice, Italy, 2001 (the second international meeting was in Campinas, Brazil, 2004; the third in Beijing, China, 2005; the fourth in Sydney, Australia, 2007; the fifth in Oslo, Norway, 2009; and the sixth in Granada, Spain, as noted above).

Today, the majority of ABAI's chapter members come from non-American affiliated chapters (more than 9,500 reported members from 37 chapters compared to over 7,600 members coming from 44 American affiliated chapters). ABAI has organized four international delegations to seven different countries (Russia, 1999; China, 2001; Bahrain, Saudi Arabia, and Qatar, 2003; and Jordan, 2005) and has plans to send future delegates to India. The purpose of these delegations is to send a small group of behavior analysts to a country to focus on a topic that addresses national needs or provides opportunities to develop behavior analysis. Since 1999, the Society for the Advancement of Behavior Analysis has given 37 International Development Grants to projects in 26 different countries. These awards have supported the international growth of behavior analysis. Clearly, many exciting developments in the field are taking place beyond the borders of the United States.

With this in mind, the 2011 International Conference Program Committee (Martha Hübner, chair, Universidade de São Paulo; Tomás Jesús Carrasco Giménez, Universidad de Granada; Luis A. Pérez González, Universidad de Oviedo; Richard W. Malott, Western Michigan University; and Javier Virués-Ortega, University of Manitoba and St. Amant Research Centre) invited presenters from all over the world—a total of 19 speakers representing 12 countries. The program included Carlos F. Aparicio, Mexico; Deisy Das Graças de Souza, Brazil; C. Fergus Lowe, UK; Richard W. Malott, USA; Héctor Martínez Sánchez, Mexico; Mark A. Mattaini, USA; María Xesús Froján Parga, Spain; Joseph J. Pear, Canada; Martha Peláez, USA; Kurt Salzinger, USA; François Tonneau, Portugal and France; Erik Arntzen, Norway; Gerson Yukio Tomanari, Brazil; Manish Vaidya, USA and India; William McIlvane, USA; Caio F. Miguel, Brazil and USA; Nirvana Pistoljevic, Bosnia and USA; Gladys Williams, Spain; and Naoko Sugiyama, Japan. Expanding conference contributors to include poster presenters reveals that over 30 countries were represented in Granada. The diversity of themes, research, problems, and solutions shared by these presenters mirrored the diversity of our field and reflected its vitality.

In the closing event, 11 invited presenters took part in a panel that was introduced with the following statement:

The field of behavior analysis is at a critical state of development with growth, challenges, and opportunities facing all of us: scientists, educators, and practitioners. In this panel, leaders in behavior analysis from around the world share their perspectives regarding the single most important effort we can make today to conserve the integrity of the science and application in a developing discipline.

Guided by these words, this closing event provided an especially rich and thought-provoking mosaic of perspectives, showing that despite the diversity of the people who work in the field, they are united by a common interest: a deep commitment to behavior analysis.

All of them presented on the challenges facing the most important effort we can make today: to conserve the integrity of the science and application of our discipline. Some were more optimistic, some more pessimistic. However, even those with a more pessimistic view offered strategies to usher in a positive future. Most agreed that behavior analysis has the need and the room to grow and improve; many agreed that it is important to reduce the gap between the basic and applied fields, between research and application and to emphasize efforts on improving the quality of undergraduate coursework (this aspect was highlighted by Dr. Deisy de Souza). Most of the presenters viewed interdisciplinary cooperation as an important avenue for the dissemination and growth of behavior analysis. Although it is clear that behavior analysis has a strong and solid experimental foundation as well as in its

applications to autism, the panel described how the discipline is contributing to other important areas of knowledge and suggested that the possibilities are too great to be restricted.

Finally, a crucial aspect of ABAI—being international was clearly identified by the panel as key to the growth of behavior analysis. It is also an important aspect to consider when discussing the role and challenges of an association concerned with both the science and practice of the field. From the international point of view, it is my opinion that ABAI should continue to develop both areas and, as its mission states, "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." In the United States, where both science and practice are so well developed, they could be viewed by some to be "independent," this discussion of having an association with separate arms—one to support practice and the other to support research—is highly polemic. Worse, in an international context, such an idea is dangerous: a threat to the integrity of behavior analysis and to its international development. I am very proud of what ABAI has been doing internationally so far, but I am always aware of how the tension between science and practice affects its actions. The following papers, specifically the one written by Linda Hayes, are going to show evidence of how an ABAI working for both the interests of practice and research can produce positive outcomes.

I cannot finish this brief introduction without thanking all the closing event panelists from the Sixth International Conference in Granada, Spain, for their wonderful contributions to the tremendous success of the eventespecially those who could find time to write one of the articles that follow. A special thanks to Maria Malott and her staff, who created this opportunity and took on the difficult job of coordinating so many busy authors. Enjoy the papers below!

On the Future and Direction of Behavior Analysis

BY CARLOS F. APARICIO

Recently, I was invited to participate in the closing event of the ABAI international conference at Granada, Spain: a panel session on the future and direction of behavior analysis. What follows summarizes the comments and ideas I expressed in that panel.

I started my talk recognizing the existing and growing gap between the experimental analysis of behavior and applied behavior analysis. Although the latter originated and behavior analysis researchers are creating confusion and evolved from the former, recent advances and reformulations of basic concepts developed on the experimental side are not documented by scholars and practitioners on the applied side. For example, the idea that response-produced consequences (e.g., primary or conditioned stimuli) have

a discriminative function rather than a strengthening function (Davison & Baum, 2006, 2010; Shahan, 2010) is not familiar to some applied behavior analysts. This fact and other important issues, such as the disagreement among behavior analysts with respect to the nature and role of private events in the analysis, interpretation, and understanding of behavior clearly indicate the lack of a common paradigm in the discipline (Schlinger, 2011).

Yet, behavior analysis continues to attract students and enthusiastic participants looking for effective methods to change human behavior. Graduate training in behavior analysis is increasing in universities and colleges in order to meet the demand for graduate work in applied behavior analysis; particularly, the demand for the treatment of people diagnosed with autism spectrum disorders (ASD). Bachelor students are eager to join programs in behavior analysis. For example, the number of students who declared a major in behavior analysis at Savannah State University increased from 33 students in 2006 to 200 students in 2011 significant growth considering that the program opened in the fall of 2005. However, the truth is that behavior analysis is attracting too many students who are only interested in learning scientific techniques to treat individuals with developmental disabilities. One side effect of this trend is that students are coming to graduate school without any background in the experimental analysis of behavior (Schlinger, 2010). These facts lead colleagues to think that behavior analysis is becoming synonymous with the treatment of autism and developmental disabilities (e.g., Friman, 2010; Poling, 2010). To survive as an applied, experimental, and theoretical science, behavior analysis needs training programs to develop students' interests in the discipline per se; the main focus of the field should be to address a broader range of significant problems (Poling, 2010).

Behavior analysis is also growing internationally. Its growth can be measured by the increase of ABAI affiliated chapters—81 chapters in Asia, Australia, Europe, North America, and South America, according to www.abaintenational.org/chapters.asp. ABAI's records indicate that chapter membership has averaged 6.9% annual growth over the past 10 years over 17,000 members—nearly 7,700 in the United States and more than 9,500 outside the United States. Thus, behavior analysis appears to be in the right place, at the right time, and moving in the right direction.

However, the current situation among ABAI members tells a different story. Miscommunication and disconnection between applied behavior analysts and conflicts of interests. Some providers of services using behavior-analytic techniques don't see ABAI as properly supporting their efforts (Johnston, 2011). Similarly, some basic behavior analysts (i.e., scientists) believe that ABAI

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mostly serves the interests of practitioners. This dispute is placing ABAI in a difficult position and although its mission appears to be in jeopardy, the truth is that the current situation was predicted many years ago (Marr, 1991). Observers believe (e.g., Critchfield, 2011) that establisthing two independent associations working concurrently, one representing the interests of practitioners and the other representing the interests of scientists, is the best way to provide a healthy environment for future practice and research activity of behavior analysts.

My last comment during the conference panel was with respect to the interdisciplinary character of research activity in behavior analysis. The good news is that the scientific methodology of behavior analysis is, has been, and will be, accessible to scientists of other disciplines looking for better tools to investigate complex behaviors of animals and humans. Behavior analysis also benefits from the methods and techniques developed by scientists of other disciplines. There are numerous examples of this mutual benefit, but the important point is that doing interdisciplinary research is one safe way to secure the continuity of behavior analysis as a science.

Interdisciplinary research has benefited me personally: My training and research interests in the study of choice allow me to make contact with the research conducted in zoology and biology (e.g., Aparicio & Baum, 1997; Baum & Aparicio, 1999). When I was looking for ways to increase the cost of locomotion in choice situations, I became interested in neuroscience research investigating the side effects of neuroleptic drugs (e.g., Aparicio, 1998, 1999, 2001). My findings and contributions were acknowledged by some neuroscientists attracted by the complexity and sophistication of the methods used in my laboratory (e.g., Aparicio, 2003; Aparicio & Velasco, 2003; Aparicio, Velasco, & Balderrama, 2004). Those studies and some other experiments were conducted as part of grant-funded research designed to study the dopaminergic system of rats and looking for potential behavioral side effects of drugs used clinically to treat schizophrenia and psychosis in humans (e.g., Aparicio, 2007; Balderrama & Aparicio, 2008; Aparicio, 2010). Today, I make my best effort to contribute to the experimental analysis of choice behavior. Doing what I love to do, my research is funded. I am currently developing animal models of Parkinson's disease and schizophrenia with implications to the treatment and prevention of drug addictions, impulsiveness, and attention deficit and hyperactivity disorders.

In conclusion, the future of behavior analysis will depend be addressed to Erik Arntzen, Oslo and Akershus University on our ability to bridge the gap between applied behavior analysis and the experimental analysis of behavior. To survive, behavior analysis needs to address a broader range of significant problems (Poling, 2010). Behavior analysis appears to be in the right place, at the right time, and

moving in the right direction. The suggestion of allowing two independent associations to work concurrently—one representing the interests of practitioners and the other representing the interests of scientists (i.e., Critchfield, 2011)—is appealing and should be received with gratitude by behavior analysts interested in securing the future exercise and scientific activity of the discipline. Interdisciplinary research guarantees the continuity of our science, provides funding for research, and allows behavior analysts to see the big picture of human behavior.

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Some Thoughts on the Future of Behavior Analysis

BY ERIK ARNTZEN

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Thanks to ABAI for inviting me to be a part of this panel. In the final session at the ABAI international conference

in Granada, I focused my remarks on behavior, the subject matter of our science, and what I think are some of the important issues for the future of behavior analysis.

People often talk about behavior analysis in conjunction with some other field of study, for example, "behavior analysis and something" or "something and behavior analysis" as if there needs be a larger context to justify interest in, and use of, our scientific methods. I would prefer to stick to behavior analysis and just behavior analysis, because I think that should be the focus of our interest. Other areas of inquiry and other professions have their own scholars and experts; we shouldn't "mess" with them, just as we do not like people from other professions to and sports behavior analysis. Instead of bemoaning the "mess" with behavior analysis.

There are a number of comments that have to be made in defense of this statement. First, I think it is very important and necessary for behavior analysis to collaborate with other disciplines, but I see a danger in blurring the strengths of different disciplines. Interdisciplinary collaboration is, as I see it, something different and very important. The usefulness of such collaboration has been described elsewhere (see for example, Sidman, 2002) and the results have been quite impressive (e.g., Brady, 1993).

Second, behavior analysis should continue to be seen as a coherent, but distinct, science. It is quite different from psychology in general, and from (1) developmental psychology, (2) organizational psychology, (3) social psychology, and others. To have behavior analysis as a coherent and distinct science is one of its strengths—there is only one behavior analysis. All the dimensions of behavior analysis—conceptual, experimental, applied, and practical demonstrations (Cooper, Heron, & Heward, 2007; Hawkins & Anderson, 2002; Moore, 2008)—are mutually dependent observed that several behavior analysts had left the field for on each other. These dimensions are necessary for the development of behavior analysis as a science. For example, one of the characteristics, the conceptual system (Baer, Wolf, & Risley, 1968), shows how practice and theory are mutually dependent and this seems to be very important when treatments are defined as empirically supported or not (Kazdin, 2004). In contrast, it is not obvious, for example, how the findings of cognitive psychology research inform cognitive therapy. It is quite obvious that findings within the experimental analysis of behavior are important for applied behavior analysis (Sidman, 2011) and it has also been argued that applied behavior analysis is important for experimental behavior analysis (Epling & Pierce, 1986). For some years now, the importance of bridge studies (Hake, 1982; Wacker, 2000, 2003) or translational studies (McIllvane, 2010) has been discussed within behavior analysis. I think that the number of translational studies should continue to grow.

Another issue, one that is quite exciting, is the growing number of individuals interested in behavior analysis. It has been noted that the number of attendees attending the ABAI annual convention has increased over the last few

years, and this increase seems to be correlated with BACB certification. Furthermore, the number of presentations within applied settings at the convention has increased relative to the number of conceptual and experimental presentations from 1980-2007 (Kangas & Vaidya, 2007). I think it is important for behavior analysis to show its effectiveness across a range of areas. Applied behavior analysis has shown to be extremely effective for working with individuals with autism; however, that does not mean that we should not try to expand our work in other areas, and there are several examples of such expansions: organizational behavior management, behavioral safety, disproportionate focus within the area of autism, we should continue to increase the interest and work in other areas. I will not mention all of these, but rather mention the special section titled, "The Human Response to Climate Change: Ideas From Behavior Analysis" in The Behavior Analyst (e.g., Heward & Chance, 2010) as an example. Another of my favorite examples of applied work is Poling, Weetjens, Cox, Beyene, and Sully (2010) and their efforts to train giant African pouched rats to detect landmines. This type of research is quite innovative and has a high degree of social validity. In addition, it is worth mentioning the work on improving motor deficits produced by brain damage in stroke patients where techniques like shaping have shown to be extremely effective (Taub, 2011). I would also like to see more research and representation of the experimental analysis of behavior at conferences in the future—I am concerned about the diminishing number of experimental behavior analysts, especially at these events.

Some 30 years ago, Branch and Malagodi (1980) more traditional psychology and its associated mentalistic thinking. For many years, different scholars within the behavior analytic community have talked about the flight from behavior analysis (Baer, 1981; Michael, 1980). For example, Skinner wrote about the flight to real people, the flight to mathematic models, the flight to the inner man, and the flight to laymanship (Skinner, 1959) and Catania has further elaborated on this flight from behavior analysis to mathematical models (Catania, 1981). The question is, "What can we do about it?" My guess is that a further focus on the dimensions of behavior analysis in our curricula and teaching at the master's degree level is an important consideration. Universities should also actively encourage experimental behavior analysis and support organizations like ABAI, the European Association for Behavior Analysis (EABA), and the Experimental Analysis of Behaviour Group. Chapters of ABAI can adjust for more presentations within experimental behavior analysis at their various conferences.

Another very important issue for the dissemination of behavior analysis is to publish research in nonbehavior

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analytic journals. I think this is one of the most important ways in which behavior analysts can have significant influence. For example, it will be interesting to see what type of impact the upcoming *APA Handbook of Behavior Analysis* (edited by Madden, Dube, & Hanley; currently under contract) will have on scholars outside the behavior analytic community.

Behavior analysis in Europe is in good shape. I think a significant factor in this situation is related to the growth of master's level programs in behavior analysis throughout the continent. Indeed, the BACB—and Jerry Shook in particular—was extremely helpful in this respect. Some of this influence is described in the *European Journal of Behavior Analysis* (Hughes & Shook, 2007). I hope that behavior analysts all over the world will come to the next EABA conference, which is going to be in Lisbon, September 6–9. Learn more at www.europeanaba.org.

To conclude, if everybody starts to engage in experimental research, we could have both a lot of fun and secure the future for behavior analysis. Then the only important question would become, "Show me the data!"

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Perspectives on the Expansion of Behavior Analysis

BY MARÍA XESÚS FROJÁN PARGA AND JAVIER VIRUÉS-ORTEGA "Distinctions between races, nations and men are in some cases due to a different descent... in other cases they are caused by the physical environment. Yet in other cases, differences are learned." From *Al Muqaddimah* (1377) by Ibn Khaldun, active in Granada (Spain) in the 14th Century.

What is the value of behavior analysis to science and society? As applied research increasingly focuses on a limited array of interventions and clinical populations (Virués-Ortega, Pear, & Hurtado-Parrado, 2011), the value of behavior analysis to science has shrunk proportionally. *Science* citations to behavioral flagship journals provide an illustration of this shift. The citations to either the *Journal of the Experimental Analysis of Behavior* (JEAB) or *Journal of Applied Behavior Analysis* (JABA) made by articles published in *Science* have dropped to near zero levels over the last 25 years (figure 1). *Science* has not cited a single JABA paper nor has published behavior-analytic research for the last 30 years (Mazur, 1981, seems to be last).



The Albaicín seen from the hill of the Alhambra (Photo: J. Virués-Ortega).

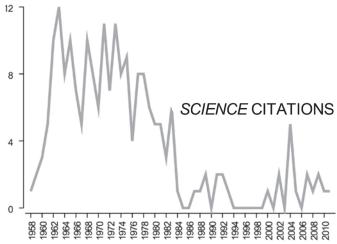


Figure 1. Number of *Science* citations of JEAB and JABA (source: Web of Science, Thomson Reuters, 2012).

The Field in Spain and Elsewhere

Although the challenges faced by the field are to some extent common on both sides of the Atlantic, behavior analysis in Spain, and in Europe more generally, meets with additional harsh realities. In this part of the world, the status of the field departs significantly from that of the USA, both in terms of academic relevance and development of the applied field.

In academia, only a few universities offer courses in behavior analysis. Until recently, a few graduate programs and undergraduate courses offered behavior-analytic training in the context of basic psychological science. With the ongoing changes imposed by the European Higher Education Area (www.ehea.info), and the ensuing phasing out of specialized Ph.D. programs, the very existence of behavior analysis in academic psychology in Spain is currently at stake.

In applied psychology, the presence of behavior analysts is only sporadic. Even within the field of autism, behavior analysts must share space with a myriad of other intervention models that are at least as well disseminated. The minimal development of the professional field hampers the social relevance of behavior analysis, which is meager in Spain. As an example, and in contrast with the USA, the board certified behavior analyst© (BCBA©) and board certified assistant behavior analyst© (BCaBA©) certifications still carry minimal weight in the practical curriculum of young professionals. On a hopeful note, the efforts recently undertaken by the BACB and ABA España, with the approval of course sequences locally and the translation of the certification exams into Spanish, may improve the current state of affairs over the upcoming years.

Potential for Growth

The current situation is far from bright, and is especially discouraging for behavior analysts in clinical practice and academia because they lack the support of sizable professional organizations and well-established graduate programs. Thus, we need to consider what can be done to disseminate and develop the field, focusing on the aspects that are more open

to change. We will mention three complementary strategies that could be implemented.

In academia, we should develop graduate programs SCIENCE CITATIONS providing training opportunities to future professionals and scientists. At least in Spain, the professional value of those programs will depend on their affiliation with clinical psychology departments. Only in this context, will instructors be able to develop a curriculum based on a conception of psychology as behavior analysis (and not as a subfield separated from psychology). For this to happen realistically, behavior analysis needs to span to the whole range of human behavior. In addition, behavior analytic journals should be more receptive to works that are conceptually part of the field but may be rejected due to their innovative or nontraditional methodology. Otherwise, mainstream behavioral literature is at risk to evolve into a closed forum accessible only to a few authors, which would lead to an impoverished discipline with limited opportunities for innovation.

> In applied settings, more effort should be made at broadening interventions beyond traditional limits. If our only target population is autism, the potential for future expansion will be greatly limited. Interventions for children with autism are typically amenable to traditional experimental procedures,

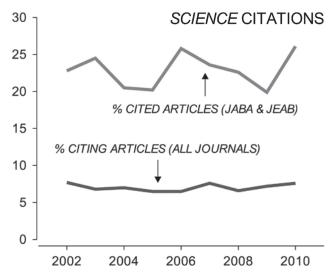


Figure 2. Percentage of JABA and JEAB citations in all journals that are self-citations and percentage of JABA and JEAB cited articles that are self-citations (source: Web of Science, *Journal of Citation Reports*, Thomson Reuters, 2012).

but we should not let our methodology shape the selection of target behaviors and clinical conditions that are suitable to our science. Behavior analysts must be able to intervene on any aspect of human behavior with the flexibility that it requires, while maintaining conceptual and methodological clarity.

Although most behavioral clinicians would agree that functional analysis is essential to explain clinical behavioral problems and to develop functionally driven interventions, we should confront the reality that only on rare occasions the

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active components of clinical interventions can be discerned experimentally. The role of language, uncontrolled natural contingencies, and multiple intervention components make treatment in typically developed adults much less amenable to single-subject experimental research. Traditional A-B-A-B designs, for example, are difficult to apply in clinical behavior analysis with adults. Yet, this should not be seen as a final impediment to the application of behavior analysis to clinical issues. Far from it, this should lead us to develop new methodological strategies that would help to determine the environmental causes of many clinically important behaviors that currently remain unexplored.

analysis and other experimental sciences, as well as the relationship between the basic and applied branches of our field. As suggested in figure 1, we are no longer visible to general sciences. Operant methods are frequently used in experimental psychology and the neurosciences, but solely as part of a methodological armamentarium. The future may depend at least partially on our ability to articulate the field not only as a collection of effective interventions, but also as a conceptual structure capable of scientific theorization and multidisciplinary interaction. Currently, we even lack the very framework that would allow us to interpret the relation of behavior analysis with other sciences (e.g., are only the cognitive psychologists the "bad guys" or also the geneticists, epidemiologists, and neuroscientists?). Interestingly, behavior analysis demonstrates a rather unidirectional form of interaction with other fields (i.e., others use our research but we do not use theirs). An illustration of this form of scientific behavior is apparent in the comparison of JABA and JEAB self-citations. Self-citations account for only 9% of all citations that these journals receive. By contrast, 25% of all citations produced by JABA and JEAB are selfcitations, a value unusually high for almost any scientific journal (figure 2).

On the other hand, the basic and applied fields of behavior analysis have long been living side by side, each ignoring or even dismissing one another. Behavior analytic conferences typically include a variety of basic topics, whereas most of the applied submissions concern autism. Basic researchers rarely examine how their work could be used in nonexperimental settings, whereas practitioners may ignore experimental research or may not even contemplate their potential usefulness (Elliot, Morgan, Fuqua, Ehrhardt, & Poling, 2005). A poor integration between the basic and applied fields may be harmful to the long-term development of behavior analysis as funding for basic research becomes scarce, and applied studies increasingly focus on a limited selection of behaviors and clinical populations (Virués-Ortega, et al., 2011). Clinical psychology, to mention just one of the applied areas, needs basic research in order to establish the behavioral processes that take place during clinical interventions. Basic research, on

the other hand, should also show more concern for a variety of behavioral problems occurring in natural settings.

In Summary

It seems easy to point to potential palliative strategies without identifying the environmental contingencies that may bring them about. In this respect, the action of individual behavior analysts may not meet with success in the absence of a decisive support from the few professional and academic organizations within our field that have the potential to shape it. Possible strategies may include providing funding opportunities for collaborative or innovative projects, launching special issues of behavioral We also need to strengthen the relation between behavior journals featuring novel applications, providing support for international and collaborative training programs, and more.

> In summary, behavior analysis in Spain and elsewhere faces tremendous challenges that will determine the future development of our field. Developing graduate training opportunities, expanding the scope of the field in terms of target behaviors and populations, and favoring a wider interaction of behavior analysis with other experimental sciences, while moving toward a more cohesive integration of the basic and applied fields may be beneficial. These strategies seem particularly suitable to the long-term sustainability of the field beyond U.S. borders, where behavior analysts do not enjoy the support of wellestablished academic and clinical programs.

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Developing Self-Sustaining Doctoral Training Programs in Behavior Analysis Around the World

BY LINDA J. HAYES

I don't believe that behavior analysis will flourish internationally until locally operated and self-sustaining doctoral training programs have been established at multiple sites around the world where this training continues to be unavailable. For this reason, my efforts have been spent fostering the development of such programs in a number of critical regions. Here is my tale about our efforts toward meeting these ends.

The earliest of our initiatives grew out of opportunities to participate in ABAI international delegations to Russia and China in 1999 and 2001, respectively. My aim in these visits was to recruit faculty members from the universities of St. Petersburg and Beijing to participate in a year of intensive training at the University of Nevada, Reno (UNR)-after which they would have opportunities to initiate training programs at their home universities with continuing external support. This initiative was partially supported by an International Development Grant from SABA. Two academics participated in this training during the 2002–2003 academic year, and while Dr. Yanking Guo of the University of Beijing Medical School made considerable efforts to provide training to his students and colleagues following his participation in our program, as well as helped to facilitate ABAI's international conference in China the following year. The long-term aim of these individuals being authorized to develop training programs in their home institutions did not materialize as planned. Moreover, it became obvious to me that one more or less adequately trained academic could not be expected to carry the weight of this plan for a whole country—even with ongoing external support.

By this time, we had developed UNR's Satellite Programs in Behavior Analysis through which we were providing training pursuant to master's degrees at multiple sites in the United States and Canada where such training was unavailable or inaccessible to fully employed human service workers. So, this was the strategy we proposed for the development of behavior analysis in Bahrain and Qatar during delegate visits to this region sponsored by ABAI in 2003. The plan was to deliver UNR's master's degree program during intensive on-site visits to the region by external instructors. However, after more than a year of negotiations with our Bahraini hosts, we were not able to secure a contact to proceed with this plan.

ABAI's delegation to Bahrain attracted the attention of The New York Institute of Technology, which had a number of installations in the Middle East and Gulf regions. The New York Institute of Technology had not been delivering training in behavior analysis, rather business primarily, but the possibility of doing so led to an ABAI delegation to Jordan to discuss this possibility in 2005. The outcome of this visit was an invitation to deliver an externally supported develop training programs at the undergraduate and master's master's program in applied behavior health analysis in the Nursing School at the Jordan University of Science and Technology (JUST). Coupled with this, three Jordanian students were admitted to doctoral training programs in the United States with sponsorship from JUST, the plan being for them to constitute the faculty of a self-supporting doctoral level training program upon their graduations. The class for the first cohort of students in the master's program was delivered in June, 2008. Since then, with the help of a great many people, we have graduated three cohorts of master's students in Jordan. None of the doctoral students

studying in the United States have completed their training as of this date and their futures, as related to this initiative, are as yet unknown.

The development of the Applied Behavior Health Analysis Master's Program in Jordan was a very significant accomplishment that we hope will continue to operate in the years to come. There have been a number of obstacles to overcome along the way, however. First, situating the program in the Nursing School was a mistake. We did so because JUST is a specialty university and this was the only department in which the program could be situated. Nonetheless, behavior analysis is not the typical curriculum for nursing students at JUST (or anywhere for that matter) and, over time, the suitability of this curriculum for nursing students came under question. More importantly, until a faculty for a locally operated doctoral training program can be developed, the continuation of the master's program is completely dependent on external instructional support—a costly matter for a country with limited resources. Further, while the original plan was to develop masters' graduates as instructors for undergraduate training in Jordan, this outcome has not been realized—in part because the science of behavior and the value of practitioners trained in this science are little known or appreciated in the larger society. In short, the development of behavior analysis in regions of the world where it has never before been pursued depends on more than the development of training programs: The graduates of these programs must have opportunities for relevant employment. This is not to say that the graduates of the master's program in Jordan have not been gainfully employed in positions worthy of their training-some have. Some have become board certified behavior analysts, some are seeking further training in doctoral programs elsewhere, and some are pursuing more traditional nursing jobs—albeit with a behavior analytic orientation that will no doubt serve them very well in these roles. We continue to provide support for the program in Jordan and are working to see it more appropriately situated and better marketed in the future.

Our current efforts are centered on opportunities for the development of behavior analysis in Saudi Arabia and China. With respect to the former, we have been asked to collaborate with a university and a human services agency in Riyadh to levels as quickly as possible, as well as provide a means by which doctoral graduates may be produced in sufficient numbers to staff a number of locally operated, self-sustaining graduate programs in behavior analysis in Saudi Arabia (and possibly other nations in the Gulf Region) within a period of 6-7 years. These are our aims, and should we find a way to achieve them with our partners in the region we will be looking to engage a great many professionals and graduate students over the next several years to achieve them. Our opportunity to participate in this collaboration came about

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as a result of our participation in a couple of conferences sponsored by the Autism Academy of Jordan, where students in the master's program completed their practical training.

Our opportunities to participate in the development of training in China are being reinvigorated by SEEK Education, an especially effective and forward-looking provider of services for children with autism and their families in Southern California. We have been delivering our master's program to the staff of this company over the past few years, a number of whom are fluent in Chinese and have been developing service programs in Taiwan and China for several years. We are prepared to provide whatever services are needed to achieve our mutual aim of fostering the development of behavior analysis training programs in the Chinese-speaking world.

I have told a tale of what we have been trying to do and what has and hasn't been successful in our aims to foster the growth and development of behavior analysis around the world. As I mentioned at the outset, I am convinced that we cannot achieve this end unless we do what it takes to develop locally operated, self-sustaining doctoral programs where such do not exist. Until this happens, graduate level trainees, who are needed for the training of undergraduate level service providers, cannot be replicated without continuing external support. Further, we need to more adequately inform these communities of the scientific and practical value of behavior analysis such as to enhance the employment opportunities of the graduates of these programs in multiple domains. We will have to support the initiation of behavior analysis societies in these regions, promote and contribute to their national and regional conferences, and provide guidance and administrative support for the development of their scholarly and professional journals. The tale continues...

Is the Future Behaviour Analysis?

BY C. FERGUS LOWE

Changing the World

This is a time of extraordinary opportunity for behaviour analysis. Following many years in which behavioural approaches have been sidelined or ignored in academia, governments and other agencies across the globe have now "discovered" behaviour change and its potential to deal with some of the major issues of our time. The fact is that modern capitalism has given rise to a range of health and social problems that have proved impervious to traditional approaches of legislation, education, and exhortation. We have problems with our education systems, which are failing in many parts of the world; parents who lack the basic skills to bring up children; high rates of antisocial behaviour; obesity; alcoholism; drug abuse; increasing rates of depression and loneliness; the ongoing destruction of our

planet; and, of course, the catastrophe that is our banking and finance system. Little wonder that many people are now beginning to talk about the decline of western civilisation.

Governments can no longer afford to ignore these issues. They impose enormous and unaffordable financial burdens, bring misery and unhappiness to our various populations, and even threaten the very fabric of society. Yet most of them are preventable. They are "life-style" or, essentially, behavioural problems, and the solutions to them lie in behaviour change. Here is an opportunity and, indeed, a challenge for behaviour analysis: Are we able to provide governments and other agencies with the knowledge base and expertise that is necessary to deal with these issues?

If we do not rise to this challenge, others will fill the vacuum. In fact, this is happening already. Academics from other disciplines and other approaches are currently leading the "behaviour change" effort and are, as a consequence, having a major influence. Richard Thaler (co-author of the highly influential book *Nudge*), Robert Cialdini, and Daniel Kahneman, among others, are now having a major influence on government policy and practice internationally.

So far, behaviour analysts have not been to the fore in this endeavour. This is unfortunate because, though the other approaches mentioned above have undoubtedly made their own positive contributions, they are very limited in their scope and ambitions (the clue to this lies in the title *Nudge*). They lack the scientific background in behaviour analysis and behaviour change systems that is essential if we are to address serious health and social problems in an effectively systematic way. This is why behaviour analysis is needed and why we must demonstrate the power of our approach, not through arcane academic disputations, but by engaging with the real world in a practical way so as to show that we are uniquely qualified to deliver the changes required.

We must also be clear on what our focus should be in this regard. We should concentrate our efforts not upon clinical populations, nor on particular sections of the population that have already developed problems. Rather, the focus of our interventions should be on prevention, and whole-population change.

This is what we in Bangor have attempted. We have devised a behaviour change programme (Food Dudes) that is very effective in combating obesity. As a result, it is being taken up internationally and is regularly cited as an exemplar of what can be achieved by behavioural approaches. There are also other very good examples, from within behaviour analysis, that are beginning to show the power of the approach in other whole-population domains.

However, we need more behaviour analysts to take on these major issues. Those who are already doing excellent work with clinical populations and who are designing remedial interventions in clinical domains should extend their scientific remit and begin to apply their knowledge and skills to dealing with the major social problems of our time. Because these problems have such high priority, behaviour analysts should find that research funding opportunities are now good.

Of course, it is the struggle to deal with society's major issues that attracted so many of us to behaviour analysis in the first place—in some cases many years ago. The best behaviour analysts have always wanted to change the world. Now the world needs such change more than ever.

The Science of Human Behaviour

To develop interventions that will change the world, we need to develop our science in a way that does full justice to the complexity of human behaviour. This means getting serious about the study of language and other complex "cognitive" phenomena that, up to now, we have left too much to other academic approaches. Again, my colleague Pauline Horne and I have made some efforts in this direction, but much more needs to be done.

Changing the Behaviour of Influential Others

How do we ensure that governments and other agencies take us seriously? Clearly, being able to devise interventions that are evidence-based and effective will go very far in helping to establish our credibility. Nevertheless, it may not be enough. We also have to learn to communicate effectively with people who do not have grounding in behaviour analysis. If we are to have broad influence, we also need to embrace large group designs and inferential statistics. We need to be able to use language and terminology that others can understand, and we should not worry about adopting different verbal behaviour styles for different audiences. As an academic—Bishop Berkeley—at my old university once put it, "We need to think with the learned and speak with the vulgar."

of others like Kahneman, Thaler, and Cialdini. Many of their empirical observations could help to strengthen behaviour change programmes and we should try to align our approach with theirs as much as possible. We are, it must be said, all talking about behaviour and the factors that influence behaviour change; we just use different terminology. Using similar language and seeking points of commonality, rather than difference, can help to ensure that we avoid ghettoisation and have the opportunity to change the behaviour of key policy and decision makers. There can be no room for sectarianism in the Behaviour Analytic Spring.

The Future Direction of Behavior Analysis

BY JOSEPH J. PEAR

Behavior analysis (BA) is a descendent of the behavioral revolution that took place in psychology in the early part of the 20th century. The behavioral revolution displaced mind in favor of behavior as the object of study by psychologists. "Mind" was reintroduced back into psychology with the socalled cognitive revolution. Psychology then became defined again as (1) the study of the mind, or redefined as (2) the study of mind and behavior.

The second definition gives recognition to the fact that behavioral psychologists still exist and are making important contributions. BA, however, has a broader role to play than that of just being a specialty within psychology. In my view, BA has a transformative role to play with regard to psychology becoming a natural science.

BA Can Contribute to Psychology as a Natural Science

BA has already had a considerable impact on psychology. I believe that its influence on psychology will be even stronger in the future. In four major areas, BA can lead psychology into becoming a natural science: scientific language, research methodology, a foundational body of knowledge, and practical applications.

Scientific Language

Introductory psychology textbooks typically assert that psychology is a science. However, psychology in general tends to downplay or disregard one of the most fundamental characteristics of a natural science; namely, the development of a precise scientific language. Such a language is important in order for scientists to accurately communicate their findings, ideas, and theories. For this reason, scientists frequently coin terms that do not appear in common, everyday language. When scientists do borrow terms from common, everyday language, the terms are usually given specialized meanings. Psychologists, in contrast, typically use terms from everyday language with little attempt to make those terms more precise. A notable example of this is We should also not worry about borrowing from the work the word "mind." In several major languages (e.g., French, German, and Russian) the word that translates as mind is the same as the word for soul. In English, the words "soul" and "mind" historically were used interchangeably until psychologists eliminated the former from their technical language in order to avoid the religious connotations of the word "soul." However, no definition of mind has emerged that has any greater precision than the word "soul."

> The term "behavior" does not have the same problem of scientific ambiguity as do the terms "soul" and "mind." It is therefore unclear why most psychologists have rejected the definition of psychology as the "study of behavior" (as opposed to the current definitions of the "study of the mind" and the "study of the mind and behavior"). One reason may be an attempt to make psychology respectable to the general public. However, as mentioned above, all natural sciences use terms that are unfamiliar or are defined in ways that are unfamiliar to the general public. Another reason may be the view that the word "behavior" excludes some

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psychological phenomena. Generally, these are behaviors that only the individual engaging in them can observe, such as when an individual engages in thinking with no immediate outward sign that any behavior is occurring. An important contribution that BA can make to psychology is to continue to explore how the study of such behavior does not require sacrificing a precise behavioral approach, and in fact can benefit from such an approach. A third reason for the rejection of the definition of psychology as the "study of behavior" may be that some psychologists conceive the mind to be the activity of the brain, which they consider to be an important area of psychological study. BA can address this confusion through the study of the correlates between brain activity and behavior without the need for a concept of mind as brain activity. Sciences often come together in overlapping regions without needing ill-defined terms to cover their unions. Interactions between BA and brain science will provide clarifying examples for psychology.

In addition, BA has a set of precise terms that are very useful in communicating findings, ideas, and theories. The use of these terms in accordance with their definitions provides another example to the rest of psychology, which has already adopted some BA terminology. Nonbehavioral psychologists do not always use behavioral terms as precisely as they are defined in BA; however, as the advantages of the precise use of these terms become increasingly evident, this terminology will increasingly tend to enter the lexicon of psychology. The refinement of scientific language toward greater precision is often a slow and convoluted process.

Research Methodology

Most of psychology uses inferential statistics almost exclusively as its method. However, there are a number of problems with statistical methodology:

- Most of the statistics used in psychology are designed for comparing group averages and thus are generally inappropriate for a science that focuses on the individual.
- Negative results typically do not get reported, leading to an over-representation of spurious positive effects in the literature.
- Violations of the probabilistic and statistical assumptions on which statistical tests are based are pervasive, again leading to over-representation of spurious positive results in the literature.
- There is little attempt at replication of positive findings, so that spurious results tend not to be corrected.
- The null-hypothesis testing that underlies most statistical tests in psychology is questionable on logical grounds because the null hypothesis is almost always false and generally of little or no interest to scientists in any case.

The individual organism methodology emphasized in BA avoids the above problems. For example, spurious reporting

of positive results is much less of a problem in BA than it is in other areas of psychology because replication occurs almost as a matter of course. Because of the BA requirement that all individuals in a study typically must show the same result in order for a finding to be considered informative, each subsequent individual constitutes a separate experiment (i.e., a replication of the experiment). In addition, a result may be repeated several times within the same individual. Moreover, the findings of previous studies are often used as baselines for new studies, so that replication occurs in that way. In other words, BA naturally incorporates replication as an integral part of its methodology. As dissatisfaction with inferential statistics grows within psychology, psychologists may increasingly turn to the individual organism methodology of BA. Further development of the individual organism methodology will accelerate this process.

A Foundational Body of Knowledge

All natural sciences have developed a foundational body of knowledge that is accepted by the vast majority of workers in that science. This may be because the other sciences developed before the advent of modern inferential statistics and thus did not encounter the above problems. In any case, psychology has not developed a foundational body of knowledge.

By avoiding the use of inferential statistics and building on effects that can be demonstrated in individual organisms, BA has tended to follow the model of the other natural sciences and, accordingly, has established a growing foundational body of knowledge. By continuing to grow this body of knowledge, it is likely that BA will achieve a broad theory that will compete effectively with other psychological theories, and thus influence the direction that psychological theory takes.

Practical Applications

Once a science begins developing a foundational body of knowledge, people begin applying that knowledge to practical problems. Because psychology has no foundational body of knowledge, the practical work that psychologists do has no such basis.

Early in its development, researchers in BA began applying both the methods of BA and the factual knowledge produced by those methods to practical problems. In fact, applied behavior analysis (ABA) has become recognized as the method of choice in the treatment of autism and other developmental disabilities (DD). Although ABA has been applied in many other areas, it has not caught on to the extent that it has in the area of DD. There are at least two reasons for this: (1) the steep learning curve required to learn ABA methods; (2) the large amount of work that ABA usually requires, relative to other psychological methods. Both of these points are issues that BA should be able to address. Regarding the first, training falls readily within the purview of BA. Regarding the second, research in BA will make the procedures more efficient and less labor intensive. Computer

technology will likely be important in this endeavor.

One often-overlooked area of practical application for which BA methods have been developed is university teaching. Although the initial preparation for using these methods can be time consuming, once implemented the methods can be extremely efficient. A benefit of these methods for instructors is that they can reduce the time spent lecturing without sacrificing the quality or effectiveness of teaching, thus providing more time for other teaching, research, and writing. Moreover, students who learn using the methods of BA learn its effectiveness first hand and often decide to specialize in it. Thus, this is another potential avenue of influence.

Should BA Stay Within Departments of Psychology?

There are clear advantages both to BA and to psychology if, as argued here, BA can influence psychology to become more behavioral in the effort to make it into a natural science. In the meantime, however, psychology inhibits the development of BA. One reason for this is that BA typically is in psychology departments where students are required to take many courses that have little relevance to BA. This is a problem because there is a large amount of literature in BA that is being continually generated, but which the students of BA do not have time to learn because they are busy learning things that have little relevance to their specialty. What would be more relevant to them is (1) learning about other sciences including mathematics (and not just, or even primarily, statistics), (2) learning the literature covering both the basic and applied research in BA, and (3) learning how to conduct both animal and human BA research. It may be more feasible to accomplish this training outside of departments of psychology. There is no inherent reason that BA should be a part of psychology. Today, a number of individuals in BA have degrees in areas (e.g., education, human development, social work) other than psychology. In addition, certification in BA does not require a degree in psychology. Given the tremendous amount of behavioral knowledge that already exists and is continuously being generated, it makes sense that at every university there should be an independent department of BA that can design will have to add mathematical accuracy to our experimental its own curriculum.

The Future of Behavior Analysis

BY KURT SALZINGER

If the past be prologue to the future, then we must examine the past as well as the present to predict the future. I believe we have come a long way in behavior analysis and we are doing very well. While many are using our approach in an explicit manner—and that that is happening in the whole world is attested to by the recent international conference many others are doing so under different banners. What greater compliment can we receive than imitation in

disguise? What better proof of our effectiveness can we obtain than adherence to our principles, whether explicit or unknowing, in the world around us? Both exist.

As to the future, I want to talk not only about what it will bring; I wish to discuss how we can modify that future to bring what we want. I believe that we should claim our place in science and in application so that our science can flourish and continue to feed our and others' applications. Neither our science nor our application constitutes a finished product; both must continue to develop and thus flourish.

Curiously enough, it is the cognitive "revolution" that continues to engage in behaviorism; it is in methodological behaviorism, to be sure, but even the cognitive psychologists cannot evade behavior, which is what allows them to talk about all those mental mechanisms that turn the world around for them. And we have come a long way in how we work our science. We have found willing partners in economics, even though they do not always give our approach explicit credit. But we will continue to influence economics and to work together with economists in many cases. The law of effect can no more be evaded than can the law of gravity. Objects will fall and behavior strengthened whether we believe those basic laws or not. Objects may break if we do not take into account the law of gravity and untoward or unwelcome behavior might be strengthened whether we recognize those laws or not. Whether they call it a reward structure or reinforcement does not matter so much as whether they make use of this information for the betterment of humanity.

Important as we found it to be in the beginning, we monitored closely the language we employed to describe behavior. We long considered "mind" to be only a four-letter word, but over the years have found that communication is improved when we do not dictate to our colleagues what language to use. Communication is sometimes improved by translation rather than by precision. In our commerce with colleagues, our future lies not so much in precision of description as in communication of our ideas to affect their behavior.

So what will our future bring? In our basic sciences, we precision. We will find more avenues of communication with our sister sciences and with people of other fields such as economics and management science, with treatment of psychopathology as well as of government problems, with education as with the raising of typical children. These are all fields in which we have been plowing our knowledge and we will, as we learn how to do so even more effectively, find the welcome mats laid out for all of us. As we enter fields we have not ploughed before, we will also have to learn new rules of government or custom to persuade those who would most benefit from our findings. And we will have to give our attention to how we make our future more to the benefit

See SALZINGER on page 18

SALZINGER continued from page 17

of all. We cannot afford to resort to old ways of interacting with others without making use of our knowledge of human interaction in providing our knowledge to others.

More of us will have to adhere to the laws of the land such as licensing of our treatment procedures and of our therapists if we want to do the good we believe we can provide. And we will have to agree amongst ourselves how best to educate those of us who carry out the treatment our science demands and our clients need.

Communication with other sciences is already taking place; the spreading of our principles is already making inroads in many of our activities. It remains for us to more effectively do all of that and to do so in a concerted way that we can readily agree is the way to do it.

As the wit says, our future lies before us. Let us embrace it.

The Future of Behavior Analysis From the Viewpoint of the Development of Japanese ABA

BY NAOKO SUGIYAMA

Behavior analysis in Japan started in the early 1950s, several years after Word War II, when B. F. Skinner sent two Skinner boxes to Japanese universities to promote science under the direction of the U.S. government. One was sent to Keio University and the other to the University of Tokyo. Since that time, Japanese psychologists have made efforts to establish behavior analysis as a discipline. During these 60 years, we took the following steps to disseminate behavior analysis in Japan:

- Translating behavior analytic books into Japanese (starting in 1969)
- Inviting distinguished scholars to Japan (beginning in 1972)
- Publishing original books in Japanese (beginning in 1976)
- Encouraging Japanese scholars to attend ABAI annual conventions (beginning in 1979)
- Sending students to Ph.D. programs in the USA (beginning in 1978)
- Inviting guest professors to teach courses at Keio Universiy (beginning in 1982)
- Establishing Japanese ABA (1983)
- Publishing a behavior analysis journal in Japan (established in 1986)
- Holding international meetings (beginning in 1992)

In addition, Professor Masaya Sato was elected as the first non-U.S. ABAI president (1997–2000).

Japan is now one of the leading countries within our applied behavior analysis community—among countries

outside the United States, it is third in the number of chapter members (921 as of September 1, 2011) and second in the number of members who belong to ABAI, even though we started with about 100 people when Japanese ABA was established.

When examining the reasons why behavior analysis has flourished in Japan, it is important to recognize that the nation placed special emphasis on basic research from the start. Behavior analysis in Japan started with operant conditioning research in pigeons by Professor Takashi Ogawa and his students at Keio University, and their education had been built upon a strong base of experimental psychology and learning principles from their mentors. Since Japanese ABA was established in 1983, applied and basic researchers have alternated in the presidency.

Behavior analysis as a discipline consists of the following three areas:

- the experimental analysis of behavior
- · applied behavior analysis
- · the conceptual analysis behavior

These three areas are equally important, and whenever one is lacking, the integrity of behavior analysis as a whole suffers. The success of behavior analysis at present primarily depends on the success of various applied areas, especially autism and developmental disabilities. However, many are afraid that people tend to choose being either a scientist or a practitioner, instead of a scientist-practitioner. Applied behavior analysis is not simply practice but experimental science based on basic research itself. We should encourage basic research as well as applied research to contribute to the well-being of society through research, education, and practice.

Another proposal is that behavior analysis should stay within psychology, not flee from it. Behavior analysis should encompass the study of all human behaviors. We should systematically reconstruct various psychological concepts such as perception, memory, thinking, personality, motivation, emotion, intelligence, conflict, instinctive behavior, and social behavior from the viewpoint of behavior analysis. At the same time, it is important to redefine everyday terms such as love, grief, laughter, irony, desire, jealousy, and cooperation to establish behavior analysis as the real science of human behavior. We have to remember Skinner's great work *Science and Human Behavior*.

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Every year, the vast majority of ABAI members trek to the site of the ABAI Annual Convention to meet old friends and colleagues, share their research, and enjoy our close community of behavior analysts. The 2012 convention, now in its 38th year, will be held May 25–29 at the Washington Convention Center in the emerald of the west coast, Seattle, Washington.

Seattle's Space Needle.
Photography: NIKOLE KENNEDY

The convention center lies right at the heart of downtown Seattle and is within walking distance to shopping, dining, and attractions like the Pike Place Market, the Seattle Art Museum, and the Seattle Public Library. ABAI's contracted headquarters hotel, the Sheraton Seattle, as well as the Grand Hyatt Seattle, Hyatt at Olive 8, and Crown Plaza Hotel, Seattle, are just a few minutes' walk to the center, convenient for all convention attendees.

As in previous years, the 2012 Annual Convention will offer a collegial venue for discussion and networking to those interested in the philosophy, science, education, and practice of behavior analysis. Our program includes over 1,200 presentations and events covering applied animal behavior; autism; behavioral pharmacology; clinical, family, and behavioral medicine; community interventions, social and ethical issues; developmental disabilities; human development; experimental analysis of behavior; education; organizational behavior management; practice; science; teaching behavior analysis; theoretical, philosophical, and conceptual issues; and verbal behavior.

We expect more than 4,500 participants to gather in Seattle, including representatives of ABAI's 34 special interest groups, 81 affiliated chapters, 16 organizational members, and undergraduate and graduate programs (including most of ABAI's 30 accredited graduate programs). The ABAI Expo will highlight these groups and others, with over 140 posters from behavioral organizations.

Plan to attend the welcome events Friday evening, before the convention officially begins. First, ABAI will honor all of its members who made donations to the Society for the Advancement of Behavior Analysis (SABA) in 2011 and 2012 at the Friends of SABA Reception. Later in the evening, everyone is invited to the International Reception, where we recognize and celebrate the geographic diversity of ABAI membership. (This year we anticipate that more than 35 countries will be represented at the convention.) We will also use the reception to introduce the recipients of SABA's 2011 International Development Grants: Tracy Pierce Bender, Amy Durgin, and Judith R. Mathews, whose projects in Romania, Tanzania, and Kenya, respectively, have been funded. Finally, Friday's events will conclude with the Welcome Reception organized by the ABAI Student Committee. This evening event provides the opportunity for students to meet and greet each other as peers and speak with some great behavior analysts. It's a wonderful time and an opportunity place for students to come together with all the members of ABAI.

The convention formally kicks off on Saturday with the 2012 SABA awards, recognizing service to the field by Maria E. Malott (Distinguished Service), Andy Bondy (International Dissemination), Pauline Horne and Charles Fergus Lowe (Scientific Translation), and University of North Texas Department of Behavior Analysis (Programmatic Contributions).

In his Presidential Address, "Now What Shall We Do?" Kurt Salzinger will make the case that, while applied behavior analysis is being recognized and used more widely in public policy development and the human health services sector, behavior analysts still have much to learn about the pursuit of progress in science and application.

The ABAI 2012 Presidential Scholar, lawyer and economist Ian Ayres, will provide an address titled, "Why Thinking-By-Numbers Is the New Way to Be Smart," in which he describes a new breed of number crunchers who analyze exceptionally large data sets at lightning speeds to affect decision making processes in real time. We are pleased to welcome Dr. Ayres, the William K. Townsend Professor at Yale Law School, the Anne Urowsky Professorial Fellow in Law, and a Professor at Yale's School of Management. He is perhaps best known as author of the *New York Times* best-seller, *Super Crunchers*; his most recent book is titled *Carrots and Sticks: Unlock the Power of Incentives to Get Things Done.*

Convention attendees are encouraged to look for and attend presentations in the B. F. Skinner Lecture Series, in which scholars from disciplines complimentary to behavior analysis present their work. Behavior analysts will find much of relevance to their own work within this outstanding group of presentations. The 2012 series will feature 13 lectures.

This year's program will also include 32 invited events and tutorials covering topics ranging from applied behavior analysis's potential to improve quality of life to use of evidence-based psychosocial treatment to advance treatment efforts, to practical applications of treatment alternatives for individuals with developmental disabilities and problem behavior. Invited events for the convention will include papers, panels, and symposia featuring Judy L. Agnew, Anthony Biglan, Andy Bondy, Michael F. James E. Carr, Cataldo, A. Charles Catania, Erica Chenoweth, John J. Conrad, Jesse Dallery, Richard Kevin Fleming, Victoria M. Follette, Eileen Gambrill, Kathleen A. Grant, Lyle K. Grant, Mark Greenwald, Donald A. Hantula, Dwight Harshbarger, Robert P. Hawkins, William L. Heward, Philip N. Hineline, Per Holth, Steven R. Hursh, Iver H. Iversen, Thomas H. Kelly, Donald K. Kincaid, Sandy Knott, Linda A. Leblanc, Nicole Luke, Lisa A. Marsch, Mark A. Mattaini, Thomas C. Mawhinney, E. Anne McBride, Raymond G. Miltenberger, Laura L. Methot, Kevin J. Munson, M. Christopher Newland, Gary D. Novak, Bill O'Connor, Martha Peláez, Nirvana Pistoljevic, Joe Reichle, Rederico Sanabria, Kathryn Saunders, Kenneth Silverman, Julie Smith, Tristram Smith, Monika M. Suchowierska, Travis Thompson, Fabio Tosolin, Julie S. Vargas, Keith E. Williams, William L. Woolverton, and Thomas Zentall.

After spending your days immersed in presentations, remember to take a night off—join us Monday evening for the ABAI Social. Featuring music and dancing, the social

See SEATTLE on page 22

SEATTLE continued from page 21

is an ideal way to unwind from the convention with friends and colleagues.

ABAI is offering a new service to convention registrants who are having trouble selecting which sessions to attend while onsite. Our web-based Learning Center allows us to audio and video tape select invited events—up to 45 hours of content—and post these presentations, along with the presenters' PowerPoint slides, on the website for purchase and review after the convention. Convention registrants can access content, including B. F. Skinner lectures, invited presentations and tutorials, the presidential address, and the presidential scholar address, for a reduced rate on site. Continuing education for licensed psychologists and certified behavior analysts will be available for many of these on-line presentations, as well as on site.

Don't forget to take the time to review behavior analytic books in the ABAI bookstore and to attend the author signings, where you will have the opportunity to meet authors and have your purchases inscribed. This year's convention will once again feature an exhibit hall, where we expect about 80 organizations to be providing information on their products and services. Additionally, those looking for employment should certainly access ABAI's job placement service, Jobs in Behavior Analysis. The annual convention is the perfect place to pursue career opportunities Heather M. McGee, Caio Miguel, M. Christopher Newland, and schedule interviews.

The complete 2012 program is now available on the ABAI website. New features of the on-line program include J. Waltz, and Jennifer R. Zarcone. Through their efforts, the the ability to search by domain (applied research, basic research, service delivery, or theory); event number; keyword rejections, to ensure quality events. or key phrase; and author's last name. The keyword/phrase and author's last name include an exact match option, which and dedication to making this convention a success. We will help you narrow results. The online program again has a invite you all to join us in Seattle in May.

feature for you to schedule the events you wish to attend and add personal appointments to your schedule. Your schedule is automatically saved to your ABAI portal account, allowing you to print it wherever and as often as you need.

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

Ramona Houmanfar and Raymond Pitts, Program Committee co-chairs, have been outstanding in their oversight of the convention program and deserve our thanks. Also due thanks are Kurt Salzinger, Program Board coordinator, and the Program Board area coordinators: Marleen T. Adema, Mark P. Alavosius, Robert W. Allan, Cynthia M. Anderson, Karen G. Anderson, Jennifer M. Asmus, Jennifer L. Austin, Patricia Bach, Anjali Barretto, Matthew C. Bell, Ronnie Detrich, Lori H. Diener, Jennifer N. Y. Fritz, Grant Gautreaux, Scott T. Gaynor, Per Holth, Kennon A. Lattal, Dorothea C. Lerman, Megan E. Maxwell, Martha Peláez, Anna Ingeborg Pétursdóttir, Jonathan W. Pinkston, Hayne W. Reese, Jessica Singer-Dudek, Thomas ABAI program receives careful review, with revisions and

Finally, ABAI staff members provide hours of hard work

ABAI Theory and Philosophy Conference

The Contribution of Conceptual and Theoretical Issues to the Science and Application of Behavior Analysis

November 2-4, 2012 • Inn and Spa at Loretto, Santa Fe, NM

Program Committee Co-chairs

Linda J. Hayes (University of Nevada, Reno)

M. Jackson Marr (Georgia Institute of Technology) **Featured Presentations**

Consciousness and Private Events Presenters: Jay Moore (University of Wisconsin, Milwaukee) and Howard Rachlin (Stony Brook University)
Discussant: Michael J. Dougher (University of New Mexico)

Behaviorism, Values, and Ethics Presenters: John E. R. Staddon (Duke University) and Max Hocutt (University of Alabama)
Discussant: Maria R. Ruiz (Rollins College)

Patterns of Explanation in Behavior Analysis: Models and Theories Presenters: Peter Killeen (Arizona State University) and Jack J. McDowell (Emory University)
Discussant: John W. Donahoe (University of Massachusetts, Amherst)

Logical and Scientific Verbal Behavior: What's Happened to Skinner's "Empirical Epistemology?"
Presenters: David C. Palmer (Smith College)
and Henry D. Schlinger (California State University, Los Angeles) Discussant: Timothy D. Hackenberg (Reed College)

What Counts as Behavior? Presenters: William M. Baum (University of California, Davis) and Charles P. Shimp (University of Utah) Discussant: Raymond Pitts (University of North Carolina Wilmington)

Learn more at www.abainternational.org/events.asp.

the Numbers: ata on the 2012 Annual

BY RAMONA HOUMANFAR

The Program Committee looks forward to another strong program at the 2012 annual convention in Seattle, WA. As in the past, our success is due to the continuous support provided by the ABAI administration staff and ABAI Executive Council. The following is a brief overview of the 2012 convention program.

Program Report

As this newsletter goes to press, there are 1,554 total submissions for 2012, including 781 posters (of which 334 were submitted for the second poster submission deadline of February 1), 260 panels and symposia, 141 papers, 38 invited addresses, 7 invited tutorials, 58 business meetings, 17 reunions, 15 special events, 141 expo posters, and 96 workshops (figure 1).

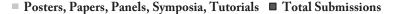
Overall, the steady growth in submissions that began in 2001 appears to have leveled off, with a decreasing trend over the past 3 years. With regard to the recent decrease in the overall number of submissions, the decline in poster submissions may well be the result of adding a second poster submission deadline of February 1. It may also be the Anjali Barretto (DDA), Dr. Martha Peláez (DEV), Dr. case, but is difficult to assess at this time, that decreases in other areas are the result of new program guidelines. The following guidelines were included in the ABAI 2012 call for papers: (a) Members were provided the opportunity for one oral presentation and one discussant role; (b) presentations involving a single study were submitted as posters, or submitted as part of an integrated symposium; (c) for symposia, submissions that involved an integrated

series of presentations organized around a central theme, involved presentations from multiple institutions rather than from a single laboratory, and contained a discussant outside of the presenting group were encouraged; and (d) increased visibility of poster presentations was prompted through members' ability to submit up to two (in addition to one oral presentation and one discussant role). Furthermore, the program space for posters was increased. As in the past, an updated version of the convention data and associated analyses will be provided at the upcoming convention in Seattle and in the summer newsletter.

Area Coordinators

The hard work and effort of the area coordinators resulted in 45 invited presentation submissions and tutorials. Moreover, 13 of the invited presenters were non-ABAI members (i.e., B. F. Skinner lecturers). The individuals who contributed to this process include incoming program co-chairs Dr. Mark Mattaini and Dr. Jesse Dallery and new area co-coordinator, Dr. Megan E. Maxwell (AAB), Dr. Jennifer Fritz (AUT), Dr. Scott Gaynor (CBM), Dr. Mark Alavosius (CSE), Dr. Cynthia Anderson (EDC), Dr. Christopher Newland (SCI), and Dr. Marleen Adema (TPC).

I would like to thank my co-chair, Raymond Pitts, for his invaluable collaboration, and all the area coordinators and other members of the Program Committee for their outstanding efforts. In addition, on behalf of the Program Committee, I would like to thank Maria Malott and her exemplary staff members for their support and guidance.



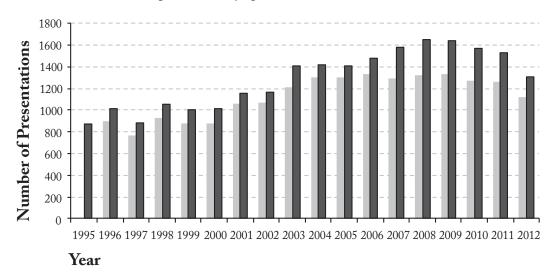


Figure 1. Number of presentations by year.

2012 Opening Event and Awards Ceremony

2012 SABA Awards

CHAIRED BY RICHARD W. MALOTT (WESTERN MICHIGAN UNIVERSITY) SATURDAY, MAY 11:30 AM-12:50 PM

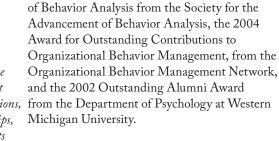
The Society for the Advancement of Behavior Analysis (SABA) provides financial support for the field of behavior analysis. As a 501(c)(3), nonprofit organization, SABA accepts tax-deductible donations, distributes donations through grants and fellowships, and recognizes leaders in behavior analysis with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

Award for Distinguished Service to Behavior Analysis

Maria E. Malott

(Association for Behavior Analysis International) Dr. Maria E. Malott is CEO of the Association for Behavior Analysis International (ABAI), which she has administered since 1993. During this time and within a few short years, ABAI has risen from near-bankruptcy to become a financially stable, growing scientific and professional organization. Her past experience includes serving as vice president of manufacturing at a midwestern injection molding company and president and founder of Malott and Associates, through which for 14 years she Maria E. Malott consulted for advertising agencies, restaurants, retail and manufacturing companies, hotels, banks, governmental organizations, and nonprofit 40 seasonal staff, developed an elaborate and institutions. Her clients have included Meijer, Inc.; Kellogg's; Pharmacia & Upjohn; General Motors Corporation; and others. Throughout her career, Dr. Malott has combined the analysis of metacontigencies and behavioral contingencies in managing complex systems and, in the process, has taught dozens of corporate executives to appreciate the power of organizational behavior management technology. Dr. Malott has presented nearly 200 papers, taught 34 workshops, and lectured in 37 universities in 18 countries, and is an affiliated faculty in three universities. She has served on four editorial boards and is the author of the book Paradox of Organizational Change, published in Spanish and English and co-author of Elementary Principles of Behavior.

She is a fellow of ABAI and was the recipient of



the 2003 Award for International Dissemination

Abstract

The Association for Behavior Analysis International (ABAI) has been in existence for 39 years. In the last 20 years, the field has diversified its scientific undertakings and has experienced accelerated demand for behavioranalysis services across various domains, most notably autism treatment. ABAI has adjusted to these demands, while growing at a rapid rate: In the last 20 years, membership has grown from 2,412 to 6,411 (266%); registration at the annual convention, from 2,894 to 4,543 (157%); chapters, from 31 to 81 (261%); and special interest groups, from 20 to 34 (170%). While adjusting to external demands, ABAI has offered a variety of specialized events, increased the number of its publications, and offered diverse new services—all highly rated by our members. During this period, ABAI has also developed a solid infrastructure that grew from 2 to more than 20 regular employees and nearly effective technical and process infrastructure, and acquired its own headquarters. I will share an inside perspective on the major challenges we have faced and accomplishments we have achieved in ABAI's recent evolution and also the opportunities that lie ahead for the association and the discipline.



Award for International Dissemination of Behavior Analysis

Andy Bondy

(Pyramid Educational Consultants)

Andy Bondy, Ph.D., has over 40 years experience Scientific Translation working with children and adults with autism and related developmental disabilities. For more than a dozen years he served as the director of a statewide public school program for students with autism. He and his wife, Lori Frost, pioneered the development of the Picture Exchange Communication System (PECS). He designed the Pyramid Approach to Education as a comprehensive combination of broad-spectrum behavior analysis and functional communication strategies. He is a co-founder of Pyramid Educational Consultants, Inc., an internationally based team of specialists from many fields working together to promote integration of the principles of applied behavior analysis within functional activities and an emphasis on developing functional communication skills. He currently serves as vice-chair of the Board of Directors for the Cambridge Center for Behavioral Studies.

Abstract

The first conference presentations about the PECS were presented in the late 1980s. The first publication about PECS described its initial use in a behaviorally oriented program in Peru. Since countries. Professor Lowe led the Experimental that time, hundreds of thousands people have attended workshops on PECS and the Pyramid Approach to Education around the world. The effective implementation of PECS requires the application of many strategies developed within the area of broad spectrum behavior analysis. The popularity of PECS has helped attract large numbers of professionals (and family members) outside of the field of behavior analysis and has offered them a functional perspective on language development and a host of teaching issues. Citations of key research and review articles support its appeal. The PECS Manual has a circulation of over 300,000 copies in ten languages supported by Pyramid consultant teams in a dozen countries. Workshops, consultation and products developed by Pyramid Educational Consultants, Inc. have introduced the relevance of not only focusing on observable behavior but also on the issue of "behavior under

what conditions." In this way, the strategies required to teach functional communication has been promoted as not only relevant to picture-based systems but to all communication modalities, and indeed, to all types of lessons.

Award for

Charles Fergus Lowe and Pauline Horne

(Bangor University) A graduate of Trinity College, Dublin, Charles Fergus Lowe is professor of psychology at Bangor University, Wales. His early research was concerned with temporal control of responding on schedules of reinforcement, and later focussed on inter-species similarities and differences and, in particular, the transformative role of verbal behavior. This led in turn to research on the development of operant behavior in children and studies of adult human behavior in clinical and nonclinical populations. With Dr. Pauline Horne, he has produced a new theoretical account of early language development, specifically "naming," and its role in bringing about apparently emergent relations. In recent years he has developed, with Dr. Horne, a programme that is very effective in bringing about large and long-lasting changes in children's diets. This award-winning programme, The Food Dudes, is being introduced to all primary schools nationally by the Irish Government, to regions of the UK, and is attracting interest in several other Analysis of Behaviour Group in the UK for many years. As one passionate about the advancement of behavior analysis in Europe, he helped to initiate the first European-wide meetings of behavior analysts and was the first chair of the European Association for Behaviour Analysis.

Pauline Horne's research in the areas of children's learning and the psychology of food choice is published in leading international journals and books. With her colleague, Professor Fergus Lowe, she has developed an intervention-known as The Food Dudesthat brings about large scale and long lasting increases in children's consumption of fruit and vegetables. Its success in combating obesity has been recognised by awards from the World Health Organisation and the Caroline Walker Trust. The Programme is currently being introduced into all primary schools in Ireland





Andy Bondy



Charles Fergus Lowe



Pauline Horne

AWARDS continued from page 25

and selected regions of England. It is also being piloted in a number of other countries.

Abstract

Behavior analysis could be much more successful than it has been in dealing with many of the most pressing issues that beset contemporary society. Governments across the globe are now seeking behavior change solutions to prevent costly health, social, financial, and environmental problems. This presents great opportunities for behavior analysts to demonstrate that they have the knowledge and skills to change society for the better. Our research can be seen as an attempt to do just that. We chose the biggest public health problem of our time—obesity—and set about devising an intervention that incorporated a range of behavioral principles. The resultant program is known as the Food Dudes, and it has been uniquely successful in bringing about large and long-lasting changes in the eating habits of 2-11-year-olds and their parents. It has been adopted by the Irish government for all primary schools, and more than 300,000 children and their families have participated so far. It is now being rolled out to regions in England, initially to 50,000 children. Successful pilots have also been conducted in the USA and Italy. Recognition has come from various quarters, including the World Health Organization, which gave us an award for combating obesity; we also recently won the Chief Medical Officer's Gold Medal Award in the UK.

Award for Enduring Programmatic Contributions to Behavior Analysis

University of North Texas Department of Behavior Analysis

Richard G. Smith and Sigrid S. Glenn will accept the award on behalf of the program's faculty, students, and graduates. Their presentation will consist of a brief overview of the program's evolution, milestone events, accomplishments, and present day activities.

Abstract

The Department of Behavior Analysis at the University of North Texas (UNT) has established a long tradition of leadership in teaching,

service, and scholarship of behavior analysis. Its forerunner, the Center for Behavioral Studies, began in 1971 offering practicum training for UNT students through its Autism Treatment Center, its Behavior Contracting Service, and its Behavior Exchange Clinic. It morphed into the Center for Behavior Analysis in 1983 when courses in behavior analysis were first introduced on the UNT campus. In 1993, it became the nation's first stand-alone Department of Behavior Analysis, thereby initiating a long line of firsts: the first graduate program accredited by the Association for Behavior Analysis, the first undergraduate degree in applied behavior analysis, and the first online program to provide coursework required for professionals seeking certification by the Behavior Analysis Certification Board. Along with these "firsts," the department has enjoyed a long-standing reputation for excellence for its work in autism and related disabilities, basic human operant research, behavior and cultural analysis, applied behavior analysis with animals, and more. The department's stellar Master of Science Program has attracted students from all across the United States as well as the UK, Iceland, Norway, Japan, Colombia, and Brazil, to name a few. Accreditation reviews of the program have deemed it to be "rigorous and broad, focusing equally on basic and applied aspects of behavior analysis," and have concluded that "students who complete this program have experienced a course of study more like one might expect in a doctoral program than in a master's level program." The faculty has been described as "world class" and its research and service efforts as "cutting edge." Above all, the department values community, with professors who genuinely care about their students and the people (and nonhuman animals!) they serve, as well as doing all we can to promote the viability of our discipline and sustainability of our culture. We work hard, have fun, and try to do good, and we hope to continue to build on our history of enduring contributions to behavior analysis—as well as the larger culture—for a long, long time.

Behavior Analysis in Practice

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

Published twice per year, this peer-reviewed publication is intended for practicing behavior analysts, educators, staff in settings where behavior-analytic services are provided, and scientist-practitioners.

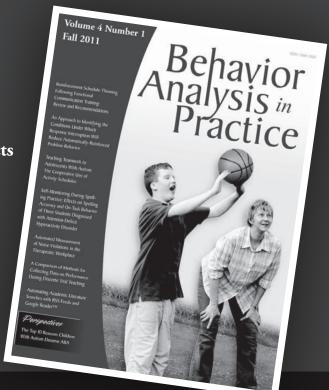
- Empirical reports describing the application and evaluation of behavior-analytic procedures
- Discussion papers on professional and practice issues
- Reviews of the empirical literature that provide best practice guidelines
- Technical articles on methods, data analysis, and instrumentation in the practice of behavior analysis
- Tutorials on terms, procedures, and theories relevant to best practice in behavior analysis
- Critical reviews of books and products that are aimed at practitioners or consumers of behavior analysis

Subscription Information

full-time students: 30.00

individuals: 41.00 (personal use)

institutions: 102.00





BAP Website

Information for prospective authors and subscriber access to supplemental materials can be found at

http://www.abainternational.org/BAinPractice.asp

2012 SABA Fellowship and Grant Awardees

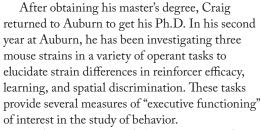
Experimental Analysis of Behavior Fellowship

Craig Cummings

(Auburn University)

During his undergraduate education at Auburn University, Craig gained research experience in several fields of psychology including applied, clinical, and experimental psychology. However, he found the experimental control offered by the laboratory most appealing. While working in the behavioral-toxicology laboratory under the supervision of Dr. M. Christopher Newland he gained an appreciation of the experimental analysis of behavior, behavioral pharmacology, and behavioral toxicology that led him to pursue a **Craig Cummings** graduate career in experimental psychology.

> After obtaining his bachelor's degree in psychology from Auburn University he began a master's program in psychology under the supervision of Dr. Raymond C. Pitts at the University of North Carolina Wilmington in an animal behavioral pharmacology laboratory. His thesis investigated the effects of morphine administration on choice controlled by reinforcement delays that changed across experimental sessions. This was particularly relevant because in a pharmacological study of delay discounting it is difficult to delineate changes in sensitivity to reinforcement delay and amount. Thus, his project investigated the effects of opiates on choice controlled by a single reinforcement parameter, reinforcement delay. The results of this experiment indicated that several doses of morphine produced a decrease in sensitivity to reinforcement delay with little effect by very rapid changes in food ratios over time. on bias or sensitivity.



For future projects at Auburn University Craig will investigate attention deficit hyperactivity disorder in a potential mouse model of the disorder that has been proposed based on

laboratory findings. In a second line of research, Craig is interested in investigating the effects of selective norepinephrine reuptake inhibitors on choice in a spatial discrimination reversal procedure with C57BL/6n mice. With the SABA fellowship Craig will use a specific version of a spatial-discrimination reversal procedure that will allow for the study of acute administrations of selective norepinephrine reuptake inhibitors and other pharmacological compounds with C57BL/6n mice.

Experimental Analysis of Behavior Fellowship

Ludmila Miranda Dukoski

(University of Auckland)

Ludmila Miranda Dukoski graduated with a BSc from the University of Auckland in late 2009. Courses taken as part of her undergraduate degree included psychology (major), physical anthropology, and statistics. Her interest in psychology first began in high school when she began to read about the expected quality of life for people with a range of psychiatric illnesses. However, upon taking an undergraduate course in behavioral psychology, and subsequently meeting Professor Michael Davison and Associate Professor Douglas Elliffe, Ludmila knew that her need to know all the answers to life's "why" questions was better suited to a research-based area of psychology. Therefore, Ludmila then moved on to the BSc (Hons) postgraduate degree, with Professor Davison as her supervisor. During this year, she investigated how preference following food delivery is affected This project became the basis for her Ph.D. in which she continues to investigate local changes in preference following food delivery under the supervision of Professor Davison and Associate Professor Elliffe.

Other research interests include behavioral momentum approaches to assess the effects of stimulus context on relapse of extinguished operant behavior as well as stimulus discrimination in a more-than-two keys procedure. Ludmila considers herself fortunate to be currently involved in side projects in each of these areas with Dr. Christopher Podlesnik,



Ludmila Miranda Dukoski

Associate Professor Elliffe, and other members of the University of Auckland Operant Laboratory.

Upon completing her Ph.D., Ludmila hopes to continue both teaching and conducting research in an area related to her Ph.D. topic in an academic setting. Finally, Ludmila would like also show pronounced weaknesses in areas of to thank and acknowledge the support of her friends, family, colleagues, and supervisors as well as the SABA donors who make awards like the SABA Experimental Analysis of Behavior Fellowship possible.

Sidney W. and Janet R. Bijou Fellowship

Sara M. Bauer

(Queens College and the Graduate Center, City University of New York)

As the director of a Sunday recreation program for teenagers with autism and Down syndrome, Sara M. Bauer first became aware of the importance of behavior analysis. Her experiences coordinating this program sparked her interest in behavior analytic interventions for learners with developmental disabilities.

Sara pursued her interests in applied behavior analysis and developmental disabilities in her undergraduate studies at Queens College, City University of New York. After receiving her undergraduate (BA) degree in psychology from Queens College in 2008, Sara entered the Learning Processes and Behavior Analysis doctoral program at Queens College and the Graduate Center, City University of New York, under the supervision of Dr. Emily A. Jones. Sara continued to gain clinical experience with children with autism, but began to observe the dearth of options for young learners with Down syndrome.

Since then, Sara's research has concentrated on examining behavior analytic interventions to address characteristic weaknesses associated with the Down syndrome behavioral phenotype (a pattern of strengths and weaknesses specific to the disorder). Information about relative weaknesses can guide choice of skills to address in intervention. Madden, Julie conducted research on open and Furthermore, the relative strengths identified could be built upon to address these weakness. In one study, Sara used prompting and social reinforcement, to address weaknesses in verbal imitation and requesting skills in toddlers with Down syndrome. All of the toddlers successfully acquired the target responses and generalized, emitting novel sounds in imitation.

Sara hopes that the promising results of her research focusing on communication impairments will validate the implementation of behavior analytic interventions to address other areas of weakness. Children with Down syndrome motor development. One early manifestation of these motor weaknesses is in exploratory motor skills (a subset of motor skills that involve motor movements with objects). No behavior analytic interventions have yet to be implemented to address this area.

Interventions addressing impairments in young children with Down syndrome can significantly improve outcomes. It is critical that interventions addressing these impairments do so in the most effective way. Sara is also involved in a series of studies examining intervention intensity (e.g., number of opportunities per session) in children with Down syndrome. The goal is to improve the way intervention is provided so young children with Down syndrome rapidly acquire a foundation of skills that supports subsequent learning and significantly improves outcomes.



Julie A. Brandt

(University of Kansas)

Julie Ackerlund Brandt was first introduced to behavior analysis in 2004 when she began working with Dr. Kevin Klatt and Dr. Gregory Madden at the University of Wisconsin, Eau Claire (UWEC). Under the supervision of Dr. Kevin Klatt, Julie worked in both an on-campus clinic and as an inhome therapist for children with autism spectrum disorders. In addition, Julie worked at a local private elementary school using direct instruction to teach reading to kindergarten children with and without autism. She also conducted research with Dr. Klatt evaluating the effects of different prompting procedures on acquisition in children with autism. Under the supervision of Dr. Gregory closed economies with pigeons. While at UWEC, Julie also served as a teaching assistant for Dr. Klatt, Dr. Madden, and four other faculty in the psychology department for a total of 11 courses.

After earning her BS, Julie was accepted to the master's program at Southern Illinois University (SIU). At SIU, Julie worked under the supervision of Dr. Anthony Cuvo at the Center for Autism

See GRANTS on page 30



Sara Bauer



Julie A. Brandt

GRANTS continued from page 29

Spectrum Disorders providing clinical services and specialized in developing speech and language school consultation to children with autism and their families. Her thesis involved evaluating the effects of a training program, including systematic desensitization procedures to increase tolerance for medical equipment and procedures in children with autism. Julie also worked as a teaching assistant for Dr. Nicole Heal and editorial assistant for Dr. Ruth Anne Rehfeldt at the Psychological Record while at SIU. She received her master's degree in behavior analysis and therapy in 2009.

In 2009, Julie began her doctoral training at the University of Kansas (KU). Under the supervision of Dr. Claudia Dozier, Julie has conducted research on the assessment and treatment of problem behavior as well as procedures for skill acquisition with preschool children. In addition, Julie has worked as a teaching assistant in an undergraduate practicum course training undergraduate students in behavior analysis and early intervention in an inclusive classroom environment. Julie's research has focused on child development with both typically developing children and children with developmental disabilities. Specifically, Julie's research studies have included a comparison of antecedent and consequent interventions on the acquisition of sight-word reading, a determination of the mechanisms responsible for the effectiveness of interventions for skill acquisition, evaluations of variables affecting reinforcer efficacy (e.g., response effort), and the reinforcing effects of choice opportunities with typically developing preschool children. Julie hopes to continue these lines of research while at KU and extensions thereof in an academic setting after earning her degree.



Amanda Mahoney

Doctoral Dissertation Grant

Amanda Mahoney

(Western Michigan University)

Amanda Mahoney is a Ph.D. candidate at Western Michigan University studying applied behavior analysis with Dr. Alan Poling. Amanda received a MS in applied behavior analysis from Northeastern University in 2007. While working toward her master's, she implemented behavioral programs for teenagers with severe behavior problems at the New England Center for Children. After graduation, Amanda acted as a behavioral coordinator at two other residential schools in Massachusetts and as a behavioral consultant for Esch Behavior Consultants and



private families in Michigan. In this capacity, she curricula and programs to reduce problem behavior. Currently, she works at APOPO, a Belgian NGO in Tanzania. APOPO trains giant African pouched rats in scent detection tasks. The rats are currently used operationally in Tanzania and Mozambique to identify patients with tuberculosis from sputum samples and in Mozambique and Angola to search out landmines (Don't worry, the rats are too light to detonate the mines!). At APOPO, Amanda is overseeing the tuberculosis detection research and setting up methods to evaluate APOPO's mine detection rats. Amanda has conducted research in verbal behavior, stimulus control, and problem behavior. Her master's thesis evaluated the role of manual hand signs in categorization tasks with typically developing preschool children. Her main research interests include early language acquisition, stimulus control in scent detection tasks, and the application of behavior analysis. After graduation, Amanda would like to teach at the graduate level while continuing a line of research in a socially important area.

Doctoral Dissertation Grant **Celine Paeve**

(University of Lille Nord de France)

Celine Paeye is currently finishing her Ph.D. in psychology in the University of Lille Nord de France. During her undergraduate studies she has been involved in several applied projects in an innovative center (directed by Pr. Jean-Claude Darcheville and Dr. Vinca Riviere) dedicated to improving the lives of individuals with disabilities through behavioral intervention and training.

Celine also carried out several research projects in experimental analysis of behavior on the control of eye-movement properties by reinforcement contingencies. She learned to use high-resolution eye tracking systems in the URECA laboratory under Dr. Laurent Madelain's supervision.

She was awarded with a 3-year grant from the French ministry of research to conduct her thesis project. During her graduate studies Celine has expanded her knowledge on both psychophysics and experimental behavior analysis, focusing her research on the control of oculomotor dimensions by the functional consequences of eye movements—one of the studies she has carried out with Dr. Laurent Madelain has been published in the Journal of Experimental Analysis of Behavior in 2011. More specifically,

she investigates the role of behavioral variability on motor control and on the emergence of new sensorimotor responses. Her long-term goal is to further investigate the effects of operant reinforcement on oculomotor control in the operant learning framework, which provides an alternative to current cognitive and computational theories of motor control by postulating a general learning mechanism.

Celine sees the Ph.D. as a professional stepping-stone toward an academic career. Indeed, since the beginning of her graduate studies she has worked as an assistant professor in the psychology department of the University of Lille Nord de France: she has taught behavior analysis principles and general psychology, as well as statistics to undergraduate students, and has supervised master's theses writing.

Celine feels honored to be one of the awardees of the 2012 Doctoral Dissertation Grant, which will help her to pursue her career goals at an international level.

Master's Thesis Grant Nathaniel J. Hall

(University of Florida)

Nathaniel Hall graduated from the University of Florida with a degree in microbiology and cell science. Although Nathaniel's coursework was in microbiology, his research interests were in animal behavior. During his second year of undergraduate work, Nathaniel began assisting in behavioral research under the direction of Clive Wynne. Nathaniel conducted his first experiment looking at point following behavior in megachiropteran bats and later helped conduct an experiment, under the direction of Monique Udell, looking at the stimulus properties that influence the point following behavior of pet dogs.

Nathaniel's interests led him to pursue behavior analysis at the University of Florida, where he was admitted to graduate school. In graduate school, Nathaniel has been interested in the remarkable olfactory capabilities of dogs and is interested in studying olfactory learning in dogs. In his first year of graduate school, Nathaniel has studied different methods to systematically train dogs to alert to a novel odor. Nathaniel plans to utilize the systematic procedure developed from his first study to look at the variables that control acquisition and maintenance of an odor detection in dogs.

Nathaniel hopes to obtain a Ph.D. in behavior analysis and continue behavioral research as a

post doc, and later, as a professor. He hopes that his research will answer basic questions about the variables that influence olfaction, and will be directly applicable to detector-dog training programs.

Nathaniel thanks the Society for the Advancement of Behavior Analysis for their support. He would also like to thank Clive Wynne and all of his lab mates for their support and encouragement.

Master's Thesis Grant

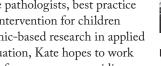
Kate Koehler-Platten

(St. Cloud State University)

Kate A. Koehler-Platten received her undergraduate degree in psychology and theatre from the University of Alaska Fairbanks in 2001. She moved to Minneapolis, Minnesota and began working as a behavior therapist for children with developmental disabilities in 2003. Kate's clinical experience with children and interest in behavior analysis motivated her to pursue a master's degree in applied behavior analysis at St. Cloud State University. She completed her internship under the supervision of Dr. John Rapp and Dr. Kim Schulze has advised Kate on her thesis. She began her thesis under the advisement of Dr. Laura Grow (University of British Columbia), who continues to consult on the project.

Kate is completing the final stages of data collection for her thesis. Her study is titled, "Using a Lag Reinforcement Schedule to Increase Phonemic Variability in Children with Developmental Delays." The purpose of the study is to determine if a lag reinforcement schedule is effective for (1) increasing variability in speech sounds, and (2) broadening the phonemic repertoire in young children with delayed vocal repertoires. Kate's thesis has also received financial support from the Speech Pathology Special Interest Group of the ABAI in their 2011 Student Research Grant competition.

Kate's research and clinical interests include procedures for establishing early vocal communication, pre-verbal communication, and alternative forms of communication (e.g., alternative and augmentative communication devices), interdisciplinary collaboration with speech and language pathologists, best practice procedures in early intervention for children with autism, and clinic-based research in applied settings. After graduation, Kate hopes to work as a behavior analyst for a company providing





Nathaniel J. Hall



Kate Koehler-Platten

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intensive behavioral intervention to children with autism spectrum disorders while continuing to conduct research in the area of early language acquisition as a practitioner.

Kate would like to thank the Society for the Advancement of Behavior Analysis for its continued support of student research. She would also like to thank Tara Bertone at Autism Matters for her support in carrying out this research.

Amy Durgin

Due to the success demonstrated by APOPO's Judith Mathews the organization.

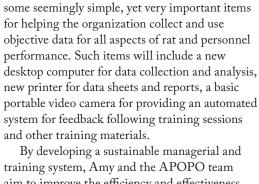


(Western Michigan University)



rat detection technology, APOPO is quickly growing with de-mining projects developing in several other countries as well as and new applications of the rats continuously under evaluation. The purpose of the present work, which will serve in part, as Amy's doctoral dissertation, is to use organizational behavior management techniques (e.g., systems analysis, training, goal-setting, and feedback) to create a self-sustaining system of behavioral expertise and measurement for evaluating and maintaining quality staff performance. The study will focus on developing a system for maintaining specific managerial behaviors that affect the behavior of trainers in a way that leads to optimal training of the rats. The ultimate aim is to reduce the reliance on temporary, external expertise in order to promote opportunities for the local community, while maintaining a high quality level of animal training—the crucial factor for the success of APOPO as well as the lives of those affected by





The SABA grant will be used to purchase

training system, Amy and the APOPO team aim to improve the efficiency and effectiveness of the training process and assist local staff with practicing the incorporation and regular use of objective measures for all aspects of evaluating performance, whether rat, trainer or systematic.

International Development Grant

Judith R. Mathews

(University of Nebraska Medical Center) Psychology is a relatively new field in Kenya. Within the broad fields of psychology, psychiatry, and counseling there is very little content related to working with children in general or children with disabilities, and applied behavior analysis child psychiatrist in the entire country and no child psychologists/counselors. The only training in child development is in the fields of educational psychology and special education, where all the emphasis is on school settings. Counseling and educational psychology students receive a single optional course in behavior modification, taught by professors with no background in ABA. Furthermore, many behavioral health professionals report avoiding working with children, due to their exclusive cognitive or psychoanalytic training. The recently ratified new Kenyan constitution outlaws the use of corporal punishment, leaving parents and teachers to feel as though they have few or no tools for managing children's behavior.

Dr. Judith Mathews has recently completed a 9-month Fulbright scholarship, in which she taught psychology at two universities in Kenya. As such, she taught a 7-week seminar in applied behavior analysis and was a guest lecturer in single-subject research design and behavioral medicine. Coincidentally, there are two bachelors-level students who are just beginning online coursework towards BCaBA certification

through the University of Massachusetts at Boston and a third Kenyan who is currently obtaining his Ph.D. in ABA. These individuals are working primarily with children with autism spectrum disorder and are planning to set up an online BCBA certification program through the University of Massachusetts. We hope to coordinate our efforts to introduce ABA training, making Kenya the only eastern African country to offer such training.

Through this SABA grant, Dr. Mathews will (1) assist the people at the University of Massachusetts in formalizing a collaboration with a Kenyan university in developing an ABA certification program and in supervising candidates; and (2) develop the first of a series of online behavioral pediatric psychology courses that are specifically geared to African culture. The introductory behavioral pediatric psychology course will introduce undergraduate students to basic principles of ABA in the context of children and common child behavior problems. It will be a foundation course for further courses in child psychopathology, child development, advanced behavioral pediatric psychology, and practicum placements, among others. It will be geared specifically towards African children and common behavioral problems found in Kenya.

International Development Grant

Tracy Pierce Bender

(Brent Woodall Foundation for Exceptional Children) The Brent Woodall Foundation for Exceptional Children (BWF) is a nonprofit organization based in Irving, Texas. The BWF provides free evaluations and parent training as well as intensive intervention programs for children ages 0-12 years with autism and other developmental disabilities. As part of its international outreach, the directors at the BWF created the Targeted Intervention for Parent Support (TIPS) Program. This program is implemented by Cristi's Outreach Foundation in Barlad, Romania, which provides applied behavior analysis (ABA) intervention for children ages 0-6 years with autism and other developmental disabilities. The BWF provides technical expertise and funding to support Cristi's Outreach. TIPS targets economically impoverished parents of developmentally delayed children and caretakers of developmentally delayed orphans. Services are provided to families from the community

of Barlad as well as families from all around Romania. TIPS addresses the shortfall in Romania's behavioral support services for children with deficits in language development, cognitive development, academic skills, selfhelp skills, and social skills. TIPS aims to train parents and caretakers to select appropriate goals for their children; break down target skills into small, discrete, and measurable tasks; and teach these target skills at home and in the community. Additionally, parents and caretakers are taught to collect and analyze data for their child's target skills. Initial TIPS training is conducted over 3 hours and includes an individualized assessment, an educational evaluation, and training in the basic principles of ABA. Training is presented to parents and caretakers using modeling, hands on practice, and individualized feedback. Three follow-up sessions are conducted within 1 month of the initial TIPS training. Each follow-up session lasts 3 hours; these sessions include review and update of goals based on the data collected by parents and caretakers. Additional training can be scheduled on an individualized basis. The TIPS program efficacy is evaluated based on the number of target skills learned by each child, the accuracy of parent implementation of ABA programming, and social validity based on parent report. Cristi's Outreach aims to provide TIPS programming in order to empower parents and care takers to take an active role in their child's development.



Tracy Pierce Bender

B. F. Skinner Lecture Series

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

Applied Animal Behavior
Behavioral Genetics and the Evolution
of the Domestic Dog: Implications for
Social Behavior



James C. Ha (University of Washington) Sunday, May 27 10:00 am

Community Interventions, Social and Ethical Issues

Why Civil Resistance Works: The Future of Nonviolent Conflict



Erica Chenoweth (Wesleyan University) Sunday, May 27 2:00 pm

Experimental Analysis of Behavior

Some Determinants of Behavioral Variability During Learning



Aaron P. Blaisdell (University of California, Los Angeles) Saturday, May 26 2:00 pm

Measuring Canine Behavior by Proxy: Benefits and Limitations



James Serpell (The University of Pennsylvania) Monday, May 28 11:00 am

Behavioral Activation for Whatever Ails You



Christopher R. Martell (University of Washington) Sunday, May 27 10:00 am

Education
Building Children's Emotional,
Social, and Academic Bank Accounts:
Working in Schools



Carolyn Webster-Stratton (University of Washington) Saturday, May 26 1:00 pm

Behavioral Pharmacology Neuroimaging and Drug Taking in Primates



Leonard L. Howell (Yerkes National Primate Research Center) Saturday, May 26 3:00 pm

Human Development From Early Detection to Early Intervention for Autism: How to Bridge the Gap



Wendy Stone (University of Washington) Monday, May 28 2:00 pm

Conjoint Behavioral Consultation: Two Decades of Research on Family-School Partnerships and Problem-Solving



Susan Sheridan (University of Nebraska-Lincoln) Monday, May 28 10:00 am

Clinical, Family, Behavioral Medicine

Spousonomics: Using Economics to Master Love, Marriage, and Dirty Dishes



Jenny Anderson (The New York Times) Saturday, May 26 2:00 pm

Science

New Opportunities: Using Sensor-Driven Technologies for Measuring and Motivating Behavior Change



Stephen Intille (Northeastern University) Sunday, May 27 11:00 am

Teaching Behavior Analysis

Functional Neuroimaging Studies of Reward Processing in the Human Brain



Mauricio Delgado (Rutgers University) Saturday, May 26 2:00 pm

Verbal Behavior Numerical Competence in the Grey Parrot



Irene Pepperberg (Harvard University) Saturday, May 26 3:00 pm



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www.littleleaves.org

Invited Events and Tutorials

Applied Animal Behavior **Using Animals to Modify Human Behaviour: Applied Behavior Analysis** and Animal Facilitated Therapy



E. Anne McBride (University of Southampton) Saturday, May 26 3:00 pm

Behavioral Pharmacology Commemoration of Charles R. Schuster's Impact on Behavioral **Pharmacology and Drug Abuse**



William L. Woolverton (University of Mississippi Medical Center)



Anthony Biglan (Oregon Research Institute)

Community Interventions, Social and Ethical Issues

Without Violence: Constructing the

Autism Evolution of Research on Interventions for Individuals With Autism Spectrum Disorder: **Implications for Behavior Analysts**

Evidence-Based Communication



Tristram Smith (University of Rochester Medical Center) Sunday, May 27 9:00 am

Kathleen A. Grant (Oregon Health & Science University)



Mark Mattaini (Jane Addams College of Social Work)



(Wayne State University)



Mark Greenwald



Victoria M. Follette (University of Nevada, Reno) Sunday, May 27 3:00 pm



Andy Bondy (Pyramid Educational Consultants) Sunday, May 27 2:00 pm



Kenneth Silverman (Johns Hopkins University) Sunday, May 27 3:30 pm





William L. Heward (The Ohio State University)

Information and Behavioral Technology to Promote Drug Abstinence



Jesse Dallery (University of Florida) Monday, May 28 10:00 am



Donald A. Hantula (Temple University) Lyle K. Grant (Athabasca University) Monday, May 28 2:00 pm

Developmental Disabilities Human Development

"Please Take a Bite!" What Behavior Analysis Has to Offer the Field of **Childhood Feeding Problems**



Keith E. Williams (Penn State Hershey Medical Center) Saturday, May 26 2:00 pm

Finding the Baby in the Bath Water: A Behavioral Systems Approach to

Child Development



Martha Peláez (Florida International University)



Experimental

Generative Models

Analysis of Behavior

Linking Psychological Constructs

to Behavioral Performance Using

Federico Sanabria (Arizona State University) Monday, May 28 11:00 am

Establishing the Conditional Use of Socially Acceptable Alternatives for Problem Behavior: Practical Applications With Individuals With Moderate and **Severe Developmental Disabilities**



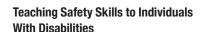
Joe Reichle (University of Minnesota) Sunday, May 27 3:00 pm

Gary D. Novak (California State University, Stanislaus)



The Concept of Inhibition in the

A. Charles Catania (University of Maryland, Baltimore County) Monday, May 28 3:00 pm





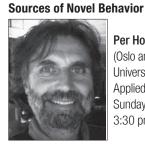
Raymond G. Miltenberger (University of South Florida) Monday, May 28 4:00 pm



Monika M. Suchowierska (Warsaw School of Social Psychology) Sunday, May 27 2:00 pm



Correcting Myopia in Organizational Joint Attention in Children With Autism: Behavior Management



Per Holth (Oslo and Akershus University College of Applied Sciences) Sunday, May 27 3:30 pm



Dwight Harshbarger (West Virginia University) Sunday, May 27 11:00 am

Taking the Luck out of Safety: A Behavioral Approach to Safety Leadership



Judy L. Agnew (Aubrey Daniels International) Monday, May 28 9:00 am

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Bill Hopkins: A Model for Dissemination Other



Thomas C. Mawhinney (University of Detroit Mercy)



Fabio Tosolin (Association for the Advancement of Radical Behavior Analysis)



Sandy Knott (Supervalu, Inc.) Monday, May 28 3:30 pm

Bill Hopkins: His Impact as a Behavior **Analytic Pioneer**



Robert P. Hawkins (West Virginia University)



M. Christopher Newland (Auburn University)



Richard Kevin Fleming (University of Massachusetts Medical School)



Laura L. Methot (CLG, Inc.)

John J. Conard (ACES ABA) Sunday, May 27 9:30 am

A Pigeon Model of Human **Gambling Behavior**



Thomas R. Zentall (University of Kentucky) Monday, May 28 9:00 am

Branding Behavior Analysis Globally



Julie Smith (Continuous Learning Group, Inc.)



Kevin J. Munson (Sears Holdings Corporation)



Bill O'Connor (Continuous Learning Group, Inc.) Monday, May 28 10:00 am





Eileen Gambrill (University of California, Berkeley) Saturday, May 26 1:00 pm

Systems Change and Behavior Analysis: The Impact of the Florida PBS Project



Donald K. Kincaid (University of South Florida) Sunday, May 27 10:00 am

The Profession of Applied Behavior Analysis: What We Are and What We Are Not



Michael F. Dorsey (Endicott College) Monday, May 28 2:00 pm

Science

Technology-Based Therapeutic Tools Targeting Substance Use Disorders: Research Findings, Opportunities, and Future Directions



Lisa A. Marsch (Dartmouth College) Sunday, May 27 9:00 am

You May Not Agree With Everything I've Done, But You Won't Forget That I Was Here: A Tribute to Joseph V. Brady



Travis Thompson (University of Minnesota)



Thomas H. Kelly (University of Kentucky College of Medicine)



Steven R. Hursh (Institutes for Behavior Resources, Inc.) Sunday, May 27 2:00 pm

Teaching Behavior Analysis

The Impact of Teaching as Applied Behavior Analysis in Post-war, Postcommunist Country: Bringing the Change and Hope for Children With and Without Special Needs in Bosnia and Herzegovina



Nirvana Pistoljevic (Teachers College, Columbia University) Sunday, May 27 11:00 am

Behaviour Analysis in Educational Settings: Consulting With the Whole School Instead of Just the Child



Nicole Luke (Surrey Place Centre) Monday, May 28 9:00 am

Theoretical, Philosophical, and Conceptual Issues

Why Skinner Considered Verbal Behavior His Most Important Work

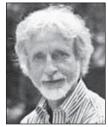
Julie S. Vargas (B. F. Skinner Foundation) Saturday, May 26 1:00 pm

The Need for Molecular Analyses



Iver H. Iversen (University of North Florida) Sunday, May 27 10:00 am

Tacting, Describing, Naming, and Explaining: The Interpretive Status of Behavior-Analytic Principles



Philip N. Hineline (Temple University) Monday, May 28 2:00 pm

Verbal Behavior

The Role of Problem Solving in Teaching Complex Verbal Repertoires



Linda A. LeBlanc (Auburn University)



James E. Carr (Behavior Analyst Certification Board) Sunday, May 27 11:00 am

Considerations in the Instructional Programming of Early Reading Skills



Kathryn Saunders (University of Kansas) Monday, May 28 3:00 pm

SABA 2012 Senior Student Presenter Grant Recipients

ABAI and SABA are pleased to congratulate the students who will be attending the 2012 Annual Convention in Seattle thanks to the SABA Senior Student Presenter Grant and the generous contributions of ABAI members.

Bangor University

Emily Tyler

Baruch College, City University of New York

Hyunah Cho

Chung-Ang University

Jaehee Lee Kyehoon Lee Kwangsu Moon

Claremont Graduate University

Catherine Miltenberger

Doshisha University

Naoko Kishita

Eastern Michigan University

Zina Eluri

Global Autism Project

Pooja Panesar

Keio University

Soichiro Matsuda Masahiro Morii Mikimasa Omori

Kwansei Gakuin University

Chiharu Baba

National University of Ireland, Galway

Ciara Foody Michelle Kelly Laura Moran

Saint Xavier University

Evelyn Boateng

Texas Tech University

Laura Grubb

The Ohio State University

Neal Miller

The University of Auckland

Victoria Burney Sarah Cowie Ludmila Miranda Dukoski Karen Peel Katrina Phillips Rebecca Sharp

The University of Wiakato

Kathleen Doolan Amy Jones Xiuyan Kong Joshua Levine LeanneNeshausen

Tokiwa Graduate University

Fukuko Hasegawa

University of Florida

Steven Meredith

University of Guelph

Laura Mullins

University of Kentucky

Kim Hinkson

University of Nevada, Reno

Christy Coffman Christina Lydon Sarah Richling

University of North Texas

Laura Coulter Matthew Davison Mary Hunter

University of Otago

Paula Magalhaes

University of São Paulo, Brazil

Heloisa Campos

Victoria University of Wellington,

New Zealand Anna Greenhow

Western Michigan University

Brighid Fronapfel



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- Books from invited convention presenters—check the schedule to have them personally signed by the authors
- DVDs and CE Packages from past conventions and conferences

www.abainternational.org

Convention Highlights



Kurt Salzinger

2012 ABAI Presidential Address:

Now What Shall We Do? Monday, May 28, 5:00 pm-5:50 pm 6BC (Convention Center)

Kurt Salzinger (Hofstra University)

Kurt Salzinger, Ph.D. is Senior Scholar in Residence at Hofstra University in Hempstead, N.Y. since January 2003. He was executive director for science at the American Psychological Association (APA) from 2001 to 2003. He's been president of the New York Academy of Sciences, has served on the board of directors of the APA, and been president of Divisions 1 (General Psychology) and 25 (Behavior Analysis), and of the American Association of Applied and Preventive Psychology. He also served as the first chair of the Board of the Cambridge Center from 1986-1988, subsequently as a member until 1991 and again a member of the Board from 2004 to 2007. He is author or editor of 12 books and over 120 articles and book chapters. The most recent book was edited with M. R. Serper in 2009: Behavioral When we circle the wagons, and are feeling we Mechanisms and Psychopathology. Washington, DC: American Psychological Association. He has varied research interests, including behavior analysis applied to human beings, dogs, rats, and goldfish, schizophrenia, verbal behavior of children and adults and history of psychology. He Scholar's Address: has both given grants (when a program officer at the National Science Foundation) and received them (when professor of psychology at Hofstra University and Polytechnic University of New York and Principal research scientist at the New York State Psychiatric Institute) for his own research. He received the Sustained Superior Performance Award from the NSF, the Stratton Award from the American Psychopathological Association, the APA Presidential Award and the Most Meritorious Article Award from the Journal of Behavior Therapy and Experimental Psychiatry. In 2002, he was presidential scholar for the Association for Behavior Analysis. In 2009-2010 he was elected president of the Eastern Psychological Association. He was elected president of the Association for Behavior Analysis International for 2011–2012.

Abstract

They are beginning to listen to us even if they do not know that they are doing so. To be sure, we are not often getting enough credit for it and then made unfairly to share that credit with others (e.g., with economists). Yet, they are employing the law of effect and following Skinner's dicta; taxes are exacted in the form of reinforcement contingencies; school attendance is reinforced with money; New Year's resolutions are converted to behavior carried out because their carried out promise is made contingent on consequence; everyone admits that children suffering from autism are helped by behavior analytic treatment and our work is recognized and appreciated by the parents; psychoanalysts are admitting they cannot do it all and cognitive therapists are giving homework; that is, they are recognizing that behavior is involved in therapeutic progress. Applied behavior analysts are now at long last recognized, yeah, even sought out and preferred. And we are now seeking out reinforcement for our behavior in our search for recognition by government, not just by fellow scientists. We have much to learn as we travel the bumpy road to further progress in both science and application. must be armed, we load our guns; we must then adhere to but one basic principle: shoot out, not in!

2012 ABAI Presidential

Why Thinking-By-Numbers Is the New Way To Be Smart Sunday, May 27, 5:00 pm-5:50 pm 6BC (Convention Center)

Ian Ayres (Yale Law School)

Ian Ayres is a lawyer and an economist. He is the William K. Townsend Professor at Yale Law School, the Anne Urowsky Professorial Fellow in Law, and a professor at Yale's School of Management. Ian has published 11 books (including the New York Times best-seller, Super Crunchers) and over 100 articles on a wide range of topics. His latest book is Carrots and Sticks: Unlock the Power of Incentives to Get Things Done. In 2010, he also published Lifecyle Investing (with Barry Nalebuff). Ian is a co-founder of www.stickK.com, a web site that helps you stick to your goals. In 2006, he was elected to the



Ian Ayres

American Academy of Arts and Sciences. His book with Greg Klass, Insincere Promises: The Law of Misrepresented Intent, won the 2006 Scribes book award "for the best work of legal scholarship published during the previous year." Professor Ayres has been ranked as one of the most prolific and most-cited law professors of his generation. See James Lindgren and Daniel Seltzer, The Most Prolific Law Professors and Faculties, 71, CHI.-KENT L. REV. 781 (1996); Fred R. Shapiro, The Most-Cited Legal Scholars, 29, J. LEGAL STUD. 409 (2000). The Chronicle of Higher Education referred to Ayres as "a lawand-economics guru."

Abstract

A new breed of decision number crunchers—call them "super crunchers"—is increasingly calling the Figures in the Field shots by harnessing the power of regressions and randomization. By analyzing monstrously large datasets, decision makers can gain greater insights into human behavior and the ability to predict the future with staggeringly accurate results. Super crunching provides new ways to analyze massive amounts of data at lightning speeds and impact decisions in real time.

Professional Development Series

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

Applying to Graduate School EDC; Theory

Chair: Kirsten Aasen (Gonzaga University) Saturday, May 26, 1:00 pm-1:50 pm 611 (Convention Center)

- · Richard G. Smith (University of North Texas)
- Russell W. Maquire (Simmons College)
- · Kimberly P. Weber (Gonzaga University)

Partnering With and Mentoring Graduate Students in Learning Single-Case Research

EAB; Applied Research

Chair: Erica Strickland (Texas A&M University) Saturday, May 26, 2:30 pm-3:20 pm

606 (Convention Center)

- Tonya Nichole Davis (Baylor University)
- Jennifer Ganz (Texas A&M University)
- · Russell Lang (Texas State University, San Marcos)

Ripples to Waves: Fighting the Tide of Mentalism as Behavior Analysis Rises Into New Fields TPC; Theory

Chair: Chelsea L. Skinner (The Chicago School of Professional Psychology)

Saturday, May 26, 3:30 pm-4:50 pm 610 (Convention Center)

- · Richard W. Malott (Western Michigan University)
- · Janet Ellis (University of North Texas)
- Jennifer Klapatch (The Chicago School of Professional Psychology)
- · David Wayne Schaal (Accuray Incorporated)

Attaining Success in Organizational Behavior Management: Expert Advice From Prominent

OBM; Service Delivery

Chair: Amy Katherine Loukus (Southern Illinois University, Carbondale)

Saturday, May 26, 4:00 pm-4:50 pm 604 (Convention Center)

- · Timothy D. Ludwig (Appalachian State University)
- · Nicole E. Gravina (Reaching Results)
- · Ryan B. Olson (Oregon Health & Science University)

Understanding the **Publication Process**

PRA; Applied Research

Chair: Ashley Shier (University of Cincinnati)

Sunday, May 27, 9:00 am-9:50 am 202 (The Conference Center)

- · Cathleen C. Piazza (Munroe-Meyer Institute, University of Nebraska Medical Center)
- Brian A. Iwata (University of Florida)
- David P. Wacker (University of Iowa)

On the Pros and Cons of Completing a Post-Doc

EDC; Service Delivery

Chair: Shana R. Bailey (West Virginia University)

Sunday, May 27, 9:00 am-10:20 am

611 (Convention Center)

- · Jeffrey J. Everly (University of Pittsburgh at Greensburg)
- Mirari Elcoro (Armstrong Atlantic State University)
- Steven R. Lawyer (Idaho State University)
- John C. Borrero (University of Maryland, **Baltimore County)**

See HIGHLIGHTS on page 44

HIGHLIGHTS continued from page 43

The Application of Culturally and Linguistically Diverse Variables From a Practitioners Perspective PRA: Applied Research

Chair: Mandana Kajian (Northern Arizona University)

Sunday, May 27, 9:00 am-10:20 am 204 (The Conference Center)

- Kyong-Mee Chung (Yonsei University)
- Timothy R. Moore (University of Minnesota)
- · Gregory K. Reed (Howard University)
- Jeannie M. Aguilar (University of Texas at Austin)

An Instructional Application of Behavior Analysis:
An Introduction to Precision Teaching
EDC; Service Delivery

Chair: Jennifer A. Bonow (University of Nevada, Reno)

Sunday, May 27, 10:30 am-11:50 am 618/619 (Convention Center)

- Kimberly Nix Berens (Fit Learning)
- John W. Eshleman (The Chicago School of Professional Psychology)
- Kent Johnson (Morningside Academy)
- Richard M. Kubina Jr. (The Pennsylvania State University)

Aspects of Being a Board Certified Behavior Analyst PRA; Service Delivery

Chair: Shawn Patrick Quigley (Western Michigan University)

Sunday, May 27, 10:30 am—11:50 am 202 (The Conference Center)

- Bryan J. Davey (ACCEL)
- Lloyd D. Peterson (Western Michigan University)
- Jessica E. Frieder (Western Michigan University)
- Amy Longaker (Western Michigan University)

Careers in Applied Animal Behavior

AAB; Service Delivery

Chair: Mei Ling Joey Chen (California State University, Los Angeles)

Sunday, May 27, 11:00 am–11:50 am 620 (Convention Center)

- Eduardo J. Fernandez (University of Washington)
- Susan G. Friedman (Utah State University)
- Susan D. Kapla (Northern Michigan University)

Advice from the Recently Hired

PRA; Service Delivery

Chair: Julie A. Ackerlund Brandt (University of Kansas)

Sunday, May 27, 2:00 pm-2:50 pm 202 (The Conference Center)

- · Jolene R. Sy (Saint Louis University)
- Joshua K. Pritchard (Florida Institute of Technology)
- Kendra L. Brooks Rickard (Center for Advanced Learning)

An Introduction to Behavioral Pharmacology and Toxicology BPH; Basic Research

Chair: Andrew Shen (Auburn University) Sunday, May 27, 2:00 pm—3:20 pm 615 (Convention Center)

- M. Christopher Newland (Auburn University)
- Edward Levin (Duke University)
- Karen G. Anderson (West Virginia University)
- W. Kent Anger (Oregon Health & Science University)

Culturally and Linguistically Diverse Variables: Why and How Should Behavior Analysts Study Them?

CSE; Service Delivery

Chair: Yaniz C. Padilla Dalmau (University of Iowa)

Sunday, May 27, 3:30 pm-4:20 pm 602 (Convention Center)

- A. Charles Catania (University of Maryland, Baltimore County)
- Jennifer J. McComas (University of Minnesota)
- Mark O'Reilly (University of Texas at Austin)

Presenting Like a Pro TBA; Theory

Chair: Michael Bordieri (University of Mississippi)

Sunday, May 27, 3:30 pm-4:20 pm 612 (Convention Center)

- Patrick C. Friman (Father Flanagan's Girls and Boys Town)
- Roger D. Ray ((AI)², Inc.)
- · Kate Kellum (University of Mississippi)

How to Obtain Grant Funding EAB; Service Delivery

Chair: Ashley Stromberg (University of Maryland, Baltimore County)

Sunday, May 27, 3:30 pm-4:50 pm 608 (Convention Center)

- Wayne W. Fisher (Munroe-Meyer Institute, University of Nebraska Medical Center)
- Jesse Dallery (University of Florida)
- William V. Dube (University of Massachusetts E. K. Shriver Center)
- Michael F. Cataldo (Kennedy Krieger Institute)

On Being a Post-Doc EDC; Theory

Chair: Sarah M. Dunkel-Jackson (Southern Illinois University)

Monday, May 28, 9:00 am-9:50 am 611 (Convention Center)

- Maranda Trahan (Johns Hopkins University)
- · Joslyn Cynkus Mintz (Munroe-Meyer Institute, University of Nebraska **Medical Center)**
- · David P. Jarmolowicz (Virginia Tech **Carilion Research Institute)**

Applying to Graduate School in Behavior Analysis

EDC; Basic Research

Chair: Aimee Moore (Eastern Michigan University)

Monday, May 28, 2:00 pm-2:50 pm 611 (Convention Center)

- · James T. Todd (Eastern Michigan University)
- · Erick M. Dubuque (University of Nevada, Reno)
- Patrick M. Ghezzi (University of Nevada, Reno)

Graduate Study in Applied Animal Behavior

AAB; Service Delivery

Chair: Laura Coulter (University of North Texas)

Monday, May 28, 3:30 pm-4:50 pm 620 (Convention Center)

- Terri M. Bright (Simmons College)
- Erica Feuerbacher (University of Florida)
- Kathryn L. Kalafut (Brown University)
- · Indya N. Watts (The Chicago School of Professional Psychology)

Bridging the Gap Between Basic and Applied Research EAB; Applied Research

Chair: Katie Snyder (Utah State University) Monday, May 28, 3:30 pm-4:50 pm 608 (Convention Center)

- · F. Charles Mace (Nova Southeastern University)
- · Iser Guillermo Deleon (Kennedy Krieger Institute)
- Mark R. Dixon (Southern Illinois University)
- Derek D. Reed (University of Kansas)

Harmonizing School, Work, and Life: How To Be a More Effective Student, Employee, and Person EDC; Service Delivery

Chair: Raul Mendoza (Walden University) Tuesday, May 29, 9:00 am-10:20 am 611 (Convention Center)

- · Amanda N. Kelly (SEEM Collaborative)
- Lauren Hopkins (The Chicago School of Professional Psychology)
- Christina Danos (York Central Hospital)
- Jessica Gamba (The Chicago School of Chair: Michael J. Dougher (University of Professional Psychology)

Eventually Kids Grow Up: Supporting Adults With Developmental Disabilities in Community DDA; Service Delivery

Chair: Benjamin Reiman (University of **British Columbia)**

Tuesday, May 29, 10:30 am-11:20 am LL04 (The Conference Center)

- · Peter F. Gerhardt (The McCarton School) analysis. Donations fund student
- Mary Roberta Hoadley (Parley Services Limited)
- Silva Orchanian (Melmark New England)

Behavior Analysis Around the World

PRA; Applied Research

Chair: Layla Abby (Texas Tech University) Tuesday, May 29, 10:30 am-11:50 am 202 (The Conference Center)

- · David M. Richman (Texas Tech University)
- Martha Hübner (Universidade de São Paulo)
- William J. McIlvane (University of Massachusetts Medical School)
- Javier Virués-Ortega (University of Manitoba)

Affiliated Chapters Leadership Training

Chair: Gordon Bourland (Trinity **Behavioral Associates**)

Friday, May 25, 2:00 pm-5:00 pm Aspen (Sheraton)

At the affiliated chapters leadership training, learn strategies for building and Foundation for Exceptional Children). growing vibrant chapters. Network and

brainstorm with other leaders—from chapters of all sizes, types, and locations. This session will focus on practical steps you can take to ensure the health of your chapter. Although the training is free for up to three officers per chapter, advance registration is required. This event is closed; attendance is by invitation only.

Friends of SABA Reception

New Mexico)

Friday, May 25, 5:30 pm-6:30 pm Willow A (Sheraton)

The Society for the Advancement of Behavior Analysis (SABA) benefits every year from the generosity of many ABAI members. Those who made donations in 2011 and 2012 are invited to a reception in their honor to show our gratitude for their commitment to the welfare and future of behavior research fellowships, the Doctoral Dissertation and Master's Thesis Research Endowment Fund, and grants for students who are presenting authors at ABAI events.

International Reception

Chair: Martha Hübner (Universidade de São Paulo)

Friday, May 25, 6:30 pm-8:00 pm Grand Ballroom A (Sheraton) All convention attendees are invited to the International Reception, where we will welcome international members and review ABAI's efforts to develop and disseminate behavior analysis around the world. We will also recognize the recipients of the 2011 International Development Grants from the Society for the Advancement of Behavior Analysis (SABA): Amy Durgin (Western Michigan University), Judith Mathews (University of Nebraska Medical Center), and Tracy Pierce Bender (Brent Woodall

See HIGHLIGHTS on page 46

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Welcome Reception Organized by the ABAI Student Committee

Chair: Antonio M. Harrison (The Chicago School of Professional Psychology, Los Angeles)

Friday, May 25, 8:00 pm—10:30 pm Grand Ballroom BC (Sheraton)
ABAI welcomes all of its members to Seattle. Join us for a night of fun and entertainment organized by the ABAI Student Committee. This is an opportunity for students to meet and greet with each other as peers and get the chance to speak to some great behavior analysts. It's a great time and place for students to come together with all the members of ABAI.

Pilates and Yoga Session Hosted by the Health, Sports, and Fitness SIG

Chair: Amanda N. Adams (California State University, Fresno)

Saturday, May 26, 7:00 am-7:50 am Willow AB (Sheraton)

Participants are welcome to come enjoy a yoga and Pilates workout lead by certified instructors. There is no experience necessary to participate in this moderate exercise session. Wear comfortable clothes and bring a towel or mat. You will strengthen and stretch tired conference muscles. This event is held in partnership with the Health, Sports and Fitness SIG.

Special Interest Group Leadership Training

Chair: Richard W. Malott (Western Michigan University)

Saturday, May 26, 9:00 am-11:00 am Aspen (Sheraton)

At the special interest group (SIG) leadership training, learn strategies for building and growing vibrant SIGs. Network and brainstorm with other leaders-from SIGs of all sizes, types, and locations. Christy Alligood, of the Applied Animal Behavior SIG, will make a presentation on "Legal and Financial Aspects of SIG Management," describing the benefits of formally incorporating your SIG as a nonprofit organization, and will detail the steps and tools needed to establish your SIG legally and financially. Joshua K. Pritchard, of the Dissemination of Behavior Analysis SIG will present "Policies and Procedures for Ensuring Organized Succession Planning: Learning From Our Mistakes." This presentation will provide some important techniques to ensure institutional memory, codify important aspects of your SIG and create the foundation for a successful organization gleaned from missteps, hiccups, and a few successes over the course of a SIG's development. Training will conclude with presenter/audience breakout sessions. Join Drs. Alligood or Pritchard in moderated discussions on the development strategies outlined in their presentations.

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

Parents, Professionals, and Students: Welcome to the ABAI Annual Convention

Chair: Jennifer Hieminga (New Haven Learning Centre)

Saturday, May 26, 10:00 am–10:50 am 401 (Convention Center)

Parents and other caregivers of individuals with special needs as well as professionals and students are attending the ABAI convention in increasing numbers but may have questions about

how to make the most of the experience. Furthermore, an event as large as ABAI may seem overwhelming to newcomers. Parents, professionals and students who may be attending ABAI for the first time are encouraged to participate in this convention orientation and visit our webpage at www.AutismPPPSIG.org. We will provide an overview of ABAI and its convention and highlight the types of events that parents, professionals and students will encounter.

ABAI Social

Chair: Richard W. Malott (Western Michigan University)

Monday, May 28, 9:00 pm-1:00 am Grand Ballroom (Sheraton) Please join us, your friends, and colleagues for music and dancing.

Reunions and Receptions

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

Beacon ABA Services Chair: Steven Woolf (Beacon Services) Sunday, May 27, 9:00 pm-11:00 pm Aspen (Sheraton)

Behavior Analysis Program at the University of Nevada, Reno

Chair: Ramona Houmanfar (University of Nevada, Reno)

Sunday, May 27, 9:00 pm—11:00 pm Willow B (Sheraton)

Behavior Side Story

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

Friday, May 25, 6:30 pm-8:00 pm Grand Ballroom D (Sheraton) The Chicago School of Professional Psychology, B. F. Skinner Foundation, and Cambridge Center for Behavioral Studies

Chair: Diana J. Walker (The Chicago School of Professional Psychology)

Sunday, May 27, 9:00 pm—11:00 pm Grand Ballroom D (Sheraton)

Columbia University and CABAS

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

Sunday, May 27, 9:00 pm—11:00 pm Willow A (Sheraton)

Department of
Behavior Analysis at
the University of North
Texas: A Celebration
of More Than 20
Years of Distinguished
Programmatic
Contributions in
Behavior Analysis

Chair: Richard G. Smith (University of North Texas)

Sunday, May 27, 9:00 pm—11:00 pm Grand Ballroom C (Sheraton)

Friends of Brazil

Chair: A. Celso Goyos (Universidade Federal de São Carlos)

Sunday, May 27, 9:00 pm—11:00 pm Redwood A (Sheraton)

Florida Institute of Technology Behavior Analysis Programs

Chair: David A. Wilder (Florida Institute of Technology)

Sunday, May 27, 9:00 pm—11:00 pm Juniper (Sheraton)

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

Sunday, May 27, 9:00 pm—11:00 pm Grand Ballroom A (Sheraton)

Reception in Honor of Jerry Shook

Chair: James E. Carr (Behavior Analyst Certification Board)

Sunday, May 27, 9:00 pm—11:00 pm Ballard (Sheraton)

Speech Pathology and Applied Behavior Analysis Special Interest Group Social

Chair: Tracie L. Lindblad (Four Points Intervention Strategies, Inc.)

Sunday, May 27, 10:00 pm-11:00 pm Capitol Hill (Sheraton)

St. Cloud State University Chair: Gerald C. Mertens (St. Cloud State University)

Sunday, May 27, 9:00 pm—11:00 pm Everett (Sheraton)

University of Florida Chair: Kathryn Guenevere Horton (University of Florida)

Sunday, May 27, 9:00 pm—11:00 pm Redwood B (Sheraton)

University of Kansas Chair: Edward K. Morris (University of Kansas)

Sunday, May 27, 9:00 pm—11:00 pm Madrona (Sheraton)

University of North Carolina Wilmington

Chair: Christine E. Hughes (University of North Carolina Wilmington)

Sunday, May 27, 9:00 pm-11:00 pm Cedar B (Sheraton)

University of Washington Chair: Ilene Schwartz (University of Washington)

Sunday, May 27, 9:00 pm-11:00 pm Cedar A (Sheraton)

Western Michigan University

Chair: R. Wayne Fuqua (Western Michigan University)

Sunday, May 27, 9:00 pm-11:00 pm Grand Ballroom B (Sheraton)

Business Meetings

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

ABAI Business Meeting Chair: Richard W. Malott (Western Michigan University)

Monday, May 28, 8:00 am—8:50 am 401 (Convention Center)

ABAI Education Board Chair: Linda J. Parrott Hayes (University of Nevada, Reno)

Sunday, May 27, 8:00 am-8:50 am 4C-3 (Convention Center)

All Students Can Learn and All Teachers Can Be Successful! Direct Instruction Special Interest Group

Chair: Wendy L. Kozma (Evergreen Center) Monday, May 28, 6:00 pm-6:50 pm 605 (Convention Center)

Applied Animal Behavior Special Interest Group

Chair: Christy A. Alligood (Disney's Animal Kingdom)

Sunday, May 27, 6:00 pm-6:50 pm 4C-1 (Convention Center)

Arizona Association for Behavior Analysis

Chair: Rebecca Renee Wiskirchen (ACCEL) Saturday, May 26, 7:00 pm–7:50 pm 4C-4 (Convention Center)

Association for Behavior Analysis of India

Chair: Śmita Awasthi (Association for Behavior Analysis of India)

Sunday, May 27, 6:00 pm-6:50 pm 4C-4 (Convention Center)

See HIGHLIGHTS on page 48

HIGHLIGHTS continued from page 48

Autism Knows No Borders; Behavior Analyst Neither Should We Certification Boa

Chair: Molly Ola Pinney (Global Autism Project)

Sunday, May 27, 6:00 pm—6:50 pm 602 (Convention Center)

Autism Special Interest Group

Chair: Lori E. Bechner (Autism Center, at University of Medicine and Dentistry of New Jersey)

Saturday, May 26, 7:00 pm–7:50 pm 4C-3 (Convention Center)

Behavior Analysis for Sustainable Societies Special Interest Group

Chair: Julia H. Fiebig (San Ramon Valley Unified School District)

Sunday, May 27, 8:00 am-8:50 am 602 (Convention Center)

Behavior Analyst Certification Board: International Certification Development

Chair: Neil T. Martin (European Association for Behaviour Analysis)

Monday, May 28, 6:00 pm-6:50 pm 603 (Convention Center)

Behavior Analyst Certification Board: Introduction and Application

Chair: Christine L. Ratcliff (Behavior Analyst Certification Board)

Sunday, May 27, 8:00 am-8:50 am 4C-1 (Convention Center)

Behavior Analyst Certification Board: Status and New Developments

Chair: James E. Carr (Behavior Analyst Certification Board)

Sunday, May 27, 6:00 pm-6:50 pm 612 (Convention Center)

Behavior Analyst Certification Board: University Contact Faculty

Chair: James E. Carr (Behavior Analyst Certification Board)

Saturday, May 26, 7:00 pm–7:50 pm 4C-1 (Convention Center)

Behavior Analyst Online Special Interest Group Chair: Darlene E. Crone-Todd (Salem State University)

Saturday, May 26, 7:00 pm–7:50 pm 602 (Convention Center)

Behavior and Social Issues Editorial Review Board

Chair: Mark A. Mattaini (Jane Addams College of Social Work)

Monday, May 28, 6:00 pm-6:50 pm 602 (Convention Center)

Behavioral Gerontology Special Interest Group Chair: Jonathan C. Baker (Southern Illinois University)

Saturday, May 26, 7:00 pm–7:50 pm 603 (Convention Center)

Behaviorists for Social Responsibility Special Interest Group

Chair: Michael A. Magoon (NORC at the University of Chicago)

Sunday, May 27, 6:00 pm-6:50 pm 603 (Convention Center)

Clinical Special Interest Group

Chair: Thomas J. Waltz (Center for Mental Healthcare and Outcomes Research)

Monday, May 28, 6:00 pm-6:50 pm 4C-1 (Convention Center)

Developmental Behavior Analysis Special Interest Group

Chair: Martha Peláez (Florida International University)

Monday, May 28, 6:00 pm—6:50 pm 4C-3 (Convention Center) Dissemination of Behavior Analysis Special Interest Group

Chair: Joshua K. Pritchard (Florida Institute of Technology)

Sunday, May 27, 6:00 pm-6:50 pm 604 (Convention Center)

Education and Treatment of Children Editorial Review Board

Chair: Stephanie M. Peterson (Western Michigan University)

Monday, May 28, 6:00 pm-6:50 pm 4C-4 (Convention Center)

Evidence-Based Practice Special Interest Group

Chair: Mark T. Harvey (Florida Institute of Technology)

Saturday, May 26, 7:00 pm–7:50 pm 604 (Convention Center)

Experimental Analysis of Human Behavior Special Interest Group

Chair: Manish Vaidya (University of North Texas)

Saturday, May 26, 7:00 pm-7:50 pm 605 (Convention Center)

Hawaii Association for Behavior Analysis

Chair: Beau Laughlin (Southern Illinois University)

Sunday, May 27, 6:00 pm-6:50 pm 605 (Convention Center)

Health, Sport, and Fitness Special Interest Group

Chair: Marianne L. Jackson (California State University, Fresno)

Sunday, May 27, 6:00 pm-6:50 pm 4C-3 (Convention Center)

History of Behavior Analysis Special Interest Group Chair: Edward K. Morris (University

of Kansas)

Sunday, May 27, 6:00 pm-6:50 pm 606 (Convention Center)

How to Publish in *Behavior* Multicultural Alliance Analysis in Practice, Education and Treatment of Children, and Journal of Behavioral Education

Chair: Stephanie M. Peterson (Western Michigan University)

Sunday, May 27, 6:00 pm-6:50 pm 607 (Convention Center)

Iowa Association for Behavior Analysis

Chair: Evelyn Jo Horton (The Homestead) Sunday, May 27, 8:00 am-8:50 am Saturday, May 26, 7:00 pm-7:50 pm 606 (Convention Center)

Journal of Applied Behavior Analysis

Chair: Anne Shroyer (University of Houston-Clear Lake)

Sunday, May 27, 8:00 am-8:50 am 4C-4 (Convention Center)

Journal of the Experimental Analysis of Behavior: Meeting for Authors, Prospective Authors, and Board Members

Chair: Gregory J. Madden (Utah State University)

Sunday, May 27, 8:00 am-8:50 am 603 (Convention Center)

Journal of Organizational Behavior Mañagement Editorial Board Meetina

Chair: Timothy D. Ludwig (Appalachian State University)

Monday, May 28, 6:00 pm-6:50 pm Metropolitan Ballroom A (Sheraton)

Kentucky Association for Behavior Analysis

Chair: Nicholas L. Weatherly (Spalding University)

Saturday, May 26, 7:00 pm-7:50 pm 607 (Convention Center)

of Behavior Analysts Special Interest Group

Alliance of Behavior Analysts) Monday, May 28, 6:00 pm-6:50 pm

604 (Convention Center)

Nevada Association for Behavior Analysis

Chair: Kendra L. Brooks Rickard (Nevada Association for Behavior Analysis)

608 (Convention Center)

New York State Association Independent Living for Behavior Analysis

Chair: Vicki Madaus Knapp (Summit **Educational Resources)**

Sunday, May 27, 6:00 pm-6:50 pm 608 (Convention Center)

Northwestern Association for Behavior Analysis Chair: Dana J. Stevens (Whitworth

University) Saturday, May 26, 7:00 pm-7:50 pm 608 (Convention Center)

The Ogden R. Lindsley Standard Celeration Chart Share

Chair: Malcolm D. Neely (Standard **Celeration Society)**

Sunday, May 27, 9:00 pm-11:00 pm Metropolitan Ballroom B (Sheraton)

Organizational Behavior Management Network Chair: Heather M. McGee (Western Michigan University)

Sunday, May 27, 9:30 pm-10:30 pm Metropolitan Ballroom A (Sheraton)

Parent-Professional Partnership Special Interest Group (Also Known as the Parents of Children With Autism SIG)

Chair: David A. Celiberti (Association for Science in Autism Treatment)

Sunday, May 27, 8:00 am-8:50 am 604 (Convention Center)

Pediatric Feeding Disorders Special Interest Group

Chair: Cathleen C. Piazza (Munroe-Chair: Elizabeth Fong Hughes (Multicultural Meyer Institute, University of Nebraska Medical Center)

Saturday, May 26, 7:00 pm-7:50 pm 609 (Convention Center)

Positive Behavior Support Special Interest Group

Chair: Robert F. Putnam (May Institute) Sunday, May 27, 8:00 am-8:50 am 605 (Convention Center)

Rehabilitation and Special Interest Group

Chair: Chris Persel (Centre for Neuro Skills) Sunday, May 27, 6:00 pm-6:50 pm 610 (Convention Center)

Reunion of Users and Friends of the Text Principles of Behavior

Chair: Gerald C. Mertens (St. Cloud State University)

Tuesday, May 29, 8:00 am-8:50 am 401 (Convention Center)

Sex Therapy and Educational Programming Special Interest Group

Chair: Fawna Stockwell (The Chicago School of Professional Psychology) Monday, May 28, 6:00 pm-6:50 pm

401 (Convention Center)

Speech Pathology and Applied Behavior Analysis

Chair: Tracie L. Lindblad (Four Points Intervention Strategies, Inc.)

Special Interest Group

Sunday, May 27, 9:00 pm-9:50 pm Capitol Hill (Sheraton)

Standard Celeration Society

Chair: Kerri L. Milyko (Precision Teaching **Learning Center)**

Sunday, May 27, 8:00 am-8:50 am 607 (Convention Center)

See HIGHLIGHTS on page 50

HIGHLIGHTS continued from page 49

Teaching Behavior Analysis Special Interest Group

613/614 (Convention Center)

Chair: Christine Hoffner Barthold (University of Delaware) Monday, May 28, 6:00 pm–6:50 pm Verbal Behavior Special Interest Group Chair: Traci M. Cibon (University of

Chair: Traci M. Cihon (University of North Texas)

Sunday, May 27, 6:00 pm—6:50 pm 611 (Convention Center) Wisconsin Association for Behavior Analysis

Chair: Wendy A. Machalicek (Wisconsin Association for Behavior Analysis) Saturday, May 26, 7:00 pm–7:50 pm 610 (Convention Center)

The Society for Quantitative Analyses of Behavior Tutorials

The Society for Quantitative Analyses of Behavior (SQAB) will be sponsoring the following tutorials at the 2012 Annual Convention in Seattle:

An Invitation to Probability With Spreadsheet Simulations

Armando Machado (Universidade do Minho)

May 26, Saturday; 1:00 pm-1:50 pm

Behavioral Models of Conditional Discrimination: Detection and Matching to Sample

John A. Nevin (University of New Hampshire)

May 26, Saturday; 2:00 pm-2:50 pm

A Behavioral Analysis of Altruism

Howard Rachlin (Stony Brook University)

May 26, Saturday; 3:00 pm-3:50 pm

Pavlovian Conditioning: It Is Not About the Conditioned Response, but About Modification of a Biobehavioral System Michael Domjan (University of Texas)

May 26, Saturday; 4:00 pm-4:50 pm

More information on the SQAB tutorials can be found in the program book and on the ABAI website. For more information on the schedule for the SQAB conference, please see the following page.



Society for the Quantitative Analyses of Behavior 35th Annual Meeting, May 24-May 26, 2012 Sheraton Seattle (Seattle, Washington)

Thursday, May 24: 5:00-8:00 pm: First poster session, registration, cash bar

Friday, May 25

Alliston Reid Wofford College—President's introduction

Special Section on Timing

Villanova University—Stimulus compounding reveals flexible temporal memory integration at Matthew S. Matell

K. Geoffrey White University of Otago, New Zealand-Timing, remembering, and the reinforcement context

Michael Davison The University of Auckland, New Zealand—Timing and choosing

Armando Machado University of Minho, Portugal—Relative versus absolute control in the temporal bisection task

Universite Lille 3-Charles de Gaulle, France and Univeritade do Minho, Portugal—Formal Jeremie Jozefowiez

constraints on decision processes in interval timing

Ryan D. Ward Columbia University—Temporal informativeness governs CS-US associability

Douglas A. Williams University of Winnipeg—Is there an informational limit on response generation?

Stephanie Body, Timothy H. C. Cheung, Lourdes Valencia-Torres,

Cristian M. Olarte-Sánchez, Chris M. Bradshaw, and Elemer Szabadi

University of Nottingham—Investigations of the neural substrate of temporal differentiation in the

free-operant psychophysical procedure

Catalin V. Buhusi and Sorinel A. Oprisan Medical University of South Carolina & College of Charleston—Timing by coincidence detection:

What's all the noise about?

François Rivest Royal Military College of Canada—Drift-diffusion models of adaptive interval timing behaviours

Friday evening, May 25: 6:30-9:00 pm: Second poster session, cash bar

Saturday morning, May 26

Paul L. Soto, Steven R. Hursh, Ming Xu, David K. Grandy, and Jonathan L. Katz

consumption

Johns Hopkins University, University of Chicago, Oregon Health and Science University, and National Institute on Drug Abuse-Dopamine receptors and the behavioral economics of food

Todd L. McKerchar, Leonard Green,

and Joel Myerson

Jacksonville State University & Washington University—Temporal and probability discounting by

humans: Theory and translation

Indiana University, Bloomington-Superstition in laboratories and stereotypies in zoos: An William Timberlake

evolutionary approach to learned stereotyped behavior

QAB Invited Preeminent Tutorials: From Basics to Contemporary Paradigms

Saturd: Time	ay afternoon, May 27 Author	Affiliation	Title	Chair
1:00	Armando Machado	University of Minho, Portugal	An invitation to probability with spread sheet simulations	Alliston Reid, Wofford College
2:00	John A. Nevin	University of New Hampshire	Behavioral models of conditional discrimination: Detection and matching to sample	Timothy Shahan, Utah State University
3:00	Howard Rachlin	State University of New York at Stony Brook	A behavioral analysis of altruism	Leonard Green, Washington University, St. Louis
4:00	Michael Domjan	The University of Texas at Austin	Pavlovian conditioning: It is not about the conditioned response, but about modification of a biobehavioral system	Douglas Williams, University of Winnipeg

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

ABAI's Continuing Education Program

General Information

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

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

Workshop Registration Instructions

You may pay membership dues and register for workshops and the convention online at www. abainternational.org.

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

Detailed Instructions

Review workshop offerings on the following pages. Descriptions of all workshops are located on the ABAI website. Continuing education credit is \$10 per hour in addition to workshop registration fees (\$30 for 3-hour workshops and \$60 for 6-hour workshops). After determining which workshops you would like to attend, go the ABAI website and log in to your personal portal account (please contact the ABAI office if you have trouble accessing your portal account). Once logged-in, click the "38th ABAI Annual Convention, Seattle, WA, 2012" in the "Personal Schedule" tab.

You may pay for workshops by selecting the "Add to Cart" button that is located after each workshop's detail. When you are finished selecting workshops, you may pay for them by selecting "Checkout" link at the top of each search results page. Please note, to checkout, you will be asked to log into your ABAI portal if you are not already logged in. You may select "Cart" located in the upper right corner of every page to view the items that you have added to your cart for purchase. All payments must be made in U.S. funds.

Cancellations and Refunds

Registrants may cancel convention registration and tickets for workshops or other events before April 27, 2012. A handling fee of \$25 per cancellation will be deducted from all refunds. Refunds will not be granted after April 27, 2012.

ABAI CE Credit for Psychologists and Behavior Analysts

ABAI is pleased to offer continuing education for licensed psychologists and Behavior Analyst Certification Board (BACB) certified behavior analysts and board certified assistant behavior analysts at the 2012 Annual Convention in Seattle.

Workshops

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

Convention Sessions

Sessions being offered for CE for behavior analysts and psychologists may be previewed on the ABAI website along with their abstracts. If you wish to earn CE for convention sessions, pick up a CE packet, which

contains all necessary information, from the ABAI Continuing Education Desk prior to attending sessions.

The intended audience for CE for convention sessions is board certified behavior analysts, board certified associate behavior analysts, and psychologists.

ABAI's CE Offerings

ABAI is approved by the American Psychological Association to sponsor continuing education for psychologists. ABAI maintains responsibility for this program and its contents. ABAI is approved by the Behavior Analyst Certification Board (BACB) to offer type 2 continuing education for board certified behavior analysts and board certified assistant behavior analysts.

Documentation

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

Ethics

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

ABAI's Preconvention Workshops

Please see the ABAI website (http://portal.abainternational.org/public/ ProgramOnTheWeb/frmProgram.aspx) for detailed workshop information including descriptions, learning objectives, activities, and recommended audience. This information will also be included in the convention program book. Select preconvention workshops are available for continuing education credit for behavior analysts certified by the Behavior Analyst Certification Board (CE: BACB) and for psychologists licensed by the American Psychological Association (CE: PSY). Continuing education credits are \$10 per credit hour (\$30 for 3-hour workshops and \$60 for 6-hour workshops), in addition to the cost of registration. The registration costs listed here reflect the late registration rate, on-site fees will increase by \$25.

Friday, May 25 8:00 am-11:00 am

1 A Tour of Morningside Academy, With a Precision Teaching Focus

Kent Johnson, Kristine F. Melroe, Joanne K. Robbins, and Jennifer Reilly

(Morningside Academy) CE: PSY/BACB

Member: \$145, Nonmember: \$170

Friday, May 25 8:00 am-3:00 pm

2 How Do They Do That? An Introduction to Operant Conditioning at the Zoo

Eduardo J. Fernandez

(University of Washington)

and Christy A. Alligood

(Disney's Animal Kingdom)

CE: PSY/BACB

Member: \$220, Nonmember: \$270

3 Getting Learners With Autišm and Their Teachers Started in Fluency Based Instruction

Kelly J. Ferris, Rebecca Phillips, and Teresa M. Mccann

(Organization for Research & Learning)

CE: PSY/BACB

Member: \$190, Nonmember: \$240

4 Teaching Social Skills That Change Lives: Developina Meaninaful Relationships for People Diagnosed With Autism Mitchell T. Taubman, Ronald B. Leaf, John James Mceachin, and Justin B. Leaf (Autism Partnership) CE: PSY/BACB

Member: \$180, Nonmember: \$230

Competency-Based Staff Training Within an Applied Verbal Behavior Program

Michael Miklos and Amiris Dipuglia

(Pennsylvania Training and Technical Assistance Network)

CE: PSY/BACB

Member: \$180, Nonmember: \$230

6 Increasing Appropriate (University of N Behaviors of Children With CE: PSY/BACB Autism—Part 1 in a Series Member: \$205, Nonmember: \$255

Helen P. Mader

(Behavior Frontiers, LLC)

CE: PSY/BACB

Member: \$210, Nonmember: \$260

7 Effective Use of Self-Monitoring as a Motivational System for Individuals With Autism and Other Related Disabilities

Katharine M. Croce

(Kinney Center for Autism Education and Support)

and Jamie Siden Salter

(San Diego County Office of Education) CE: PSY/BACB

Member: \$215, Nonmember: \$265

8 Applied Behavior Analysis and Speech Language Pathology: An Integrated Approach to Promoting Language in Learners With Autism

Joanne Gerenser

(Eden II Programs)

and Mareile A. Koenig

(West Chester University)

CE: PSY/BACB

Member: \$190, Nonmember: \$240

9 Beyond Successive Appróximations: Useful Shaping Strategies and Tactics to Improve Your Teaching

Jesus Rosales-Ruiz and Mary Elizabeth Hunter

(University of North Texas)

10 Prologuo2Go, et al.: The Ins, Outs, Ups. and Downs of Using iTechnology as a Communication System

Rebecca Godfrey

(Central East Autism Program)

and Mario Notarianni and Katelyn Ferguson

(York Behaviour Management Services)

CE: PSY/BACB

Member: \$210, Nonmember: \$260

See WORKSHOPS on page 54

WORKSHOPS continued from page 53

11 Acceptance and Commitment Therapy With Children and Parents: A Practical Guide Karen R. Wagner

Christopher McCurry

(Associates in Behavior and Child Development, Inc.)

CE: PSY/BACB

Member: \$180, Nonmember: \$230

12 Functional Analytic Psychotherapy: Théory and Practice

Mavis Tsai

(private practice),

Robert J. Kohlenberg

(University of Washington), Mary Plummer Loudon (private practice),

and Gareth I. Holman

(University of Washington)

CE: PSY/BACB

Member: \$190, Nonmember: \$240

13 Treating Children With Behavioral and **Emotional Disorders:** Integrating Emotional and Moral Behaviors to Promote Generalization

Jeannie Golden

(East Carolina University)

CE: PSY/BACB

Member: \$195, Nonmember: \$245

14 Using Functional Analytic Psychotherapy and Acceptance and Commitment Therapy for Smoking Cessation

Elizabeth Gifford

(Center for Health Care Evaluation)

and Barbara S. Kohlenberg

(University of Nevada School of Medicine)

CE: PSY/BACB

Member: \$195, Nonmember: \$245

15 The Ethics of Supervision Workshop, Part Deux

(TheBehaviorAnalyst.com)

and Marta T. Fiol

(Behavior Services of Brevard)

CE: PSY/BACB

Member: \$190, Nonmember: \$240

16 Addressing Problem and Replacement Behaviors in Home and School Settings

Ennio C. Cipani

(National University)

CE: PSY/BACB

Member: \$185, Nonmember: \$235

17 Standard Celeration Charting

Abigail B. Calkin

(Calkin Consulting Center),

John W. Eshleman

(The Chicago School of Professional Psychology),

Michael Fabrizio

(Families for Effective Autism Treatment of Washington),

and Kerri L. Milyko

(Precision Teaching Learning Center)

CE: PSY/BACB

Member: \$215, Nonmember: \$265

18 Developing Social Skills Groups for Students With Autism and Other Development Disabilities

Benjamin R. Bruneau, Michele D. Brock, Rachel Abraham, Kevin Hardy, Ian T. Melton, and Jill E. Mcgrale Maher

(Crossroads School for Children)

CE: PSY/BACB

Member: \$180, Nonmember: \$230

19 Positive Behavior Support at the Tertiary Level: Red Zone Strategies

Laura A. Riffel

(Behavior Doctor Seminars)

CE: PSY/BACB

Member: \$215, Nonmember: \$265

20 Organizational Performance Engineering to Achieve Desired Client Outcomes

Guy S. Bruce

(Appealing Solutions, LLC)

CE: PSY/BACB

Member: \$205, Nonmember: \$255

21 "Why Won't They Listen to Me?" Improving Interactions With Consumers, Treatment Providers, and Other Professionals

William C. Follette and Jordan T. Bonow

(University of Nevada, Reno),

Sabrina Darrow

(University of California, San Francisco),

Claudia Drossel

(Mental Illness Research, Education & Clinical Center),

and W. Larry Williams

(University of Nevada, Reno) CE: PSY/BACB

Member: \$185, Nonmember: \$235

22 Conducting Functional Behavior Assessments in School/Home Settings: Balancing Rigor With Practicality

Aaron Barnes

(University of Wisconsin, Stout),

Billie Jo Rodriguez

(University of Texas at San Antonio),

Jessica Horwitz Turtura

(University of Oregon),

and Amy Campbell

(Grand Valley State University)

CE: PSY/BACB

Member: \$195, Nonmember: \$245

23 Critical Elements in the Development and Design of Behavior Intervention Plans: A Guide for Practitioners

Jose D. Rios

(private practice),

Howard Tsernov and Natalie Stafford

(Inclusive Education & Community Partnership),

Kristine Dickson

(California State University, Los Angeles),

Ruth Tello-Di Leva

(Familias First/CBC Education Inc.),

and Isaac Bermudez

(Behavior Functions, Inc.)

CE: PSY/BACB

Member: \$190, Nonmember: \$240

24 Special Education Law and the Practicing Behavior Analyst: Legăl

Melissa L. Olive

(Walden University)

and Rebecca Ryan

(Applied Behavioral Strategies)

CE: PSY/BACB

Member: \$185, Nonmember: \$235

25 Running Effective Behavior Aňalytic Social Skills Groups

Jessica Wenig, Alyssa Famiglietti, and Kaitlin Maguire

(Advances Learning Center) CE: PSY/BACB

Member: \$186, Nonmember: \$236

26 Practical Applications of Relational Frame Theory Communication, and to Early Intensive Behavior Intervention Programs: Training Generative Verbal Behavior

Ian T. Stewart

(National University of Ireland, Galway)

and John D. Mcelwee and Siri Morris Ming

(VB3)

CE: PSY/BACB

Member: \$180, Nonmember: \$230

27 Advanced Verbal Behavior Programming for Intermediate Learners

Mary Lynch Barbera

(Barbera Behavior Consulting)

CE: PSY/BACB

Member: \$195, Nonmember: \$245

Friday, May 25 12:00 pm-3:00 pm

28 A Tour of Morningside Academy, With a Direct Instruction Focus

Kent Johnson, Kristine F. Melroe, Joanne K. Robbins, and Jennifer Reilly

(Morningside Academy) CE: PSY/BACB

Member: \$145, Nonmember: \$170

Friday, May 25 and Ethical Considerations 4:00 pm-7:00 pm

29 Teaching Advanced Language and Verbal Behavior Skills to Students With Autism: Inference Training, Reading Comprehension, and Communication Skills

Nissa Intarachote

and James W. Partington

(Behavior Analysts, Inc.)

CE: PSY/BACB

Member: \$155, Nonmember: \$180

30 Autism, Imitation, and the Réciprocities: Emotional, Social, Motor Exchanges

Bob Ellis

(The Resource Center) CE: PSY/BACB

Member: \$125, Nonmember: \$150

31 POWER-Solving: A Systematic Approach to Teaching Social Skills

Steven Gordon

(Behavior Therapy Associates, PA),

and Rita F. Gordon

(Douglass Developmental Disabilities Center, Rutgers University, The State University of New Jersey)

CE: PSY/BACB

Member: \$140, Nonmember: \$165

32 Evidence-Based Practices in Error Correction

Lianne M. Moroz

(Surrey Place Centre),

Michelle Turan

(University of Windsor),

and Natalie P. Croteau

(Surrey Place Centre) CE: PSY/BACB

Member: \$140, Nonmember: \$165

33 Intensive Early Intervention: Staff Training and Management Through a Dynamic Programming System

Eric V. Larsson

(Løvaas Institute Midwest),

Angela M. Keene

(University of Kansas),

Kara L. Riedesel

(Løvaas Institute Midwest),

and Charryse M. Luckey (University of Kansas)

CE: PSY/BACB

Member: \$140, Nonmember: \$165

34 Teaching Executive Functioning Skills to Adolescents With Challenging Behavior

Holly Almon and Paul Rogers

(West Coast Behavioral Consultants, Inc.)

CE: PSY/BACB

Member: \$140, Nonmember: \$165

WORKSHOPS continued from page 55

35 Use of Web, Apple, and Android Applications to Increase Information Management and Skill Acquisition in Intensive Community-Based Instruction for Individuals With Autism and Other Disabilities

Peter F. Gerhardt

(The McCarton School),

Thomas L. Zane

(Institute for Behavioral Studies),

and Gloria M. Satriale and Avi Glickman

(Preparing Adolescents and Adults for Life)

CE: BACB

Member: \$160, Nonmember: \$185

36 Establishing Meaningful Social Interactions

Steven J. Ward

(Whole Child Consulting)

CE: PSY/BACB

Member: \$125, Nonmember: \$150

37 Facilitating Inclusion of Preschool Children With Autism

Anna Matchneva

and Jolenta P. Urbaniak-Pazura

(I Step Ahead Services, Inc.)

CE: PSY/BACB

Member: \$130, Nonmember: \$155

38 Effective Behavior Analysis in Applied Settings

Susan E. Henson

(Wellspring)

CE: PSY/BACB

Member: \$125, Nonmember: \$150

39 Behavioral Relaxation: Training and Scale

Victoria Stout Kubal

(California State University, Fresno)

CE: PSY/BACB

Member: \$125, Nonmember: \$150

40 Shaping Behavior and Schizophrenia

Jannette Cross

(private practice)
CE: PSY/BACB

Member: \$140, Nonmember: \$165

41 Behavior Analytic Training for Health, Life, Fitness, and Peak Personal Performances

Stephen Ray Flora

(Youngstown State University)

CE: PSY/BACB

Member: \$125, Nonmember: \$150

42 Ethics Is Like Duct Tape

R. M. (Duke) Schell

(J. Iverson Riddle Developmental Center)

CE: PSY/BACB

Member: \$125, Nonmember: \$150

43 Ethics Lab 2012: Navigating Complex Ethical Dilemmas

Jon S. Bailey

(Florida State University at Panama City)

and Mary R. Burch

(BaileyBurch Workshops)

CE: PSY/BACB

Member: \$130, Nonmember: \$155

44 The Ethics of Supervision and Practical Applications to Supervisor/Supervisee Feedback

Cathy Lynn Carpenter

(Inclusive Education)

and Sally Torrens and Cara Entz

(Inizio Interventions, Inc.)

CE: PSY/BACB

Member: \$125, Nonmember: \$150

45 DIY Behavioral Tool Kit: Developing and Implementing Behavior Support Plans in a Private School Setting

Dipti Mudgal and Jennifer M. Derderian

(May Institute) CE: PSY/BACB

Member: \$135, Nonmember: \$160

46 Developing and Implementing an Activities of Daily Living Program

Jill Hunt and Michelle Harrington

(Judge Rotenberg Educational Center)

CE: PSY/BACB

Member: \$165, Nonmember: \$190

47 Effective Reading Strategies for Adolescent Learners

Nancy Marchand-Martella and Ronald C. Martella

(Eastern Washington University)

and Amedee M. Martella

(Mead High School)

CE: PSY/BACB

Member: \$125, Nonmember: \$150

48 Preparing for Adulthood: Skill Assessment and Design of Vocational and Life Skills Programming for Young Adults With Autism

Elizabeth Martineau, Stephanie Daniels, Jessica Tilley, and Heather M. Rego

(Nashoba Learning Group)

CE: PSY/BACB

Member: \$145, Nonmember: \$170

49 Academic Advising for Faculty Advisors: How to Improve the Quality of Advising Given Increased Demand and Fewer Resources

Genevieve M. Debernardis and Natasha Montabello

(University of Nevada, Reno)

and Mitch Fryling

(California State University, Los Angeles)

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

50 Using iMovie to Create Video Modelina

Presentations for Clients, Staff, and Caregivers

Ainsley Thompson and Samantha L. Hardesty

(Kennedy Krieger Institute)

CE: BACB

Member: \$140, Nonmember: \$165

51 Using Physical Activity and Games to Enhance Learning, Social Skills, and Self-Control With Autistic and Typical Populations

Eitan Eldar

(Kibbutzim College) CE: PSY/BACB

Member: \$135, Nonmember: \$160

52 Capacity Building Consultation: Systemic Interventions That Increase Accessibility to Best Practice Interventions Tracy Vail

Shaunessy M. Egan and Mark J. Palmieri (The Center for Children With Special Needs)

CE: PSY/BACB

Member: \$135, Nonmember: \$160

53 Behavior Analytic Instruction Is Moré Than a Discrete Trial: What Your Staff Really Need to Know to Provide Quality Services

Gina Marie Feliciano, Anya K. Silver, and Anika Costa

(Bilinguals, Inc.) CE: PSY/BACB

Member: \$135, Nonmember: \$160

54 The Role of Motivation in Teaching Children With Autism and Other Developmental Disabilities

Kaitlin Grace Causin,

Leanne B. Reid, Kristin M. Albert, and Vincent Joseph Carbone

(Carbone Clinic) CE: PSY/BACB

Member: \$137, Nonmember: \$162

Saturday, May 26 8:00 am-11:00 am

55 Identifying Priorities for Teaching Children With Autism: Where Do We Begin?

Chata A. Dickson and Renee C. Mansfield

(New England Center for Children) CE: PSY/BACB

Member: \$134, Nonmember: \$159

56 Creating Sustainable Services for Children With Autism in Developing Countries

(Let's Talk Speech and Language Services, Inc.) CE: PSY/BACB

and Mareile A. Koenig

(West Chester University)

CE: PSY/BACB

Member: \$130, Nonmember: \$155

57 Assessing and Teaching Functional Skills to Children With Autism in Home, School, and Community Settings

James W. Partington

(Behavior Analysts, Inc.)

and Michael M. Mueller

(Stimulus Publications)

CE: PSY/BACB

Member: \$140, Nonmember: \$165

58 Technology and Learning: Developing Innovative Teaching Methods for Individuals With Autism Spectrum Disorders

Mary Ellen Mcdonald

(Hofstra University),

Nancy Phillips

(The Genesis School),

and Maria Garrett

(Nassau Suffolk Services for Autism)

CE: PSY/BACB

Member: \$145, Nonmember: \$170

59 Fitness and Autism: Evidence-Based Practices to Promote Healthy Lifestyles and Inclusión Opportunities for Individuals With Autism Spectrum Disorders

Linda S. Meyer

(Autism New Jersey),

Randy I. Horowitz

(Eden II Programs),

and Barbara Wells

(Autism New Jersey)

Member: \$145, Nonmember: \$170

WORKSHOPS continued from page 57

60 Bridging Sociocultural Differences and Distance in the Treatment and Support of Children With Autism and Related Developmental Disorders

Robyn M. Catagnus and Lin Chong (Rethink Autism),

Elizabeth Fong Hughes

(Multicultural Alliance of Behavior Analysts),

Francine Baffa (IBEST, LLC),

and Sakurako Sherry Tanaka

(Multicultural Alliance of Behavior Analysts) CE: PSY/BACB

Member: \$140, Nonmember: \$165

61 Decreasing Problem Behaviors of Children with Autism—Part 2 in a Series

Helen P. Mader

(Behavior Frontiers, LLC)

CE: PSY/BACB

Member: \$155, Nonmember: \$180

62 Teaching "Learning to Learn" Skills to Children Diagnosed With an Autism Spectrum Disorder (Calkin Consulting Center)

Ronald B. Leaf, Mitchell T. Taubman, John James McEachin, and Justin B. Leaf

(Autism Partnership) CE: PSY/BACB

Member: \$125, Nonmember: \$150

63 Evidenced-Based Practice and **Building Capacity**

Hanna Rue, Marisa Petruccelli, and Maria Knox

(May Institute) CE: PSY/BACB

Member: \$150, Nonmember: \$175

64 First 3 Months of Behavioral Intervention for Children With Autism: A Developmental Perspective

Monika M. Suchowierska

(Warsaw School of Social Psychology)

and Linda S. Heitzman-Powell

(University of Kansas Medical Center)

CE: PSY/BACB

Member: \$135, Nonmember: \$160

65 Using the iPad to Aid Students With Autism to Communicate and Be Included in General Education Settings and the Community

Laura Kenneally and Kathleen Mccabe-Odri Member: \$125, Nonmember: \$150 (Advance, Inc.)

and Jennifer Cornely and Nicole Pease

(Partners in Learning, Inc.)

CE: PSY/BACB

Member: \$150, Nonmember: \$175

66 Changing Thoughts, Feelings, and Urges

Abigail B. Calkin

CE: PSY/BACB

Member: \$140, Nonmember: \$165

67 Behavioral Methods and Strategies for Children and Adults With Brain Injury in School, Home, and Community-Based Settings

Michael P. Mozzoni, Mahin L. Para-Cremer, and James Para-Cremer

(Lakeview NeuroRehabilitation Center)

CE: PSY/BACB

Member: \$144, Nonmember: \$170

68 Parent Training and Consultation: Effective Strategies to Increase Buy-In and Compliance of Parents and Other Caregivers

Susan E. Henson

(Wellspring)

CE: PSY/BACB

Member: \$125, Nonmember: \$150

69 Solving Ethical Dilemmas in the Practice of Applied Behavior Analysis

Weihe Huang

(Regional Center of the East Bay)

CE: PSY/BACB

70 Navigating the Ethics of Service Delivery for Children With Autism and Their Families

Nanette L. Perrin

(University of Kansas)

and Amanda L. Little

(University of Texas at Austin)

CE: PSY/BACB

Member: \$125, Nonmember: \$150

71 DIY Behavioral Tool Kit: Developing and Implementing Visual Materials That Support the Success of Behavior Plans

Jennifer M. Derderian and Dipti Mudgal

(May Institute) CE: PSY/BACB

Member: \$140, Nonmember: \$165

72 Designing Single Subject Graphs Using Excel

Heidi L. Hillman

(Heritage University)

CE: BACB

Member: \$125, Nonmember: \$150

73 Data Collection in the Schools—Implementation, Integration, and Integrity in the Age of Accountability

Benjamin N. Witts and Kaycee Bennett

(University of Nevada, Reno)

and Elizabeth Sexton

(Washoe County School District)

CE: PSY/BACB

Member: \$140, Nonmember: \$165

74 Applications of Learning Efficiency Research

Guy S. Bruce

(Appealing Solutions, LLC)

CE: PSY/BACB

Member: \$150, Nonmember: \$175

75 Improving Classroom Behavior Support Practices Through Applied Behavior Analysis Interventions

Robert F. Putnam and Adam Feinberg

(May Institute) CE: PSY/BACB

Member: \$125, Nonmember: \$150

76 Validating Treatments Through School-Based Consultation

Maureen O'Connor and Polly Daro

(University of Nebraska-Lincoln)

CE: PSY/BACB

Member: \$125, Nonmember: \$150

77 Precision Teaching and Standard Celeration Charting Part Deux: Application of the Science

Jeffrey Gesick and Kerri L. Milyko

(Precision Teaching Learning Center)

and Jennifer Testa

(Morningside Academy)

CE: PSY/BACB

Member: \$135, Nonmember: \$160

78 Decreasing Staff to Student Ratios:
Assessment Protocol and Instructional Strategies to Systematically Fade Staff Support and Promote Independent Futures for Students With Developmental Disabilities Michele D. Brock, Britany Wojtysiak,

Michele D. Brock, Britany Wojtysiak Benjamin R. Bruneau, Kevin Hardy, Rachel Abraham, Matthew Sanko,

and Jill E. Mcgrale Maher

(Crossroads School for Children)

CE: PSY/BACB

Member: \$125, Nonmember: \$150

79 Managing a Human Service Agency Using Human Performance Technology

Donnie M. Staff, Shane D. Isley, and Kathleen S. Marshall

(West Coast Behavioral Consultants, Inc.) CE: PSY/BACB

Member: \$135, Nonmember: \$160

80 Forensic Behavior Analysis and Expert Testimony: Applications to the Legal Arena

W. Joseph Wyatt

(Marshall University)

CE: PSY/BACB

Member: \$125, Nonmember: \$150

81 Clinical Behavior Analysis: Mode Deactivation Therapy and Behavioral Coaching

Jack A. Apsche

(The Apsche Center at North Spring

Behavioral Healthcare)

and Michael Weinberg

(Achieve Beyond Pediatric Therapy and Autism Services, Bilinguals, Inc.)

CE: PSY/BACB

Member: \$130, Nonmember: \$155

82 Disability to Management: From Function to Treatment

Martin Thomas Ivancic

(J. Iverson Riddle Developmental Center) CE: PSY/BACB

Member: \$128, Nonmember: \$153

83 Applying the Concepts of Error Prevention and Root Cause Analysis to Events Related to Crisis Behaviors

Laraine Winston and Merrill Winston

(Professional Crisis Management, Inc.)

CE: PSY/BACB

Member: \$133, Nonmember: \$158

84 Bridging the Gap Between Applied Behavior Analysis and a Health and Fitness Practice

Megan M. Coatley

(SPARK Behavior Solutions, LLC)

and Raul Mendoza

(Walden University)

CE: PSY/BACB

Member: \$135, Nonmember: \$160

85 Ethical Considerations for Applied Behavior Analysts

Tyra P. Sellers

(STE Consultants)

and Matthew T. Brodhead, Kristen Kelley, Joy S. Pollard, and Thomas S. Higbee

(Utah State University)

CE: PSY/BACB

Member: \$130, Nonmember: \$155

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86 Using Excel for Analyzing Treatment Outcomes in Applied Settings

Christina Barosky

(The BISTA Center),

Rebecca Renee Wiskirchen

(ACCEL),

and Lisa M. Stewart and Lydia Mackay

(The BISTA Center)

CE: BACB

Member: \$125, Nonmember: \$150

87 iPad/iPhone/iPod Touch Applications for Behavioral Assessment and Intervention

Paul Chrustowski, Christian Marcillo, and Glen Konopaskie

(Future Help Designs)

CE: BACB

Member: \$140, Nonmember: \$160

88 From Stabilization to Generalization: The Role and Importance of Behavior Analysis in All Levels of Post-acute Interdisciplinary Treatment Planning With Survivors of Traumatic Brain Injury

Chris M. Schaub and Christina M. Peters

(ReMed)

CE: PSY/BACB

Member: \$140, Nonmember: \$160

89 Data Collection and Measurement Strategies in Community Settings That Have Variability That Cannot Be Controlled

Mary Roberta Hoadley

(Parley Services Limited)

CE: PSY/BACB

Member: \$137, Nonmember: \$162

90 Interteaching: A Practical Pedagogy for Promoting Performance in Higher Education

Chrystal E. R. Jansz

(Texas Tech University),

Bryan K. Saville

(James Madison University),

and Michelle Turan

(University of Windsor)

CE: PSY/BACB

Member: \$127, Nonmember: \$152

91 The Historical Origins of B. F. Skinner's Theory of Operant Behavior

Kristjan Gudmundsson

(Reykjavik College of Women)

CE: PSY/BACB

Member: \$145, Nonmember: \$170



Calendar of Upcoming Conferences

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

ebruary

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

Québec ABA

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

March (cont.) April (cont.)

Connecticut ABA

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

Kentucky ABA

March 9-10 Louisville, KY Spalding University www.kentuckyaba.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 http://psychweb.cisat.jmu.edu/zinnte/ VABA/index.html

Four Corners ABA

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

April 28 Overland Park, KS The University of Kansas Edwards Campus, Regnier Hall www.kansaba.org

ABAI 38th Annual Convention

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

.uaust

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

Opportunities for Behavior Analysts

Autism Spectrum Therapies

Founded in 2001 by highly respected psychologists in the behavior sciences, Autism Spectrum Therapies (AST) is a premier provider of applied behavior analysis services. Our tailored programs are designed for individuals with developmental needs from infancy through adulthood and we also provide comprehensive training and support for parents, families and schools.

Our staff is highly educated and experienced. We take great pride in having an unprecedented number of Ph.D.s and over 60 board certified behavior analysts, speech pathologists, and occupational therapists on staff. We have over 500 employees, with offices in California, Washington, and Louisiana, and are rapidly expanding across the nation.

AST continuously accepts applications for Behavior Interventionists, Program Supervisors, Speech Language Pathologists, Occupational Therapists, and Behavioral Consultants at all locations. We require that our clinical staff meet minimum education requirements and have experience working with individuals with autism. In addition to the most competitive salaries in the area, AST offers the following benefits to their employees: health insurance (medical, dental, vision, disability and life insurance), 401(k) plans, and paid vacation and sick time. BCBA coursework and supervision are also offered onsite.

If you are looking to further your career and continue your training with many of the most respected clinicians working in the field today, we welcome you to submit your resume to jobs@autismtherapies.com.

Bancroft

For 128 years, Bancroft's mission has been to ensure that every person is given opportunities for lifelong learning and fulfillment. Bancroft is currently recruiting behavior analysts to work in our pediatric residential continuum of programs based in Haddonfield, NJ. These three programs serve individuals diagnosed with autism and intellectual disabilities. The Lindens provides assessment and short-term treatment of severe challenging behaviors. The campus- and community-based programs support individuals with less intense behavioral challenges to continue to develop adaptive skills and increase their participation in the community. These behavior analyst positions will:

 provide supervision and mentorship to clinical managers in conducting functional behavior assessments (including functional analyses) and writing behavior plans and skill acquisition goals

- provide clinical leadership and training to program staff
- participate in program and organizational performance improvement initiatives
- collaborate on the development and management of clinical research projects

Requirements include a master's degree in psychology or a related field, 2 years of experience in functional assessment, and eligibility for board certification by the BACB. Prior management experience also desired.

If interested, please go to www.bancroft.org, click on "apply for a job" and follow the links to submit your resume. We offer a comprehensive and competitive salary and benefits package.

Beacon ABA Services

321 Fortune Blvd Milford MA 01757 (508) 478-0207

Associate Vice President of Clinical Services

Beacon serves individuals of all ages with a diagnosed autism spectrum disorder (ASD). As a service provider to individuals with ASD for over 13 years, Beacon has worked with over one thousand families in Massachusetts. Clinically, Beacon's treatment orientation is dedicated to using only empirically validated treatment procedures to support the development and personal independence of all individuals diagnosed with ASD. The practice provides individualized intervention using the clinical practices of applied behavior analysis (ABA).

Beacon ABA Services has grown over 25% in the last year. To accommodate this growth, the practice is seeking an associate vice president of clinical services. This professional will supervise regional directors, manage practice policy, provide clinical consultation to region specific cases, supervise/monitor area research, and oversee the daily operations of assigned areas.

The candidate should have a doctoral or master's degree, minimum of 5 years of experience providing behavioral treatment, and have a current board certification in behavior analysis (BCBA). Qualified candidates should have 3 years of management experience in the human services and/or ABA field.

Beacon offers a very competitive compensation model, incentives, and provides numerous professional growth opportunities. Beacon offers a highly competitive salary commensurate with local and national standards. All

contracts are individually negotiated and may include student loan repayment programs, relocation incentives, and productivity incentives.

Beacon's main headquarters is located in Milford, MA. However, Beacon serves the entire state of Massachusetts. Qualified applicants from throughout the state or those professionals interested in relocation are encouraged to apply.

Applicants should email curricula vitae to Steve Woolf, Ph.D., BCBA-D, vice president of operations and program development, at Beacon ABA Services: swoolf@beaconservices.org.

Evergreen Center

Behavior Education Team Supervisor

Agency serving children and adults with developmental disabilities seeks experienced professional for behavioral consultation, staff training, and educational case management. Relevant experience in functional assessment, development of behavior support plans, and staff training; strong writing, supervision, presentation, and computer skills; and the ability to work as part of a team are required. Master's degree in related field required. Successful candidate must have extensive experience in applied behavior analysis and be a board certified behavior analyst, eligible for board certification, or qualified for enrollment in our associated BCBA preparation program. Generous salary and paid leave. Tuition reimbursement and student loan forgiveness are negotiable. AA/EOE. Send resume and salary requirements to:

VP of Behavior Services and Professional Development Evergreen Center, 345 Fortune Blvd.

Milford, MA 01757

Email: gdefalco@evergreenctr.org

Institute of Professional Practice

The Institute of Professional Practice is a private, nonprofit human service and educational organization serving people with developmental and other disabilities throughout New England and the East Coast. We are committed to providing evidence based treatment and the professional growth of our employees. We have a number of positions available for:

- · Clinical Coordinators
- Behavior Analysts
- ABA Therapists

We offer a competitive salary, generous benefit package, tuition reimbursement, and a Staff Training and Advanced Study Program. To learn more about Career Opportunities at the Institute please visit our website: www.ippi.org.

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

May Institute

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

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

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

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

About May Institute

- Northeast partner to the National Technical Assistance Center on Positive Behavioral Interventions and Supports
- · Sponsoring organization of the National Autism Centers
- Recipient of the 2007 Programmatic Contributions to Behavior Analysis Award from the Society for the Advancement of Behavior Analysis (SABA)

For more information, you may contact: Craig Barry, Director of Recruiting 41 Pacella Park Drive Randolph, MA 02368

Email: careers@mayinstitute.org

OPPORTUNITIES continued from page 63

Melmark

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.

SEEK Education, Inc.

Special Education for Exceptional Kids (SEEK) Education has been providing treatments guided by behavior analysis to individuals with special needs and their families across southern California and Asia. We adhere to the philosophy that learning extends across the individual's lifetime, and we achieve this by structuring specific environmental arrangements appropriate to the person's learning. We offer exciting career opportunities from our diverse programs such as infant-toddler intervention, afterschool center-based program, in-home treatment, and supported employment services. SEEK Education offers competitive salaries with outstanding benefit package that includes: health, dental, vacation, continuing education funds, and BCBA/BCaBA supervision for qualified individuals. Additionally, our partnership with various universities provides education advancement for those who are seeking graduate degree and/or certification in behavior analysis. There are open positions available, and we encourage you to learn about us by visiting our website or contact:

Veronica Arias (626) 943-7772, ext. 225

Email: serviceprovider@seekeducation.org

Spectrum Center

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

Due to our continued growth, we are looking for behavior analysts to help expand our services. For more information or to submit your resume/vita visit our website at www.spectrumschools.com. Spectrum Center is an equal opportunity employer.

St. Amant ABA Program for Children With Autism—CanadaJob Opportunity: ABA Consultant for Children With Autism

Great job opportunity for behavior analysts looking for a rewarding career with children with autism in a well-funded and well-supervised program. Small caseloads, intensive training and supervision from Ph.D. and BCBA-D, clinical support from experienced Senior Tutors, and administrative support from office and scheduling assistants. BACB CE provider. Canada has universal healthcare and St. Amant, a Top Employer in 2011, offers a comprehensive benefits package. International relocation fee provided.

About St. Amant, Top Employer 2011

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

The ABA Program (www.stamant.mb.ca/main/ABAProgram.html) serves preschool and school-aged children with autism in their homes, daycares, preschools, and schools. It is a 100% provincially funded program. Contact Kirsten Wirth at kwirth@stamant.mb.ca.



Behavior Change for a Sustainable World

August 3-5, 2012 The Ohio State University



Association for Behavior Analysis International

550 West Centre Avenue, Suite 1 Portage, MI 49024

www.abainternational.org

