

INSIDE BEHAVIOR ANALYSIS

NEWSLETTER OF THE ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL

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ON THE COVER: "Disposable Blue Marble"

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Photography: MATHEW CALVERT

Shout Out Inwards!

A Letter From the SABA President

BY RICHARD MALOTT

NOTE: This commentary does not represent the official opinion of SABA, ABAI, or our Executive Council.

“Life consists of having your mud pies admired and admiring other people’s mud pies in return.”*

SABA is ABAI’s tax-deductible way of making sure our behavior-analytic life has its share of such mutual admiration; SABA is a venue through which we can occasionally have some of our behavior-analytic efforts admired and admire those of our colleagues, in return.

Though we may give a self-effacing “awe shucks; t’warn’t nothin’,” we love it when someone (anyone) notices our mud pies. And, in fact, even though much of our behavior of creating mud pies may be maintained by a stream of continuous, intrinsic reinforcement, rigorous behavior-analytic introspection will reveal that the intrinsic value of such activities is interlaced with reinforcing fantasies about the admiration our mud pies may eventually receive.

Unfortunately, our larger culture doesn’t support the admiration of the mud pies. As Robert Mager insightfully pointed out, we’re a he-should-ought-to-want-to-do-it culture; he shouldn’t need extrinsic reinforcers, least of all social reinforcers.

Superstars super fly in to conferences, do their number, arrogantly accept the gratifying adoration of the multitudes, and immediately super fly out, never dreaming they’re violating the reciprocal, mud pie admiration social contract, never dreaming those left standing on the ground would love to have their own mud pies at least acknowledged, if not admired, and usually never dreaming how much the admiration of the masses means to them as they build their superfly mud pies.

And even those of us who put together our wonderful ABAI conferences err when we think assembling the conference pieces is all we need to do to fulfill our social contract. For every “good job” we hungrily receive with faux indifference, we should be giving out 10 and they should be genuine. Applied behavior analysis is not just about sitting in the bar with our buddies, collecting cool points; it’s also about good-jobbing the behavior-analytic efforts of

students, new colleagues, and old colleagues, as well as the superstars.

Therefore, in order to be a moral, socially responsible member of the ABAI behavior-analytic community, remember to give out 10 (OK, 4) sincere good jobs, for every one you receive; and at our conferences, a good place to begin is the poster sessions. However, to get a head start on your social contract, also donate to SABA’s good-jobs fund. SABA gives Senior Student Presenter Grants for student presenters, Master’s Thesis Grants, International Development Grants, Experimental (applied and basic) Grants, and Bijou Grants. Most, though not all, of these awards are too small to directly enable the activities they’re supporting. For example, most will barely make a dent in the post-graduation debt our students will be facing. But they’re our humble little way of saying, “good job,” “here’s a cool point,” and “we appreciate the way you’re busting your butt to help save the world with behavior analysis.”

So, before you finish this page, give a little taste to those who’ll really appreciate it by visiting here: <http://portal.abainternational.org/shopping/frmGroupListing.aspx?intgrpkey=14>.

**I read this quote 56 years ago, when I was an undergrad, and, ever since, have remembered it word for word and referred to it often, considering the quote as a profound insight into the human social contract. Not only do I ask WWJD, I also ask WWSLD (SL = Susan Langer, the author of the quote). However, my copy of Susan Langer’s book, *Philosophy in a New Key* is but a distant memory, I’ve always wanted to confirm the memory of that quote; yet the desire for confirmation was never sufficient to get me to walk across the street to Western Michigan University’s library. But thanks to Google Books and my Visa card, a copy appeared on my computer screen this morning, without my having to get up from my desk chair. And I was shocked to see that Langer was quoting and that I was slightly misquoting her quote, which was: “J. M. Thorburn has said—that ‘all the genuine, deep delight of life is in showing people the mud-pies you have made; and life is at its best when we confidently recommend our mud-pies to each other’s sympathetic consideration.’” Close enough for an undergrad.*

Updates From Past SABA Awardees

2012 Sidney W. and Janet R. Bijou Fellowship

BY JULIE ACKERLUND BRANDT

In 2012, I was honored to receive the Sidney W. and Janet R. Bijou Fellowship from SABA. I would like to take this opportunity to express my gratitude for this award and describe the research it has supported.

In 2009, I began my doctoral training at the University of Kansas (KU) working with Dr. Claudia Dozier. During my tenure at KU, I have conducted four different research studies evaluating the effects of teaching procedures on acquisition of sight-words, response variables (i.e., response effort) effecting stimulus preference, and variables effecting preference for choice opportunities. Since receiving the Bijou Fellowship 9 months ago, I have been able to complete three of the four projects and began writing the manuscripts to submit for publication.

Two of the studies I have conducted have compared different procedures for teaching sight-words to preschool children. The first study compared the efficacy of antecedent procedures to consequent procedures at teaching sight words. Some effective antecedent interventions include modeling or priming and some effective consequent interventions include feedback or error correction. The purpose of my study was to compare the effects of modeling and error correction for teaching sight-word reading to two typically developing preschool-aged children. For one participant, we found that (a) simply modeling the correct response one time or (b) providing error correction for incorrect responding was effective for increasing correct sight-word reading. Further manipulation suggested that error correction was most effective when it was implemented for incorrect responding as compared to a general feedback condition. For the second participant, we found that modeling the correct response one time was not effective; however, (a) modeling prior to every session or (b) providing a single model and implementing error correction was effective for increasing sight-word reading. Further manipulation suggested that when the number of exposures to the correct response was controlled, providing a model prior to every session was more effective than a condition involving multiple models to error correction.

A second study evaluated the mechanism that may account for the effectiveness of interspersed-trial teaching, a popular teaching method, on acquisition of skills. Interspersed teaching procedures have been shown to be effective for teaching various tasks; however, the mechanism by which it is effective is unknown. Possible mechanisms include (a) increased stimulus variation with the alternation of various known and unknown items and (b) increased

reinforcement density with the increase in reinforcers delivered due to known items being correct. In the absence of external reinforcement, the increased reinforcement may become automatic reinforcement in the form of “getting the response correct.” The purpose of my study was to evaluate young children’s acquisition of sight words under various conditions that included combinations of high or low stimulus variation and reinforcement density. In addition, we assessed child preference for the different conditions. For all three participants, we found that all conditions were effective at teaching sight words. For two participants, the combination of high stimulus variation and high density of reinforcement was most effective and most preferred. For one participant, the condition using high stimulus variation was most effective and the condition using low stimulus variation was most preferred.

My third study evaluated whether increasing response effort would affect the preference for various edible and leisure items. Past research has shown that increasing response effort by increasing the schedule requirements can increase the preference for stimuli. The majority of this research, however, has been conducted with nonhuman populations. For my study, the purpose was to replicate and extend this research by manipulating schedules of reinforcement for edible and leisure items and evaluate the effects on preference. Our results show that items which were initially more preferred remained preferred for four of five children earning edible reinforcers and all three children earning token to trade for access to leisure items.

Currently, I am conducting a study evaluating the prevalence of a preference for choice in typically developing children. Past research has shown that choice is a reinforcer for some children, but the prevalence of this preference has yet to be determined. Following this evaluation, I will attempt to condition choice and no-choice contexts as a reinforcer by manipulating different variables (stimulus variation and magnitude) associated with these contexts.

The monetary award provided by the Bijou Fellowship continues to help me continue my current research projects evaluating variables effecting choice as a reinforcer for young children. In addition, the funds have helped me to attend and present at both regional and national conferences, such as the annual Mid-American ABA conference and the ABAI annual convention. These have been career-building experiences where I have been able to present my research and interact with behavior analysts from across the United States and other nations.

I sincerely thank SABA for awarding me the Bijou Fellowship. It has been invaluable to me in furthering my academic and research career, as I am sure it will continue to do for other aspiring behavior analysts.

2012 Sidney W. and Janet R. Bijou Fellowship

BY SARA M. BAUER

I am honored to have been awarded a 2012 Sidney W. and Janet R. Bijou Fellowship from SABA. The Bijou Fellowship has made it possible for me to pursue my research goals and has supported my application of behavior analytic interventions to address critical areas of need in young children with Down syndrome.

In 2008, I 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. With Dr. Jones' guidance, I immediately began working on research projects focusing on various areas of impairment in toddlers with Down syndrome. Behavior analytic interventions are often used with learners with autism, but are rarely provided to learners with Down syndrome. Therefore, my research goal was (and still is) to demonstrate the successful implementation of behavior analytic interventions to address characteristic areas of impairment in children with Down syndrome with the hopes of validating and disseminating this empirical approach. Specifically, I examined areas of weakness identified by the Down syndrome behavioral phenotype (a pattern of strengths and weaknesses associated with the disorder). I began by addressing the characteristic communication weakness in toddlers with Down syndrome, using prompting and social reinforcement to teach verbal imitation of target sounds and a sequence of requesting responses. All of the toddlers successfully acquired the target verbal imitation and requesting responses.

With the support of the fellowship and given the successful results from my previous studies, I have continued my research examining the effectiveness of behavior analytic interventions to address other areas of weakness specific to young children with Down syndrome. Specifically, I have begun formulating procedures for implementing interventions to address the characteristic motor impairment in exploratory motor skills in infants with Down syndrome. Compared to typically developing infants, infants with Down syndrome do not engage in the same frequency or duration of motor behavior with objects. If an infant does not come into contact with objects, or manipulate objects in his/her hand(s), this can significantly reduce the number of learning opportunities he/she may encounter. There are currently no evidence-based practices to address this fundamental area of development in infants with Down syndrome. With the monetary help from the Bijou Fellowship, I have been able to prepare intervention procedures—which include a graduated guidance prompting procedure along with the use of social reinforcement—and to purchase the various materials necessary to implement intervention to address this critical area of weakness.

The Bijou Fellowship award has also enabled me to disseminate my research at various professional conferences, including the New York State ABA annual conference, the Annual Conference on Best Practices in the Education of Children with Down Syndrome, and the Queens College Developmental Disabilities Conference.

With great appreciation to SABA and the Bijou Fellowship, I am able to further pursue my research goals and continue to implement behavior analytic interventions to address impairments in young children with Down syndrome that can significantly improve outcomes. I am also currently involved in another research study examining the optimal intensity with which intervention is implemented in children with Down syndrome with the goal of improving the way intervention is provided to these young children to progress the rate and quality with which they acquire critical developmental skills. I would not be able to do this without the Sidney W. and Janet R. Bijou Fellowship.

Thanks again to SABA for selecting me for this great honor and for enabling me to achieve my research goals.

2012 Experimental Analysis of Behavior Fellowship

BY CRAIG CUMMINGS

I am grateful to have been one of the recipients of the 2012 SABA Experimental Fellowship. I would like to start by saying thank you to the SABA board and all of their contributors for making the fellowship possible. Also, I would like to thank my advisor Dr. M. Christopher Newland and Dr. Blake Hutsell for their continued support and guidance in my development as a scientist.

With the support of the fellowship, I have been able to develop and pursue my research interests while working on my doctoral degree at Auburn University. My research interests started while working in the behavioral toxicology laboratory under the supervision of Dr. Newland. While working as an undergraduate research assistant, I gained an appreciation of the experimental analysis of behavior (EAB), behavioral pharmacology, and behavioral toxicology, which led me to pursue a graduate career in experimental psychology. I was able to pursue my research interests further when I began the Master's Program in Psychology under the supervision of Dr. Raymond C. Pitts at the University of North Carolina Wilmington (UNCW) in an animal behavioral pharmacology laboratory. While there, I became interested in the investigation of the specific behavioral mechanisms underlying deficits in choice and decision making such as impulsivity. These poor decisions often occur in complex situations making it hard to delineate the controlling variables. Therefore, it is useful to simplify the decision making paradigms in order to look at each

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of the variables separately. In that vein my thesis project investigated the effects of opiates on choice controlled by a single parameter of reinforcement—reinforcement delay. After obtaining the master's degree at UNCW, I returned to Auburn to earn a doctoral degree while again working under the supervision of Dr. Newland.

While working in the behavioral pharmacology and toxicology laboratory at Auburn, I developed an interest in the comparison of genetically divergent mouse strains as a method of assessing how variations in endogenous monoamine levels manifest behaviorally. Through our research, we have discovered that some strains exhibit behavioral deficits that seem limited to certain methodological constraints (i.e., type of reinforcer, specific parameters of the task, behavioral history). This selective pattern of behavioral deficits is similar to the selective behavioral deficits found with attention deficit hyperactivity disorder (ADHD) and drug addict populations. These populations exhibit decision making deficits in some situations (e.g., classroom or specific neighborhood) while behaving normally in others (e.g., at the dinner table).

More specifically, I have continued to investigate the prevalence of several behavioral deficits (i.e., perseveration, behavioral flexibility, and overall task engagement) associated with ADHD in a potential mouse model of the disorder. In a similar line of research, I have been investigating the effects of various pharmacological compounds on choice in a spatial discrimination reversal procedure with C57BL/6n mice. With the support of the fellowship, I was able to develop a spatial discrimination reversal procedure that allowed for the study of acute administrations of d-amphetamine (a stimulant) as well as desipramine (a selective norepinephrine reuptake inhibitor) with C57BL/6n mice. This procedure proved useful in capturing selective drug effects on reversal and non-reversal performance. Performance on non-reversal sessions was improved at low doses of d-amphetamine and desipramine. Responding for both reversal and non-reversal sessions declined as an increasing function of d-amphetamine dose. Upon completion of the DEC the response requirement was increased (FR2) and the DEC was reassessed. The change in response requirement was implemented in an attempt to increase overall task engagement. The same manipulation had been successfully implemented in previous experiments in our laboratory; however, pharmacological manipulations had not been assessed. With d-amphetamine the new response requirement produced a rightward shift in the DEC for reversal and non-reversal sessions along with low-dose improvement in reversal performance. These data provided support for the utility of combining behavioral and pharmacological intervention in the treatment of behavioral deficits. Future research will explore other pharmacological compounds, variations in schedule requirements, and

implementation of other procedural variations in an attempt to ascertain the behavioral and neurochemical mechanisms underlying the aforementioned behavioral deficits.

2012 Experimental Analysis of Behavior Fellowship

BY LUDMILA MIRANDA DUKOSKI

I am honored to have been the recipient of the 2012 Experimental Analysis of Behavior Fellowship. Once more, all available grants would not be possible if it weren't for the generous donations of the many donors that contribute to SABA. The availability of the many fellowships and grants on offer by SABA means that current research in behavior analysis does not go without support and encouragement.

Currently, I am still a graduate student at the School of Psychology at the University of Auckland (New Zealand), where I continue to work under the supervision of Professor Michael Davison and Associate Professor Douglas Elliffe. My doctoral project is concerned with analyses on how preference following food delivery is affected by very rapid changes in food ratios over time. So far, we have found that food deliveries possess properties that are primarily discriminative in nature. Specifically, the key-location that a pigeon is likely to peck immediately following food delivery is not the location from which the last reinforcer was obtained, but the key-location that is more likely to arrange the next food.

My other research interests continue to include behavioral momentum approaches to assess the effects of stimulus context on relapse of extinguished operant behavior as well as stimulus discrimination and time discrimination in continuous conditional-discrimination, divided-attention procedures. Both of these projects are currently ongoing with the help of Dr. Christopher Podlesnik and student members of the University of Auckland experimental analysis of behavior research group. I hope that I am able to present data related to these projects at an ABAA annual convention in the near future.

Although, as many graduate students will attest, the future upon completion of my doctoral degree is unclear, I hope to assume a teaching and research role in an area related to my Ph.D. interests. The reason being is my utmost dedication to the advancement of our field.

2012 Master's Thesis Grant

BY NATHANIEL HALL

Nine months ago, thanks to the SABA Board of Directors and its donors, I received \$500 to support my master's research. This fund has gone a long way in helping me purchase the necessary supplies and equipment to conduct experiments investigating the acquisition of odor discriminations in dogs. Although the studies are still

in progress, I share here some of the background and preliminary results from my experiments.

Trained dogs serve society by detecting many important odorants. However, training dogs to alert to an odorant can be an intensive and expensive task. I am interested in studying factors that influence the rate at which a dog acquires a simple odor detection. I have become particularly interested in a group of experiments that have suggested that passive “mere” exposure to a stimulus may facilitate discrimination. For example, Mandairon and colleagues (2006) conducted a series of experiments in rodents that suggested that simply exposing them to an odorant increased discrimination performance in a habituation/dishabituation task. In addition, Gibson and Walk (1956) demonstrated that passive exposure to visual stimuli (triangles and circles) led to enhanced discrimination performance (see Hall, 1980 for a review of exposure learning). These results were very interesting for two reasons: First, if merely exposing a dog to a target odorant enhanced discrimination, this could be a low cost intervention for improving detection dog training. However, second, the results are unexpected. From a theoretical point of view, wouldn't we expect passive exposure to have no effect or even decrease discrimination performance due to factors such as habituation or latent inhibition?

With my \$500 dollars, I set out to test the “mere exposure” hypothesis using an olfactory discrimination in dogs. I began by standardizing a discrete-trials training procedure for a simple odor discrimination. Once that was done, we worked out a way to systematically expose some dogs to the target odorant that they will later be trained to discriminate. We purchased some pet-store aquarium pumps, food extracts for odors, mason jars, air tubing, and plastic flow meters. With the help of Professor David Smith and his olfactometer, we calibrated all aquarium pumps to output the same air volume running through a mason jar that held the target odorant. After we standardized the odor exposure, we hid all the equipment in a large trashcan. This trashcan not only hid the pump, but also the experimenter operating the machinery. With this set-up, we could place dogs in a crate and expose it to a standard odorant or a standard amount of clean air, while the experimenter was out of view. Now for an initial experiment, we wanted to assess the effects of prior exposure on discrimination acquisition, so we needed to compare the effects of an initial exposure across naïve dogs. To do this, we randomly assigned eight dogs to a condition where they were exposed to clean air everyday for 5 days, eight dogs to an exposure condition where they were exposed to the target odorant for 30 minutes a day for 5 days, and eight dogs to a pairing condition where the odor was paired with food delivery from a food hopper built onto the trashcan. All dogs were subsequently trained using the standardized training procedure. I must note how grateful I

am to all the enthusiastic owners patient enough to allow us to test their dogs every day for weeks.

Thus far, we are seeing little evidence for a “mere exposure” effect. Instead, we are noticing a much higher performance across all training days for dogs that received odor-food pairings prior to discrimination training. This interaction of the paired exposure with the operant discrimination task is interesting both theoretically—as an intersection of classical and operant conditioning—but also practically for the potential it shows for improving the training of detection dogs. In the next experiment we hope to assess how odor-food pairings outside of discrimination trials may influence the effects of disruptors on steady-state discrimination performance. Those experiments, however, are too early to report, but are made possible, thanks to the SABA Master's Research Grant.

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2011 International Development Grant

BY AMY DURGIN

I never expected to be living and working in Tanzania for one year, let alone two. Now, it feels a little like home. I began working for APOPO (Dutch: Anti-Personnel Landmines Detection Product Development) in January 2011, in order to gain experience in organizational consulting as well as conduct research towards a dissertation.

Located in the small town of Morogoro, Tanzania, APOPO is a Belgian, nongovernmental organization (NGO) that trains and disseminates detection rat technology for humanitarian purposes—specifically, for detecting landmines in hazardous areas and for detecting tuberculosis (TB) in humans.

Due to the success demonstrated by APOPO's rat detection technology, APOPO is quickly growing with demining projects developing in Angola and Thailand and TB detection operations expanding to Mozambique. However, adapting procedures quickly enough to maintain high efficiency and effectiveness has been quite challenging for the relatively small NGO, especially given the limited human and financial resources available. Therefore, the primary focus of my work has been toward developing a sustainable and data-focused training system that allows for flexibility while upholding excellent training standards maintained entirely by the local staff. Thanks to the funds provided by the SABA International Development Grant,

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DURGIN continued from page 7

several relatively simple items were purchased that had a significant impact on the way we were able to incorporate better data collection, storage, and usage practices into daily activities associated with the rat training process. For instance, a new desktop computer with back-up power supply (for black-outs) replaced the outdated computer that had a tendency for cutting out at random intervals making work on that computer incredibly futile and frustrating. Now, entering training data takes a fraction of the time, allowing not only more information to be entered and used, but also allows the staff more time for other responsibilities (e.g., supervising, data collection, planning training sessions). A new printer/copier was purchased in order to supply the training team with new and improved training data sheets, checklists, weigh sheets, and reports on both trainer and rat performance. Other training equipment

was purchased to aid in maintaining accurate measures as far as the precise locations of rat indications on the mine training field and accurately monitoring animal weight and health. As a result, we were able to help streamline training procedures, increase performance measures, and introduce tangible feedback systems by developing new training protocol, task checklists, regular performance reports, and visual aids to the trainers.

The work is not yet complete, but we have made some excellent progress in the past year. I plan to test for maintenance of the major systematic changes after 3 and 6 months in the upcoming year and assist remotely with fine-tuning the changes as needed. The past 2 years have been an invaluable experience for myself, and I am very grateful to both my advisor, Alan Poling, as well as the generous SABA donors for their support and commitment to the dissemination of behavior analysis. ♦

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SCIENCE-BASED SOCIAL & COMMUNICATION STRATEGIES IN AUTISM

BY MARIA E. MALOTT

Autism spectrum disorders (ASD) now affect 1 in 88 children—more than leukemia, muscular dystrophy, pediatric AIDS, and juvenile diabetes—and the prevalence figures are growing. Yet, despite the fact that about \$137 *billion* dollars per year are spent on autism in the USA, funding from the National Institute of Health and the private sector is less than \$240 *million* combined (“Facts About Autism,” 2012). Behavior analysis has the tools to tackle the problems;

Illustration: MARTIN BURCH
Photography: PHIL KRAMER

it has the means for improving our understanding. For these reasons, ABAI started organizing an annual conference dedicated to autism research and treatment.

Autism's complexity was made clear during a special presentation of Sophie Robert's film *Le Mur (The Wall): Psychoanalysis Put to the Test for Autism*. This informative documentary was the result of 4 years of investigation among psychiatrists and psychoanalysis practitioners in France and detailed the perception and bad care of children with autism in that country. Ms. Robert led a brief discussion with Diane Fraser (Association Française d'ABA) and Program Committee chair Travis Thompson (University of Minnesota) following the conclusion of the film. Using *Le Mur* as an example, Kennon Andy Lattal summarized why understanding ASD is so difficult:

"Scientific is open to interpretation," he said. "*Le Mur*... illustrates again that there are very different ideas of what 'science' is, because psychoanalysts consider themselves to be scientists, among other things."

Andy Lattal is concerned about the ethical implications raised by approaches to ASD treatment, especially since ethics as viewed from a behavior analytic perspective has unique features compared to other ethical approaches. Specific assessment and intervention methods, along with contemporary research findings, might influence ethical decisions and practices related to ASD. Therefore, understanding the potential impact of some general topics of concern to behavior analysts on ethical behavior is important.

"Ethics are not a set of abstractions or little men or women running around inside of us guiding our actions. They are contingencies and they operate in the same way as any other contingencies to exert control over behavior."

Rob Horner agrees that behavior analysis can be an import tool to cut through the haze surrounding autism. His presentation focused primarily on the implementation of applied behavior analysis (ABA) in scales of social significance, particularly in American institutions of education, health care, and business. He explained that it is important to make behavior analysis more accessible.

"I want to argue that we as applied behavior analysts run the risk of being too internally focused. I want us to adopt and embrace a vision, a mission," said Horner, "a role which is to make behavior analysis accessible on a wider range."

A significant problem facing the application of ASD treatments is the misconception of behavior analysis research. In his talk, Howard Goldstein examined the shortcomings of meta-analytic reviews of social communication intervention literature. He discussed how therapists could evaluate research and stressed the importance of incorporating only the best science into interventions. Goldstein cautioned against overvaluing personal experience.

"Clinical expertise should not trump scientific findings," he said.

Part of making behavior analysis more accessible includes training teachers and parents to think like behavior analysts. This, according to Andy Bondy, includes critically examining the conditions surrounding certain behaviors and helping adults identify the mistakes they make in implementing interventions. His discussion also focused on the importance of addressing students' skill deficits prior to or simultaneously with behavior excess or other unwanted behavior.

"There is a big difference in what we do and what we think we know," said Bondy. "Learning is about what we do."

A major cause for autism misconceptions is a lack of scientific understanding. Self-injurious behavior (SIB) has long been misunderstood, but research is starting to change that. Frank Symons attributes his interest in SIB to his work with individuals with intellectual and developmental disabilities and ASD. Symons's presentation provided an overview of the clinical problems of SIB and he discussed how recent studies are starting to bridge the gap between pain-relevant biomarkers and sensory features. While this may be relevant to unraveling some of the mystery surrounding chronic SIB, Symons stresses that there is still much to learn.

"We've got a lot of behavioral mechanisms to think about in terms of the environment which individuals are growing up and the way that behavior unfolds in regard to contingencies," explained Symons. "So it's going to be a little complicated to unravel this Gordian knot."

Autism treatment doesn't end with the researcher or the therapist; families must be included. Chris Hatton is familiar with how practitioners have enjoyed considerable success using ABA in working with people with autism and their families. He explained how the socioeconomic and cultural contexts within which people with autism and their families live influence their engagement with services—especially the potential impact of family hardship, poverty, adverse life events, ethnicity, and cultural practices.

Sandra L. Harris feels that siblings can play an important role in ASD treatment. In her talk, she discussed how neurotypical (NT) siblings might be valuable resources for modeling/teaching adaptive skills. She also explained the need to provide them with support in understanding their brother or sister with ASD. Finally, Harris described how the role of NT siblings has been studied, what has been learned about the contributions they can make, and what has been learned about supporting their needs.

This approach can be extended beyond the family and into the classroom. Debra Kamps believes that an important component of ASD treatment includes the involvement of an individual's classmates. She presented on a series of studies that demonstrated how children with autism could learn academic skills in small groups with other students and social behaviors within peer groups. The importance of these interventions strikes an emotional chord in Kamps.

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1 From left to right, back to front, the Sixth Annual Autism Conference presenters and organizers: Michael Dorsey, Erik Carter, Howard Goldstein, Dick Malott, Travis Thompson, Kennon Lattal, Pam Gorski, Lori Bechner, Deborah Kamps, and Maria Malott. **2** Guests on the escalator at the Philadelphia Marriott Downtown. **3** Howard Goldstein enjoys a poster session. **4** A table of name badges for the Sixth Annual Autism Conference. The conference was hosted at the Philadelphia Marriott Downtown in Philadelphia, PA; 732 people from 15 countries and 45 U.S. states (and the District of Columbia) attended. **5** Deborah Kamps answers a question during a discussion session.

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"Think about how many children you know you've seen in schools who walk the perimeter of the playground, or they're playing with sticks instead of playing with their friends at recess. Think about middle school children that tell us they've been victims of bullies; think about young adults that we know that have graduated from high school or even college and they're sitting at home unemployed. Think about teens and young adults that tell us that they're lonely or they're depressed and have few friends," she said. "Those things contribute to why I think it is so important to include peers in teaching social and communication skills."

Improving classroom interventions is an important focus area for Phil Strain. Peer mediation is a key component because much of what drives children's behavior is generalizable.

"We've come to believe that—all things being equal—what's interesting, predictable, exciting, rewarding for typically developing children works the same for most children on the autism spectrum," he said.

His talk provided an overview of the design, procedures, and results of the largest randomized trial conducted on early intervention in inclusive classrooms. He explained how full implementation of the Learning Experiences and

Alternatives Program correlated with significant reductions in autism symptoms; improved verbal language, social skills, and cognition; and sharp reductions in problem behavior.

While Kamps and Strain are interested in improving the environment within the classroom, Erik Carter wonders what happens beyond it. He gave a presentation on the challenges facing many young people with autism after they graduate high school. He then discussed the current knowledge about effective approaches for promoting opportunities in secondary school, connecting youth to school and community experiences, and fostering supportive peer and adult relationships.

In addition to the regular program, we had overwhelming success with pre-conference workshops. Robert and Lynn Kern Koegel presented the first workshop, "Promoting Complex Social Skills in Individuals With Asperger's Disorder and High Functioning Autism," on various intervention procedures for improving social communication, pragmatics, self-help areas, and so on in individuals with Asperger's disorder or high-functioning autism.

Andy Bondy led the second workshop, "Evidence-Based Communication Approaches for Children With Autism," which reviewed many of the issues related to evidence-

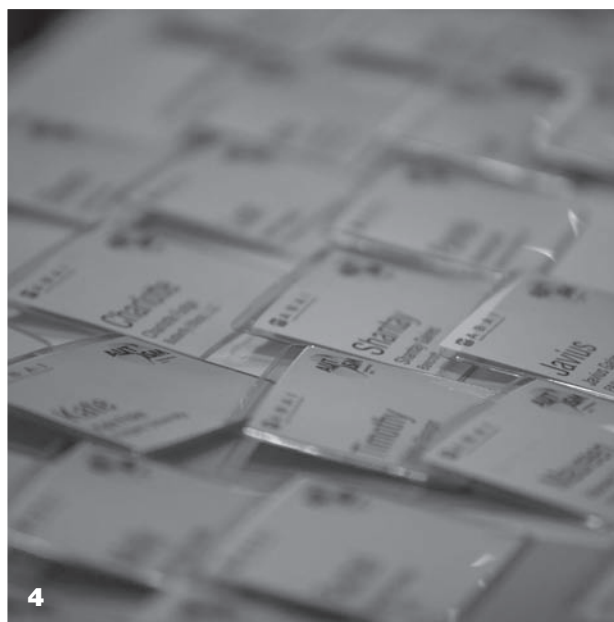
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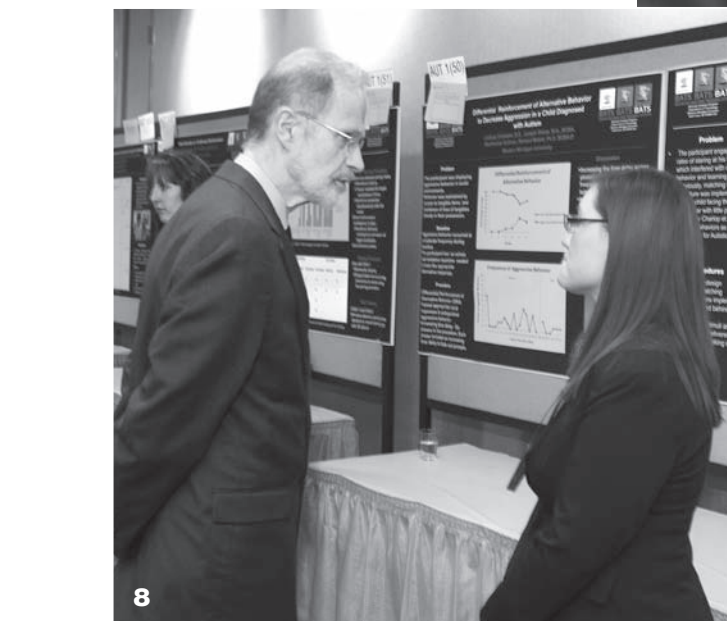


4



5

6 Program chair Travis Thompson signs Hasmik Yeghikyan's book during the conference's author signing. Thompson has long been a champion for the behavioral approach to autism treatment and this was his third year as chair of the program. **7** Kennon Andy Lattal reviews the poster of Wendy Combs. The conference provided two poster sessions, which featured over 160 research presentations. **8** Dick Malott speaks with Lauren Edwards during one of the poster sessions. **9** Program Guide for the 2012 Autism Conference.



9



Exhibitors

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

- ABPathfinder
- Accelerations Educational Software
- Achieve Beyond
- AI(2), Inc.
- Autism Services Group
- Autism Spectrum Therapies
- Autism Training Solutions
- Bancroft
- Beacon ABA Services
- Behavior Analysis Online
- Behavior Analysts, Inc.
- Brooklyn Autism Center
- Butterfly Effects LLC
- The Center for Autism and Related Disorders, Inc.
- CodeMetro
- Compass Solutions for Autism
- Data Makes a Difference
- Devereux
- Dynamic Therapeutic Services
- The Institute for Behavioral Studies at Endicott College
- The Florida Institute of Technology ABA Online Program
- Georgian Court University
- Hope Network Center for Autism
- Judge Rotenberg Educational Center
- Kinark Child and Family Services
- Kinney Center for Autism Education and Support
- Lakeview Specialty Hospital
- Little Leaves
- Mastermind Learning
- Melmark
- National Autism Center
- New Behavioral Network
- New Story
- Nova Southeastern University Mailman Segal Institute for Early Childhood Studies
- QBS, Inc.
- Rethink Autism
- Shape of Behavior
- Special Learning
- St. Joseph's University Online Programs
- Summit Educational Resources
- Therapy Source, Inc.
- Y.A.L.E. School

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based practices aimed at improving broad language skills—including the acquisition of an array of verbal operants and skills associated with “the listener.” These workshops were popular among conference guests, who felt fortunate to have had the opportunity to engage in hands-on learning with such distinguished experts.

If behavioral approaches are to enact meaningful change in the lives of persons with ASD and their families, the public must be informed of their effectiveness. Two ABAI special interest groups (SIGs) have long been dedicated to this very goal. The Autism SIG brings together individuals who specialize in, or are interested in, the application of behavior analysis to the education and treatment of individuals with autism across the lifespan. Its mission includes promoting behavior analytic research and the exchange of scientific information in the area of autism treatment, advocates for and promotes high standards in the application of behavior analytic treatments, and supports consumers of ABA services. The Parent-Professional Partnership SIG serves parents of children with autism and related disabilities, as well as interested professionals, and attempts to address the specific needs and concerns of parents. Their presentation, jointly lead by Lori Bechner and David Celiberti, paid tribute to Jerry Shook, who passed away in November 2011. Dr. Shook's life and work was an embodiment of the missions for these SIGs and was rich in

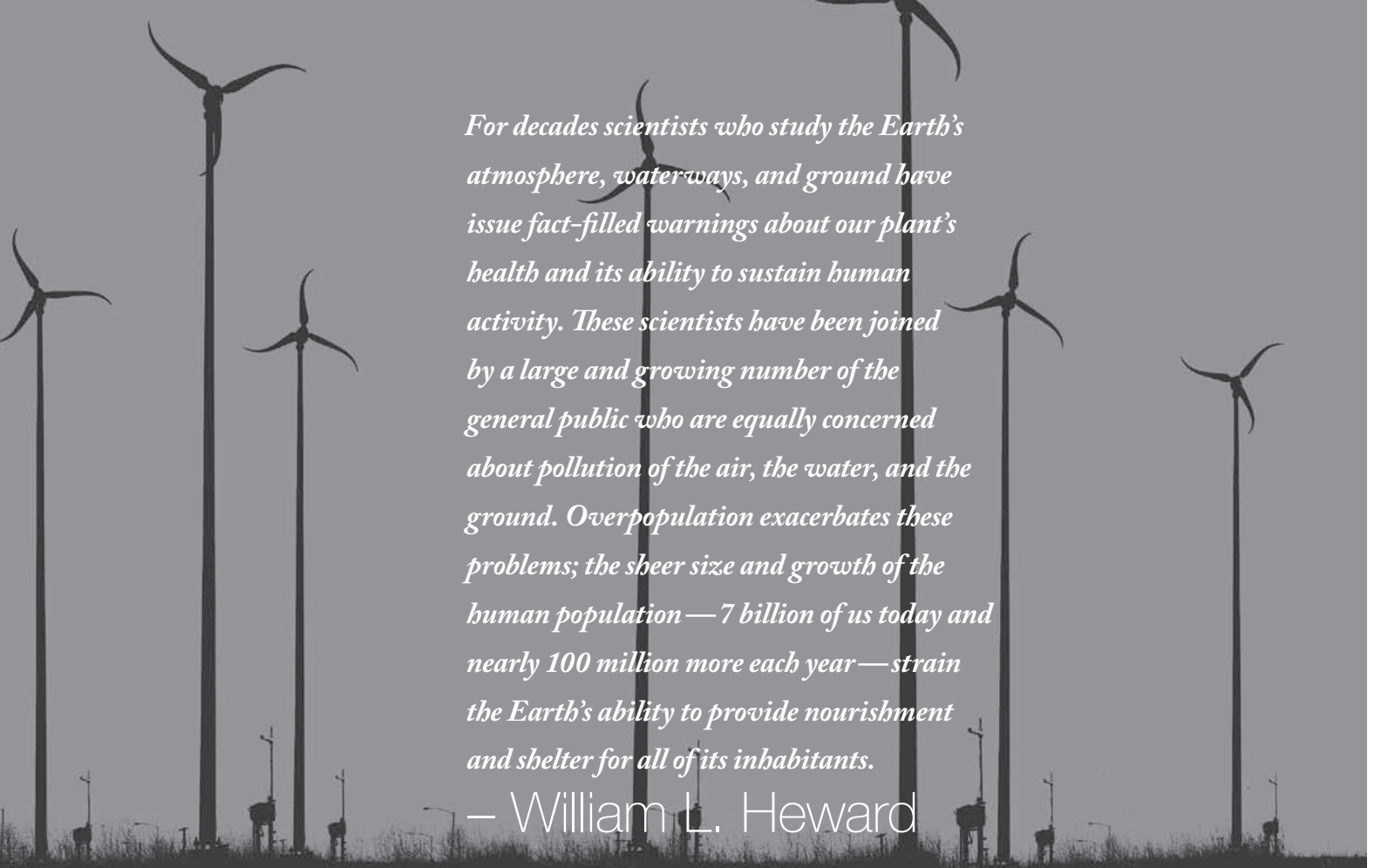
contributions that advanced the field and help for countless numbers of individuals with autism and their families.

Program Committee chair Travis Thompson provided tireless commitment to make the Sixth Annual Autism Conference a success. Thompson has long been a champion for the behavioral approach to autism treatment and this was his third year as chair of the program.

Autism affects people and families in every corner of world. For this reason, ABAI changes the host city for the conference each year. On January 25–27, 2013, we will move from the east coast to the west coast and hold the Seventh Annual Autism Conference in the great city of Portland, Oregon. The conference will feature topics developed specifically for those in practice, science, and parents of children with autism. The program will be divided into three separate tracks—provider, science, and parent—and each day of the conference will be devoted to its own track. Additionally, poster sessions will offer conference attendees the opportunity to review the foremost research being conducted around the world in the area of autism. Visit our website (www.abainternational.org/events/autconf2013/index.asp) for important information and updates. ❖

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For decades scientists who study the Earth's atmosphere, waterways, and ground have issued fact-filled warnings about our planet's health and its ability to sustain human activity. These scientists have been joined by a large and growing number of the general public who are equally concerned about pollution of the air, the water, and the ground. Overpopulation exacerbates these problems; the sheer size and growth of the human population — 7 billion of us today and nearly 100 million more each year — strain the Earth's ability to provide nourishment and shelter for all of its inhabitants.

— William L. Heward

HOW BEHAVIOR ANALYSIS COULD SAVE THE PLANET:

ABAI'S BEHAVIOR CHANGE FOR A SUSTAINABLE WORLD CONFERENCE

BY MARIA E. MALOTT

Clearly, climate change is one of the most important issues facing the both the public and the scientific community and the causes of climate change can be directly tied to human behavior. Therefore, it makes sense that behavior analysts can contribute much toward finding solutions to the difficult problems surrounding this issue. Yet, for one reason or another, behavior analysts have been largely silent when it comes to climate change.

This fact inspired Bill Heward to arrange for acclaimed paleoclimatologist Lonnie Thompson to be the Presidential Scholar at the 35th Annual Convention in Phoenix. Encouraged by the response to this presentation, Bill felt the time was right to make a strong statement and took the initiative and the leadership to organize a behavior analysis conference centered on the issue of climate change. This past August, several leading scientists in the fields of behavior and environmental studies gathered at The Ohio Union at The Ohio State University to speak on the role behavior analysis has to play in this very important topic. The event benefited from strong sponsorship (The Cambridge Center for Behavioral Studies, Center for Automotive Research at The Ohio State University, The Nature Conservancy, and NORC at the University of Chicago) and support (Blue Rock Station, Byrd Polar Research Center at The Ohio State University, and the Ohio Environmental Council) from organizations and businesses dedicated to preserving the environment.

* * *

If it were possible for anyone to completely understand the consequences of climate change, that person would be Lonnie Thompson. One of the world's leading paleoclimatologists, Dr. Thompson's work has been heavily referenced and was featured in Al Gore's Oscar-winning documentary, *An Inconvenient Truth*. In his talk, he discussed dramatically shrinking glaciers and laid-out what is at stake for the human race concerning climate change, complete with compelling and staggering evidence. He expressed his belief that coming out of this evidence there is an urgency to act.

"I've become more and more convinced that one more ice core is not going to change the direction that we're on," he said, "We have to do something about human behavior."

E. Scott Geller is aware of that urgency. He has long been passionate about the subject and tapped his enthusiasm as he spoke on the objectives that the behavior analysis community must undertake to engage this issue successfully.

"When people have a sense of choice or personal control they're more likely reach-out and help others," he said. "They're more likely to actively care."

Dr. Geller is optimistic that behavior analysts can play a strong role in creating a sustainable world and for good reason: Behavior analysis has already been demonstrated as an effective means for bringing about necessary changes. For a decade, he conducted numerous studies demonstrating the social validity of applying behavior analysis to increase environmentally friendly behavior. However, if meaningful

action to counter climate change is to occur, the corporate sector must also become engaged. This point plays to Darnell Lattal's experience and she described some approaches to designing behavioral plans that will help businesses adopt "green" practices.

"Profitable' gets to—of course—financial gain, but it has a bigger, broader social meaning: It is about the profit that comes from doing the worthy thing. It is worthy behavior," she said. "And companies that can align themselves with both—the money and with the worth—are moving in the right direction."

The challenge, Lattal explains, is to get companies to understand that worth and profit need to have a social value. To do this, behavior analysts must provide business with tools for analyzing the effectiveness of consequences in current green initiatives and a simple framework for recycling ineffective initiatives into successful ones.

Perhaps one of the largest obstacles for initiating large-scale behavior change is finding a way to communicate with the public. The scientific community at-large has struggled to convey research and findings in layman terms, the problem seems to be especially pronounced for behavior analysts.

"We should know now that we're not going to ram the behavioral vernacular down the world's throat," said Mark Dixon.

Dixon learned quickly that eschewing behavior analysis's intimidating language could lead to wide public exposure. By converting research results into more digestible terms, he found himself featured in popular media outlets such as *Time Magazine*, *The New York Times*, and *This American Life*. Dr. Dixon took part in a panel dedicated to addressing the issue of communicating scientific advances to nonexperts. This panel also included talks by Michael Magoon, Shawn Charlton, and Ronnie Detrich and covered methods for and examples of successful science dissemination to business, government, and the public.

Michael Magoon certainly is familiar with the challenges of translating behavior analysis across disciplines; he deals with them on a regular basis in his role in the Security, Energy, and Environment Department at NORC at the University of Chicago. A more systematic approach to translating behavior analysis to new fields is necessary, he said. He shared his experiences in working with a variety of professionals in different disciplines.

"We're not unique in our interest in focusing on behavior related to sustainability and the environment," he stated.

Shawn Charlton agrees and he feels that conveying the study of behavioral economics is a key step. He knows how differing approaches to behavioral economics in several disciplines inhibits mainstream understanding.

"If we want to have an impact, if we want to bring our technology to where people can use it, we need to start speaking the language that they do," Charlton said in

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1 Ronald Segal, director of the Office of Energy & Environment and vice president and enterprise executive for energy and the environment at The Ohio State University, welcomes ABAI to the Ohio Union. **2** Darnel Lattal delivers her presentation titled, “Show Me the Money (It’s Green, You Know).” She stressed the importance corporations have in a social context and discussed strategies for making them “good” actors in sustainable initiatives. **3** Conference attendees enjoy a meal and lively conversation in each other’s company. **4** Fred Provenza’s talk, “The Web of Life: How Behavior Connects Humans, Animals, and Landscapes,” described the work of BEHAVE and how that organization’s efforts has led to the integration of behavioral principles and processes with local knowledge to enhance ecological, economic, and social values of rural and urban communities. **5** Peter Kareiva gives his presentation, “Resurrecting the Environmental Movement,” which focused on changing the way issues of sustainability and climate change are presented to and discussed by the public. **6** On the opening day, Lonnie Thompson establishes a sense of urgency for the conference with his presentation, “The Greatest Challenge of Climate Change: An Inconvenient Truth Meets an Inconvenienced Mind.”

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his presentation, which also included examples of how seemingly simple adjustments in communication can lead to significant behavior change.

When it comes to approaching the public with scientific findings, two examples from history spring immediately to Ronnie Detrich’s mind—one serves as a warning, the other as a guide. He recounted the experience of the British Royal Navy in combating scurvy. In 1601, James Lancaster discovered that consumption of citrus fruit reduced scurvy, yet despite the evidence and the simplicity of the solution, it took 200 years—and a similar study by James Lynd in 1753—for the British to start putting citrus on their ships.

“In the current context that we’re talking,” said Detrich, “if it’s going to take 200 years to get current innovations adopted, we’ve lost.”

In contrast to the approach undertaken to eliminate scurvy, the Texas Department of Transportation’s “Don’t Mess With Texas” campaign enjoyed extremely positive results. In 4 years, littering in Texas had been reduced by 72%, a level that has been maintained for nearly a quarter of a century. The key difference, according to Detrich, was that campaign created an in-group mentality that made changing the environmental culture among Texans emotionally

appealing. The result was what is considered today to be the most powerful anti-littering campaign in history.

“They had a message: If you mess with Texas, you’re disrespecting Texas and there’s no honorable Texan around who would do anything to mess with Texas.”

One group that is applying translational science research to create real-world sustainable environments is Behavioral Education for Human, Animal, Vegetation, and Ecosystem Management (commonly known as BEHAVE). Fred Provenza has been involved with this group since 1982 and has witnessed how providing people with an understanding of the behavior of soil, plants, animals, and humans—in ever-changing environments—can help people apply new and more efficient practices to benefit the environment and the businesses that manage land.

“The soil is a living organism with jillions of different kinds of creatures,” he said during his talk, “and our health and what we do to soil are fundamentally linked.”

Jeanine Stratton also recognizes the need to promote successful collaboration among people from all sorts of backgrounds. She has a history of building bridges between behavior analysis and other disciplines. In her talk, she provided examples of successes and offered suggestions for future efforts.



7 Jerry Mertens boards the bus headed to The Ohio State University sustainability tour. In addition to OSU, two other organizations offered tours that highlighted sustainable research and initiatives: The Byrd Polar Research Center and the Center for Automotive Research. **8** Bill Heward and OSU President E. Gordon Gee stand before the poster for the Behavior Change for a Sustainable World Conference. **9** Ramon and Fernando Armendariz wait for Saturday's sessions to begin. **10** Mike Magoon introduces himself as Donny Newsome looks on. **11** Lonnie Thompson at the conference poster session, where over 50 research presentations were reviewed by attendees. **12** Lonnie Thompson and E. Gordon Gee at have a friendly conversation in the lobby of The Ohio Union.

"While environmental scientists may study natural resource use and political scientists may address environmental policy change, economists may study the demand curves and biologists may study the conservation of ecological systems," she said, "to me these are all sort of masks... for behavior."

While the challenges can seem staggering, Peter Kareiva feels that there are lessons to be learned from dissecting past failures, such as where to go in the future with how to talk about and do conservation. A key step, he argues, will be to stop overstating doom and gloom and recognize that opportunity, not despair, motivates people. He also encouraged embracing corporations, rather than regarding them with suspicion, as potential contributors to environmental solutions.

"We have solutions; we know solutions for a lot of the cases," said Kareiva, "but we have to have the message that a community—you and your community connected—can make a difference. And corporations have to be part of the solution. Corporations are the global species."

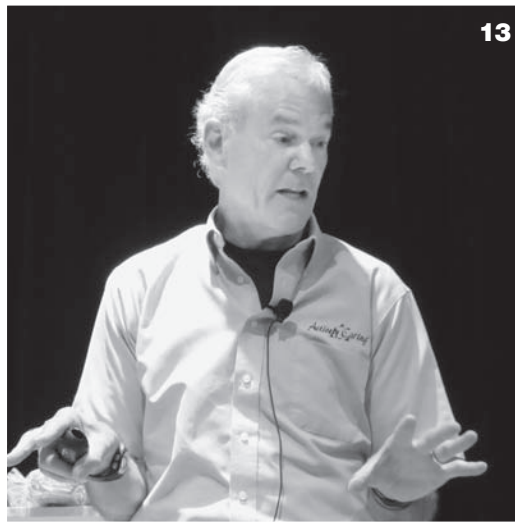
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The over-arching message from the conference is the need for behavior analysts to engage in the discussion. In the spirit of that goal, the final day featured breakout

sessions that allowed guests to discuss the ideas raised by the presenters. Additionally, the gathering provided opportunities for 50 researchers to share their work. Meredith Berry and Donny Newsome were presented with awards for extremely compelling research. Meredith's poster, "Mother Nature and Self-Control," was recognized with the Cambridge Center's Award for Excellence of Sustainable Concepts. This poster presented the results of an experiment designed to investigate the effects of natural environments on impulsivity, which suggested that viewing natural environments resulted in more self-control. Donny's poster, "A Gallon to Burn," received the Award for Innovation in Translation for Sustainability from NORC at the University of Chicago. The poster presented data on the effects of feedback and self-generated rules on driving efficiency. The data suggested that on-board computers could be used to provide real-time information that can alter driver behavior.

Behavior Change for a Sustainable World would not have been possible without the inspiration and commitment of Bill Heward and the dedicated work of the program committee: Mark P. Alavosius, Ramon Esteban Armendariz, Paul Chance, Julia H. Fiebig, Susan G.

See CLIMATE on page 25



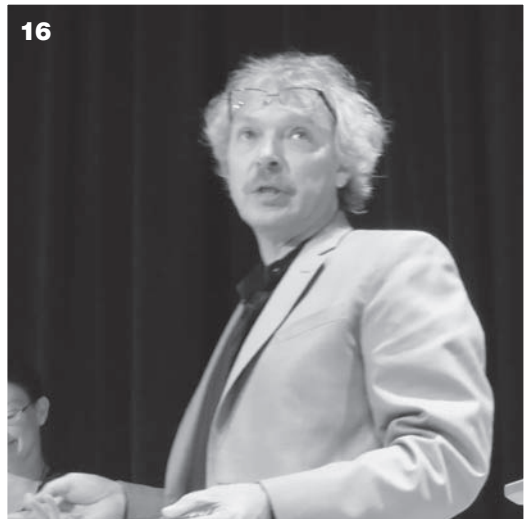
13 In his talk, “Helping People Go Green With Applied Behavior Analysis,” E. Scott Geller tells the audience how applied behavior analysts have demonstrated a number of practical and effective ways to increase environmentally friendly behavior.

14 Conference chair Bill Heward delivers the opening remarks.

15 President of The Ohio State University E. Gordon Gee makes a special appearance and delivers some brief remarks about the conference and the issue of climate change.

16 Mark Alavosius introduces Darnell Lattal to the crowd.

17 Panelists for the breakout session entitled, “Making Environmental Legislation More Acceptable and Effective: Ideas From Behavior Analysis,” which focused on discussing the positive benefits of energy efficiency measures and the challenges facing them.





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Friedman, Amanda N. Kelly, João Claudio Todorov, Satoru Shimamune, and Janet S. Twyman.

Global climate change is a very real and serious problem. Many agree that the consequences of inaction are dire. While the associated problems may seem overwhelming, the Behavior Change for a Sustainable World Conference demonstrated that solutions are diverse and abundant. We strongly encourage you to review the enriching and powerful talks presented during this conference at the ABAI Learning Center (<http://portal.abainternational.org/Portal/LearningCenter/frnLearningCenterWelcome.aspx>)—we promise you won't regret it. The behavior analysis community has a real opportunity to become engaged in combating this issue. Often we talk about saving the world, now is our chance to do so. As Bill Heward said:

"If behavior analysts and others concerned about the environment work together, together we can come with solutions that do make a difference and do make the world a better place." ❖

18 An enthusiastic crowd welcomes Bill Heward just before he delivers the opening remarks. The healthy attendance and energetic participation were encouraging signs for a conference with a goal of engaging the behavior analysis community in the climate change discussion.

19 The lobby of The Ohio Union, where the Behavior Change Sustainable World Conference was held.



Updates From ABAI's Boards and Committees

Affiliated Chapters Board

BY GORDON BOURLAND

The ABAI affiliated chapters met as usual for a training session at the recent annual convention in Seattle, Washington. The session was attended by 54 people from 32 different chapters (11 non-USA and 21 USA chapters), with a large portion of attendees being from chapters outside the United States and North America. The session was composed of two major segments: presentations to the group as a whole and also by smaller, informal group discussions.

The presentation "Building Alliances to Make Behavior Analysis Stronger" by Monika Suchowierska (Polish Society for Behavioral Psychology and Warsaw School of Social Sciences and Humanities) discussed how multiple behavior analysis organizations in Poland have developed effective, complementary, and collegial working relationships. James Todd (Behavior Analysis Association of Michigan and Eastern Michigan University) addressed "Even More Doing More With Less."

Three discussion groups met during the second portion of the session. Monica Suchowierska led a discussion primarily involving representatives of chapters from outside the United States regarding issues addressed in her presentation and, in general, effective operation of those chapters. James Todd met with participants interested in issues raised in his presentation. The third discussion group, led by Gordon Bourland, pertained to issues that affiliated chapters have encountered and conceivably could have encountered related to licensure of behavior analysts. In attendance were representatives from almost every state in the USA where state licensure of behavior analysts has been addressed. They told of the experiences in their states (many differences between states were noted) as well as addressed questions from participants.

The session also included special, formal recognition for a number of chapters. Chapters that had been in existence for 20 or more years were recognized at the meeting and given certificates of appreciation from ABAI. The following chapters so honored (year of establishment noted in parentheses):

- California ABA (1976)
- Florida ABA (1980)
- Behavior Analysis in Ireland (1983)
- Southeastern ABA (1984)
- Asociación Latinoamericana de Análisis y Modificación del Comportamiento (1985)
- Japanese ABA (1986)
- Berkshire Association of Behavior Analysis and Therapy (1988)
- Australian Association for Cognitive and Behavior Therapy (1989)
- New York State ABA (1989)

- North Carolina ABA (1989)
- Texas ABA (1989)
- Delaware Valley ABA (1990)
- Northwestern ABA (1990)
- Behavior Analysis Association of Michigan (1991)
- Alabama ABA (1992)
- Experimental Analysis of Behavior Group (1992)
- Norsk Atferdsanalytisk Forening (Norwegian ABA, 1992)
- Sociedad Mexicana de Análisis de la Conducta (1992)

We hope in coming years to continue to provide recognition of noteworthy accomplishments of chapters, including surviving in what at times are hostile environments.

Affiliated Chapters Board Members

The most significant development has been that at its meetings during the recent convention, the ABAI Executive Council appointed members to the Affiliated Chapters Board. The appointment of board members in addition to a coordinator will increase the board's effectiveness. The newly appointed board members are listed below:

- **Steve Woolf, Ph.D., BCBA-D.** Dr. Woolf is president of Massachusetts ABA and has been an officer of Connecticut ABA. As such, he has been involved in leadership of two affiliated chapters that are well established and relatively large. He has been involved in behavior analysis services in public and private agencies, currently being vice president of operations for BEACON Services, a large private agency providing services to persons with developmental disabilities. Steve was a presenter at last year's affiliated chapters training session and participated in the discussion regarding state licensure of behavior analysts at this year's training session.
- **Nicholas "Nic" Weatherly, Ph.D., BCBA-D.** Dr. Weatherly currently is president and one of the founders of Kentucky ABA, a relatively new affiliated chapter. He has provided applied behavior analysis services to persons with developmental disabilities and also been involved in organizational behavior management work. In his role as director of the Behavior Analysis Graduate Program at Spalding University, Dr. Weatherly also is involved in behavior analysis in an academic training context at Spaulding University. Nic is the chair of the state board that licenses behavior analysts in Kentucky. Nic participated in the discussion regarding state licensure of behavior analysts at this year's affiliated chapters training session.
- **April Rapp, MA, BCBA.** Ms. Rapp is an officer of Minnesota Northland ABA, most recently as secretary treasurer. She has been a direct provider of applied behavior analysis services in multiple settings. Additionally, in her current position at St. Cloud State

University, April provides university-level instruction in behavior analysis and is a coordinator in a distance-learning program.

- **Martha Hübner, Ph.D.** Dr. Hübner has been an officer of ABA of Brazil, a large affiliated chapter, for a number of years. She has worked closely with the Affiliated Chapters Board coordinator over the past 2 years in attempting to facilitate reconciliation among non-U.S.A. chapters that have been in conflict (typically when 2 chapters have been designated as national chapters in the same country) and in exploring the development of new chapters. Additionally, we have collaborated on ways to improve access to information regarding ABAI by non-U.S.A. chapters. She currently is a faculty member in the Department of Experimental Psychology at the University of São Paulo. Dr. Hübner also serves as the international representative on ABAI's Executive Council. Martha was a presenter at last year's affiliated chapters training session.

The addition of these very competent professionals is expected to enable the Affiliated Chapters Board to increase its effectiveness in supporting and assisting existing chapters as well as newly formed ones.

New Chapters

In the past year, four new affiliated chapters have been established. As of the 2011 fall Executive Council meeting, Bermuda ABA, Delaware ABA, Quebec ABA, and Tidewater ABA joined the growing list of chapters. We welcome these newest chapters and anticipate assisting them with their growth and development.

Efforts are continuing to promote the establishment of new chapters. Of particular interest is the establishment of one or more chapters in Africa; at present we do not have any chapters on the entire African continent. At present, conversations in this regard have occurred with behavior analysts in Ethiopia, Kenya, and South Africa. Additionally, we will be exploring how we can facilitate the establishment of affiliated chapters in areas where a number of ABAI members live, but no chapter currently exists (e.g., states in the USA with at least 100 members).

Ongoing Activities

During the past year the ABAI affiliated chapters listserv has been reactivated. The listserv provides a way for chapters to distribute information regarding their activities as well as for assistance and information to be solicited and provided by chapters. Each chapter has a representative designated for using and monitoring the listserv.

Throughout the past year, the affiliated chapters coordinator has continued facilitating chapters obtaining the information and assistance they need, as well as consulting with persons interested in establishing new

chapters. In addition, he has provided input to the Executive Council on issues of concern to chapters. During the current year, these activities will continue and be expanded in large part through collaboration with members of the Affiliated Chapters Board.

Education Board

BY LINDA J. PARROTT HAYES

The Education Board is tasked with the job of renewing the status of previously accredited behavior analytically oriented training programs, recruiting new programs to the process, and preparing an application for the recognition of ABAI's accreditation process by the Council of Higher Education Accreditation (CHEA).

At the present time, a total of 28 graduate programs at 18 universities in the United States are accredited by ABAI. Of these, eight offer doctoral degrees in behavior analysis, the remaining 20 offering master's degrees. The accreditation status of the master's and doctoral programs in applied behavior analysis at The Ohio State University were recommended for renewal in 2012, and five other programs are completing the renewal process before the end of the reaccreditation cycle. These programs include the Master's Program in Counseling and Special Education at California State University; the Master's Program in Behavior Analysis and Therapy at Southern Illinois University; the Doctoral Program with Specialization in Behavior Analysis at West Virginia University; the Master's Program in Psychology with Specialization in Applied Behavior Analysis at Florida State University, Panama City; and the Doctoral Program in School Psychology at the University of Cincinnati. The Doctoral Program in Learning Processes in Psychology at Queens College and Graduate Center of CUNY has been granted a 1-year extension due to significant ongoing program changes. Programs scheduled for re-accreditation in 2013 include the Master's Program in Psychology at California State University, Stanislaus and the Master's Program in Behavior Analysis at the University of North Texas.

Interest in accreditation and inquiries concerning the process have been received by a record of programs in the United States over the past year and interest has been growing abroad with behavior analysts in Australia, Brazil, France, Ireland, Portugal, and Norway notifying the Education Board of their intentions to pursue accreditation in the near future. Over the past year, the Doctoral Program in School Psychology at the University of Cincinnati was recommended for full accreditation after provisional status had been granted in 2009. The Master's Program in Psychology with an emphasis in Behavior Analysis at Jacksonville State University also pursued ABAI accreditation in 2012. At the time of this report, this program is under continuing review.

To aid recruitment activities, a new Directory of Programs in Behavior Analysis has been developed

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and made available on the ABAI website. The new directory standardizes program entries and aligns their curricula with specific accreditation requirements, therein permitting the identification of programs currently eligible for accreditation. Eligible programs are being encouraged to pursue accreditation and to do so prior to the implementation of upgraded standards for graduate programs due to take effect as of January 2015. The Education Board is especially interested in broadening the scope of ABAI accreditation to include undergraduate and international programs. The new directory also allows for an assessment of supports needed by specific programs to meet accreditation standards. Programs needing support to meet these standards, including specific course offerings, are encouraged to contact the Education Board for assistance.

The Directory of Programs in Behavior Analysis, which features more detailed information about the characteristics and offerings of both undergraduate and graduate programs at the master's and doctoral levels, further aims to serve the marketing interests of the listed programs and to allow for more specifically targeted applications by prospective students. All behaviorally oriented programs are strongly encouraged to list their programs in the directory.

The Education Board has made significant progress toward achieving recognition of its accreditation process by CHEA. Drafts of the application for recognition and bylaws for the proposed Accreditation Council (to be responsible for this process upon recognition) have been prepared and presented to the Council for consideration. However, recognition of ABAI's accreditation process by CHEA at this time is inopportune for a couple of reasons. First, ABAI's accreditation standards for master's and doctoral level programs have been upgraded with implementation set for 2015. The application for recognition by CHEA will take approximately 2 years to complete, and CHEA does not recognize planned changes to standards, rather only those that are in effect at the time of the initial application. As such, immediately upon recognition of ABAI's accreditation process by CHEA, ABAI will be required to submit a revision to its process reflecting the upgraded standards along with the rationale for and implications of the upgraded standards. Secondly, the application for recognition by CHEA calls for a specification of the existing scope of accreditation efforts. It is ABAI's plan to expand its scope to include undergraduate training programs, standards for which were implemented in 2011, as well as international programs. Efforts to pursue CHEA recognition are ongoing, and updates will be reported regularly. Undergraduate and graduate program coordinators interested in learning more about the accreditation process and how to begin preparations for accreditation may make inquiries to accreditation@abainternational.org.

ABAI Accredited Programs

- California State University, Los Angeles, MS Program in Counseling from the Division of Special Education and Counseling and MS Program in Psychology, Applied Behavior Analysis option from the Department of Psychology
- California State University, Stanislaus, MS Program in Psychology (emphasis in behavior analysis) from the Department of Psychology
- Florida State University, Panama City Campus, Master's Degree in Psychology with a Specialty in Applied Behavior Analysis
- Florida Institute of Technology, MS in Applied Behavior Analysis, Organizational Behavior Management, and ABA/OBM from the College of Psychology and Liberal Arts
- The Ohio State University, MA and Ph.D. Programs in Applied Behavior Analysis in the Special Education Program
- Queens College and Graduate Center of CUNY, Ph.D. in Learning Processes Doctoral SubProgram from the Department of Psychology
- Simmons College, MA in Behavior Analysis from the Department of Behavior Analysis
- Southern Illinois University, MS in Behavior Analysis and Therapy from the Rehabilitation Institute
- St. Cloud State University, MS Program in Applied Behavior Analysis from the Department of Counseling and Community Psychology
- Teachers College, Columbia University, MA Program in Teaching as Applied Behavior Analysis, M.Ed. in Instructional Practice, and Ph.D. in the Education of Students with Behavioral Disorders from the Department of Health and Behavior Studies
- University of Cincinnati, Ed.S. and Ph.D. from the School Psychology Program
- University of Houston-Clear Lake, MA Program in Behavior Analysis from the School of Human Sciences and Humanities
- University of Kansas, Ph.D. in Behavioral Psychology and MA Program in Applied Behavioral Science from the Department of Applied Behavioral Science
- University of Maryland, Baltimore County, MA in Applied Behavior Analysis from the Human Services Psychology Program in the Department of Psychology
- University of Nevada, Reno, Ph.D. and two MA Programs in Behavior Analysis from the Psychology Department
- University of North Texas, MS Program in Behavior Analysis from the Department of Behavior Analysis University of South Florida, MA Program in Applied Behavior Analysis from the Department of Child and Family Studies
- West Virginia University, Ph.D. in Psychology with a specialization in Behavior Analysis from the Psychology Department
- Western Michigan University, MS and Ph.D. Programs in Behavior Analysis from the Department of Psychology

The Education Board acknowledges the contribution its outgoing member, Dr. Michael Cameron, and the continuing contributions of members Dr. Patrick Ghezzi (Graduate Accreditation Committee chair), Dr. Erick Dubuque (Undergraduate Accreditation Committee chair), and student representatives Genevieve DeBernardis and Matthew Lewon. Also recognized are the valued contributions of the Accreditation Committee, including Drs. Jennifer Austin, Claudia Dozier, John Rapp, Manish Vaidya, and a number of site visitors.

Membership Board

BY PHILIP N. HINELINE

As of September 2012, ABAI has 6,471 members, of which approximately 26% are full members, 42% are affiliate members, and 32% are student members. The total represents a smaller increase than in the previous 2 years, but nevertheless continues the long-term trend of membership growth. A priority for the coming year will be to begin examining our membership characteristics in some detail, such as demographics of geographical distribution, degree of overlap with memberships of regional organizations, the proportion of students who continue their affiliation after graduating, and so on.

The primary concerns of the Membership Board are addressed by two committees, the Organizational Membership Review Committee, which has been chaired by Jay Moore (University of Wisconsin, Milwaukee), and the Applications Review Committee, chaired by Sigrid Glenn (University of North Texas).

Organizational Membership Review Committee

Jay Moore, in completing his term as chair, was assisted by Dave Wilder and Jennifer Austin. All three deserve our gratitude for a job well done. In addition to passing judgment on applications for advertising/exhibit booths at ABAI-sponsored conferences, as well as the annual convention, the committee reviews books for potential exhibit at the annual convention bookstore. Donald A. Hantula (Temple University) has been appointed by the ABAI Executive Council as the new committee chair. He will be recruiting two additional committee members, in consultation with Sigrid Glenn and Philip Hinline. Guidelines, criteria, requirements, costs, and a listing of organizational members are available at the ABAI website (http://www.abainternational.org/member/mem_org.aspx).

A lingering issue appears to have been resolved concerning appropriate designations for, and relationships with, affiliated/supporting organizations. In the recent past, some organizations that are sympathetic to behavior analysis—for example, through their interest in autism—had applied for organizational membership, but were turned down, typically because they lacked the required number of ABAI

Full members or BCBAs. The Membership Committee felt that turning them down seemed inconsistent with ABAI objectives to strengthen the field, to establish useful connections with others, and to serve society. Therefore, the Executive Council was asked to remove this requirement. The Executive Council concurred, and thus supporting organizations are now identified merely by agreeing to support the mission of ABAI. Along with this, a name change was deemed appropriate. Organizational members will now be designated as “ABAI supporting organizations.”

Applications Review Committee

Although his term officially ended after the ABAI convention in May 2011, Edward K. Morris (University of Kansas), previous chair of the committee, continued his work for the committee until early July, at which time Sigrid Glenn took primary responsibility for the review process. She was initially assisted by Jonathan Baker (Southern Illinois University), a continuing member of the committee, and subsequently also by Kevin Klatt (University of Wisconsin-Eau Claire).

The primary task of the Applications Review Committee (ARC) is to review applications for Full membership in ABAI and determine whether they meet the requirements. The committee carries out this task via the ABAI website, where the criteria by which decisions are to be made are specified and a selection menu is provided to assist committee members in identifying elements of applications that are missing for Full membership. If there are no missing elements, Full membership is awarded. The ABAI office notifies applicants of the committee's decisions. Thanks to numerous changes and adjustments to the website in an effort spanning several years, the web-based process by which the committee carries out its activities has become increasingly effective and efficient. Nevertheless, the committee reports that decision-making is sometimes difficult. Applicants who are not accepted as Full members have the right to appeal. Appeals are reviewed by the committee and decisions are made on the basis of additional information/explanation that is provided.

Addressing these continuing problems, a secondary task of the ARC was begun in 2008 and continued to where it has now nearly reached fruition. Over that time, the committee reviewed documents on the web and submitted recommendations designed to ensure alignment between application wording and evaluation rubric. The current chair has continued this process by recommending minor changes in wording of the application to assist applicants in responding appropriately. For example, although Full membership requires at least one or more years of supervised research, the application asked for “date of supervision.” Consequently, applicants were rejected because they specified a single day or month for their

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supervision. Thus, the current committee has continued the previous committee's work in identifying wording, on either the application or the evaluation rubric, that may contribute to applicants' confusion as to what is required and/or to difficulties for the committee in evaluating applications. The ABAI central office been implementing these improvements in a timely fashion.

A Related, Broader Issue

Ever since its early beginnings, our organization (MABA, then ABA, now ABAI) has made special arrangements to achieve balance between the various aspects of behavior analysis. Initially, this required a concern for basic research and conceptual/philosophical discussion to be featured in a venue along with applied research and direct applications of behavioral principles. The first initiative for this was to greatly expand the number of invited presentations, selected so as to ensure broad participation. Skipping ahead several decades, a recent concern, voiced informally by a numerous members and addressed more formally by an initiative originating within the Executive Council, has been to maintain adequate continuing support for our research base—both basic and applied—in balance with the concerns for applying techniques derived from that base. As it moves forward, a robust practice of applied behavior analysis will require a vibrant research base and an organization devoted to strengthening that base, and clearly communicating advances to practitioners and researchers alike. To ensure that this long-term vision of research-to-practice continues into the next generation, an ad-hoc committee was formed to address this issue through adjustments of the categories of membership and their criteria. That committee, comprised of members of the Executive Council (Greg Madden and Kate Saunders) and of the Membership Board (Sigrid Glenn, Ed Morris, Jay Moore, and Phil Hinline), developed a proposal that was discussed and amended by the Council. It should be noted that the status of current Full members and fellows would remain unchanged. The result is available on the ABAI website as “Appendix A” of the executive summary of the Council meeting minutes (<http://www.abainternational.org/private/members/2012MaySummary.asp>). Full members may comment on the proposal in the “Discussion Forums” section of the ABAI Portal (<http://portal.abainternational.org/portal/work/frmWorkDefault.aspx>). The Council will consider member feedback before submitting changes to Full members for a vote on the bylaws changes that would be required.

Practice Board

BY JENNIFER ZARCONE

The Practice Board would like to thank Mike Dorsey for all his hard work as the Practice Board coordinator as he steps down from his 3-year term. In addition to our current members—John Guercio, Wayne Fisher, Ronnie Detrich,

and Robert (Bob) Ross—we are happy to have Maxin Reiss and Meeta Patel join the Practice Board this summer. We are also grateful to have Travis Thompson serve as the Executive Council liaison to the board.

The board is continuing to move forward its goal of supporting science in practice. We endeavor to support our colleagues who engage in behavior analytic practice in a variety of settings and to make them feel valued as members of ABAI and attendees at conferences. With the addition of the practice track at the annual convention and by providing smaller and more accessible conferences focusing on autism and education, we hope to provide cutting-edge research and presentations that will be of interest to practitioners.

The recognition that ABAI has a role to play in providing practitioners with critical information regarding the scientific basis for effective treatments led to the formation of a committee and clarifies the continued commitment of ABAI to both the science and practice of behavior analysis. This committee was formed in the fall of 2011 and it has one primary goal: to provide clear and objective guidance to practitioners on the status of the level of empirical support for a particular treatment or intervention. In order to achieve this goal, we believe that practitioners must have direct access to the peer reviewed literature on these treatments.

During the past few months, the Empirically Supported Treatments Committee (ESTC) led by Bob Ross has made significant progress towards this goal. Its focus is on three key aspects of the project:

- Developing a process to evaluate the strength of specific journal article findings on a treatment or intervention.
- Developing a database where all of the peer reviewed research on specific treatments evaluated by the ESTC can be readily accessed by practitioners and consumers.
- Developing a website where practitioners can go to access the above information. This website will also include guidance on the use of reviewed interventions and treatment procedures from the perspective of the discipline of behavior analysis.

The committee's efforts towards the first part of this project have resulted in the development of the Research Article Evaluation Form (REAF). This form and its accompanying guidelines for use are in the process of being systematically evaluated to determine if independent reviewers who use this form and process arrive at similar conclusions with respect to the strength of an article's design and conclusions. Jonathan Kimball and Tom Zane have been a big part of this process along with support from Emily White. The REAF is part of a larger structure where reviewed articles and ratings will be accumulated to enable ABAI (through the ESTC) to make clear statements about whether or not, from the perspective of behavior analysis, a treatment should be considered to be empirically supported.

The second part of the committee's work involves creating a searchable database of peer reviewed research articles, critical review articles, and meta-analyses. This portion of the project owes a large debt to Nicole Bank (The PartnerShip) who has been instrumental in working with Floyd Russell (Russell Solutions) to develop the database. Ultimately, we expect to have a central location for behavior analysts to go where they can quickly and easily find the most relevant peer reviewed research citations on interventions and be able to determine if that intervention has empirical support for its applied use. Additionally, the site will be able to provide practice guidelines on the use of these treatments, as well as clear definitions of the interventions themselves.

The most ambitious part of the committee's work is to make this whole process open and available to practitioners. The research article evaluation tools/process, as well as the literature identification and submission processes, are designed so that after initial training any qualified member of ABAI could become a research article evaluator or literature reviewer and then be able to submit content to the committee and its site. The process and website is designed to be similar in many respects to Wikipedia and is tentatively named Behaviorpedia. There is still much work to be done and the committee is still looking for individuals willing to help with the project. You must be willing to commit approximately 10 hours of time per month. If you are interested, please contact Bob Ross at ross@beaconservices.org.

The Insurance (CPT) Code Committee continues its work to create CPT billing codes for ABA services. The application for these codes is currently under revision and the committee—led by Travis Thompson and Wayne Fisher—is working with other organizations to move the new codes forward, although ABAI will continue to take the lead. Over the next few months, it is hoped that a revised application will be submitted to the APA Practice Directorate for approval.

ABAI is an active member of the Consortium for Citizens with Disabilities, with Jennifer Zarcone serving as the current ABAI representative and who also participates on the autism and developmental disabilities task forces. These task forces meet periodically throughout the year to address ongoing issues facing disability organizations primarily around the development of policy at the national and state level for individuals with disabilities. Ongoing agenda items for the task forces are (1) continued awareness building for individuals with disabilities in schools, homes and the workplace; (2) continued legislation to provide support to individuals with disabilities without financial caps or other restrictions; (3) changes in diagnostic criteria for individuals with autism and possible ramifications; and (4) working toward getting back lost funding for family support by budget cuts to the Projects of National Significance Program.

We are happy to have Mark Shriver from the University of Nebraska Medical Center serve as the incoming co-coordinator of the practice track of the annual convention

with Jennifer Zarcone. The goal of the practice track is to bring outstanding symposia, panels, and discussions on the topics of greatest interest to practitioners attending the convention. Three nationally recognized speakers are invited each year to provide addresses based on topics that are most relevant to the day-to-day activities of practitioners, as well as to provide a scientific basis for the work they do. We continue to recognize the work of an outstanding individual in the field who is a friend to behavior analysis with the Don Baer Invited Speaker each year. Watch the annual convention postings to find out who will be our speakers for 2013!

Program Committee

BY MARK MATTAINI AND JESSE DALLERY

We began our terms as the Convention Program Committee co-chairs following the 2012 convention—roles that frankly we are still in the process of learning. Therefore, we are especially grateful for the continuing support we have received from the outgoing co-chairs, Ramona Houmanfar and Ray Pitts. Ramona and Ray's last official function was chairing the Program Committee business meeting during the 2012 convention, which included a discussion of strengths and weaknesses of current procedures, with particular attention to the changes made to the convention program first implemented for 2012. Those changes were based on recommendations of the Convention Task Force appointed by the Executive Council in response to a proposal from the Science Board, and were intended to enhance the scientific and educational quality of the convention. In response, the task force developed a number of recommendations that would (a) reduce the number of oral presentations overall, thereby diminishing the number of thematically similar concurrent sessions; (b) emphasize strong oral presentations; and (c) create longer, better, and more impactful scientific poster sessions. All of the task force recommendations were accepted by the Executive Council and were implemented for the 2012 convention. Although there was not complete consensus on the changes made, overall evaluations of the convention were very positive and efforts are underway to respond to concerns that have been raised.

Future Directions

Beyond the changes implemented in 2012, the task force recommended changes to the overall structure of the convention. One strong suggestion was that the convention be structured so that submissions are organized within three over-arching domains, corresponding to three of the "Categories of Submission" currently used (basic research, applied research, and service delivery). Overall scheduling would be tracked based on these three domains. (Theory presentations would continue to be spread across the

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program.) To further examine this proposal, continue to strengthen the efforts introduced in 2012, and address challenges surfaced by those changes, an second task force (chaired by Ray Pitts) has been appointed by the Executive Council. This task force has broader representation than the first, including representation from science, practice, education, student, and international constituents. Members of this second task force are Jennifer Austin, Jesse Dallery, Iser DeLeon, Sarah Dunkel-Jackson, Ramona Houmanfar, Mark Mattaini, Chris Newland, Carol Pilgrim, Raymond Pitts, Kathryn Saunders, and Jennifer Zarcone. This group met following the 2012 convention and will bring recommendations to the Executive Council this fall. The work still will not be done and another proposed review on the horizon will examine whether the current 17 program areas provide the most coherent substructure for organizing the convention within the overall domains.

The 2012 Convention Program

In 2012, 1619 submissions were received—an increase from the previous 2 years when submissions dropped modestly from their highs in 2008 and 2009. Significant changes occurred in the balance of scheduled presentations for the 2012 convention, suggesting that the task force recommendations implemented this year resulted in progress toward the targeted outcomes. The overall number of scheduled volunteer (as opposed to invited) oral presentations (including symposia, panels, and papers) decreased from 505 to 333. The decrease was the result of two factors: (a) a reduction in the total number of paper submissions (from 255 to 141) and (b) reassignment of 64 single-study paper submissions to posters by the area coordinators. The total number of scheduled posters increased from 650 to 796 (including reassignments of some paper submissions) and, as expected given the new guidelines, the total number of rejections more than doubled (from 32 to 68). The overall result was a nearly 20% reduction in total programming hours devoted to volunteer oral presentations, from 521 to 422 hours, but only a 3% reduction in the total number of volunteer presentations (1155 to 1129). Posters continued to account for the majority of submissions (65%), followed by panels and symposia (20%), individual papers (11%), invited presentations (3%), and tutorials (0.5%).

In the 2012 program, autism (26%), experimental analysis of behavior (13%), education (12%), and developmental disabilities (9%) continued to be the largest areas, together accounting for 60% of all submissions. In addition, the hard work and effort of the area coordinators resulted in 48 invited paper presentations and tutorials. Thirteen of the invited presenters were non-ABAI members, selected as B. F. Skinner Lecturers to offer enrichment from other disciplines.

New Area Co-coordinators

The following colleagues joined our team as area coordinators in May 2012: Barbara E. Esch, verbal behavior; Nicole Luke, teaching behavior analysis; Federico Sanabria, experimental analysis of behavior; Mark Shriverm, practice; Sigurdur Oli Sigurdsson, organizational behavior management; and Paul Soto, behavioral pharmacology. We are grateful to all of the area coordinators, not only for their hard work, but for their patience as we learn our roles. As the 2012 program changes went into effect and are continuing into the current year, we are aware of how much effort on the part of everyone has been required to make the new processes as seamless as possible. Finally, as always, on behalf of the ABAI Program Committee, we would like to thank Maria Malott and her exemplary staff members for their ongoing support and guidance.

Publications Board

BY MARC BRANCH

ABAI's publications—*The Behavior Analyst* (TBA), *The Analysis of Verbal Behavior* (TAVB), and *Behavior Analysis in Practice* (BAP)—had a mixed year. On the positive side, TBA, after a couple of years with reduced submissions, received submissions at the level comparable to those between 2000 and 2010. Editor Hank Schlinger deserves credit for presiding over the uptick. TAVB had its highest number of submissions since its inception, an indication that research on verbal behavior is on the upswing. If the high numbers continue, it will be likely that the publication will need to have two issues per year rather than one. Congratulations to both former TAVB editor Caio Miguel and current editor Anna Petursdottir for their contributions to the journal's increase in submissions and papers.

On the negative side, BAP had a rocky year. The number of submissions for BAP has been low, and this caused a delay in the release of the fall 2011 issue until May 2012. Currently, the spring 2012 issue has yet to be released. The Executive Council did not appoint a new editor for BAP during its meeting in May, although a nominee forwarded by the Publication Board was considered. The Executive Council expressed the goal that BAP's editor has experience writing for the general public, parents, and practicing behavior analysts. The Council aims to fill that position in October.

Science Board

BY CHRIS NEWLAND

The Science Board was constituted in May 2008 to promote basic and translational science in ABAI. Its activities are organized into three broad areas: research support, research dissemination, and scientific education. The board is happy to add a new member, Karen Lionello-Dewolf of the Shriver

Center, University of Massachusetts, who replaced Ray Pitts. Ray's efforts on the board are greatly appreciated.

The Science Board brought two lecturers to ABAI on the topic of harnessing technology for behavioral research. Lisa Marsch, of Dartmouth College delivered a talk titled, "Technology-Based Therapeutic Tools Targeting Substance Use Disorders," and Stephen Intelle of Northeastern University and MIT gave a presentation called, "Using Sensor-Driven Technologies for Measuring and Motivating Behavior Change." In addition, the board co-sponsored Leonard Howell, a B. F. Skinner Lecturer for the behavioral pharmacology track, who gave a talk titled, "Neuroimaging and Drug-Taking in Primates." The board also sponsored other symposia during the annual convention.

The Science Board worked closely with the Program Committee to propose to the Executive Council that the eligibility criteria for the B. F. Skinner Lecture Series be revised. As previously defined, an individual who was once a member of ABAI—even if they were as a student member 15 years ago—would not be eligible to be a B. F. Skinner lecturer. This proved to be overly restrictive and made it impossible to invite individuals who were once involved with ABAI and have conducted work of significant behavioral interest in other disciplines. The definition has now been relaxed so that former members can be invited to share their research at the annual convention.

Members of the Science Board participated in the Annual Convention Task Force to strengthen the quality of the science presented during the convention. Many proposals, including those to expand the role of poster sessions, have already been implemented and others are under consideration.

The Science Board responded to a request for comments on the formation of a new National Institute of Substance Use and Addictive Disorders (NISUAD). In our comment, we noted that basic behavioral research has always contributed to a fuller understanding of addictive disorders and requested that the new NISUAD continue to support

such research. We also partnered with the Federation of Associations in Brain and Behavioral Sciences (FABBS) to make a similar, but more broadly-based, request.

The Science Board works closely with the FABBS, a coalition of many organizations, to promote support for behavioral research by legislators and funding agencies. In the last year, FABBS was active in protecting behavioral science in discussions about the federal budget. It also helped organize a joint response from the behavioral and social science community about proposed changes to the Common Rule for human research participants. ABAI members were recently invited to participate in a webinar sponsored by FABBS and APA on how to lobby congressional representatives. FABBS hired a science writer in 2012 to publicize its activities as well as those of its member organizations. We requested that they promote ABAI's single-track conferences on sustainability and the upcoming conference on theory and philosophy.

FABBS has recently begun gathering highlights from its member organizations describing how the behavioral sciences have contributed to policy and practice to be used in a project with the National Academy of Sciences (Behavioral and Social Sciences in Action Project) as well with discussions on Capitol Hill. We listed three highlights designed to illustrate the numerous ways in which behavior analysts have made such contributions, but hope to have opportunities later, especially since ABAI has such an excellent record on translation. We featured (1) the contribution of behavior analysts to the first characterization of drugs as reinforcing stimuli and the research and applications that flowed from this; (2) contributions to the treatment of autism and developmental disabilities; and (3) the use of behavior analytical, school-wide based interventions to reduce disciplinary problems. Many more could be cited and as new opportunities arise to promote the science and application of behavior analysis the Science Board will do so. ❖

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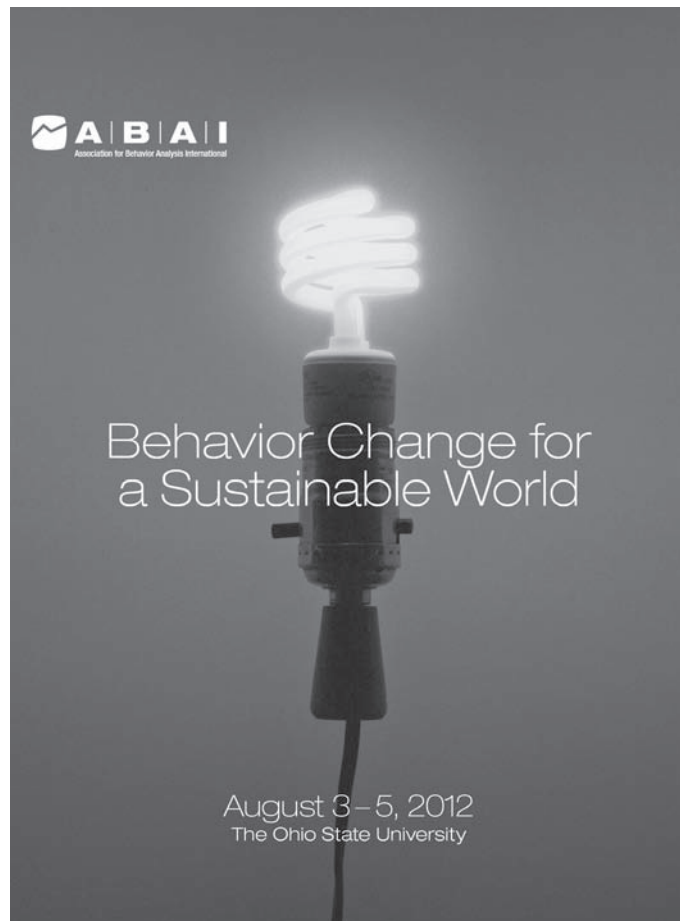
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Updates From ABAI's Affiliated Chapters

Ohio ABA

BY MARLA ROOT

The Ohio Association for Behavior Analysis (OHABA), the Ohio chapter of ABAI, experienced another year of tremendous growth in membership, board development, and attendance for a second annual conference.

Certainly, the highlight of the year was the Second Annual OHABA Conference held on Saturday, October 22, 2011 at The Ohio State University in Columbus, Ohio. Titled and themed, "Closing the Research-to-Practice Gap: Emphasizing the Applied in Applied Behavior Analysis," this 1-day event was filled with interesting and informative presentations and posters. Conference attendees were treated to a keynote address given by Dr. Peter Gerhardt who is the director of education at the Upper School for the McCarton School in New York City. Dr. Gerhardt, has over 30 years' experience utilizing the principles of applied behavior analysis in support of adolescents and adults with autism spectrum disorders in educational, employment, residential, and community-based settings. The mini-conference was held in 2010 and had 25 in attendance and with a total of five sessions. The 2011 conference had 73 attendees, seven sessions, eight posters, and four paying sponsors.

Many thanks to the doctoral students of The Ohio State University for their participation and attendance, but just as importantly, for providing the manual labor necessary in setting up for the conference and "tearing down" afterwards. Congratulations to Dan Payne, for winning the Student Poster Award. Chris received \$100 for what the judges considered the best presentation of research among all students.

OHABA's annual meeting and board elections were also held at the fall conference. At the annual meeting, we shared the organizations financials, our position statement on state licensure for BCBA's, and thanked exiting board members Vice President Terri Hessler, Treasurer Helen Malone, and Secretary Moira Konrad. New election ballots were voted and collected, resulting in the following board members:

- **President:** Morten Haugland, Ph.D., BCBA-D
- **President Elect:** Marla Root
- **Treasurer:** Maria Baerkircher, MA, BCBA
- **Secretary:** Tracy Guiou Ph.D., BCBA-D
- **Student & Technical Information Representative:** CaraJoy Nash
- **Membership Committee Chair:** Quinn Montgomery, MA, BCBA
- **BCBA Committee Chair:** Jennifer Sweeney, Ph.D., BCBA-D
- **Education Committee Chair:** Kate Fishley, Ph.D.

Membership continued to grow. We started 2011 with 41 members and by the end of the year we had 100 members. OHABA purchased a professional marketing display board for the organization and attended three conferences.

OHABA's president, Morten Haugland, initiated a letter to the Ohio Board of Psychology requesting support in developing a workgroup to look at the field of behavior analysis in Ohio and begin dialogue about the issues relevant to the certification of professionals. It is hopeful the stakeholder group will consist of advocacy groups, parents, state departments, the governor's office, Ohio Psychological Association, and several professionals.

One of the goals in 2010 OHABA's charter mission came to fruition with the our website launch (www.ohaba.org). We continue to build the website to support our members and awareness of behavior analysis. Our website offers pictures and registration information for our conferences. Our goals for 2012 include on-line membership, conference registration and a job and internship/supervision posting board.

OHABA is intent on growing its membership, so if you are interested in joining, you can find a membership form on our website (www.ohaba.org). Benefits of membership include a reduced registration fee for the OHABA mini-conference. If you are interested in any of the officer positions, or in some way supporting the executive committee in the running of the organization, please contact any of the chapter officers listed.

OHABA Mission

The mission of OHABA is to support the growth and dissemination of applied behavior analysis in the public and private sectors, with special emphasis on application in educational settings. Objectives include providing professional development support in the form of a yearly conference; supporting the BCBA certification process for professionals, especially those in Ohio; and providing an informational website as a portal to businesses, schools and clinics, legislative and advocacy updates, and other pertinent information relevant to those who have an interest in applied behavior analysis. ❖



Western Michigan Two of ABAI's

Two of ABAI's most prominent figures — Richard Malott and Wayne Fuqua — were recognized by Western Michigan University (WMU) with awards for teaching and service.

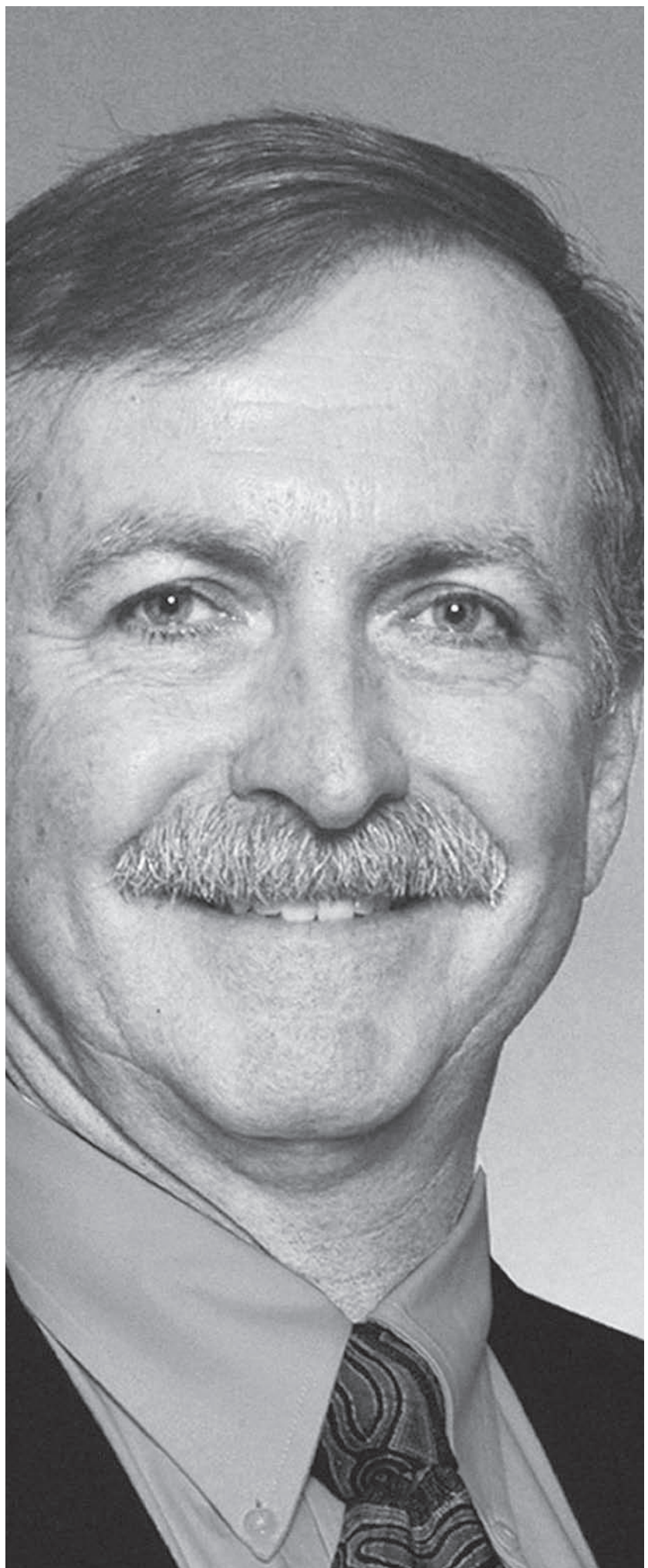
Dr. Richard Malott was honored with the Distinguished Teaching Award, which is the highest honor given by WMU to recognize faculty members for their work with students. The award is given to a full-time WMU faculty member teaching undergraduate or graduate students. It recognizes outstanding teaching; exceptional pedagogy; and the active and critical role of an instructor and mentor whose demanding presence fosters critical thinking and inspires students to engage the quest for knowledge as a value in itself and as a craft.

Dr. Malott, with 46 years of experience at WMU, has used the principles of behavior to construct teaching models and behavioral systems that have been sustained over several decades. As a result, he has taught generations of students to use behavior analysis in their everyday lives as learners, teachers, practitioners, and citizens, and has provided the training grounds for many of the field's leaders in behavioral systems design. Richard Malott is a prolific, creative, and engaging writer who has authored some of the field's most important and widely read publications, including *Elementary Principles of Behavior* (first with Donald Whaley and then with Marie E. Malott and Elizabeth Trojan Suarez). His innovative use of multimedia has captivated audiences for decades. He helped found what would become ABAI and has been instrumental in its survival, growth, and vitality. Dr. Malott's many contributions include establishing ABAI's Teaching Behavior Analysis Special Interest Group and Education Board. His sense of humor, self-deprecating style, and willingness to push the envelope has made him an iconic figure in the behavior analytic community. Often irreverent but never irrelevant, Richard Malott is an outspoken and tireless ambassador for behavior analysis and the ways it can be used to make the world a better place.

University Honors Finest

Dr. Wayne Fuqua was recognized with the Distinguished Service Award. This honor is given to members of WMU's faculty who demonstrate exceptional service in areas that reflect innovative and effective programming, increase WMU's stature, or extend WMU's impact and presence into the larger community. Dr. Fuqua is professor in the Department of Psychology, a member of the applied behavior analysis and clinical faculties, and the director of the behavioral medicine laboratory. Dr. Fuqua earned his Ph.D. from the University of Florida in 1977. He has been on the faculty at WMU since 1976, where he has served as director of graduate training (1994–1999) and department chair (1999–present). He has also been involved in the development of curriculum for the WMU School of Medicine, which focuses on the application of behavioral systems analysis principles to insure safe medical practice.” Throughout his career, he has contributed substantially to the department's long-standing reputation as one of the foremost academic programs in behavior analysis (graduating more than 300 doctoral-level behavior analysts). Under his leadership, the department has survived multiple institutional challenges and has thrived.

In addition to this sustained record of administrative service, Dr. Fuqua has been on the editorial boards—including a stint as associate editor of the *Journal of Applied Behavior Analysis*—and has published more than 50 articles in some of the field's most prestigious and respected journals. He has served as the president and member of the Board of Directors for Residential Opportunities, Inc., a Kalamazoo-based agency that provides services for people with developmental and physical disabilities. He was also instrumental in the development of the recently opened Great Lakes Center for Autism Treatment and Research. He has been involved in lobbying efforts for legislation in Michigan to provide insurance coverage for evidence-based interventions for children on the autism spectrum. He was recently appointed to the Michigan Autism Council, a group that is charged with developing and implementing a statewide autism plan. His research has targeted a diverse range of society's most important problems including health, community, and clinical behavior analysis; behavior analytic approaches to the study of ethics; developmental disabilities; rehabilitation; behavioral medicine; and HIV prevention.



Opportunities for Behavior Analysts

Institute for Professional Practice, Inc.

The Institute's Connecticut based Professional Parenting Program is seeking a talented behavior analyst to make a difference in the lives of children who have been abused and/or neglected.

Qualified candidates will have a master's degree in behavior analysis and experience applying behavior principles with children and families with behavioral, developmental, and/or mental health disorders. Must have the ability to work collaboratively with a team of professionals, and experience working with families is essential. Bilingual (English/Spanish) is a plus. Position requires certification as a BCaBA, BCBA preferred.

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Allison Gyllensten

The Institute of Professional Practice, Inc.

538 Preston Avenue, Meriden, CT 06450

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- Board Certified Behavior Analysis (BCBA) certification required
- Minimum 5 years' experience in applying behavioral assessment, creating and implementing function-based treatment plans, and/or instructing learners with ASD who present with severe challenging behavior (e.g., aggression, self injury, non-compliance, elopement, pica)
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The Association for Behavior Analysis International's journal, Behavior Analysis in Practice, provides science-based information on best practice in behavior analysis.

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.

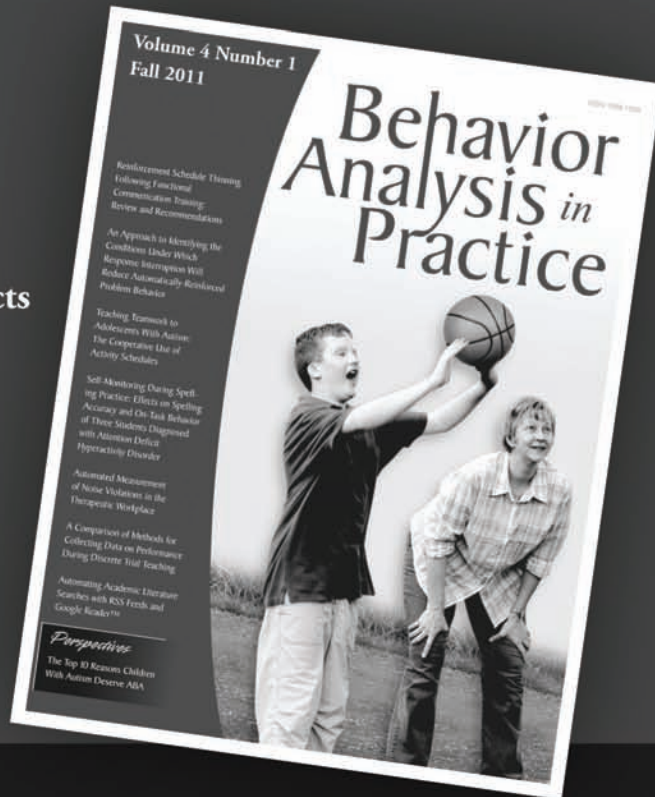
- Empirical reports describing the application and evaluation of behavior-analytic procedures
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Calendar of Upcoming Conferences

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

2012

November

Arizona ABA and the Arizona Autism Coalition BCBA Conference

November 3
Phoenix, AZ
Disability Empowerment Center
www.azaba.org

ABAI Theory and Philosophy Conference

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

Sociedad Mexicana de Análisis de la Conducta Conference

November 7–9
Guanajuato, Gto.
Hotel Misión
www.smac.org.mx

Ohio ABA Third Annual Fall Conference

November 17
Cincinnati, OH
The University of Cincinnati
www.ohaba.org

Missouri ABA Conference

November 16–17
St. Louis, MO
Holiday Inn NW Viking
www.moaba.org

Ontario ABA Annual Conference

November 29–30
Toronto, ON
Metro Toronto Convention Centre
www.ontaba.org

Maryland ABA 15th Annual Conference

November 30
Baltimore, MD
Royal Sonesta Harbor Court Hotel
www.marylandaba.org

December

ABA India Conference

December 8–9
Kolkata, West Bengal, India
The Park Galaxy
www.aba-india.org

2013

January

ABAI Seventh Annual Autism Conference

January 25–27
Portland, OR
Portland Marriott Downtown Waterfront Hotel
www.abainternational.org

February

North Carolina ABA Conference

February 20–22
Wilmington, NC
Hilton Wilmington Riverside
www.nc-aba.com

Behavior Analysis Association of Michigan Convention

February 21–22
Ypsilanti, MI
Student Center
Eastern Michigan University
www.baam.emich.edu

31st Annual Western Regional Conference

February 21–23
Garden Grove, CA
Hyatt Regency Orange County
www.calaba.org

March

Texas ABA Conference

March 1–2
Fort Worth, TX
Hilton Fort Worth
www.txaba-dev.org

Kentucky ABA Conference

March 8–9
Louisville, KY
Spalding University
www.kentuckyaba.org

Connecticut ABA Conference

March 15
Cromwell, CT
Crowne Plaza Hotel
www.ctaba.org

April

Massachusetts ABA Conference

April 5
Waltham, MA
www.massaba.net

NAFO Seminar

April 24–28
Gol, Norway
Storefjell Høyfjellshotel
www.atferd.no

May

ABAI 39th Annual Convention

May 24–28
Minneapolis, MN
Minneapolis Convention Center
www.abainternational.org

October

ABAI Seventh International Conference

October 6–8
Mérida, Mexico
Hotel Fiesta Americana
www.abainternational.org

November

ABAI Second Education Conference
November 8–10
Chicago, IL
Hyatt Regency McCormick Place
www.abainternational.org

may 24–28, 2013



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minneapolis, minnesota 55401

Register at <http://www.abainternational.org/Events/conv2013/registration.asp>.

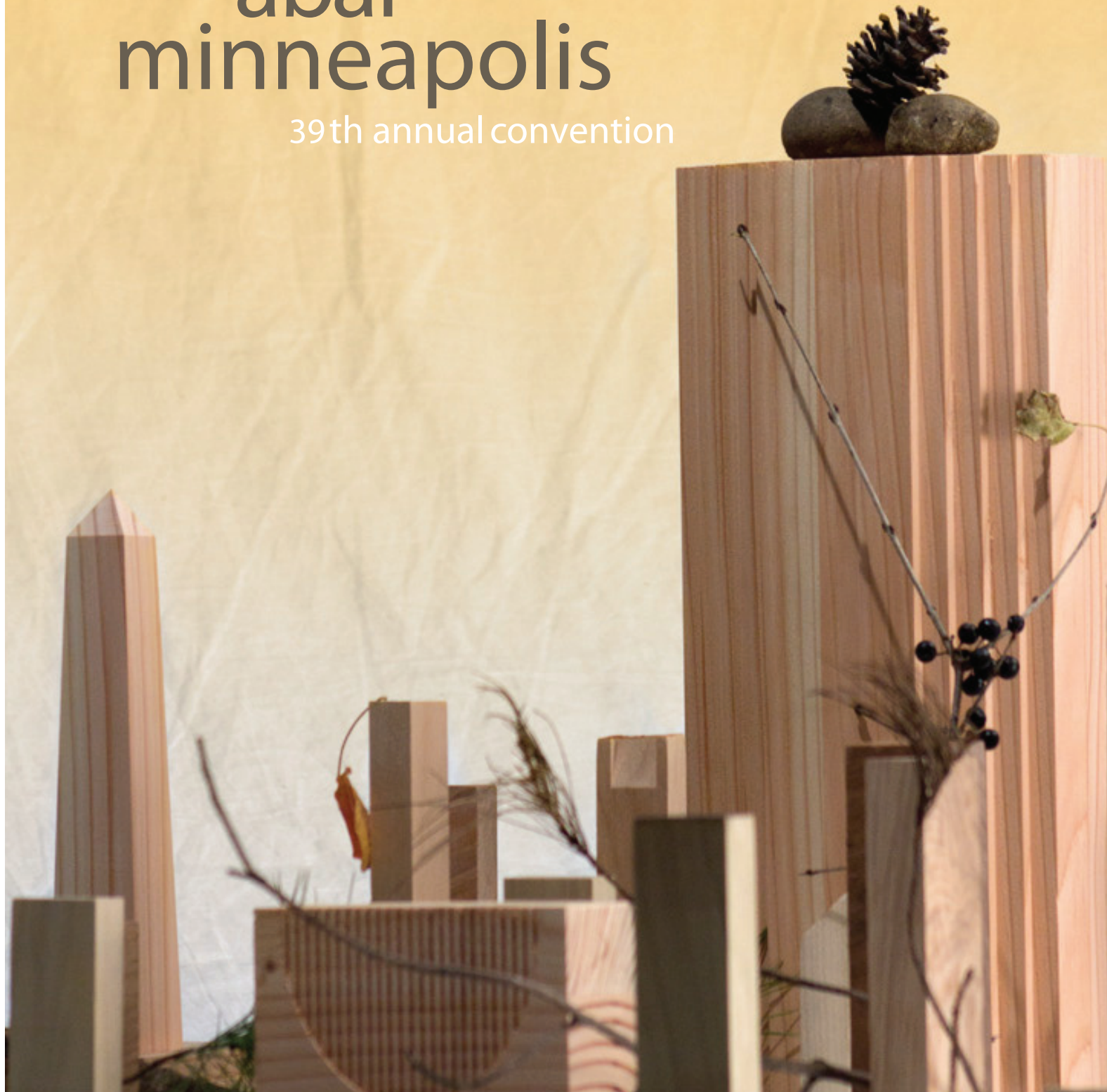
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A crowd listens attentively to Sandra Harris as she delivers her talk titled,
“Working With Siblings of Children With Autism.”

