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Association for Behavior Analysis International

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### ON THE COVER: Downtown Minneapolis sculpture

Art and photography: EMILY BEVILACQUA, MICHAEL BRUNY-GROTH, MELISSA PHIZACKLEA, AND ZACHARY RUDEN  
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# **Conceptual Issues in Behavior Analysis: ABAI Theory and Philosophy Conference in Santa Fe, New Mexico**

BY LINDA HAYES, MARIA MALOTT, AND M. JACKSON MARR

“While behaviorism is often said to be dead,” M. Jackson Marr remarked in his opening address, “this meeting will demonstrate that not only is behavior analysis alive, it’s very much kicking as well—if not others, than certainly itself.”





Describing the foundation of behavior analysis as three pillars—basic research, applied research, and philosophical and conceptual foundations—Marr discussed how ABAA's Theory and Philosophy Conference in Santa Fe, NM at the end of 2012 was focused on the “third pillar.” The event attracted more than 200 registrants.

Top scholars in the field discussed principal conceptual domains and topics during this conference: consciousness and private events, behaviorism and ethics, logical and scientific verbal behavior, definitions of behavior, and behavior analytic patterns of explanation. Theoretical and philosophical issues spark the most internal debate in any field, which is why each session included an engaging question and answer time with the participants.

#### Consciousness and Private Events: Do Private Events Exist?

Particularly in recent years, the roles of consciousness and private events in behavior analysis have been one of the most discussed philosophical issues. These debates—sometimes heated—have often been featured in the field's prominent journals, such as *The Behavior Analyst* and *Behavior and Philosophy*. Arguing that methodological behaviorism is more akin to mentalism than radical behaviorism, Jay Moore made the case for the role of private events and asserted that behavioral conditions can exist “inside the body.”

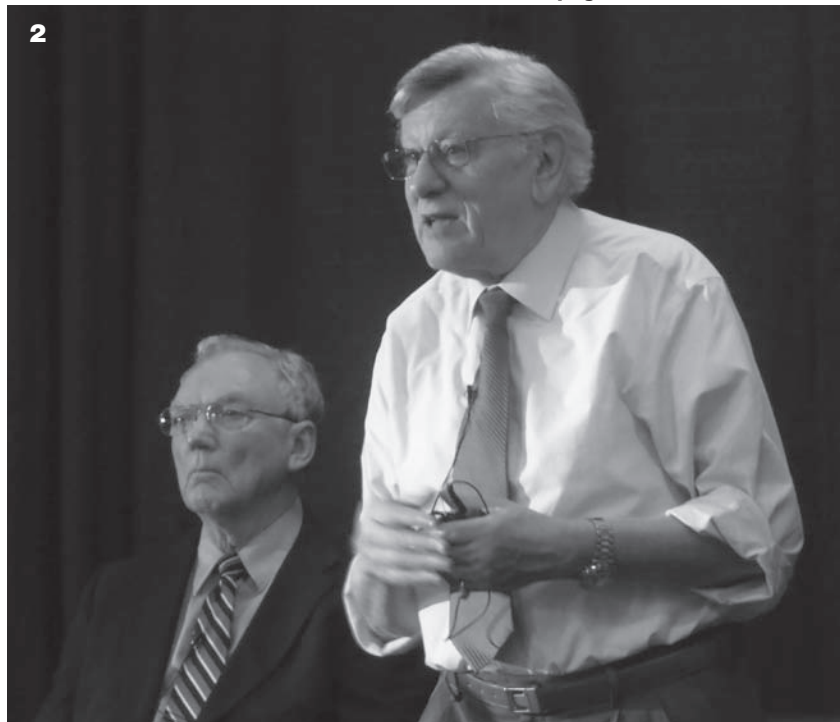
“We have this sense of self-efficacy,” said Moore. “What are we talking about here? We're talking about things that are still in the behavioral dimension. We may be talking about conditions that may have been evoked inside our bodies that are linked to a sense of accomplishment. After all, if we have been successful at something, that set of circumstances in which we have been successful will ultimately result in respondent relations that create conditions inside our body. Once we have these conditions inside our body, we can apply labels to them, verbal terms, that other people might say are outside the behavioral

dimension, but I would argue no—they're part of the behavioral dimension, just like anything else that's going on in our world.”

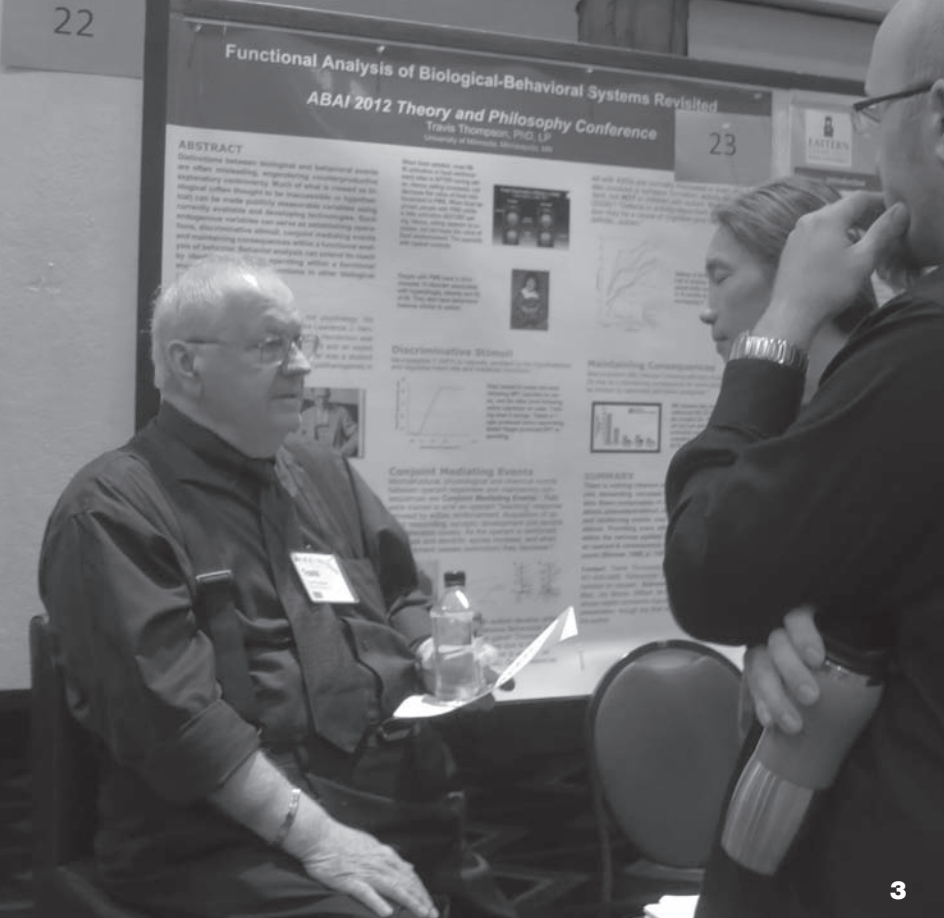
Howard Rachlin, however, rejected this view. He asserted that this position is too similar to the spiritual theories of consciousness that have been rejected by modern philosophers and psychologists.

“Certainly, there is an internal mechanism that governs our consciousness—it might even exist in a certain brain area, as some people sometimes say. If it could be observed carefully, it might conceivably be read to predict overt behavior. As a clock expert can open up a clock and maybe he could tell what the time was by looking at the insides of the clock. But why would you do that if when you close the clock, you could tell what the time is by the position of the hands? It would be a mistake to identify consciousness with such a mechanism. The intuition that consciousness is inside of us comes from the false belief that the origin of voluntary behavior is inside of us. As Skinner emphasized, the origin of voluntary behavior is actually in our environment and our social systems by which our

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**1** Conference presenters and organizers, from left to right: Maria Malott, Billy Baum, Tim Hackenberg, Jack Marr, Ray Pitts, Jack McDowell, John Donahoe, Peter Killeen, Charles Shimp, Jay Moore, Linda Hayes, and David Palmer. Not pictured: Mike Dougher, Max Hocutt, Howard Rachlin, Maria Ruiz, Hank Schlinger, and John Staddon. **2** John Staddon (right) answers a question from the audience as Max Hocutt (left) look on.



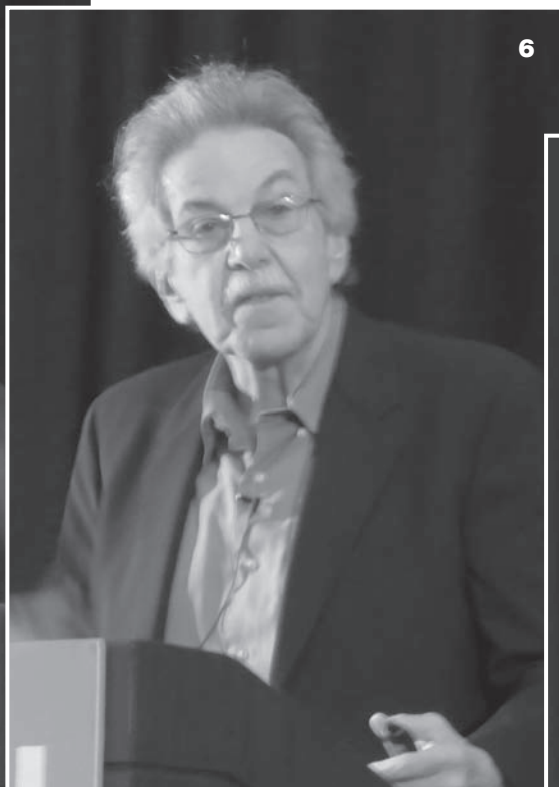
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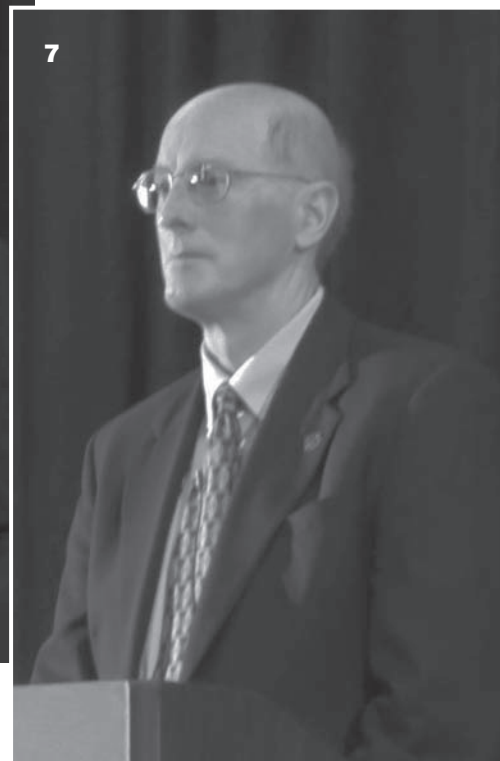


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**3** Travis Thompson answers questions during the poster session. **4** David Palmer discusses epistemology and behavior analysis. **5** Mike Dougher, discussant for the “Consciousness and Private Events” session. **6** Howard Rachlin argues for how consciousness should be defined by behavior analysts. **7** Jay Moore makes his case for the role of private events in a science of behavior.



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behavioral patterns evolved. Consciousness therefore is in our overt behavioral patterns and not in the mechanism that generates those patterns.”

Consciousness, Rachlin went on to argue, consists of overt, intrinsically observable behavioral patterns extended in time.

Michael Dougher facilitated the discussion between these polarizing views. Dougher’s analysis was enriched by his first-hand observations of the role self-reported repertoires play in the applied science. He suggested that the disagreement over consciousness and private events might come down to differing world-views:

“The teleological model... may be more in line with methodological behaviorism than radical behaviorism and as a result of that, it may have different kinds of truth criteria, it may have different kinds of units of analysis, it may have different kinds of objectives. If that’s the case, then that’s fine. Then we have differences in worldviews. Ultimately, though, those are not reducible or resolvable by data. And the reason they’re not resolvable by data is that they’re pre-analytic views—they’re pre-analytic in the sense that they tell us how to interpret the data that we collect, what kind of experiments to run, and then how to understand those differences. If that’s the case, we may simply be running in parallel here with two different kinds of worldviews that we simply put out and people will adopt those and adjust to those for whatever reasons they bring to the situation.”

**Behaviorism, Values, and Ethics: Can Science Provide a Moral Foundation?**

Questions about values and ethics cross the boundaries that exist between theoretical, basic, and applied behavior analysis. This issue, however, extends well beyond behavior analysis, especially as developed societies become increasingly secular and cause people to wonder how a common moral base can be formed within cultures that may contain wildly varying worldviews within it. Many of our time’s prominent thinkers have been discussing whether or not science is capable of providing that base. John Staddon asserted that science could not create a moral foundation because scientific knowledge is insufficient to urge action.

“Science without motives is impotent. Science leads you to do nothing by itself—there has to be a motive. A motive implies some belief in some things which cannot be proved. If you act—reflexes apart—you must have motive... Some un-provable beliefs may be essential to cultural survival.”

Staddon argued that there are rules guiding human action that cannot be proved by fact. He rejected the view that what could not be proved through scientific means could have no meaning. Intuited values, he said, must be added to facts in order for science to provide moral guidance. Max Hocutt’s position however, stood in contrast to this view. He argued that Staddon’s view conflates the “ideal” with what actually “is.” He suggested the

only way to align “good” with “right” is through practical experience and empirical inquiry.

“The moral of the story is that [John Stuart] Mill was essentially right: it is not true that everything capable of being desired is good—he got that not quite right—but it is true that the good is what having tried it, you will desire again. Thus, good golf swings are the kind you want to learn, good friends are the kind you want to keep, and good food is the kind you want to eat. Despite Moore and Plato, the goodness of these things is not a simple fixed quality; it is a power—namely the power to reinforce preference. We should not let that important fact be obscured by priests, politicians, or philosophers pleading for power to tell other people what to prefer.”

Hocutt explained that, according to David Hume, in order to justify an “ought” one needs to give a reason—in other words, a motive rooted in the “is” must be provided to compel a person or people to accept the ideal.

Maria R. Ruiz served as discussant and offered her insight as a scholar on scientific ethics. While Ruiz agreed that Staddon’s position addresses many of the problems raised by B. F. Skinner’s view of survival as the ultimate value and criterion for good/right evaluations, she warned that separating of facts and values puts our understanding on a “slippery slope.”

“It potentially opens the door to other dualisms,” she said, “and to serious questions about the ontological status of mind in behavior analysis.”

**Logical and Scientific Verbal Behavior: What Happened to Skinner’s “Empirical Epistemology”?**

In the paper “An Operational Analysis of Verbal Behavior,” B. F. Skinner suggested that an empirical epistemology should be possible with an analysis of verbal behavior. Hank Schlinger expressed the position that understanding language and verbal behavior has been muddled by a seemingly endless debate over terms. He argued that a functional analysis is the best approach for expanding our knowledge of language.

“Because the references of traditional psychological terms, which is the subject matter of most psychology, are unobserved and probably unobservable, there are few uniformly agreed upon definitions. In cases where the terms are fairly consistently defined, the definitions suffer from the logical fallacies of reification and circularity.”

David Palmer followed this talk with a presentation during which he asserted knowledge and language develops from chance variation and then rapidly transmitted as directed permutations of behavior.

“When language is correctly seen as behavior, neither meaning, nor reference, nor truth, nor falsity can be found in its structure, only in controlling variables.”

Timothy Hackenberg served as discussant and posed some questions and challenges to the speakers. With regard to

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Schlinger's presentation, he wondered how the a functional analysis applied to conceptual topics might be evaluated and wondered about which areas are promising for providing insight into science as a social process.

"If we take Skinner's analysis at heart, science *is* behavior: It's the collective activity of scientists engaged in this socially coordinated enterprise."

In addressing Palmer, Hackenberg agreed that verbal filtering occurs, but suggested that this might not always be a bad thing when it comes to science.

"One of the beauties... of higher order in variances or empirical generalizations—like discounting functions, the generalized matching law, and so on—is that they cut across all of the particulars of the species and the reinforcers and so on... I think that it might actually be beneficial for certain types of science to filter out that kind of variability and focus our attention on particular features of the situation."

### Defining Behavior: What Counts as Behavior?

For many, behavior analysis seems to be the only natural science that still contains a core debate over how to define the subject of its study. Indeed, many prominent figures in the field still disagree over how to develop a coherent concept of "behavior." In his talk, William Baum described the molar multiscale view of behavior and posited that because behavior is extended in time, it entails choice and that all behavior *is* choice.

"For a science of behavior, behavioral events do have to be thought of as natural events and not explained in some separate way as a different category of actions, but rather natural events are explained in relation to other natural events."

However, Charles Shimp argued for integrating the molar analysis with the "molecular" analysis popularized by Skinner.

"What the strengthening effect does to a behavior extended in time depends on *how* extended in time the behavior is. If you try to figure out what the strengthening effect of reinforcement is without taking into account how extended a behavior is you will fail dismally because you will be confounding two different things."

This new analysis, according to Shimp, more precisely controls behavior and restricts "freedom," which more closely resembles commonly understood science.

Raymond Pitts served as discussant and in his summary of the presentations, he pointed-out that the discussion was closely linked to the previous day's verbal behavior discussion. Pitt's also noted that there are interesting similarities between the approaches described by the two presenters, which he submitted as a reason to be hopeful that the debate is capable of eventually being resolved.

"Whenever we consider the question of what counts as behavior, we're really talking about the condition under which the terms should be emitted. I agree with [Baum] that this is

indeed a moving target—the more we learn about behavior, the more we refine the conditions under which emitting the term is to be reinforced. And I applaud [Baum and Shimp] for their efforts in helping us refine these conditions... both of these guys' presentations show that there's willingness and some interesting compatibility between the two views and I'm optimistic that we can resolve them."

### Patterns of Explanation in Behavior Analysis: Explaining Behavioral Phenomenon

How does one explain behavioral phenomenon? What is even meant by the term "explanation?" Three of the field's leading thinkers on these problems—Peter Killeen, Jack McDowell, and John Donahoe—came together to discuss tactics of explanation and modeling.

Arguing for theories of learning in a science of behavior, Killeen took the position that B. F. Skinner was incorrect when he asserted that they aren't necessary. Skinner, according to Killeen, defined "theory" as an appeal to explain a phenomenon and to events taking place on some other level of observation and measured, if at all, in different dimensions. However, Killeen argued that close examination of Aristotle's causal framework questions, including the "fifth cause" of feedback, demonstrates a need for theories of learning in behavior analysis.

"We don't know anything unless we have a model of the thing and the models start being learned at your mother's name. They start by conditioning. Many of our models are conditioned reactions to things; that's why worldviews are often hard to change, because they're nonverbal. They're preferences for ways of viewing the world inherited by hanging around a particular community when you're growing up, but they're models of the world. You flinch when you expect pain—intellectual or physical—to come up... but the more interesting ones are the ones we do in sentences: When we say, 'it's a nice day out there,' that's a model of the world done in English. Everything we know is through models, whether we know that or not."

In his talk, McDowell explained complexity theory and used the evolutionary theory of behavior dynamics as a case study to questions about whether the workings and calculations of the theory correspond to the natural world. During this presentation, he described how behaviors can be passed from parents to their offspring and how they might be selected out of the environment or "mutate" across generations. He concluded by explaining what he felt was a clear distinction between a "model" and a "theory."

"A model is something that is *like* a natural thing, but not really—it is just a model of it... A successful functional theory carries out a computation that is *really* the same computation that is carried out in the natural world, although the manner in which it is carried out may be different."

John Donahoe—who helped develop the complexity theory called the theory of neural networks—served as the





**8** Hank Schlinger discuss B. F. Skinner's "empirical epistemology." **9** Tim Hackenberg talks in his role as discussant for the "Logical and Scientific Verbal Behavior" session. **10** Conference co-chair Linda Hayes relaxes during the reception for presenters and organizers. **11** Conference co-chair Jack Marr delivers the conference's opening comments.

discussant and attempted to identify the kind of science that behavior analysis is and the place of simulation in it.

"The appropriate level of analysis is marked by the orderliness of changes in the correlation." Donahoe stated, quoting Skinner. "And the same will be true, I think, of simulation. There will be no one simulation or one type of simulation that is necessarily the best, but in order to qualify as an interpretation the simulation must not be inconsistent with the experimental facts identified by the disciplines that studied experimentally the phenomenon under study."

\* \* \*

Not only was the content of each session stimulating, but the audience was also able to participate in each section's question and answer period. These discussions are included in the ABAI Learning Center modules, which are now available for everyone online at <http://portal.abainternational.org/Portal/LearningCenter/frmLearningCenterWelcome.aspx>. Each module features video of each presenter's speech played alongside their PowerPoint slides. Additionally, you can also use any of the modules to earn BACB continuing education credits; simply pay for the credits and take the online test after each lecture. Your grades will be made immediately available to you online. Also, be sure to look for a special theory and philosophy section in an upcoming issue of *The Behavior Analyst*.

The first day of the conference featured a poster session with 63 presentations. These discussions covered topics ranging from alternative syntheses of behavior to the effects of differential exposure to terms. The posters also provided a space for informal debate and discussion on the topics presented by the invited speakers. The topics related to behaviorism often stir strong emotions and this event allowed for attendees and presenters alike to gather and engage each other over the field's thorniest conceptual issues.

Finally, while the conference's subject matter certainly was a major draw, the host city of Santa Fe was also a key factor in attracting a lively group of attendees. The city received high praise in conference feedback surveys, including glowing remarks like, "Could not imagine a better place," and "I would hold this conference in this location every time."

We want to thank all the presenters, discussants, attendees, and the ABAI staff for contributing to this historical event. These kinds of discussions ensure that behavior analysis does not grow stagnant and that the science continues to tackle problems that aren't immediately solved by experimentation, but nonetheless carry significance for human beings. ❖

## Special Section: Behavior Analysis and Climate Change

### Introduction: How Can Behavior Analysts Help Save the Planet?

BY MARIA E. MALOTT

These days, it seems, every mainstream article on climate change starts the same way: The global temperature is rising, the Earth's ice cover is shrinking, the planet's weather patterns are changing, and human activity is almost certainly the cause. The climate change alarm sounded long ago and it continues to ring. The time has come for the conversation to move past "we are warming the planet" to "we need to *respond* to the warming planet." Perhaps no other scientific field has more to contribute to this new stage in the dialogue than behavior analysis, which is uniquely suited to address the human factors associated with the problem. Additionally, if we wish for the development and acceptance of behavior analysis to be a truly international endeavor, then we must have the courage to take on global problems.

In 2010, *The Behavior Analyst* printed a special section in the fall issue that featured articles offering behavioral solutions to climate change. The topics presented included everything from recycling to procrastination management to cooperation (Heward & Chance, 2010). The response was so positive that ABAI felt the time was right for a conference focused on climate change. In August 2012, ABAI hosted the Behavior Change for a Sustainable World Conference at The Ohio State University in Columbus, OH. The talks, symposia, and posters presented were straightforward, thought provoking, and given with much enthusiasm and passion—by all accounts, the conference was a success. However, it is important to see these activities for what they are: first steps in a very long trek.

The papers that follow were written by presenters at the conference and provide a narrative about behavior analysis and its relationship to climate change. First, Bill Heward explains why the behavior analysis community should take an active role in developing solutions. Lonnie Thompson then provides an overview of the evidence and consequences of a changing planet. Scott Geller outlines what behavior analysts have already done to encourage sustainable behaviors as well as where we have fallen short. Fred Provenza describes how behavioral techniques have been used to change ranching and farming practices to create stable, sustainable ecosystems. The final three papers focus on integrating behavioral science into the greater human community as a necessity for generating lasting changes: Darnell Lattal discusses how organizational behavior management can be used to improve the sustainability practices of corporations, Shawn Charlton and colleagues stress the need for the community to develop and embrace effective public outreach practices, and Jeanine

Stratton illustrates how reaching out to other scientific fields can produce welcome results. Additionally, I would like to thank Paul Chance and Bill Heward for the time and effort committed to editing and organizing this collection of articles.

There are few modern day problems grander in scope than climate change. As is often the case with seemingly overwhelming problems, the human response has been to ignore it in the hope that "someone else" will find a solution. However, many of us in the behavior analysis community feel the call to battle. After all, if we are the experts in behavior change, how can we refuse to join the fight?

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Heward, W.L., & Chance, P. (Guest Eds.). (2010). Special section: The human response to climate change: Ideas from behavior analysis. *The Behavior Analyst*, 33, 145–206.

### Time to Enlist

### Behavior Change for a Sustainable World: Ultimate Challenge and Opportunity for Behavior Analysts

BY WILLIAM L. HEWARD

*Note: Input and comments by Paul Chance and Jonathan Kimball improved this essay. All mistakes and errors of judgment are the author's.*

2012: the warmest on record—freak storms, widespread drought, killer forest fires, disappearing ice sheets, and rising oceans. Representatives of 200 nations at the UN conference on climate change learned that the Intergovernmental Panel on Climate Change's (IPCC) dire predictions actually underestimated the magnitude, rate and impact of global warming (Scherer, 2012).

We are burning fossil fuels, depleting finite resources, and degrading the environment at such a frightening pace that geophysicist Brad Werner titled his presentation at the American Geophysical Union's 2012 fall meeting, "Is Earth F\*\*ked?" Werner said his title was inspired by his friends' depression about the planet's future and our "seeming inability to respond appropriately to it." Like Lonnie Thompson (2010; this issue), Werner sees the biggest challenge of climate change as getting people to change their behavior in response to it.

#### Compulsory Challenge

Helping people mitigate and adapt to climate change is a made-to-order assignment for researchers and practitioners of a science devoted to understanding behavior and how to



change it. It's easy to find reasons to be gloomy about the impact we can have, but it's important to reject them:

- *We don't know enough; better wait until we do.* Behavior analysis is a young science. It lacks the comprehensive research literature and watertight conceptual analyses needed to build optimal behavioral solutions to a problem as large and complex as climate change. But society cannot wait to tackle climate change until behavior analysts get everything worked out. No one owns the facts of nature. Although behavior analysts have discovered valuable knowledge about how consequences select and maintain behavior, operant conditioning, like gravity, is a universal law available to everyone. Current efforts to encourage sustainable practices embody principles of behavior (e.g., [Carrotmob.org](http://Carrotmob.org); Volkswagen's fun theory ads; flashmob recycling, [www.youtube.com/watch?v=GYNd5JRu86E](http://www.youtube.com/watch?v=GYNd5JRu86E); <http://vermontivate.com>; [www.eebhub.org](http://www.eebhub.org); and [www.recyclebank.com](http://www.recyclebank.com)). If behavior analysts helped design and evaluate those efforts, would their effectiveness increase? Is there any reason to believe they would not?
- *Failure will damage the public's perception of behavior analysis.* There surely will be failures, but the biggest failure would be not to try. We cannot let worry over our image keep us from making mistakes. The worst harm to the status of a field dedicated to behavior change would be failing to help deal with what may be the most serious behavior problem the world has ever faced. The stakes are too high to not try. While we can and must do a better job of showing the public what our science is all about (Charlton et al., this issue), if we don't help as best we can now, what a crumbling society thinks about behavior analysis will be meaningless.
- *The behavior changes we can make will be too little, too late.* Even if all fossil fuel emissions were to end today, our climate would continue warming for decades. Successfully adapting to that reality will require massive changes in energy sources and use, transportation infrastructure, food production, environmental protection, population control, and economic practices on a global scale. But the changes we do promote can help create a *behavioral wedge* that gives society time to implement the necessary technological fixes and policy changes (McKenzie-Mohr, 2011).

### Opportunity Galore

Today's sustainability movement teems with opportunities for teachers, researchers, and practioners of behavior analysis:

#### Teachers

Today's teachers of behavior analysis will play a vital role in how much and how well the field helps make sustainable practices a reality. Current students of behavior analysis must come to understand that sustainability is a behavioral challenge that will last for decades. Steps have been taken in that direction. Instructional programs, special topic seminars,

and joint courses with other disciplines dedicated to environmental issues are being offered (e.g., Luke, Alavosius, Newsome, & Leeming, 2011; Wilhite, 2012). Sustainability is now an integral component of a class in behavior analysis at Bangor University, where students must do a personal behavior change project on travel, recycling, or energy use. This past year, 142 students presented their findings at an end-of-the-semester sustainability conference attended by the university vice chancellor and a director of the Welsh Institute for Natural Resources. (Examples of green behavior change projects by Bangor University students can be seen at [www.bangor.ac.uk/psychology/greenbehaviours](http://www.bangor.ac.uk/psychology/greenbehaviours).)

#### Researchers

Peer reviewed behavior analysis research on environmental issues has been published since the 1970s, but the science and those who practice it can and must do much more (Geller, this issue; Heward & Chance, 2010). None of the applications of behavior principles to increase this or that environmentally friendly behavior published to date is the answer to the complex problems posed by climate change. Much research is needed to translate basic findings into potential applications and to evaluate and analyze interventions derived from that work.

Behavior analysts can contribute to an astounding range of potential studies on sustainability issues (e.g., Provenza, this issue). Those seeking potential research topics or collaborators might find both in the archived programs of ABAT's 2012 Behavior Change for a Sustainable World Conference and the annual Behavior, Energy & Climate Change Conference that began in 2007. Efforts by people outside behavior analysis can also provide topics and avenues for research: Government policies and efforts by conservation groups have eradicated poisonous insecticides from the food chain, improved air and water quality, preserved significant tracks of forest and wetlands, and removed some species from endangered lists (Kareiva, 2012). These and other accomplishments should be recognized, celebrated, and used as models for systematic replications aimed at improving the health of our planet.

Like society's need for effective autism treatment, the need for sustainable practices is a tremendous opportunity for behavior analysis to recruit bright, caring young people. Murray Sidman described what drew him to a career of behavioral research: "Like many young people, both then and now, I was worried, not so much about what kind of a job I was going to end up in, but rather, how I was going to go about helping to change the world for the better" (2007, p. 310). Feeling good about helping to change the world for the better might nudge a young behavior analyst toward focusing on sustainability, but more substantial supports are probably needed to make a career of it. Fortunately, behavioral researchers who choose to tackle sustainability won't need to forgo traditional supports and rewards: grants, publishing

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opportunities, and academic promotion for producing solid research on behavior change will likely be widely available.

### Practitioners

Organizational behavior management professionals have helped businesses design and implement environmentally friendly programs and their efforts provide the foundation for far-reaching applications (e.g., Knott, Kernan, Luke, & Alavosius, 2012; Lattal, this issue). Most behavior analysis practitioners today work in autism, developmental disabilities, and education—fields where their knowledge and skills are greatly needed. What if some of the many human service agencies run by behavior analysts made reducing their programs' carbon footprints a priority? ABA autism treatment programs could experiment with interventions to encourage staff to increase recycling, conserve energy, and reduce fuel consumed by company vehicles. ABAI's home office staff in Kalamazoo might do the same. Such efforts could serve as model demonstration projects and research sites.

ABAI's affiliated chapters could add a sustainability track to their annual conferences and encourage green R&D projects by their members. Each of ABAI's 20,000+ members and affiliate members might examine his or her behavior per Darrel Bostow's (2011) challenge for behavior analysts to be better models of the lifestyles we promote.

### The Ultimate Outcome?

I am not suggesting that behavior analysts can save the world on their own. Collaboration with other scientists and professionals has never been more important (Stratton, this issue). And, as Hiroshi Komiyama and Kazuhiko Takeuchi (2006) illustrate, the door is wide open.

Precisely because sustainability science includes global, social, and human systems in its purview, and because the problems it addresses involve disparate elements—from science and technology, to politics and economics, to human lifestyles and behavior—this new discipline must necessarily embrace the social and natural sciences. (p. 5)

How did Werner answer the provocative question he posed? With inputs based on humanity's present behavior his predictive model didn't paint a pretty picture. But in the Q&A following his talk, Werner acknowledged that "maybe the Earth is not quite f\*\*ked yet after all. But the ultimate outcome may depend on how much, and how many, scientists choose to wade into the fray" (Mingle, 2012).

Behavior analysts must do more than wade in. The world wants and needs our best efforts now.

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## We've Got Our Work Cut Out for Us

### The Greatest Challenge of Global Climate Change: An Inconvenient Truth Meets the Inconvenienced Mind

BY LONNIE G. THOMPSON

In a paper published a couple of years ago in *The Behavior Analyst*, I laid out the evidence for climate change and the options available to us: mitigation, adaptation, or suffering (Thompson, 2010). In this essay I provide a brief update on the state of the global climate system and the need for widespread human response to it.

### Some Inconvenient Truths

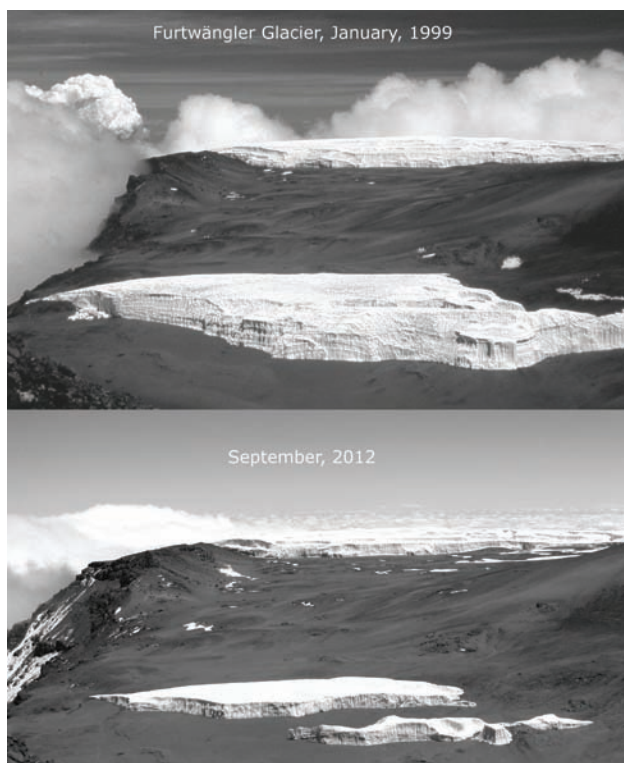
Our Earth's climate system continues to warm at an alarming rate due largely to human activities.

### The Earth's Ice Cover

One of the most disconcerting signs of climate change is the loss of ice around the world. Glaciers, the "canaries in the coal mine," are the planet's early warning systems of global climate change (see Figure 1).

They both respond to and record key climatological variables such as temperature, precipitation, cloudiness, humidity, and radiation. Thirty years of data from more than 7,000 glaciers in the Himalayas and across the Tibetan Plateau show that about 9% of the ice present in the 1970s had disappeared by the early 2000s (Yao et al., 2012). Even more disturbing is that the rate of melting is accelerating. Between 2003 and 2008 glaciers in this region were losing 12.8±3.5 gigatonnes per year (Kääb et al., 2012), much more than previously reported (Jacob et al., 2012). The





**Figure 1.** The shrinking glaciers on Kilimanjaro as documented in Thompson, 2010 continue. The top photo shows the Furtwängler glacier (foreground) as it appeared in January, 1999 and a photo taken from the same location in September of 2012 by Michael O'Toole, Boulder, Colorado.

increase in melt rate is in line with the ground based observations of Yao and colleagues. There are over 46,000 glaciers in this region, most of which are shrinking. Many of these glaciers are at the headwaters of prominent Asian rivers (including the Indus, Ganges, and the Bramaputra) so the glacier shrinkage will mean reduced water flow, particularly in the dry season.

Between July 8–12, 2012, 97% of Greenland's ice surface experienced melting, which had not happened since at least 1889 (<http://www.nasa.gov/topics/earth/features/greenland-melt.html>). Sea ice cover in mid-September, according to the National Snow and Ice Data Center in Boulder, Colorado was 290,000 square miles less than the previous record set in 2007, a 20% decline.

### Carbon Dioxide

As of July 2012, the CO<sub>2</sub> level measured at the top of Mauna Loa was just over 394 ppm, compared to 391 ppm at the time I wrote for *The Behavior Analyst*. In the spring of 2012, CO<sub>2</sub> levels crossed a milestone of 400 ppm for the first time in Barrow, Alaska, and in Canada, Iceland, Finland, Norway, and over the North Pacific ([www.esrl.noaa.gov/gmd/ccgg/trends/](http://www.esrl.noaa.gov/gmd/ccgg/trends/) and <http://researchmatters.noaa.gov/news/Pages/arcticCO2.aspx>).

### Temperature and Drought

NASA's Goddard Institute for Space Studies in New York, which monitors global surface temperatures on an ongoing

basis, released an updated analysis that showed that the average global temperature in 2011 was 0.92°F (0.51°C) warmer than the mid-20th century baseline. Nine of the ten warmest years were in the 21st Century, the one exception being 1998, which was influenced by the strongest El Niño of the past century (<http://www.nasa.gov/topics/earth/features/2011-temps.html>). Record temperatures continued into 2012, with July being the hottest month in the lower 48 states since the government began keeping records in 1895. As of August 14, 2012, over 60% of the contiguous U.S. states experienced drought, marking the largest percentage of the nation experiencing such conditions in the 12-year record of the U.S. Drought Monitor. The droughts were made worse by unprecedented temperatures; in March alone about 15,000 records were broken.

### Sea Level Rise

The ocean levels rose at an average rate of around 1.7 mm per year from 1950–2009 and at a rate of about 3.3 mm per year from 1993–2009 (Nicholls & Cazenave, 2010), an increase over earlier estimates (Church et al., 2001; Church et al. 2011). Sea level is currently rising as a result of both ocean thermal expansion and ice sheet and glacier melt, each contributing about 50% and both caused by recent increases in global mean temperature. For the period 1961–2003, the observed sea level rise due to thermal expansion was  $0.42 \pm 0.12$  mm/yr, while  $0.69$  mm/yr could be attributed to total glacier melt ( $0.50 \pm 0.18$  for small glaciers,  $0.19 \pm 0.43$  for large ice sheets). Between 2003–2008, sea level rose at a rate of  $2.5 \pm 0.4$  mm/year with 2.1 mm/yr from melting glaciers and only 0.34 mm/yr from steric sea level change (Cazenave et al., 2008).

### Extreme Events

The frequency of catastrophic events such as intense storms, floods, land slides, temperature extremes, drought, and wildfires has risen several-fold between 1980–2010 ([http://www.munichre.com/en/media\\_relations/company\\_news/2010/2010-08-05\\_company\\_news.aspx](http://www.munichre.com/en/media_relations/company_news/2010/2010-08-05_company_news.aspx)). In 2010, in the US alone there were 247 such events (<http://ebookbrowse.com/munich-re-2010-natcat-review-pdf-d57776805>). Since then, extreme weather has become more frequent and intense. Some of the more noticed events include the February 2011 blizzard that crippled Chicago, and deadly tornadoes in Missouri on May 22, 2011 and in Alabama on April 27, 2011, the day on which a record 199 tornadoes were sighted. The National Weather Service placed the number of U.S. weather fatalities in 2011 at 1,070, almost double the 10 year average of 563. The drought and high temperatures contributed to record fires in Colorado in June, and the intense fire season continued in the western US into July and August.

The weather extremes are global in scope, ranging from fires in Russia in July 2011 to flooding in Sindh Province of

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Pakistan in September 2011. The overall losses for 2011 amounted to \$148 billion, with insured losses of \$55 billion (<http://www.reuters.com/article/2012/05/31/us-climate-risk-disclosure-idUSBRE84U11220120531>). Last winter the extremes included snowstorms in Rome, ice on Venice canals, and severe cold along the Adriatic Sea. In July, the Black Sea region suffered unusually severe flooding.

**Population**

This year the global population surpassed 7 billion and is expected to increase to 9 billion by 2050. There has been more than a 20-fold increase in total energy use since the Industrial Revolution, caused slightly more by population increase than by expansion of per capita consumption (Ehrlich, Kareiva, & Gretchen, 2012, modified from Holdren, 1991). Over the last two centuries both population growth and economic growth (and therefore consumption) have been exponential in nature. For example, in order to support the world's seven billion people we need 17 billion fowl, 1.9 billion sheep and goats, 1.4 billion cattle, 1 billion pigs, 400 million dogs, and 500 million cats.

**Must We Be Inconvenienced to Deal With the Truth?**

To virtually all scientists, these statistics on global climate system, population growth, and exploitation of the Earth's resources are alarming. But as you know, people tend to resist accepting facts that conflict with their lifestyles and livelihoods. Thus, it is more convenient for us to believe that the current rise in temperatures is a "natural cycle," and thus we cling to anything that might support that belief, even if science contradicts it. However, climate change is not driven by belief, but by the laws of physics and chemistry. If we choose not to deal with the consequences of our actions, then Nature will eventually force us to face those consequences in very unmerciful ways.

B.F. Skinner, one of the founding fathers of behavior analysis, was an optimist for much of his career, but over time became less confident about the power of behavior analysis to solve the major problems facing humanity (Chance, 2007). The reason was that certain evolved characteristics now work against us. Perhaps the most important of these is that immediate consequences outweigh delayed consequences. This understandably leads to pessimism, even among behavior analysts, the experts on behavior change. However, recent events are telling us that climate change is no longer a future threat; it is in the "here and now," a time frame to which human's are likely to respond.

**Reasons for Optimism**

People are increasingly affected by events that are traceable to global warming. Severe winds, tornados, floods, droughts, and fires are becoming commonplace. Many people are seeing their homes crumble in a matter of seconds. Even

those who are not directly impacted by disasters feel the effects through increased insurance premiums and energy prices. It is becoming increasingly difficult for people to deny that the planet is undergoing important changes. In spite of millions of dollars spent to discredit climate science and scientists, 6 out of 10 Americans see climate change as a real problem (Pew Research Poll, 12/01/2011).

Thus, there is good reason to believe that people are ready to embrace change. There are many helpful things people can do in the way of lifestyle changes: buying organic foods and avoiding heavily packaged products, eating less meat, reducing the number of miles they drive, keeping their cars tuned up and the tires properly inflated, choosing fuel efficient vehicles, recycling more, and flying less. Many people are already doing these things.

As Friedman and Mandelbaum (2011) pointed out, in order to enact effective changes, we have to develop a new economy based on sustainability rather than consumerism. This requires a public awakening, establishment of political will, resetting of priorities, and an alliance of governments, businesses, and citizens. Businesses and governments are taking steps to conserve energy. Research and development is being undertaken involving fuel cells, zero emission coal-burning power plants (integrated gasification combined cycle), and renewable energy development. We are moving towards more intra-city mass transit systems, improved housing design, and more compact cities. Certainly, nanotechnology and LED technology will play important roles in the solutions. Already in the US there are more than 100,000 people working in solar-related production (<http://www.seia.org/solar-jobs>) compared to 80,000 people working in coal mines ([www.sourcewatch.org/index.php?title=Coal\\_and...United\\_States](http://www.sourcewatch.org/index.php?title=Coal_and...United_States)).

**The Clock Is Ticking**

We can build a sustainable future with environmentally friendly fuels, clean air and water, and with economic development and good jobs. The question is whether we will move in this direction at a fast enough pace to avoid disaster. It is not enough that people are amenable to change; they need help in making and sustaining the changes. That's where behavior analysis comes in. We need experts in behavior change who can get people to put on a sweater rather than turn up the heat; who can show businesses how to profit from going green; who can help politicians create legislation that will reduce gas consumption without losing elections; and who can help environmentalists, industrialists and governments work together to move toward a sustainable economy.

We don't know how much time we have to get the job done. Nature is the time keeper, and none of us can see the clock. But we do know the clock is ticking.



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- Mullainathan, 2010). Thus, while ABA is clearly the most cost-effective strategy for increasing EFB and decreasing environment-destructive behavior, this method has only recently started to produce some large-scale environmental benefits (cf. Ayres, Raseman, & Shih, 2009). Why is this the case and how might we address these barriers so ABA has a greater impact on sustainability?

### Who Is the Audience?

Most ABA research demonstrating beneficial sustainability effects is published in professional journals and books read almost exclusively by other psychologists. As such, the authors give convincing demonstrations of the efficacy of their behavior-change techniques to people who have little or no influence on large-scale applications and dissemination. In other words, the critical social-marketing aspects of behavior-change technology for sustainability have not been adequately addressed (Geller, 1989). Bailey (1991) commented on this dissemination problem:

We have a great science (the experimental analysis of behavior) and a pretty good technology (applied behavior analysis) but no product development or marketing... we do not value marketing [and have] neglected to develop socially acceptable terminology for presenting our concepts to consumers... we have, in our zest for science and technology, taken the human concerns out of behavior analysis (p. 39).

### What Behaviors Have We Targeted?

Stern and Gardner (1987) distinguish between curtailment EFBs (e.g., increasing conservation behavior) and efficiency EFBs (e.g., purchasing energy-saving equipment). They contend that purchasing fuel-efficient vehicles and Energy Star water heaters saves more environmental resources than does carpooling or reducing showering time.

Efficiency EFBs require a one-time purchase of an environment-friendly product (e.g., from hybrid cars and major appliances to home heating and cooling systems), whereas curtailment EFBs require a person to repeat inconvenient or sacrificial actions (e.g., from carpooling and collecting recyclables to reducing water use and turning back thermostats). Early applications of behavioral interventions for ecological sustainability did not target one-shot efficiency EFBs, and this trend has continued to the present (Lehman & Geller, 2004).

### Who Should Change?

Efficiency EFBs require accessible and affordable options, and such availability is greatly determined by organizations and government policy. Stern and Gardner (1987) emphasized “corporations make a greater direct contribution to environmental problems than individuals, and it is worth examining whether more can be done to

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## Think Big to Save the World

### Actively Caring for the Environment: How Applied Behavior Analysis Can Do More for Sustainability

BY E. SCOTT GELLER

The future state of our living environment is uncertain because of acid rain, global warming, damage to the ozone layer, worldwide misuse of land and water, and overpopulation. Technological advances can reduce these threats, but not remove them. The crucial role for applied behavior analysis (ABA) in addressing our environmental crisis is obvious. The sustainability of our planet is inextricably dependent upon human behavior.

Numerous studies have demonstrated the three-term contingency of ABA (i.e., activator-behavior-consequence) to be an effective tool for promoting environmentally friendly behavior (EFB; e.g., Cone & Hayes, 1980; Dwyer, Leeming, Cobern, Porter, & Jackson, 1993; Geller, Winett, & Everett, 1982; Lehman & Geller, 2004). However, very few large-scale applications of these behavior-change strategies for ecological sustainability have been implemented (Allcott &

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alleviate these problems by modifying corporate rather than individual behavior” (p. 1050).

Thirteen years later, Stern (2000) made the same point, reminding us that “organizations usually do more to degrade the environment than individuals and households” (p. 523), and “if manufacturers adopt ‘greener’ production technologies and product designs, this will further increase the potential to help solve environmental problems without sacrificing well-being” (p. 525).

**Can Green Behavior Change Be Maintained?**

Another reason for the lack of large-scale ecological impact from ABA is the fact that long-term maintenance and institutionalization of behavior-change strategies have rarely been studied. Most applications of behavioral technology to increase EFBs have been short-term demonstration projects showing a particular intervention had a desired effect. Methods to sustain the environmental impact of a behavior-change technique have not been addressed. This is not critical for one-time efficiency EFBs, but is obviously necessary for the regular repetition of curtailment EFBs.

Boyce and Geller (2001) addressed this challenge of response maintenance by reviewing the research literature related to applications of ABA to improve occupational safety. Although they found no systematic study of factors related to successful institutionalization of an effective behavior-change process, they suggested the following factors are essential for sustaining a successful behavior-change process within an organization:

- On-site regular staff has substantial input into the design and implementation of the intervention.
- Employees at each level of the organization (from management to line workers) receive training on the rationale for the intervention, and their specific roles in making it work.
- A formal accountability system (best handled by an employee-led steering committee) monitors results and develops action plans for enhancing the program’s impact.
- The accountability system includes a formal procedure for collecting, reviewing, and applying behavioral results to support the accountability system and enable continuous improvement.
- Group and individual rewards support ongoing participation in the process and recognize exemplary achievements.

Although these conclusions were derived from large-scale applications of behavior analysis to improve safety-related behaviors in organizations (see McSween & Mathews, 2001), they are certainly relevant to sustaining interventions designed to protect the environment, especially since organizational settings should be a prime target (Stern, 2000; Stern & Gardner, 1987).

**In Conclusion**

Too little pro-environment behavior threatens the well-being of all living things on our planet. The degradation of the environment caused by overpopulation, too much consumption, and too little conservation ranks among the most important social issues of our time. Despite the demonstrated power of ABA-derived interventions to increase EFBs, publications of behavioral interventions to preserve and/or protect the environment have declined over the past two decades, while research on environmental attitudes has flourished (Lehman & Geller, 2004).

Although attitude-based research is important, it’s critical to address directly the human behavior that is usually the source of the problem and the best target for a sustainability solution. By expanding the scope of behavioral targets, addressing the problem of long-term maintenance, and broadly disseminating beneficial intervention results, a revitalized ABA approach may eventually reach its potential to effectively address sustainability issues.

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**Get Ready for a Shift in Perspective****Connecting Humans, Animals and Landscapes for the Good of All**

BY FRED PROVENZA

We abuse land because we regard it as a commodity belonging to us. When we see land as a community to

which we belong, we may begin to use it with love and respect.

– Aldo Leopold, *A Sand County Almanac*

Aldo Leopold points out that while the ax, the cow, and the plow can devastate landscapes, those same tools can also rejuvenate land. In so doing, we can become what I call ecological doctors: people who understand the ties that bind all living things—animals, plants, and people—and who work to generate healthy soil, plants, herbivores, and people.

Ecological doctors can practice through locally adapted networks (LANs) such as BEHAVE ([behave.net](http://behave.net)), which bring together environmental and behavioral researchers and natural resource managers to create a dialog that fosters innovation. Learning how managers cope with challenges inspires scientists to think creatively about research. In turn, learning about behavioral principles and processes inspires managers to fashion innovative practices. In LANs, everyone is a student developing philosophies and practices that can bring about worthwhile changes, as illustrated in the following examples:

### From Fences as Livestock-Sitters to Shepherding

In the United States, we've come to rely on fences to influence the foraging behavior of livestock. Compared with "hi-tech" apparatuses in livestock and land management, the practices of shepherds may seem simplistic. Nonetheless, with growing concerns over the high costs and consequences of technology, shepherding represents a sophisticated way to manage livestock and in turn the health of soil, plants, herbivores, and people.

Fences can't do what a knowledgeable shepherd can do to optimize grazing from a diversity of forages. By designing daily grazing circuits, shepherds move livestock across terrain from meal to meal in ways that stimulate appetite, thus improving the nutrition, health, welfare, and production of animals. By knowing which plants work best as appetizers, main courses, and desserts, a shepherd can maintain plant diversity by encouraging the flock to eat a mix of plants, some palatable and others less palatable.

By far the highest level of sophistication in targeted grazing of weeds can be achieved through the relationship of a herder, a flock, and a landscape of "desirable" and "undesirable" species. The United States has more herbicide-resistant weeds (nearly 125 species) than any other place in the world. People spend over \$120 billion annually in a never-ending, largely unsuccessful attempt to control weeds. Instead of trying to kill them with herbicides, we should be using herbivores to "love them to death."

### Using Livestock to Rejuvenate Sagebrush Steppe

Sagebrush steppe covers millions of acres of the West. During the past century, people attempted to eliminate sagebrush (*Artemisia tridentata* spp. Nutt.) and stimulate

growth of herbs to suit presumed needs of wild and domestic animals. Contrary to long-standing beliefs, removing sagebrush has little value for communities, and people now realize the multiple benefits of sagebrush for the integrity of soil, plants, animals, and people.

Fire suppression and spring grazing by livestock has increased the density of sagebrush at the expense of other forages. In contrast to costly chemical and mechanical treatments or prescribed fire, integrating livestock grazing back into landscapes is a way to fashion systems of management in which locally adapted animals rejuvenate sagebrush steppe. Using sagebrush as forage enables ranchers to greatly cut winter feed costs, enhances the growth of herbs in spring, and maintain sagebrush as part of biodiversity.

Our goals are to create mosaics of habitat that meet the needs of many species and to fashion locally adapted systems of management with small carbon footprints. Three factors help livestock rejuvenate sagebrush steppe (Petersen et al., 2012). Providing supplemental energy and protein enables livestock to detoxify potentially toxic compounds (terpenes) in sagebrush. In addition, experience enables animals to adapt morphologically, physiologically, and behaviorally: animals exposed to sagebrush in utero, early in life, or as adults consistently eat more sagebrush and maintain better body weights than their naïve counterparts. Finally, livestock grazing at high stock densities can rejuvenate plant communities through foraging, physical effects, and nutrient inputs to the soil—all of which can improve plant species abundance and diversity, increase soil organic matter and nutrients, moderate soil temperature, and enhance water infiltration rates. In combination, those effects can help to fix carbon in soil, mitigating levels of atmospheric carbon dioxide (Itzhan, 2012).

### Changing the Culinary Culture of Cows

During the past century, people came to accept that cattle degrade riverbank ecosystems, and that nothing short of removing cattle or fencing riparian areas could rectify the situation. But fences as cow-sitters are expensive to build and maintain and they adversely affect many wild species of birds and mammals.

Alternatively, a rider on horseback can train cows and calves to forage on upland plants, and discourage their use of riparian areas by moving and placing them in desired locations. A rider can also identify and cull cows and calves that refuse to leave riverbanks. In so doing, people can change the culture of the herd, which is then maintained as calves learn from their mothers what to eat and where to forage.

Bob Budd trained cattle to use uplands, thereby improving riparian habitats for wildlife on The Nature Conservancy's Red Canyon Ranch near Lander, Wyoming (Provenza, 2003). As he points out, riding is less costly than fencing and more effective in the long run. The costs

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of riding are offset by the benefits from additional forage in uplands, improved herd care and health, better riparian areas, and enhanced diversity of plants and wildlife.

**Changing the Culture of Hay-Reliant Elk**

Wildlife managers have fed elk for years to compensate for a shortage of natural winter range, to reduce depredation of hay stored for livestock, and to boost elk numbers. In contrast to these benefits, providing hay is costly, elk on feeding grounds have a higher risk of contracting and transmitting diseases such as brucellosis, and supplemented elk can compete for browse with mule deer, pronghorn, and greater sage grouse.

In 2004, we initiated a program to change the culture of elk living at Deseret Land & Livestock (DLL) in northeastern Utah. Prior to 2004, DLL fed 1,000 elk annually for 20 years. While DLL generated significant revenue from hunting elk, they also spent roughly \$70,000 annually on hay to prevent elk from depredating forage on adjoining ranches. We used carrots and sticks to redistribute elk to desired areas. The carrots included strategic grazing by cattle in summer to create combinations of nutritious regrowth and mature forage that attract elk in winter, and supplemental energy and protein to enable elk to use sagebrush. The sticks included using stockmanship ([ManagingWholes.com](http://ManagingWholes.com)) to move and place elk in desired areas, and hunting to decrease use of areas where we didn't want elk.

Since the project was initiated in 2004, elk have been fed in only two winters when all forages were buried under snow and ice. Currently, eight cohorts of elk have limited or no experience being fed hay. Not surprisingly, elk now must be encouraged to use hay when they are fed. As with cattle use of riparian areas, we changed the culture of the herd, which is maintained as calves learn from their mothers what to eat and where to forage.

These examples are from the United States, but LANs are improving communities in countries as diverse as Canada, France, Israel, Botswana, South Africa, and Australia. When people who understand behavior want to learn from and work with those who manage livestock and natural environments, LANs can have a tremendous impact on the planet.

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**Helping Business Help the Environment****Time to Recognize Green Behavior Standards for Corporations?**

BY DARNELL LATTAL

Behavior analysts have long been encouraged by leaders in the field to address social problems (Baer, Wolf, & Risley; 1968; Skinner, 1978). The message has not gone unheeded: Applied behavior analysts have had a powerful impact in the design and treatment of autism and other developmental disorders in special education; rehabilitation medicine; animal training; and business. Practitioners of organizational behavior management (OBM) have helped corporate leaders reach strategic business objectives by influencing patterns of behavior (Abernathy, 2012), designing and implementing changes to create positive workplace cultures (Stagl, 2012), increasing productivity (Johnson, Houmanfar, & Smith, 2010), raising morale (Martin, 2008), reducing turnover, and lowering absenteeism (Camden, Price, & Ludwig, 2011). OBM has also helped companies achieve high rates of financial and performance success and has alerted the industrial world about how to make high-hazard and risky workplace environments safer today than in the past (Agnew & Daniels, 2010).

While justified in taking pride in our successes, we behavior analysts can and should do far more to move society toward sustainability (Geller, 2003; Chance & Heward, 2010). Those of us in OBM, for example, have yet to help corporations make the planet healthier at the same scale and intensity that we have helped businesses increase quality, productivity, customer service, and safe practice. We might begin by listening to companies themselves. Today, more corporate leaders state that going green is not an idealistic business practice, but a means of improving the safety and welfare of employees and the public. Businesses know it helps with public image, but they also know that these benefits can help to build company profit. There is a business case to "doing green." Many nonbehavioral consulting firms help them do just that—but it is rare that behavioral firms promote expertise in what is called the sustainability or green space.

One way to correct for our absence is to write about visible, science-based behavioral criteria for what it takes to establish green business practices and use our considerable reach to market these ideas. Building off of our demonstrated success in other areas, we could offer certification to corporations that meet these criteria. Accreditation for behavioral standards is not a new idea. The Cambridge Center for Behavioral Studies awards a certificate to companies with outstanding safety records. Bailey and Burch (2011) have proposed similar standards by which to measure facilities and corporations that provide behaviorally based clinical services. Many OBM

firms offer certification on various behavioral topics. We could do the same for companies that minimize their adverse effects on the environment.

Currently, governmental regulatory agencies oversee corporate emissions and other indicators of how well companies are meeting their obligation to limit damage to the environment. These agencies typically focus on technological solutions related to oil and gas, mining, aerospace, energy, forestry, and other client industries. One of the most sought-after and toughest voluntary evaluators is Corporate Knights (CK). Their stated purpose is clean capitalism:

An economic system in which prices incorporate social, economic and ecological benefits and costs, and actors know the full impact of their marketplace actions ([www.corporateknights.com](http://www.corporateknights.com)).

CK publishes a list of the top 100 clean capitalist corporations in the world. The rankings are based on 11 indices, including resource management, financial management, and people management. Measures of environmental effects include efficiencies in areas such as energy and water production, greenhouse gas emissions, and waste production.

CK examines the link between the salary raises of senior executives and evidence of their environmental concern. The weights assigned to activities go beyond emission standards to more complex relations among employees and levels of management, to sustaining employee commitment, and to examining executive pay in relation to clean capitalism investments. CK creates a contingency between environmentally responsible acts in corporations and public recognition of their efforts.

What CK does is very important. What it does not do is show company leaders how to establish and maintain patterns of environmentally friendly behavior within a corporate culture. CK does not require that corporations learn about basic principles of behavior. It does not show corporate executives how to do a functional analysis, anticipate unintended consequences, or identify contingencies that will undermine environmental efforts. These are the things that OBM practitioners can do and should be doing.

Business is all about behavior, and thus choices made by corporate America to select a green over a non-green solution are decisions operating under the laws of behavior (Davison & McCarthy, 1988). Helping businesses go green is not a simple matter. For those of us who work inside corporations, there is often a great difference between what is said to be valued and what is actually done. The great wealth that executives and stockholders amass for current decisions make competing contingencies of green initiatives that disrupt immediate financial gain, such as reductions in CO<sub>2</sub> emissions, difficult to arrange and sustain. Decisions that benefit corporate executives can hurt workers; in the same way, decisions that benefit the environment can, in the

short run at least, work against both executives and staff.

These types of contingent relationships exist in other settings and behavior analysts have dealt with them successfully. We have powerful tools of behavior change at our disposal. To create a green future that benefits everyone requires that OBM practitioners and companies call serious attention to what we offer and commit our resources to developing specialists among us who work to ensure the greening of our planet.

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## We Won't Get Far Without Public Support

### Getting the Public to Accept Behavior Analysis as a Route to Sustainability

BY SHAWN R. CHARLTON, RONNIE DETRICH, MARK R. DIXON, MICHAEL A. MAGOON, AND THOMAS S. CRITCHFIELD

Robust solutions are needed for a host of pressing social problems, including the need to establish sustainable lifestyles. People throughout much of the world are consuming natural resources and contaminating the planet at unsustainable rates. Many behavior analysts are confident that solutions are within reach—if only people would accept the behavior analytic approach toward developing them (e.g., Skinner, 1987). As the “if only” phrase implies, solving pressing social problems requires not only developing potent technologies (something at which behavior analysts are pretty good) but also gaining the influence that allows these technologies to be implemented properly on a wide scale (something at which most behavior analysts are not so good).

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We believe that three factors go a long way toward creating opportunities to make a difference on a societal scale. The first concerns establishing the credibility of behavior analysis as an approach to moving toward sustainability. Unfortunately, when policy makers and the lay public think about sustainability problems, they aren't likely to think of behavior analysts as the source of solutions. Although the principles that underpin behavior analysis are quite general, this fact may not be obvious to those whose support is needed for large-scale interventions. To be treated as a serious player in the sustainability game requires regularly addressing sustainability issues in one's work.

For those not yet engaged with sustainability problems, but interested in starting, we recommend becoming involved in interdisciplinary teams. Such teams combine more diverse expertise than any single individual could bring to the table (e.g., Shapero, 1966). The training of the typical behavior analyst is not likely to have addressed important technical and practical challenges that are imbedded in sustainability problems. Colleagues from other fields may contribute expertise that can help win public acceptance of sustainability projects and expand the repertoire of the behavior analyst.

Another useful strategy is to immerse oneself in mainstream scholarly communities. Such communities offer many things that should be attractive to behavior analysts who care about sustainability issues, including potential collaborators, access to resources (few behavior analysts control access to grants and contracts), and credibility-by-association (few people know what a behavior analyst is, yet most know about chemists, economists, and physicians). Professional meetings are an expedient way to connect with mainstream scholars. A great many yearly conventions are organized, not around a particular discipline such as behavior analysis, but around themes that concern members of mainstream society. Climate change is a prime example.

In our experience, such meetings can lead to rapid shaping of our communication skills: A behavior analyst who is surrounded by non-behavior analysts learns quickly how to communicate without our specialized lexicon and how to discern which issues do and do not excite passion in people outside our field. Such meetings can also help us understand the mainstream culture onto which behavioral solutions must be mapped: One quickly becomes informed about what other people judge to be good science, pressing problems, and acceptable solutions.

A second factor that matters in pursuing work on sustainability is developing the repertoire to communicate with the public. The specialized methods and vocabulary of behavior analysis have long isolated it from people in other fields. Anyone who seeks to interact with the mainstream of society must break down this barrier.

It also helps to "advertise" the promise and successes of behavior analytic work. Thus, it is important to create press

releases for new work, to agree to media interviews about it as such opportunities arise, and to otherwise aggressively market the relevance of behavioral principles. Popular trade books can be an effective medium for this kind of dissemination (e.g., Critchfield, 2010). For example, a spate of books on behavioral economics based on cognitive decision theory (e.g., Thaler & Sunstein, 2008) have cracked recent best-seller lists. When well written, these books not only entertain but also create demand (e.g., an author of one of these books was appointed to a high-level policy position in the Obama administration). Public policy always, at least in part, reflects the wishes of the voting public. People who hope to tackle large policy issues ignore the public at their peril.

A third factor to consider is that once behavior analytic sustainability interventions have been developed, they must be implemented. To make a real difference, implementation must not only happen, but happen on a large scale. History shows that not every effective intervention becomes widely adopted. It has been said that there are two general strategies regarding dissemination of innovations: waiting for it to happen and making it happen (Greenhalgh, MacFarlane, Bate, & Kyriakidou, 2004). An emerging field of dissemination science (Rogers, 2003) focuses squarely on "making it happen," and behavior analysts ought to digest this literature. Most generally, this literature regards dissemination and adoption of innovations, not as an automatic consequence of creating good technology, but rather as a distinct technological problem in its own right. More specifically, it regards adoption of innovations as a problem of acculturation. That is, "an important factor regarding the adoption rate of an innovation is its compatibility with the values, beliefs, and past experiences of individuals in the social system" (Rogers, 2003, p. 4).

The values, beliefs, and past experiences of policy makers and members of the lay public do not mesh well with behavior analytic concepts, assumptions, and procedures. Little if any interest in and adoption of solutions derived from behavior analysis will be created by insisting that policy makers and members of the public change their values and beliefs. The onus is on we behavior analysts to perform a functional analysis of problems involving acceptance of our innovations, and to design those innovations in ways that maximize their odds of adoption.

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## We Can't Do It Alone

### Building Bridges Across Disciplines to Support Sustainable Practices: The Role of Behavior Analysis

BY JEANINE P. STRATTON

Long ago Skinner (1987) challenged behavior analysts to tackle behavior problems that pose a threat not just to individuals, but also to civilization. He was, once again, ahead of his time. The recent emergence of sustainability within the behavior analysis community is evidence that we are beginning to get the message.

What is sustainability? When the concept is discussed, often only environmental concerns are mentioned, but there are others. In actuality, there are other independent and dependent elements. A common structure often includes environmental, economic, and social “pillars.” Figure 1 captures the synergistic nature of the fundamental pillars, representing “planet,” “profit,” and “people.” The complexity is evidenced in the intersection of the pillars. For example, what people are asked to do for the sake of the planet becomes a question of what is bearable. Many believe, perhaps falsely, that engagement in sustainable behavior means sacrifice, rather than enhancement. The interplay of economics and social factors is rich for discourse in both natural and social sciences. Equitability is a driving force for recognition of issues of safety, health, and fair opportunity. Economic viability is a possible restraint, in that one can only operate within the given means and limits of either system.

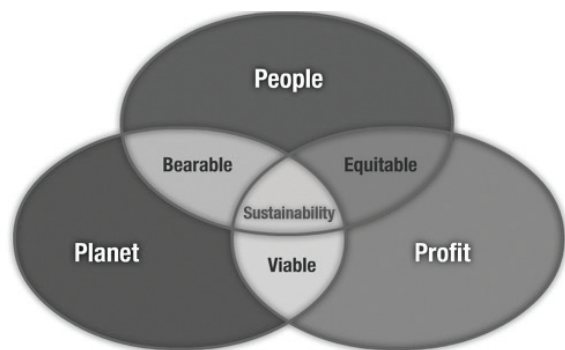


Figure 1. An adaptation of the “3 pillar” approach to sustainability.

As behavior analysts, we work to understand and change socially significant behavior. It's what we train for and what we do—as instructors, practitioners, consultants, and researchers. As complex systems emerge with disparate solutions, ranging from patterns of consumption to our planet's resiliency to population changes, we must move toward sustainability for conservation, innovation, and mindful use of resources. Sustainability is not about “us”

versus “them”; the long-term consequences of short-term actions will impact everyone. The focus, be it curtailing consumption or devising and applying new technology, means changing behavior. Sustainability challenges inherently require behavioral change. It is, effectively, an action call for behavior analysts to move toward these complex issues.

### Complex Problems Require Collaborative Solutions

No single field of study—psychology, sociology, economics, ethology, anthropology, medicine, or behavior analysis—can meet all the challenges involved in moving the world toward sustainability. We cannot work on our own isolated islands and expect to achieve success. We must build bridges across disciplines and work together. Behavior analysts should be bridge builders and work with other islanders.

When an academic institution, government agency, corporation, or other entity engages in collective problem solving and makes decisions regarding sustainability, a behavior analyst should be at the table. How do we get there? In the words of two of my mentors, Jon Bailey and Aubrey Daniels, “when in doubt, shape.” Their advice has never failed me. We must look at the present, assess current positioning, and reinforce, perhaps in a rather nuanced way, successive approximations.

One way to do this is by infusing sustainability in an academic curriculum. Figure 2 shows the model used by Furman University for the developing its undergraduate major in Sustainability Science. The model focuses on complex problems, which include global earth and environmental systems, the social systems in which a society operates, and the impact of human activity (Komiya & Takeuchi, 2006). Such models articulate the array of disciplines necessary for integration. Behavior analysis can have a role in such models.

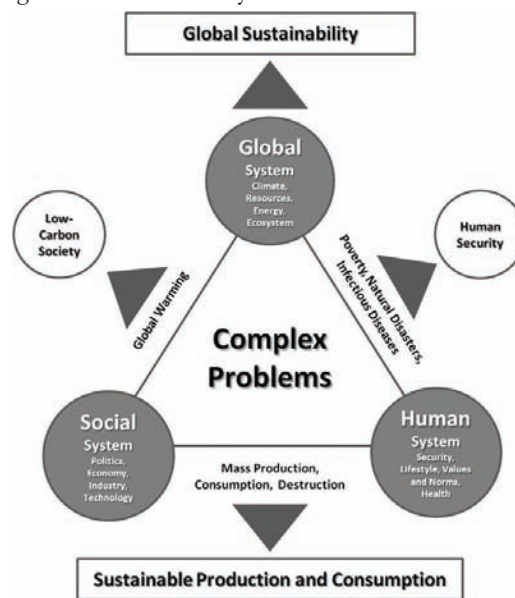


Figure 2. A model for undergraduate sustainability science major (Komiya & Takeuchi, 2006).

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### Collaboration Traps and Opportunities

The late Donella Meadows (2008) discussed the complexity of systems thinking as it relates to sustainability. She identified a number of “traps” found in complex system feedback loops and optimistically approached those traps not as spurs to inaction, but as opportunities. Three common traps (or opportunities) are technical language, motivations for collaboration, and methodological differences:

- *Language Trap.* Scientists necessarily use discipline-specific jargon to talk to colleagues about research methods, principles, research questions, analysis, and so on, but the idiosyncratic nature of each island’s dialect fosters confusion with other islanders. Moving forward requires that we find a shared language (Lindsley, 1991).
- *Motivational Trap.* Challenging the motivation of another’s interest in sustainability works against collaboration. Why do we care why a person or group is investing in sustainability? What matters most is the person’s interest, regardless of rationale for engagement. Rather than looking for hidden agendas, which can be traps, reinforcing acts of interest may be the first steps to effective collaboration. Self-selected interested parties are stepping forward, which provides opportunities for reinforcing effective collaboration, whether they share our motivation or not, and eases the focus on areas identified for potential collaboration.
- *Methodology Trap.* Differences in research methodology pose a significant barrier to interdisciplinary work. Granted, working with people who share our methods makes collaboration easier, but respecting alternative approaches to the collection, analysis and interpretation of data can lead us to new insights that we can then pursue with our own methods. Take an economist, an environmental scientist, and a sociologist out for a cup of coffee and you may find the time well spent.

Horhota, Stratton, Asman, and Halfacre (2011) combined survey research and behavioral observation methodologies to assess an informational orientation session for incoming first-year students. While the authors come from various disciplines (psychology, behavior analysis, and political science), their collective interest in assessing sustainability efforts on campus was the common denominator for collaboration.

### Possible Bridges

Some areas rich for the infusion of behavior analysis include food systems; waste reduction; conservation (energy, water, building efficiency and occupant behavior); transportation; and well-being. A behavior analyst can have an important role in developing or reviewing programs aimed at fostering sustainable behavior, analyzing natural short and long term consequence strategies, fine-tuning performance feedback systems and developing critical performance measurement systems. Sustainability presents a challenge far greater than behavior analysts have tackled. Skinner discussed the need to explore such social problems, and we are on the cusp of infusing the science of behavior into larger, more global and shared dimensions. But we cannot do this alone.

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# Get Inspired in Minneapolis!

A Preview of the 39th ABAI Annual Convention

BY MARIA E. MALOTT

In its 39th year, the 2013 convention will be held May 24–28 at the Minneapolis Convention Center in Minneapolis, Minnesota.

The convention center is located in the heart of downtown Minneapolis and is within walking distance of thousands of hotel rooms, world-class restaurants, and upscale shopping along Nicollet Mall Avenue. ABAI's contracted headquarters hotel, the Hilton Minneapolis, and overflow rooms at the Hyatt Regency Minneapolis, Millennium Hotel Minneapolis, and Hilton Garden Inn Minneapolis Downtown are just a few minutes' walk to the center, convenient for all convention attendees.

Art and photography: EMILY BEVILACQUA, MICHEAL BRUNY-GROTH, MELISSA PHIZACKLEA, AND ZACHARY RUDEN  
(Western Michigan University, Gwen Frostic School of Art)

As in previous years, the 39th Annual Convention will offer a collegial venue for discussion and networking to those interested in the many facets of behavior analysis: philosophy, science, education, and practice. Our program includes over 1,200 presentations and events covering applied animal behavior; autism; behavioral pharmacology; clinical, family, and behavioral medicine; community interventions, social and ethical issues; developmental disabilities; human development; experimental analysis of behavior; education; organizational behavior management; practice; science; teaching behavior analysis; theoretical, philosophical, and conceptual issues; and verbal behavior. We expect more than 4,500 participants, including representatives of ABAI's 36 special interest groups, 81 affiliated chapters, 19 supporting organizations, and undergraduate and graduate programs (including most of ABAI's 25 accredited graduate programs). The ABAI Expo will highlight these groups and others, with over 130 posters from behavioral organizations.

Plan to attend the welcome events Friday evening before the convention officially begins. First, ABAI will honor all of its members who made donations to the Society for the Advancement of Behavior Analysis (SABA) in 2012 and 2013 at the Friends of SABA Reception. Later in the evening, everyone is invited to the International Reception, where we recognize and celebrate the geographic diversity of ABAI membership. (This year we anticipate that more than 30 countries will be represented at the convention.) We will also use the reception to introduce the recipients of SABA's 2012 International Development Grants: Rogelio Escobar, Pooja Panesar, Fabio Tosolin, and Chris Varnon. Their projects in Mexico, Kenya, Italy, and Brazil, respectively, were supported by the funds from this grant. Finally, Friday's events will conclude with the Welcome Reception organized by the ABAI Student Committee. This evening event provides the opportunity for students to meet and greet each other as peers and speak with leaders in behavior analysts. It is a wonderful time and an opportune place for students to come together with all the members of ABAI.

The convention formally kicks off on Saturday with the 2013 SABA awards, recognizing service to the field by Kennon Andy Lattal (Distinguished Service), SEEK Education, Inc. (International Dissemination), George E. Bigelow and Maxine L. Stitzer (Scientific Translation), University of São Paulo Experimental Psychology Graduate Program (Programmatic Contributions), and Aubrey C. Daniels (Effective Presentation of Behavior Analysis in the Mass Media).

In his Presidential Address, "The Avoidance Paradox," Michael Perone will discuss behavior analysis's role in the battle against diseases of lifestyle (e.g. obesity, heart disease, cancer). He will make the case that better understanding of the "avoidance paradox" can help behavior analysts develop strategies for reducing unhealthy lifestyle choices and promoting healthy ones.

The ABAI 2013 Presidential Scholar, biologist and writer Marlene Zuk, will provide an address titled, "What Evolution Really Tells Us About Modern Life," in which she will discuss the rise in popularity of "paleo-lifestyles." Her talk will outline how these fads embrace erroneous assumptions about evolution and how a more scientific approach to the study of evolution and behavior will ultimately be more beneficial than trying to "live like cavemen."

Convention attendees are encouraged to look for and attend presentations in the B. F. Skinner Lecture Series, in which scholars from disciplines complimentary to behavior analysis will present their work. Behavior analysts will find much of relevance to their own interest within this outstanding group of presentations. The 2013 series will feature 13 lectures from Chana Akins, Michael J. Beran, Jack Bergman, Kent Berridge, Mark E. Bouton, Roland R. Griffiths, Peter Kareiva, Gary Lupyan, Michael Malinowski, Patricia McConnell, Alexandra S. Potter, Sue Savage-Rumbaugh, and Lisa Toenniges.

This year's program will also include 30 invited events and tutorials covering topics ranging from the use of operant conditioning to address poverty and drug addiction to the ethical considerations of behavioral analytic treatments. Invited events for the convention will include papers, panels, and symposia featuring William M. Baum, James E. Carr, Marilyn Carroll, A. Charles Catania, Maricel Cigales, Edward J. Daly III, Joann Pereira Delgado, Wayne W. Fisher, Gordon R. Foxall, Susan G. Friedman, R. Douglas Greer, William L. Heward, Thomas S. Higbee, Ramona Houmanfar, Iver H. Iversen, Peter Kareiva, Kennon Andy Lattal, Gregory J. Madden, Mark A. Mattaini, Allen Neuringer, Stephanie M. Peterson, Richard F. Rakos, Robert K. Ross, Susan M. Schneider, Timothy A. Shahan, David W. Sidener, Kenneth Silverman, Lynn H. Singletary, Michelle Ennis Soreth, Trevor F. Stokes, Mark L. Sundberg, Fabio Tosolin, Timothy R. Vollmer, David P. Wacker, Mary Jane Weiss, and W. Larry Williams.

After spending your days immersed in presentations, remember to take a night off—join us Monday evening for the ABAI Social. Featuring music and dancing, the social is an ideal way to unwind from the convention with friends and colleagues. We also encourage all attendees to join us for a run on Friday morning. This new Health, Sport, and Fitness SIG event will allow guests to start the convention energized and with a clear head as runners of all levels get some from air and take in the sights of one of America's most beautiful cities.

ABAI's online Learning Center continues to be a valuable service for convention registrants having trouble deciding which sessions to attend while on site. This web-based program will once again offer up to 45 hours of audio and video content that will include presentations and PowerPoint slides. We will make this content available for purchase and review on our website

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**MINNEAPOLIS continued from page 23**

(<http://portal.abainternational.org/Portal/LearningCenter/frmLearningCenterWelcome.aspx>) after the convention. Registrants can access content, including B. F. Skinner lectures, invited presentations and tutorials, the presidential address, and the presidential scholar address, for a reduced rate on site. Continuing education for licensed psychologists and certified behavior analysts will be available for many of these online presentations, as well as on site.

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

The complete 2013 program is now available on the ABAI website (<http://portal.abainternational.org/Public/ProgramOnTheWeb/frmProgram.aspx>). The online program allows registrants to search by domain (applied research, basic research, service delivery, or theory); event number; keyword or key phrase; and author's last name. The keyword/phrase and author's last name include an exact match option, which will help narrow search results. The online program sports an improved personal schedule feature this year: Creating a wish list of events and personal appointments for the convention has never been easier! Your schedule will automatically be saved to your ABAI portal account, allowing you to print it wherever and as often as you need.

After the convention, you will again have the opportunity to provide feedback on all of the events you

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

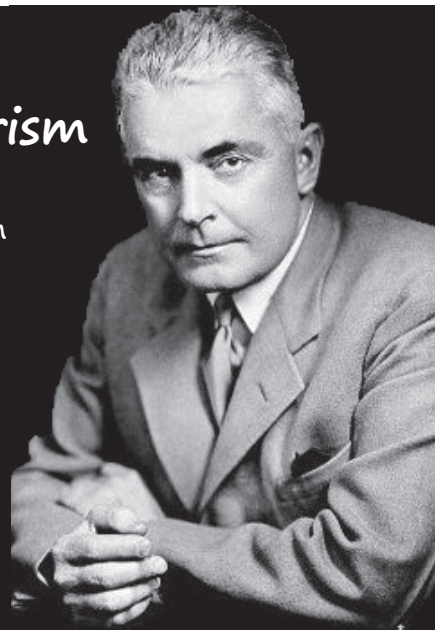
Mark Mattaini and Jesse Dallery, Program Committee co-chairs, have been outstanding in their oversight of the convention program and deserve our thanks. Also due thanks are Michael Perone, Program Board coordinator, and the Program Board area coordinators: Marleen T. Adema, Mark P. Alavosius, Cynthia M. Anderson, Jennifer M. Asmus, Jennifer L. Austin, Patricia Bach, Anjali Barretto, Matthew C. Bell, Lori Diener, Barbara E. Esch, Jennifer N. Y. Fritz, Grant Gautreaux, Scott T. Gaynor, Per Holth, Kennon A. Lattal, Dorothea C. Lerman, Nicole Luke, Megan E. Maxwell, M. Christopher Newland,, Martha Peláez, Anna Ingeborg Pétursdóttir, Jonathan Pinkston, Hayne W. Reese, Federico Sanabria, Mark Shriver, Sigurdur Oli Sigurdsson, Paul L. Soto, Thomas J. Waltz, and Jennifer Zarcone. Through their efforts, the ABAI program receives careful review, with revisions and rejections, to ensure quality events. Finally, ABAI staff members continue to provide hours of hard work and dedication to making this convention a success.

Behavior analysis is a broad field with myriad avenues of study to explore. Whether you're looking for a new perspective on your current area of expertise or are still trying to discover your passion within the field, the annual convention is an excellent place for you to look. With the widest range of high-quality presentations, you are sure to find something that will inform and inspire you. We hope to see you all this May in Minneapolis. ❖

## Celebrate 100 Years of Behaviorism

*Join us at the ABAI Social to celebrate the 100th anniversary of the publication of Watson's classic treatise "Psychology as the Behaviorist Views It."*

*Monday, May 27 @ 9:00 pm  
Minneapolis Grand Ballroom  
Hilton Minneapolis*





# By the Numbers: Data on the 2013 Annual Convention

BY MARK MATTAINI

The Program Committee looks forward to another strong program at the 2013 annual convention in Minneapolis, MN. As in the past, our success is due to the continuous support provided by the ABAI administration staff and ABAI Executive Council. The following is a brief overview of the 2013 convention program.

## Program Report

As this newsletter goes to press, there are 1,371 total submissions for 2013, including 689 posters, 254 panels and symposia, 90 papers, 33 invited addresses/B. F. Skinner Lectures, 14 invited tutorials, 56 business meetings, 16 reunions, 17 special events, 138 expo posters, and 64 workshops (Figure 1).

Overall, the steady growth in submissions that began in 2001 appears to have leveled off, with a decreasing trend over the past 4 years. With regard to the recent decrease in the overall number of submissions, it is likely that the decrease is in part the result of new program guidelines developed to support the Executive Council's commitment to increase the quality and scientific value of the convention by emphasizing the strongest presentations, reducing the number of concurrent sessions, and increasing the visibility of poster sessions. The following guidelines were included in the ABAI 2013 call for papers: (a) Members were limited to one oral presentation and one discussant role; (b) presentations involving a single study were submitted as posters, or submitted as part of an integrated symposium; (c) for symposia, submissions that involved an integrated series

of presentations organized around a central theme, involved presentations from multiple institutions rather than from a single laboratory, and contained a discussant outside of the presenting group were encouraged. In implementing these changes, the Program Committee has also strengthened their emphasis on the peer review role of area coordinators, including decisions to reject submissions that do not meet the expected level of scientific quality. In general, the membership has been quite supportive of these changes, but the committee will continue to review challenges and explore the need for further clarifications of guidelines as we go forward. As in the past, an updated version of the convention data and associated analyses will be provided at the upcoming convention and in the summer newsletter.

## Area Coordinators

The hard work and effort of the area coordinators resulted in 33 invited presentation submissions and tutorials. Moreover, 13 of the invited presenters were non-ABAI members (i.e., B. F. Skinner lecturers). The individuals who contributed to this process include new area co-coordinators, Dr. Paul Soto (BPH), Dr. Federico Sanabria (EAB), Dr. Sigurdur Oli Sigurdsson (OBM), Dr. Mark Shriver (PRA), Dr. Nicole Luke (TBA), and Dr. Barbara Esch (VRB).

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

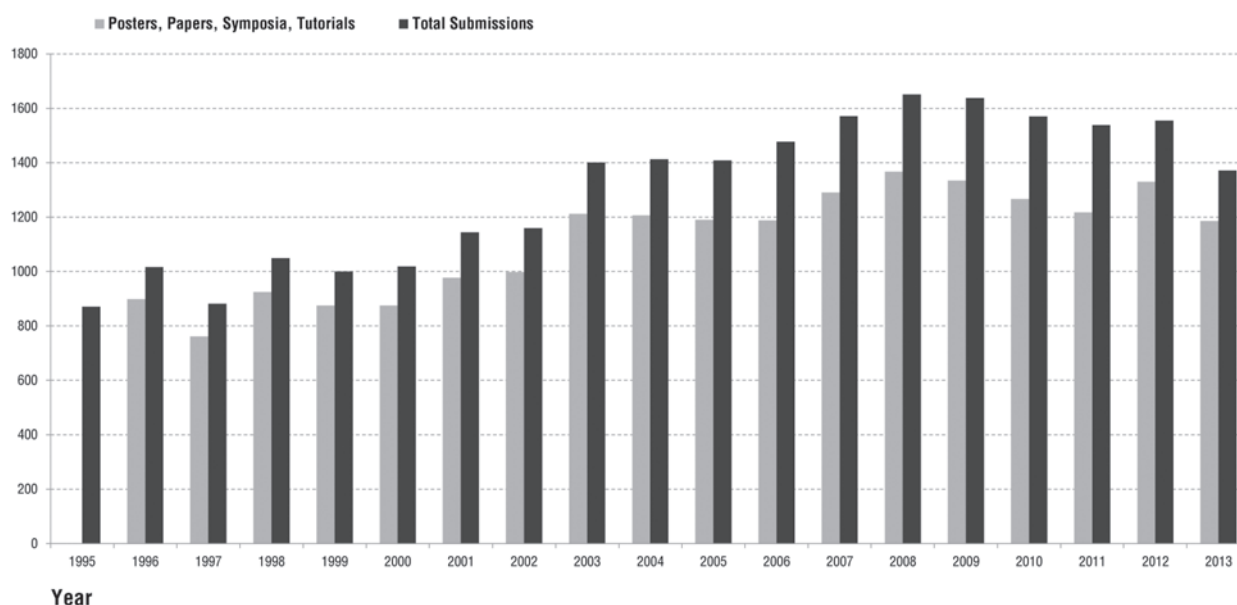


Figure 1. Number of presentations by year.



# Making the Most Out of the ABAI Annual Convention: Nine Tips for Newbies

BY TOM PETRINI AND KELLEY WARD

Art and photography: EMILY BEVILACQUA, MICHEAL BRUNY-GROTH, MELISSA  
PHIZACKLEA, AND ZACHARY RUDEN  
(Western Michigan University, Gwen Frostic School of Art)

ABAI's annual convention is an excellent way to expand your understanding of the field of behavior analysis, as it offers continuing education units, networking, workshops, exposure to new research, and opportunities to present. Most large conferences—like the annual convention—are held at venues with multiple buildings; they will generally have 10 or more talks and symposia occurring simultaneously, and many big-name researchers are either presenting or enjoying the events themselves. Based on our first convention experience last year, we have compiled a list of tips that might enhance the reinforcing value of your first convention and help you avoid some of the mistakes we made.

### **Tip 1: You Don't Plan to Fail, You Fail to Plan**

Planning ahead will make day one of the convention much less overwhelming. Visit the convention program on the web early ([www.abainternational.org/Events/conv2013/index.asp](http://www.abainternational.org/Events/conv2013/index.asp)) so you can study the schedule and venue layout well in advance. Take some time to read through the program and mark the talks you're interested in; most likely this initial list will include more talks than you can realistically attend. Narrow it down by researching the authors and topics you highlighted and select a first, second, and third choice for each time slot. Another way to prepare is to look at the venue map in the program book and stop in to get comfortable with the setup prior to the start of the convention. Knowing where your talks are ahead of time and determining the fastest way to get there will help you relax and enjoy each session. We also strongly recommend using the personal planner in the back of the program book—map out your convention adventure ahead of time to maximize your enjoyment and learning.

### **Tip 2: Dress for (Conference) Success**

Dressing for success in an interview and dressing for success at the convention are two different things. Your name and affiliation will be on your convention badge, so you'll want to look presentable at all times. Still, consider leaving the uncomfortable dress shoes at home, as you'll likely be doing a lot of walking and standing. Unless you're a speaker, business casual attire and comfortable shoes are appropriate and professional.

### **Tip 3: Variety Is the Spice of Life**

Aim for a variety of presentation topics and session formats (e.g., symposia, invited speakers, panel discussions, and poster sessions). Although attending several talks in your area of interest is important, attending sessions on other topics will provide a more comprehensive understanding of behavior analysis. A good place to look for talks outside your area is the list of invited speakers (see page 40). These speakers were invited for a reason, and are usually notable researchers in the field. In addition, they tend cover behavior analysis as a whole and what behavior analysts can do to improve the field. Finally, select a few public policy and

professionalism/ethics sessions. These talks cover important political issues in the field and explain the fundamental skills that all behavior analysts need.

When you do attend talks in your specific area of interest, select various session formats that cover the same topic. This will give you a comprehensive look at both the current work and future direction of your interest area. Keep in mind all reinforcers are susceptible to satiation, and reinforcer sampling can lead to new interests in the field.

### **Tip 4: Divide and Conquer**

Since you won't be able to attend every talk on your list, consider splitting up talks amongst your colleagues and planning to meet later to exchange notes. You could even set up an online sharing account to upload notes and discussion points from each session. Definitely don't miss a talk you wanted to attend because no one you knew was going and you went with your friends instead!

### **Tip 5: On a Related Note...**

Notes are vital to keep track of all the information you'll hear attending back-to-back sessions for several days. Mark the talks you attend in your program book so you can easily refer back to them. Be sure to take notes on the main points—do not miss a great presentation because you were dictating every word. Remember, you can usually email presenters and ask for their slides or reference pages.

### **Tip 6: Who? What? When? Where?**

Conventions are the perfect opportunity to network and find out what others are doing. Attend poster sessions and take time to walk around and converse with the presenters. Posters are a great way to get ideas for your own research or clinical applications and allow you the chance to speak one-on-one with the authors. Exhibitor booths are also an easy way to find out who's doing what where, as well as who is hiring.

Don't hesitate to talk to those who have different opinions than you. As long as both individuals keep their Dale Carnegie skills in mind, these conversations can be engaging and informative. A good example of this was at last year's convention in Seattle: Kelley Ward had a conversation with someone from a center that uses aversive therapy in the form of shock treatment. Although the two did not agree, she heard a new perspective she otherwise might not have considered, especially if she had started the conversation combatively or emitted avoidance responses.

### **Tip 7: One Person's Trash Is Another Person's Treasure**

Chances are there may be one or two presentations you won't love. It is possible to leave talks early, especially if you're near the exit and your second or third presentation choice is nearby. However, do not write it off as a loss if there is no opportunity to leave; use it as a learning opportunity. Think

**See TIPS on page 28**



**TIPS continued from page 27**

about how the talk could have been improved and identify any weaknesses in the research. Can you contribute to those gaps in any way? You never know what could be the start of your next research endeavor.

**Tip 8: Registration = \$220, Hotel = \$300, Learning = Priceless**

Conventions are held in interesting cities, and it is tempting to go sightseeing and stay out late. Attending talks, walking all over the venue, and networking with other behavior analysts is tiring enough. Adding late nights and site-seeing trips is sure to make for an unproductive time, and you won't be your best during the day. If the host city is one you think you would like to see, plan to come a day early or stay an extra day.

**Tip 9: Think Critically**

After the convention, it is important to reflect and review your notes so you can apply what you've learned to your day-to-day work. Comparing and contrasting talks on similar topics is one way to think critically. For example, did two separate talks present information on ways to reduce stereotyping, but advocate different procedures? If so, why did the authors choose the procedures they did? Were the participants different? Was it the same topography? Did the procedures have the same function? Did one show a greater effect than the other? Which procedure would you pick? These questions can enrich your convention experience. It is difficult to define operationally what these private events will look like for you; however, if done correctly they will be positively reinforced and lead to new insight.

We hope these tips will help you get the most out of your first convention—see you in Minneapolis! ❖

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# Behavior Analysis *in* Practice

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

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

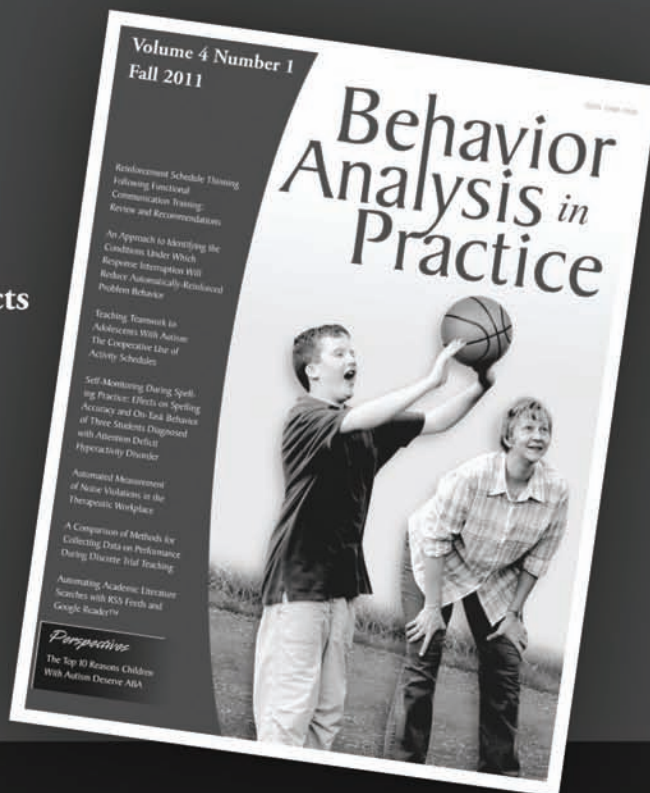
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## 2013 Opening Event and Awards Ceremony

# 2013 SABA Awards

CHAired BY RICHARD W. MALOTT  
(WESTERN MICHIGAN UNIVERSITY)  
SATURDAY, MAY 25, 11:30 AM–12:50 PM

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

## Award for Distinguished Service to Behavior Analysis

### Kennon Andy Lattal

(West Virginia University)

Dr. Kennon Andy Lattal is Centennial Professor of Psychology at West Virginia University. He received his Ph.D. in psychology from the University of Alabama and joined the West Virginia University (WVU) faculty in 1972. He has written 140 research articles and chapters on conceptual, experimental, and applied topics in behavior analysis and edited seven books and journal special issues, including the APA's memorial tribute to B. F. Skinner. He has mentored 40 doctoral students and every faculty member of WVU's Behavior Analysis Program since 1982. He was coordinator of that program from 1982–2012. A former president of ABAI, SABA, the APA's Division 25, the Society for the Experimental Analysis of Behavior, and Southeastern Association for Behavior Analysis, Dr. Lattal also served on the oversight and various working committees of these organizations. He has been elected to editorial boards of eight professional journals, and is a former editor of the *Journal of the Experimental Analysis of Behavior*. His activities have been acknowledged through several awards, including major teaching awards from WVU, APA's Division for the Teaching of Psychology, and ABAI. In addition to his named professorship, WVU recognized his scholarly work with its Benedum Distinguished Scholar Award and APA's Division 25 with its Distinguished Contributions to Basic Research Award. He has taught and conducted research at several U.S.



Kennon Andy Lattal

universities and in six other countries, culminating in spending the 2011–12 academic year at Université Charles de Gaulle in Lille, France, as a Fulbright research scholar.

### Abstract

As the defining feature of his professional life since his junior year of college, behavior analysis has imparted many gifts to Dr. Kennon Andy Lattal. These simple gifts cover the breadth of his experiences with the conceptual foundations, empirical database, methods, and people with whom he worked and collaborated with throughout the years. In this brief talk, Dr. Lattal will reflect on some of those experiences and the people responsible for them—how they shaped his behavior in and out of the classroom and laboratory; what he learned (and has not learned) as a result of these broad, diverse contacts; and what he would have others take away from his history as a researcher, teacher, observer, participant, and fellow traveler with colleagues, students, and many friends in our fine discipline.

## Award for International Dissemination of Behavior Analysis

### SEEK Education, Inc.

SEEK Education, Inc. will be represented by founder and chair Sharon Chien, as it receives this award.

### Abstract

An 8-minute video of SEEK Education's record will show its dedication and commitment toward advancing the study and training of applied behavior analysis throughout Asia and to introduce the organizations and the people who have benefited from the science of behavior analysis through SEEK's dissemination work and its enthusiasm of learning and applying behavioral methods. Organizations SEEK works with include the Wuhan Hospital, Autism Society of China, Central China ABA Association, Taiwan ABA Association, and Shenzhen Autism Society. SEEK also expresses gratitude and excitement about bringing applied behavior analysis into its education system.



## Award for Scientific Translation

### George E. Bigelow and Maxine L. Stitzer

(Johns Hopkins University School of Medicine and Johns Hopkins University School of Medicine Behavioral Pharmacology Research Unit)

George Bigelow, Ph.D., is a professor of behavioral biology at the Johns Hopkins University School of Medicine, where he is director of the Behavioral Pharmacology Research Unit, and director of its postdoctoral research training program on the human behavioral pharmacology of substance abuse. After undergraduate training at the University of Maryland, his graduate and postdoctoral training in experimental psychology and psychopharmacology were at the University of Minnesota. Dr. Bigelow's research has focused on the determinants and consequences of human drug self-administration; the use of behavior analysis methods in the study and treatment of substance abuse; and has included alcohol, tobacco, heroin, cocaine, and other substances. He has conducted controlled human laboratory research demonstrating drugs functioning as reinforcers and the controllability of drug self-administration by its consequences, as well as outpatient clinical trials of incentive-based behavior therapies both alone and when integrated with pharmacotherapies. He and Maxine L. Stitzer have worked together for several decades in applying behavior analysis principles and methods to the study and treatment of substance-use problems and to the translation of behavioral principles from the laboratory to broader clinical therapeutic application.

Maxine Stitzer is a research psychologist and professor in the Department of Psychiatry and Behavioral Sciences at Johns Hopkins University School of Medicine Behavioral Pharmacology Research Unit, a nationally recognized drug abuse research laboratory. Her extensive grant-supported research program has focused on both pharmacological and behavioral approaches to the treatment of substance abuse and reflects active research interests in both illicit drug abuse (opiates, stimulants) and tobacco dependence. She has published more than 250 scientific papers, co-edited a book on methadone treatment, served on the Agency for Healthcare Research and Quality Smoking Cessation Clinical Guidelines panel, and founded a model psychosocial counseling program at Johns Hopkins for opiate and cocaine

users. She currently heads the Mid-Atlantic Node of the National Institute on Drug Abuse Clinical Trials Network, which conducts research in community clinics on both new and existing treatments and promotes adoption of effective treatments into clinical practice. She is well known for her pioneering work on contingency management approaches in substance-abuse treatment, designed to enhance motivation for positive behavior change and particularly effective for promoting abstinence from drugs. She has been the recipient of numerous federal research grants and several awards for outstanding contributions to behavioral science research.

### Abstract

Drugs of abuse are powerful positive reinforcers that promote and maintain substantial and often escalating amounts of drug seeking and drug taking behavior. Our pioneering research showed that behavioral principles could be usefully applied to the study and treatment of substance-use problems and that drug-taking behaviors could be readily influenced by appropriate scheduling of consequences. We specifically demonstrated that alternative positive reinforcers, including treatment clinic privileges and cash payments, could be used effectively in an operant conditioning paradigm to compete with powerful drug reinforcers and support drug abstinence versus drug-seeking behaviors. This early translational research has led to a substantial and growing body of work clearly supporting utility of the operant behavior analytic approach to substance-abuse problems. It also has led to development of incentive-based contingency management interventions that can effectively compete with drug reinforcement and that have been widely studied and adopted as an evidence-based treatment intervention.



George E. Bigelow



Maxine L. Stitzer

## Award for Enduring Programmatic Contributions to Behavior Analysis

### University of São Paulo Experimental Psychology Graduate Program

Dr. Martha Hübner, general coordinator of the program, will make the introductory remarks. The presentation will feature a brief overview of the program's evolution, milestone events, accomplishments, and present day activities. Dr.

**See AWARDS on page 32**

**AWARDS continued from page 31**

Hübner will introduce Gerson Tomanari, dean of the Psychology Institute and a behavior analyst, and Teresa Araújo, a pioneer of the program. Professor Vahan Agopyan, provost of the University of São Paulo graduate programs, also will be introduced.



**Aubrey C. Daniels**

**Abstract**

The Behavior Analysis Area of the Experimental Psychology Graduate Program of the University of São Paulo in Brazil strives to strengthen the theoretical and experimental research in behavior analysis, train new researchers and teachers, play a role in the training of behavior analysts, promote the participation of students in supervised systematic investigations, and function in the context of multidisciplinary integration with the neurosciences and ethology branches of research in the program. The program was created in 1970 and was approved by the Brazilian Federal Government to operate at the master's degree level in 1970 and at the doctoral level in 1974. Its creation evolved from Fred Keller's first visit to Brazil in 1961 after he created the first cohort in experimental analysis of behavior at the university. The program has received support in the form of scholarships for master's, doctoral, postdoctoral, research productivity, and project financing from Brazilian FIPSE, National Council for the Development of Science, National Foundation for Education and Research, and São Paulo State Foundation for Research Support. It also was part of the only research group in Brazil in psychology and behavior analysis to receive a national project grant from the National Institute of Science and Technology. Also, the program has received the highest government national grade (7 on a scale of 3–7) for the most recent 3-year evaluation periods. The program faculty collaborates with many foreign institutions and researchers and has worked on journals such as *The Analysis of Verbal Behavior*, *The Journal of Experimental Analysis of Behavior*, and *The Brazilian Journal of Behavior Analysis* as peer reviewers. Faculty members also hold leadership positions in scholarly and service organizations such as ABAI, the Brazilian Society of Psychology, and the Brazilian Association of Psychology.

## Award for Effective Presentation of Behavior Analysis in the Mass Media

**Aubrey C. Daniels**

(Aubrey Daniels International)

Aubrey C. Daniels, Ph.D., is the world's foremost authority on applying the scientifically proven laws of human behavior to the workplace. Daniels helps the world's leading organizations employ the timeless principles of behavioral science to re-energize the workplace, optimize performance, and achieve lasting results. His management consulting firm, Aubrey Daniels International (ADI), works with business leaders in more than 20 countries to develop management strategies that reinforce critical behaviors vital to their long-term success. Headquartered in Atlanta, GA, the firm was founded in 1978. Daniels is the author of six best-selling books widely recognized as international management classics: *Bringing Out the Best in People*; *Performance Management*, *OOPS!*; *Other People's Habits*, *Measure of a Leader* (with James E. Daniels); and *Safe by Accident?* (co-authored with Judy Agnew, Ph.D.). His books have been translated into Japanese, Chinese, Korean, Spanish, and French and have been licensed in China, Singapore, India, Indonesia, Japan, Korea, Romania, and Saudi Arabia. He lives in Tucker, GA, with his wife, Becky. He has two daughters, two grandsons, and one granddaughter.

**Abstract**

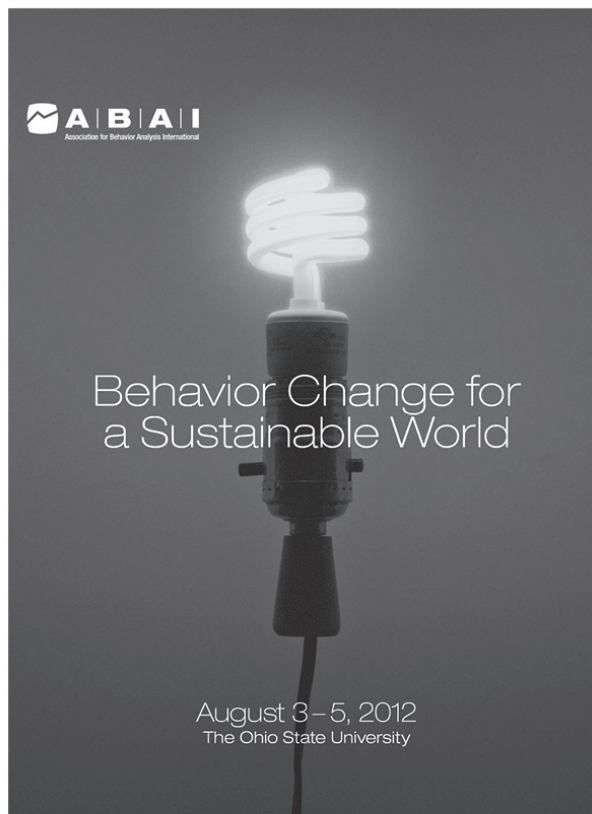
Can behavior analysis be “funalicious?” It is a myth that if you “build a better mouse trap, the world will beat a path to your door.” Everyone here believes that we have a better way to deal with most of the world's problems because all of them require—in the beginning, middle, or end—someone's behavior to solve them. With a technology that is able to address the pressing problems of the world, you would think that some of us would be inundated with requests to appear on the morning talk shows—*Oprah*, *TED Talks*, *The Tonight Show*—hounded for interviews, and be quoted by bloggers daily. However, that is far from the case. Dr. Aubrey Daniels has

said for many years that we have the best-kept productivity secret in the world; it's not that we planned it that way, but that is the way it has worked out. The best that we can say is what the Marines say, "We are the proud, the few, the Marines." Let's face it, there are almost no marketing people among us. That is certainly our "sweet spot." By training, we expect our results to speak for themselves. They may, but not fast

enough to reach Malcolm Gladwell's *The Tipping Point*. It is time for us to spread the word about our technology in a way that will impact many of the daily problems of living that prevent billions of people in the world from leading productive and happy lives. It is a noble undertaking worth pursuing and while Dr. Daniels does not have all the answers, he does have a few.



The ABAI Learning Center offers online access to popular sessions from ABAI events; it allows you to listen to and view presentations and includes opportunities to earn continuing education credit for behavior analysts from selected sessions.



Our online library of self-study modules is continually growing and we are proud to announce the release of the *38th Annual Convention* and *Behavior Change for Sustainable World Conference* recordings!

Visit the Learning Center online and browse all the offerings.

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# 2013 SABA Grant Awardees

## Experimental Analysis of Behavior Grant



**Derek Pope**

### **Derek Pope**

(Auburn University)

Derek Pope was first exposed to behavior analysis as an undergraduate at James Madison University (JMU) in Dr. Tracy Zinn's statistics course. During that course, Dr. Zinn offered him the chance to attend the Southeastern Association for Behavior Analysis Conference and present a poster. Derek then worked with Drs. Sherry Serdikoff, Bryan Saville, and Jessica Irons. Under the tutelage of these mentors, he conducted research in behavioral pharmacology, economics, and interteaching. After graduating with his BA, Derek entered the cognitive and behavioral sciences doctoral program at Auburn University under the supervision of Dr. Christopher Newland.

Derek's research interests lie in the analysis of choice, particularly delay discounting, as well as behavioral pharmacology and quantitative models of behavior. During his first year at Auburn, Derek, Dr. Blake Hutsell, and Dr. Newland adapted Davison and Baum's (2000) procedure into a six-component concurrent-chained schedule to assess delay discounting by genetically divergent inbred mouse strains. Preliminary research showed that the procedure was well suited for evaluating acute drug effects on the acquisition and maintenance of choice. This procedure has also allowed for the rapid assessment of strain differences in discounting rate and sensitivity to reinforcement magnitude.

With the SABA grant, Derek plans to conduct research with two major aims. The first is to use the modified delay discounting procedure to investigate potential differential sensitivities of BALB/c and C57Bl/6 mice to selective dopaminergic compounds and different terminal-link stimulus conditions. The second is to investigate the role of terminal-link stimulus conditions in modifying the effects of drugs on delay discounting.

Derek wishes to thank the SABA Board for this grant and is forever appreciative of his mentors at JMU as well as Dr. Hutsell and Dr. Newland.



**Kara Wunderlich**

## Experimental Analysis of Behavior Grant

### **Kara Wunderlich**

(University of Florida)

Kara Wunderlich graduated from the University of Florida (UF) in 2008 with a bachelor of science in psychology. Following graduation, she worked as a behavior analyst for 2 years with the Behavior Analysis Services Program in Bartow, Florida. While there, Kara provided individualized behavior analytic services to children and parents in the child welfare system in central Florida, and taught several classes based on behavior analytic principles for potential foster and adoptive parents. Kara received certification as a Board Certified Assistant Behavior Analyst in 2009. In August 2010, she entered the doctoral program in psychology at UF under the supervision of Dr. Timothy Vollmer. As part of this program, Kara conducts research and provides clinical behavior analytic services to students with intellectual disabilities and autism spectrum disorders at two schools, as well as to clients of the UF Behavior Analysis Research Clinic. Kara is a member of ABAI and the Florida Association for Behavior Analysis.

Kara's research interests include methods to program for generalization within evidence-based instructional practice. Currently, research is being conducted to evaluate and compare serial and concurrent tact training methods and their effects on generalization with both typically developing and intellectually disabled children. The primary aims of this investigation are to identify the most effective teaching method to promote a generalized tact repertoire and compare the acquisition of generalized tact responses between these two populations.

Additional research interests include treatments of problematic behavior maintained by automatic reinforcement, such as response interruption and redirection for automatically reinforced vocal stereotypy. Kara is also conducting research on factors affecting relative reinforcer efficacy and functional analyses of problem behavior.

## Master's Thesis Grant

### Joseph Cihon

(University of North Texas)

Joseph Cihon received his bachelor's degree in special education from Fontbonne University. During his undergraduate studies, he had an opportunity to work as a service provider for children diagnosed with autism spectrum disorders (ASDs). In this context, he first received training in the clinical application of behavior analytic principles to facilitate communicative, social, and academic skills in children with ASDs. Not only was the training invaluable because of its practical benefits, it also instilled in him a deep and long-lasting interest in the science of behavior analysis.

Joe is currently pursuing his master's degree at the University of North Texas (UNT). His interactions with the faculty and junior and senior graduate students have served to widen his interests. In addition, his participation in several research and clinical laboratories has led him to take an interest in basic and translational research. In fact, the integration of the rigors of basic research with the socially relevant concerns of applied research has come to be a defining feature of his research interests.

In the proposed research, Joe seeks to apply current knowledge about the acquisition, development, and maintenance of stimulus control to the problem of skin self-examinations and skin-cancer detection. He plans to pursue further behavior analysis training at the doctoral level following his graduation from UNT.

## Master's Thesis Grant

### Renee Renda

(Utah State University)

Renee Renda's interest in behavior analysis began at Jacksonville State University (JSU) when she took an introductory behavior analysis course that included a pigeon lab. She found it intriguing that natural-science principles could explain an organism's behavior. After obtaining her BS, Renee continued her education at JSU, and was privileged to teach the introductory lab that inspired her to pursue behavior analysis. Under the guidance of Dr. William Palya, Renee began studying the determinants of responding during fixed-temporal intervals when distinct serial stimuli were presented. Influenced by Dr. Todd McKerchar, Renee became interested in

choice behavior and the discounting of delayed consequences. These experiences led her to further her education at Utah State University (USU).

At USU, Renee is working with Dr. Gregory Madden to study the relation between steep delay discounting and executive dysfunction. For her master's thesis, she is providing rats with extensive working-memory training in an attempt to improve executive function. If executive function is causally related to delay discounting, then this training should increase preferences for larger-later (over smaller-sooner) food rewards. Because steeply devaluing delayed rewards is robustly correlated with behavioral maladies like substance dependence, this line of research could potentially lead to translational research.

Upon earning her MS, Renee will pursue her Ph.D. Her long-term goals are to obtain a university faculty position and continue basic research while teaching courses in behavior analysis. She hopes to inspire students in the same way her mentors and colleagues have inspired her. Renee would like to thank SABA and all who contribute financially to its mission for supporting student research.



Joseph Cihon



Renee Renda

## International Development Grant

### Rogelio Escobar

(National Autonomous University of Mexico)

Inexpensive, easy-to-use technology adequate for recording different dimensions of behavior and presenting a variety of stimuli is readily available worldwide. Open-source boards equipped with microcontrollers and development software can be adopted by basic and applied behavior analysts. Some of these boards (e.g., the Arduino board) integrate different combinations of digital and analog inputs and outputs in a compact device, can be controlled and programmed through a USB port, and are available in 63 countries across five continents (22 of these countries are included in the list of ABAA-affiliated non-U.S.A. chapters). These boards can be easily adapted for use in portable devices to record behaviors in applied research and service delivery, or can be used in conjunction with standard operant-conditioning chambers for accurate recording and experimental control.

Dr. Rogelio Escobar, associate professor of psychology at the National Autonomous University of Mexico (UNAM), was awarded a SABA International Development Grant to teach



Rogelio Escobar

See ESCOBAR on page 36

**ESCOBAR continued from page 35**

students and professionals interested in behavior analysis the skills necessary to assemble devices to record behavior and build low-cost interfaces for operant conditioning experiments. The grant will be used to buy the demonstration materials to teach these instrumentation skills in workshops that will be scheduled during academic events in Mexico. By teaching attendees how to implement their own low-cost equipment, it is expected that they will develop new applications or set up laboratories. It is envisioned that such devices will increase the dissemination of behavior analysis not only in Mexico, but also in many other countries where resources or access to commercial equipment is limited (e.g., Latin American and Middle Eastern countries).

A version of the source code will be free for the workshop attendees and will also be available online so that interested behavior analysts can use it with minimal to no modifications. Detailed instructions for assembling the devices will be published in journals of international circulation to make this technology available to behavior analysts around the world.

**Pooja Panesar**

## International Development Grant

**Pooja Panesar**

(Kaizora Consultants)

Kaizora Consultants is the only center in East Africa offering supervised applied behavior analysis (ABA) services for children with autism and other developmental disabilities. It was founded in 2009 in Nairobi, Kenya, by Pooja Panesar to fill a void in validated services for these children, and is currently operating as a full day center providing one-on-one attention. Kaizora Consultants also receives supervision by Board Certified Behavior Analysts (BCBAs) through the Global Autism Project, a partner since 2010. Thanks to scholarships, Pooja is working to become the first BCBA in Kenya, and she has completed all the ABA courses required by the Behavior Analyst Certification Board. There are very, very few BCBAs living and working in Africa, and through ongoing collaborations between local universities and the University of Massachusetts Boston, Kaizora Consultants hopes to spark interest in ABA to encourage future BCBAs in Africa.

The current project is geared toward creating awareness of the principles and vast benefits of

ABA and its applicability to many fields. The goal is to collect 65 books on various topics related to ABA and make them available to the community. The books will also be used by Pooja and the rest of the Kaizora Consultants staff in facilitating workshops that will be open to the community. These books will become an invaluable resource as Kaizora Consultants has been unable to locate books on ABA in other local or private libraries in Kenya. Books are resources that do not deplete and can be accessed by many, including those who do not have regular Internet access or are unaware of research methodologies to learn more. In addition, since Kaizora Consultants will house the books, community members will be able to ask questions of staff.

Through this project, Kenya will soon become a significant contributor to the field of ABA.

## International Development Grant

**Fabio Tosolin**

(Polytechnic University of Milan)

In 2012, the Association for the Advancement of Radical Behavior Analysis (AARBA, an ABAAI-affiliated chapter) and the Cambridge Center for Behavioral Studies (CCBS) worked to define requirements for certifying behavior-based safety (B-BS) processes. These requirements include activities for enhancing the frequency of safe behaviors in one plant or site. The requirements also state that certification renewal for a second year should include demonstrations of improvement in terms of behaviors and results, as well as reductions of lost-time injuries, recordable injuries, and first aid.

Behavioral safety is a well studied intervention protocol that is spreading all around the world; most multinational companies consider it mandatory to have behavioral safety processes in their facilities. Although this is a positive trend, many so-called safety professionals are providing consultation and other services without the background in behavior analysis needed to design and implement effective behavioral processes. Poor practices can unfairly reflect on behavior analysis as a whole. For these reasons AARBA and CCBS, as preeminent behavioral safety research institutes, aim to state clearly what B-BS is by developing, presenting, and protecting certification requirements. It is essential for this to happen before another safety institute without a strong behavioral orientation

**Fabio Tosolin**



makes inroads; indeed, some minor safety organizations have already attempted to define these requirements. The AARBA-CCBS requirements will be periodically updated, according to the most recent research findings of the applied behavioral sciences.

The goal is for these B-BS process requirements to become international standards for all types of organizations intending to implement or certify behavioral safety processes. We hope international certification bodies such as Technischer Überwachungsverein (Technical Inspection Association; TÜV), the International Organization for Standardization (ISO), the British Retail Consortium (BRC), and Registro Italiano Navale (Italian Naval Register; RINA) will adopt them.

The SABA grant will be used to cover copyright fees, postage, and legal consultation.

Since the 1980s, Fabio Tosolin has worked to disseminate organizational behavior management and performance management in Italy. He is a professor of health, safety, environment, and quality at the Polytechnic University of Milan, Faculty of Engineering in Industrial Processes. He is also president of AARBA and an advisor to CCBS.

## International Development Grant

### Christopher Varnon

(Oklahoma State University)

Christopher Varnon is a doctoral student at Oklahoma State University in the comparative-neurobiological psychology program. Chris was trained in biological and psychological disciplines and quickly discovered that a commonality of all behavioral research is the need for flexible,

inexpensive equipment. To address this, Chris developed an experiment controller based on the Parallax Propeller microcontroller. Unlike other experiment controllers, the Propeller Experiment Controller costs less than \$100. It is also quite powerful and was created through open-source software, making it easily distributable and readily adaptable to new circumstances.

The need for inexpensive equipment is especially notable in areas that have less-developed behavioral disciplines. A lack of affordable equipment for researchers and classroom demonstrations means that the study of behavior is not able to thrive as a science. The Laboratory of Comparative Psychology and Behavioral Biology at Oklahoma State University recently started investigating the perception of psychology in other countries, particularly Brazil. The laboratory has found that many students in northeastern Brazil do not consider psychology a true science, in part because few universities contain laboratories devoted to research in or teaching of psychological principles.

To promote the study of behavior as a science in Brazil, Chris Varnon and the laboratory director, Dr. Charles Abramson, will use the Propeller Experiment Controller to develop teaching and research laboratories at a series of universities and high schools in the Campina Grande area of Paraíba, Brazil. Chris expects the development of teaching and research laboratories will help inspire a new generation of behaviorally focused psychology students in Brazil, as well as create a foundation for future collaboration between Brazilian psychologists and behaviorists in the United States. The program in Brazil will also serve as a model for developing inquiry-based psychology laboratories in the United States and other countries. ❖



Christopher Varnon

# B. F. Skinner Lecture Series

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

**Applied Animal Behavior  
Using Facial and Postural Cues to  
Predict Future Behavior in Both Canids  
and Humans**



**Patricia McConnell**  
(University of  
Wisconsin-Madison)  
Sunday, May 26  
11:00 am

**Community Interventions,  
Social and Ethical Issues  
Resurrecting the Environmental  
Movement**



**Peter Kareiva**  
(The Nature  
Conservancy)  
Sunday, May 26  
9:00 am

**Organizational Behavior  
Management  
Infusing Human Performance  
Technology Into the Instructional  
Systems Design Process**



**Lisa Toenniges**  
(Innovative  
Learning Group)  
Saturday, May 25  
4:00 pm

**Behavioral Pharmacology  
Contextual Factors in the Reinforcing  
Effects of Drugs**



**Jack Bergman**  
(Harvard Medical  
School-McLean  
Hospital)  
Monday, May 27  
3:00 pm

**Experimental Analysis  
of Behavior  
Nicotinic Acetylcholine Receptor  
Function Modulates Impulsivity in  
ADHD: Clinical Implications**



**Alexandra S. Potter**  
(University of Vermont)  
Sunday, May 26  
9:00 am

**Science  
Do Animals Have "Willpower?"  
Comparative Investigations of  
Self-Control**



**Michael J. Beran**  
(Language Research  
Center, Georgia State  
University)  
Monday, May 27  
2:00 pm

**Experimental Mysticism, Psilocybin, and  
Quantum Behavior Change: Research  
Results and Treatment Implications**



**Roland R. Griffiths**  
(Johns Hopkins  
University School  
of Medicine)  
Sunday, May 26  
11:00 am

**Mixing Rewards: The Effect of Drugs of  
Abuse on Sexual Behavior**



**Chana Akins**  
(University of  
Kentucky)  
Sunday, May 26  
3:00 pm

**Brain Limbic Generators for Delight,  
Desire, and Dread**



**Kent Berridge**  
(University of  
Michigan)  
Monday, May 27  
11:00 am

**Context, Operant Behavior,  
and Extinction**



**Mark E. Bouton**  
(University of Vermont)  
Sunday, May 26  
2:00 pm

## Teaching Behavior Analysis

### Drug Development: Stuck in a State of Puberty? Regulatory Reform of Human Clinical Research to Raise Responsiveness to the Reality of Human Variability



**Michael Malinowski**  
(Louisiana State University Law Center)  
Monday, May 27  
10:00 am

## Theoretical, Philosophical and Conceptual Issues

### Ape Language Studies



**Sue Savage-Rumbaugh**  
(Great Ape Trust)  
Monday, May 27  
4:00 pm

Photo: RUSS RUBERT,  
RUBERT STUDIOS 2012

## Verbal Behavior

### What Do Words Do? How Language Augments Human Cognition and Perception



**Gary Lupyan**  
(University of Wisconsin)  
Saturday, May 25  
1:00 pm

## Behavior Analyst – Shaker Autism School Cleveland Clinic • Cleveland, OH

Year after year, Cleveland Clinic is ranked among the nation's top hospitals by U.S. News & World Report. That's why people from across the country and around the world come here for care.

The Behavior Analyst will work with patients throughout the Center for Autism leading all activities related to behavioral assessments and intervention, including the formal process around Behavior Intervention Plans (BIP). The Behavior Analyst will be the Chairperson of the Behavior Management Committee and oversee all BIPs in accordance with the Joint Commission and other governing bodies. The Behavior Analyst will participate in staff training. Local and national travel required.

### Qualifications:

- Master's Degree in Applied Behavior Analysis preferred; Master's in Psychology, Special Education or related field will be considered
- 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)
- Demonstrate advanced understanding of the principles of Applied Behavior Analysis and teaching strategies used with learners with ASD and other behavior disorders

Cleveland Clinic strives to reward dedication with an integrated and comprehensive benefits program that meets the needs of a diverse workforce and provides meaningful choices. Along with pension/savings plans, wellness programs and medical/dental/vision coverage, we offer flexible spending plans, life insurance and disability plans, paid time off, tuition assistance program, and reimbursement for professional certification.

### Be a world class caregiver.

To learn more and apply now at:  
**[clevelandclinic.org/careers](http://clevelandclinic.org/careers)**  
and search for 'Behavior Analyst'.



Every life deserves world class care.

We are proud to be an equal opportunity employer. Smoke-free/drug-free environment.



# Invited Events and Tutorials

## Applied Animal Behavior Changing the Game for Captive Animals With Applied Behavior Analysis



**Susan G. Friedman**  
(Utah State University)  
Sunday, May 26  
3:00 pm

## Autism Enhancing the Effectiveness, Efficiency, and Practicality of Functional Communication Training



**Wayne W. Fisher**  
(University of  
Nebraska Medical  
Center, Munroe-  
Meyer Institute)  
Sunday, May 26  
4:00 pm

## ABA on Trial: A True Tale of Deception, Denial, and Redemption Told by an Expert Witness



**Jon S. Bailey**  
(Florida State  
University)  
Monday, May 27  
9:00 am

## Using Photographic Activity Schedules and Script Fading to Promote Independence and Social Interaction in Individuals With Autism and Related Disabilities



**Thomas S. Higbee**  
(Utah State University)  
Monday, May 27  
3:00 pm

## Behavioral Pharmacology Individual Differences in Sweet Preference and Impulsivity Predict Vulnerability to Drug Abuse and Treatment Outcome



**Marilyn Carroll**  
(University of  
Minnesota)  
Sunday, May 26  
10:00 am

## Clinical, Family, Behavioral Medicine Licensure Versus Certification to Work as a Non-BCBA Clinician: Implications for Behavior Analysis Training Programs and Students



**Stephanie M.  
Peterson**  
(Western Michigan  
University)



**Maricel Cigales**  
(Florida International  
University)



**Michelle Ennis  
Soreth**  
(Rowan University)



**W. Larry Williams**  
(University of  
Nevada, Reno)  
Sunday, May 26  
9:00 am

## Community Interventions, Social and Ethical Issues Forging Linkages: Motivating “Green Behavior”



**Peter Kareiva**  
(The Nature  
Conservancy)



**Fabio Tosolin**  
(Milan Polytechnic)



**Ramona Housmanfar**  
(University of  
Nevada, Reno)



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



**William L. Heward**  
(The Ohio State  
University)  
Sunday, May 26  
10:00 am

## Behavioral Systems Science for Activism and Advocacy



**Mark A. Mattaini**  
(Jane Addams  
College of Social  
Work, University of  
Illinois at Chicago)  
Sunday, May 26  
2:00 pm

## Developmental Disabilities Transferring Effective Practices to the Community: Functional Analysis as an Example



**David P. Wacker**  
(University of Iowa)  
Sunday, May 26  
11:00 am

## Tips for a Career in Developmental Disabilities and Applied Behavior Analysis



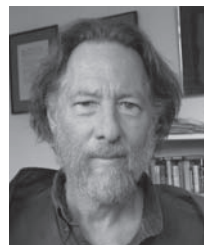
**Timothy R. Vollmer**  
(University of Florida)  
Sunday, May 26  
3:30 pm

## Considerations in Performing Functional Analyses in School Settings



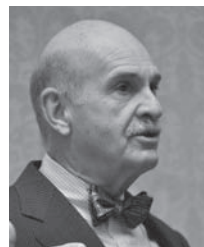
**Stephanie M. Peterson**  
(Western Michigan  
University)  
Monday, May 27  
11:00 am

## Human Development A New Paradigm for Behavior Analysis: Allocation, Induction, and Contingency



**William M. Baum**  
(University of  
California, Davis)  
Saturday, May 25  
3:00 pm

## Establishment of the Social Learning Capability to Acquire the Names of Things Incidentally



**R. Douglas Greer**  
(Teachers College,  
Columbia University  
and Graduate School  
of Arts and Sciences)  
Monday, May 27  
2:00 pm

## Education Food Dudes in the United States: Incentivizing Elementary School Children's Consumption of Fruits and Vegetables



**Gregory J. Madden**  
(Utah State University)  
Sunday, May 26  
9:00 am

## Which Academic Intervention Do I Choose?



**Edward J. Daly III**  
(University of  
Nebraska—Lincoln)  
Sunday, May 26  
4:00 pm

## Organizational Behavior Management Application of Operant Conditioning to Address the Interrelated Problems of Poverty and Drug Addiction



**Kenneth Silverman**  
(Johns Hopkins  
University School of  
Medicine)  
Saturday, May 25  
1:30 pm

## Teaching Machines and Fluency Building in Industrial and Commercial Training



**Fabio Tosolin**  
(Milan Polytechnic)  
Sunday, May 26  
3:00 pm

## Other Consumer Behavior Analysis: Behavioral Economics Meets the Marketplace



**Gordon R. Foxall**  
(Cardiff University)  
Saturday, May 25  
3:00 pm

## Practice Generalizations on the Practice of Applied Behavior Analysis



**Trevor F. Stokes**  
(James Madison  
University)  
Sunday, May 26  
2:00 pm

See INVITED on page 42

**INVITED continued from page 41**

**Establishing Standards of Practice in ABA Treatment of Autism**



**Robert K. Ross**  
(Beacon ABA Services)



**James E. Carr**  
(Behavior Analyst Certification Board)



**Mary Jane Weiss**  
(Endicott College)  
Monday, May 27  
10:00 am

**Ethical Considerations in Behavior-Analytic Treatment Regimens**



**Kennon Andy Lattal**  
(West Virginia University)  
Monday, May 27  
2:00 pm

**Science Behaviorism Since Watson**



**Iver H. Iversen**  
(University of North Florida)

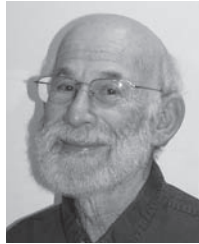


**Jay Moore**  
(University of Wisconsin-Milwaukee)

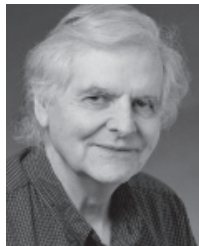


**James E. Carr**  
(Behavior Analyst Certification Board)  
Sunday, May 26  
3:30 pm

**Frontiers of Translational Behavioral Science**



**Allen Neuringer**  
(Reed College)



**Thomas Zentall**  
(University of Kentucky)



**Timothy D. Hackenberg**  
(Reed College)  
Monday, May 27  
9:00 am

**Reinforcement and Response Strength in the Information Age**



**Timothy A. Shahan**  
(Utah State University)  
Monday, May 27  
4:00 pm

**Teaching Behavior Analysis**

**Teaching as Applied Behavior Analysis in Public School Settings: Creating, Expanding and Integrating Accelerated Independent Learner Model Classrooms Into the Everyday Fabric of School District Life**



**JoAnn Pereira Delgado**  
(Teachers College, Columbia University)  
Sunday, May 26  
10:00 am

**Social ShapeUp: Shaping Student Behavior by Shaping Teacher Behavior**



**Lynn H. Singletary**  
(Teaching Research Institute LLC)  
Sunday, May 26  
11:00 am

**Theoretical, Philosophical, and Conceptual Issues**

**Revisiting *The Science of Learning and Art of Teaching*: A Talk for Students and Teachers**



**A. Charles Catania**  
(University of Maryland Baltimore County)  
Monday, May 27  
2:00 pm



**Operant Principles Everywhere:  
Interdisciplinary Behavior Analysis and  
the Future of Our Field**



**Susan M. Schneider**  
(University of the  
Pacific)  
Sunday, May 26  
2:00 pm

**Verbal Behavior  
The Utility and Ubiquity of Joint Control:  
Making Use of Joint Control in Teaching**



**David W. Sidener**  
(Garden Academy)  
Saturday, May 25  
2:00 pm

**A Treasure Hunt Through Verbal  
Behavior: Digging Up Gems From  
Skinner's Analysis of Motivation**



**Mark L. Sundberg**  
(Sundberg and  
Associates)  
Monday, May 27  
10:00 am

## The Society for Quantitative Analyses of Behavior Tutorials

The Society for Quantitative Analyses of Behavior (SQAB) will be sponsoring the following tutorials at the 39th ABAI Annual Convention in Minneapolis:

**Bringing Pavlov's Science to Behavior Analysis**

**Daniel Gottlieb** (Sweet Briar College)

May 25, Saturday; 1:00 pm–1:50 pm

**Reinforcement: History and Current Status**

**John W. Donahoe** (University of Massachusetts, Amherst)

May 25, Saturday; 2:00 pm–2:50 pm

**Impulsivity, Impatience, and Risk Taking: How Many Impulsivities? A Discounting Perspective**

**Leonard Green** (Washington University)

May 25, Saturday; 3:00 pm–3:50 pm

**Behavioral Mechanisms of Drug Action: What Are They, How Will We Know One When We See It, and How Might Quantitative Models Help?**

**Raymond C. Pitts** (University of North Carolina Wilmington)

May 25, Saturday; 4:00 pm–4:50 pm

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

## Convention Highlights



Michael Perone

### 2013 ABAI Presidential Address:

#### The Avoidance Paradox

Monday, May 27, 5:00 pm–5:50 pm

Main Auditorium (Convention Center)

**Michael Perone**  
(West Virginia University)

Dr. Michael Perone is a professor in the Department of Psychology at West Virginia University. He has made substantial contributions to behavior analysis through his research, service, administration, and teaching. He is well known for his programmatic research on conditioned reinforcement, avoidance, and transitions from rich to lean schedules of reinforcement, and more generally for the elegance and ingenuity of his experimental methodology. He has secured support from the National Institute of Child Health and Human Development, the Occupational Safety and Health Administration, and the National Science Foundation for much of his research. His investigations with animals and extensions of basic mechanisms to humans serve as a prototype for research translation. Dr. Perone's accomplishments in administration, service to the discipline, and teaching are similarly noteworthy. Dr. Perone served for 12 years as chair of the West Virginia University Department of Psychology, one of the foremost programs in behavior analysis. He has served as president of ABAI, SABA, the Society for the Experimental Analysis of Behavior, and the Southeastern Association for Behavior Analysis. He has been appointed to key editorial positions for major journals in behavior analysis; represented behavior analysis on the Federation of Behavioral, Psychological, and Cognitive Sciences; and served on numerous committees. In each of those roles, his skill and humor have been instrumental in bringing a charge to effective completion. Dr. Perone has received numerous awards for his teaching and mentoring, which along with the successes of his former students, are testaments to his effectiveness in that arena as well.

#### Abstract

Successful avoidance behavior poses a puzzle known as the "avoidance paradox." Consider the paradigm case of a rat pressing a lever to postpone electric shocks on a free-operant schedule. At steady-state when responding is proficient, there is no apparent aversive stimulus in the

environment before the rat presses the lever, and there is no apparent change in the environment after the rat presses the lever. What reinforces the response? Motivated by this question, studies of avoidance and related phenomena have created a rich source of information about situations in which the factors controlling behavior are obscure—for example, when the consequences of behavior are delayed, distributed diffusely in time, or cumulative. The president will review recent findings that illustrate how experiments on avoidance, and aversive control more generally, contribute to the analysis of situations in which the controlling factors are elusive. These are the very situations that behavior analysts must understand if we are to help prevent diseases of lifestyle (e.g., obesity, heart disease, cancer) and promote healthy behavior (e.g., exercise and proper nutrition).

### 2013 ABAI Presidential Scholar's Address:

#### Paleofantasy: What Evolution Really Tells Us About Modern Life

Sunday, May 26, 5:00 pm–5:50 pm

Main Auditorium (Convention Center)

**Marlene Zuk**  
(University of Minnesota)

Marlene Zuk, Ph.D., is a biologist and writer. She is a professor in the Department of Ecology, Evolution, and Behavior at the University of Minnesota, where her research focuses on animal behavior and evolution, mostly using insects as subjects. Dr. Zuk is interested in the ways that people use animals to think about human behavior and vice versa. She teaches graduate and undergraduate courses on a diversity of topics, including a seminar on "What's the Alternative to Alternative Medicine?" In addition to publishing numerous scientific articles, Dr. Zuk has written for the *New York Times*, *Los Angeles Times*, *Chronicle for Higher Education*, and *Natural History*. She has published four books for a general audience: *Sexual Selections: What We Can and Can't Learn About Sex From Animals*; *Riddled With Life: Friendly Worms, Ladybug Sex, and the Parasites That Make Us Who We Are*; *Sex on Six Legs: Lessons on Life, Love and Language From the Insect World* (a *New York Times* "Editor's Choice"); and most recently *Paleofantasy: What Evolution Really Tells Us About Sex, Diet and the Way We Live*.



Marlene Zuk

## Abstract

We evolved to eat berries rather than bagels, to live in mud huts rather than condos, to sprint barefoot rather than play football—or did we? Are our bodies and brains truly at odds with modern life? Everyone is fond of paleofantasies, stories about how humans lived eons ago, and we use them to explain why many elements of our lives, from the food we eat to the way we raise our children, seem very distant from what nature intended. Many diets and self-help books are predicated on the notion that our behavior and bodies evolved under a certain set of circumstances, from which we deviate to our peril. Implicit in that idea is the assumption that humans in a modern society aren't evolving any more, that we have somehow freed ourselves from evolution, or at the very least, that evolution always requires so long to act that we can't expect to have adapted to our current circumstances. But popular theories about how our ancestors lived—and why we should emulate them—are often based on speculation, not scientific evidence, and they reflect a basic misunderstanding about how evolution works. There was never a time when everything about us—our bodies, our minds, and our behavior—was perfectly in synch with the environment. Evolution is continuous, and all organisms alive today, whether chimpanzees, modern day hunter-gatherers, or bacteria, are all equally evolved. What really matters is the rate of evolution, which is sometimes fast and sometimes slow. Instead of trying to live like cavemen, we need to understand that process.

## Professional Development Series

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

### Private Events

TPC; Theory

**Chair: Clarissa S. Barnes (Southern Illinois University)**

Saturday, May 25, 1:00 pm–2:20 pm

101 B-C (Convention Center)

- **William M. Baum (University of California, Davis)**
- **Mitch Fryling (California State University, Los Angeles)**
- **Jay Moore (University of Wisconsin-Milwaukee)**
- **David C. Palmer (Smith College)**

### Show Me Good Listening: A Guide to Parent Training

TBA; Service Delivery

**Chair: Jessica S. Bensimon (Sage Center for Applied Behavior Analysis)**

Saturday, May 25, 2:30 pm–3:20 pm

M100 A (Convention Center)

- **Mary Knowles (Behavior Analysis, Inc. and Sage University)**
- **Kelly Mckinnon (Kelly Mckinnon & Associates)**
- **Tamara L. Moodie (The Victory School)**

### Speak Behavior Analysis and Be Heard (Like a Boss!)

TBA; Theory

**Chair: Kerry C. Whiteman (University of Mississippi)**

Saturday, May 25, 2:30 pm–3:20 pm

M100 J (Convention Center)

- **Patrick C. Friman (Boys Town)**
- **Daniel J. Moran (Pickslyde Consulting)**
- **Kate Kellum (University of Mississippi)**

### Research in Non-University Settings

EDC; Applied Research

**Chair: Laura Melton Grubb (Texas Tech University)**

Saturday, May 25, 3:00 pm–4:20 pm

M100 F-G (Convention Center)

- **Christy A. Alligood (Disney's Animal Kingdom)**
- **Nicole Heal (Melmark New England)**
- **Bridget A. Taylor (Alpine Learning Group)**

### On Being a Post-doc

EDC; Service Delivery

**Chair: Kathryn M. Peterson (University of Nebraska Medical Center)**

Saturday, May 25, 4:00 pm–4:50 pm

M100 B-C (Convention Center)

- **Kathryn Holman (Marcus Autism Center)**
- **Jill Fodstad (Louisiana State University)**
- **Angie Christine Querim (University of Nebraska Medical Center)**
- **Jonathan Dean Schmidt (Kennedy Krieger Institute)**

### Graduate Study in Applied Animal Behavior

AAB; Service Delivery

**Chair: Lyndsy S. Gordon (California State University, Los Angeles)**

Sunday, May 26, 9:00 am–9:50 am

101 F (Convention Center)

- **Erica N. Feuerbacher (University Of Florida)**
- **Stephanie Keesey (Simmons College)**
- **Veronica J. Howard (University of Kansas)**

See HIGHLIGHTS on page 46



**HIGHLIGHTS continued from page 45**

### Insights on Practitioner Training Programs and Current State of Affairs of Behavior Analysis Outside North America

TBA; Service Delivery

**Chair: Yannick Schenk (Western Michigan University)**

Sunday, May 26, 9:00 am–9:50 am  
M100 J (Convention Center)

- **Shiri Ayzazo (Tel Aviv University)**
- **Einar T. Ingvarsson (University of North Texas)**
- **Yoshiaki Nakano (Japanese Institute for Education and Treatment)**

### Careers in Applied Animal Behavior

AAB; Service Delivery

**Chair: Lyndsy S. Gordon (California State University, Los Angeles)**

Sunday, May 26, 10:00 am–10:50 am  
101 F (Convention Center)

- **Susan G. Friedman (Utah State University)**
- **Megan E. Maxwell (Pet Behavior Change, LLC)**
- **Terri M. Bright (Simmons College/MSPCA)**

### Introduction to Acceptance and Commitment Therapy

CBM; Service Delivery

**Chair: David Houghton (Missouri State University)**

Sunday, May 26, 10:30 am–11:50 am  
102 B-C (Convention Center)

- **Ann Rost (Missouri State University)**
- **Daniel J. Moran (Pickslyde Consulting)**
- **Emily Kennison Sandoz (University of Louisiana at Lafayette)**
- **Thomas J. Waltz (Virginia Center for Mental Healthcare and Outcomes Research)**

### Online Behavior Analytic Instruction: Building the Best Courses for Students and Student Performance

EDC; Applied Research

**Chair: Deric E. Toney (University of Nevada, Reno)**

Sunday, May 26, 10:30 am–11:50 am  
M100 F-G (Convention Center)

- **Sigrid S. Glenn (University of North Texas)**
- **Timothy C. Fuller (University of Nevada, Reno)**
- **Erick M. Dubuque (Spalding University)**
- **Joshua K. Pritchard (Florida Institute of Technology)**

### Behind the Experiments: Current Activities and Future Directions of Animal Research

EAB; Basic Research

**Chair: Shrinidhi Subramaniam (West Virginia University)**

Sunday, May 26, 2:00 pm–2:50 pm  
101 J (Convention Center)

- **David P. Jarmolowicz (University of Kansas)**
- **Michael Perone (West Virginia University)**
- **Jesus Rosales-Ruiz (University of North Texas)**

### Dissemination of Behavior Analysis

EDC; Applied Research

**Chair: Sarah Prochak (The Chicago School of Professional Psychology)**

Sunday, May 26, 2:00 pm–3:20 pm  
M100 H-I (Convention Center)

- **Ron Van Houten (Western Michigan University)**
- **Joshua K. Pritchard (Florida Institute of Technology)**
- **Amanda N. Kelly (SEEM Collaborative, Massachusetts)**
- **Michael Fabrizio (FEAT of Washington)**

### A Discussion With Prominent Women in Applied Behavior Analysis

TBA; Applied Research

**Chair: Leslie Neely (Texas A&M University)**

Monday, May 27, 9:00 am–9:50 am  
M100 A (Convention Center)

- **Cathleen C. Piazza (University of Nebraska Medical Center, Munroe-Meyer Institute)**
- **Jennifer J. McComas (University of Minnesota)**
- **Stephanie M. Peterson (Western Michigan University)**

### Perspectives on the Future of Behavior Analysis

TPC; Theory

**Chair: Vanessa Minervini (University of Florida)**

Monday, May 27, 9:00 am–10:20 am  
101 A (Convention Center)

- **Marc N. Branch (University of Florida)**
- **M. Jackson Marr (Georgia Tech)**
- **Brian A. Iwata (University of Florida)**
- **Patrick C. Friman (Boys Town)**

### Applying to Graduate School in Behavior Analysis

EDC; Service Delivery

**Chair: Aimee Moore (Eastern Michigan University)**

Monday, May 27, 10:30 am–11:50 am  
M100 F-G (Convention Center)

- **James T. Todd (Eastern Michigan University)**
- **Erick M. Dubuque (University of Nevada, Reno)**
- **Amber Marie Candido (University of Nevada, Reno)**

### Where to From Here? Perspectives on the Future of Behavior Analysis

TPC; Basic Research

**Chair: Ludmila Miranda Dukoski (University of Auckland)**

Monday, May 27, 10:30 am–11:50 am  
101 A (Convention Center)

- **Christopher A. Podlesnik (University of Auckland)**
- **Thomas Zentall (University of Kentucky)**
- **Peter Killeen (Arizona State University)**
- **John A. Nevin (University of New Hampshire)**

## ABA Outside Autism

PRA; Applied Research

**Chair: Myrna Bassam (California State University)**

Monday, May 27, 11:00 am–11:50 am  
200 C-E (Convention Center)

- **Henry D. Schlenger (California State University, Los Angeles)**
- **Patrick C. Friman (Boys Town)**
- **Christy A. Alligood (Disney's Animal Kingdom)**

## How to Give an Effective Oral Presentation

EDC; Service Delivery

**Chair: Ashlin Blum (St. Louis University)**

Monday, May 27, 3:30 pm–4:50 pm  
M100 B-C (Convention Center)

- **Ned Carter (Swedish Association of Local Authorities and Regions)**
- **Amanda N. Adams (California State University, Fresno)**
- **Michael Perone (West Virginia University)**

## Life After Graduate School

PRA; Service Delivery

**Chair: Evelyn C. Sprinkle (Florida Institute of Technology)**

Tuesday, May 28, 9:00 am–10:20 am  
200 A-B (Convention Center)

- **Katie A. Nicholson (Florida Institute of Technology)**
- **Tara Olivia Loughrey (University of Nebraska Medical Center, Munroe-Meyer Institute)**
- **Ada C. Harvey (Florida Institute of Technology)**

## Developing Clinical Skills for Working With Families

AUT; Service Delivery

**Chair: Tara Rodas (Capilano University)**

Tuesday, May 28, 12:00 pm–1:20 pm  
205 C-D (Convention Center)

- **Kimberly Crosland (University of South Florida)**
- **Michael Lafasakis (Hospital Clinic Home Center, Inc. and Queens College and The Graduate Center, City University of New York)**
- **Peter F. Gerhardt (The McCarton School)**
- **Richard M. Foxx (Penn State University, Harrisburg)**

## Promoting Behavior Analysis at Liberal Arts Universities

TBA; Service Delivery

**Chair: Jack Spear (Queens College and The Graduate Center, City University of New York)**

Tuesday, May 28, 12:00 pm–1:20 pm  
M100 J (Convention Center)

- **Kenneth F. Reeve (Caldwell College)**
- **Deirdre Lee Fitzgerald (University of Saint Joseph)**
- **James W. Diller (Eastern Connecticut State University)**
- **James S. MacDonald (Fordham University)**

## Health, Sport, and Fitness SIG Local Run

**Chair: Annabelle Winters (Garden Center Services, Inc.)**

Friday, May 24, 8:00 am–9:30 am  
M101 A (Convention Center)

Come join the Health, Sport, and Fitness SIG for a morning run! All levels of runners welcome. We will meet in the assigned room to communicate the route and head out as a group. Please wear appropriate running attire.

## Twin Cities Autism Services Providers Bus Tour for Students

**Chair: Adam Lobermeier (St. Cloud State University)**

Friday, May 24, 12:00 pm–7:00 pm  
M100 F-G (Convention Center)

The tour will provide students with an opportunity to take an inside look at different center-based agencies around the Minneapolis and St. Paul metropolitan area offering behavioral intervention for children with autism. A representative from each agency will give students a tour of the facility as well as describe their clientele, intervention practices, and the specific services that are provided. This tour

may be especially valuable to students looking for employment or potential internship positions. The tour will end back at the convention site, where representatives from several providers of in-home services for children with autism will describe their programs and be available to speak with students and answer any questions that may arise.

## Minnesota Northland ABA Tour

**Chair: Timothy R. Moore (University of Minnesota)**

Friday, May 24, 3:30 pm–6:30 pm  
M100 J (Convention Center)

The historical roots of behavior analysis in Minnesota are deep. The Minnesota Northland ABA invites a limited number of participants to join us on a bus tour of selected sites of historical relevance. Of particular interest will be the site where B. F. Skinner conducted research for Project Pigeon and the University of Minnesota, where Skinner served as a professor in the 1930s and '40s. Of less historical importance, a brief stop at a local brewery is planned before returning to the convention center.

## Friends of SABA Reception

**Chair: Richard W. Malott (Western Michigan University)**

Friday, May 24, 6:30 pm–7:30 pm  
Minneapolis Grand Ballroom E (Hilton)

ABAI members who made donations to the Society for the Advancement of Behavior Analysis (SABA) in 2012 and 2013 are invited to a reception in honor of their contributions and commitment to the field. We are very grateful for the generosity of those who support the activities of ABAI and SABA.

**See HIGHLIGHTS on page 48**

**HIGHLIGHTS continued from page 47**

## International Reception

**Chair: Martha Hübner (Universidade de São Paulo)**

Friday, May 24, 7:30 pm–9:00 pm

Minneapolis Grand Ballroom A-C (Hilton)

The International Reception is scheduled for the first evening of the convention to welcome international members and review the international development of behavior analysis being conducted at ABAI. All members are welcome.

## Welcome Reception Organized by the ABAI Student Committee

**Chair: Megan D. Aclan (The Chicago School of Professional Psychology, Los Angeles)**

Friday, May 24, 9:00 pm–11:00 pm

Minneapolis Grand Ballroom D, F, G (Hilton)

ABAI welcomes all of its members to Minneapolis. Join us for a night of fun and entertainment organized by the ABAI Student Committee.

## Affiliated Chapters Leadership Training

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

Saturday, May 25, 8:00 am–11:00 am

L100 F-G (Convention Center)

ABAI training sessions are great opportunities for chapter leaders to gain knowledge and expertise on issues of central importance to their ABAI affiliated chapters. This training is for chapter leaders only. Although the training is free for up to three officers per chapter, advance registration is required. This event is closed; attendance is by invitation only.

## Special Interest Group Leadership Training

**Chair: Richard W. Malott (Western Michigan University)**

Saturday, May 25, 9:00 am–11:00 am

L100 D-E (Convention Center)

ABAI is pleased to offer a leadership training session for officers of ABAI SIGs for the purpose of providing strategies for guiding the growth of SIGs and providing services to members and constituents. This training is for SIG leaders only. Attendees will have the opportunity to discuss strategies for growth and service provision with other SIG leaders. Although the training is free for up to three officers per SIG, advance registration is required. This event is closed; attendance is by invitation only.

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

**Chair: Kerry A. Conde (Western New England University)**

Saturday, May 25, 10:00 am–10:50 am

201 A-B (Convention Center)

Parents and other caregivers of individuals with special needs, as well as professionals and students, are attending the annual convention in increasing numbers, but may have questions about how to make the most of the experience. Furthermore, an event this large may seem overwhelming to newcomers.

Parents, professionals, and students who may be attending the convention for the first time are encouraged to participate in this convention orientation and visit our website ([www.autismpppsig.org](http://www.autismpppsig.org)). We will provide an overview of ABAI and its convention and highlight the types of events that parents, professionals, and students will encounter.

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

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

Sunday, May 26, 8:00 am–8:50 am

101 H (Convention Center)

Come join us for what has become an annual tradition at ABAI. This Pilates and yoga session is lead by certified instructors and is designed for every level of participant. Please wear comfortable clothing. Participants may wish to bring a towel to use while in class. Relax, refresh, and recharge!

## Behavior Analytic Ignite

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

Sunday, May 26, 6:00 pm–6:50 am

211 A-B (Convention Center)

IGNITE is a world-wide phenomena promoting exciting presentations that are only 5 minutes long. Each speaker submits a slideshow with 20 slides preprogrammed to advance every 15 seconds. The chair collects the slideshows and organizes them on one laptop so there is no equipment change between speakers. The presentations are intended to “ignite” the interest of audience members and to stimulate conversation and encourage further exploration of topics. Come enjoy a series of fast-paced, explosive presentations aimed to inform and educate. Come get your passion for behavior analysis ignited!

## ABAI Social

**Chair: Kurt Salzinger (Hofstra University)**

Monday, May 27, 9:00 pm–1:00 am

Minneapolis Grand Ballroom A-G (Hilton)

Please join your friends and colleagues for music and dancing.



# Reunions and Receptions

All reunions and receptions will take place on Sunday, May 26, from 9:00 pm–11:00 pm in the Hilton Minneapolis. Additional information is listed in the program book and on the ABAI website under the names of the chairs.

## Alumni and Friends of St. Cloud State University

**Chair: Gerald C. Mertens (St. Cloud State University)**  
Minneapolis Grand Ballroom B (Hilton)

## Beacon ABA Services

**Chair: Steven Woolf (Beacon ABA Services)**  
Directors Row 4 (Hilton)

## Behavior Analysis Program at the University of Nevada, Reno

**Chair: Ramona Houtmanfar (University of Nevada, Reno)**  
Minneapolis Grand Ballroom G (Hilton)

## Center for Autism and Related Disorders, SKILLS, and Institute for Behavioral Training

**Chair: Adel C. Najdowski (Center for Autism and Related Disorders, Inc.)**  
Red Wing Room (Hilton)

## The Chicago School, B. F. Skinner Foundation, and Cambridge Center for Behavioral Studies

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

## Columbia University and CABAS

**Chair: R. Douglas Greer (Teachers College, Columbia University and Graduate School of Arts and Sciences)**  
Minneapolis Grand Ballroom E (Hilton)

## Florida State University Ph.D. Reunion

**Chair: Connie Taylor (Midland University)**  
Minneapolis Grand Ballroom D (Hilton)

## The Ohio State University

**Chair: Sheila R. Alber-Morgan (The Ohio State University)**  
Minneapolis Grand Ballroom D (Hilton)

## Speech Pathology and Applied Behavior Analysis SIG Social

**Chair: Tracie L. Lindblad (Four Point Intervention Strategies, Inc.)**  
Board Room 3 (Hilton)

## University of Florida: A Special Tribute to Marc N. Branch, Ph.D.

**Chair: Michele R. Traub (University of Florida)**  
Directors Row 1 (Hilton)

## University of Kansas

**Chair: Edward K. Morris (University of Kansas)**  
Minneapolis Grand Ballroom F (Hilton)

## University of North Texas, Department of Behavior Analysis

**Chair: Richard G. Smith (University of North Texas)**  
Minneapolis Grand Ballroom A (Hilton)

## University of São Paulo

**Chair: Martha Hübner (Universidade de São Paulo)**  
Directors Row 3 (Hilton)

## University of Wisconsin-Eau Claire

**Chair: Carla H. Lagorio (University of Wisconsin-Eau Claire)**  
Directors Row 2 (Hilton)

## Western Michigan University: Reunion for Alumni, Students, Faculty, and Friends

**Chair: R. Wayne Fuqua (Western Michigan University)**  
Minneapolis Grand Ballroom C (Hilton)

# Business Meetings

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

## ABAI Business Meeting

**Chair: Kurt Salzinger (Hofstra University)**  
Monday, May 27, 8:00 am–8:50 am  
101 B-C (Convention Center)

## ABAI Education Board

**Chair: Linda J. Parrott Hayes (University of Nevada, Reno)**  
Sunday, May 26, 6:00 pm–6:50 pm  
M101 C (Convention Center)

## ABAI Program Committee Meeting

**Chair: Mark A. Mattaini (Jane Addams College of Social Work, University of Illinois at Chicago)**  
Sunday, May 26, 8:00 am–8:50 am  
L100 D-E (Convention Center)

## ABAI Science Board

**Chair: M. Christopher Newland (Auburn University)**  
Monday, May 27, 6:00 pm–6:50 pm  
102 A (Convention Center)

## ABAI Student Committee

**Chair: Megan D. Aclan (The Chicago School of Professional Psychology, Los Angeles)**  
Sunday, May 26, 6:00 pm–6:50 pm  
101 G (Convention Center)

## Applied Animal Behavior SIG

**Chair: Christy A. Alligood (Disney's Animal Kingdom)**  
Sunday, May 26, 6:00 pm–6:50 pm  
201 A-B (Convention Center)

## Arizona ABA

**Chair: Rebecca Renee Wiskirchen (ACCEL)**  
Saturday, May 25, 7:00 pm–7:50 pm  
102 A (Convention Center)

See HIGHLIGHTS on page 50

**HIGHLIGHTS continued from page 49**

Autism Knows No Borders;  
Neither Should We

**Chair: Molly Ola Pinney (Global Autism Project)**

Sunday, May 26, 6:00 pm–6:50 pm  
200 F-G (Convention Center)

Autism SIG

**Chair: Robert K. Ross (Beacon ABA Services)**

Saturday, May 25, 7:00 pm–7:50 pm  
101 A (Convention Center)

Behavior Analysis in  
Military and Veterans'  
Issues SIG

**Chair: Abigail B. Calkin (Calkin Consulting Center)**

Monday, May 27, 6:00 pm–6:50 pm  
M101 B (Convention Center)

Behavior Analysis for  
Sustainable Societies SIG

**Chair: Mark P. Alavosius (University of Nevada, Reno)**

Saturday, May 25, 7:00 pm–7:50 pm  
101 I (Convention Center)

Behavior Analyst  
Certification Board:  
Introduction

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

Sunday, May 26, 8:00 am–8:50 am  
M100 A (Convention Center)

Behavior Analyst  
Online Journals SIG

**Chair: Darlene E. Crone-Todd (Salem State University)**

Saturday, May 25, 7:00 pm–7:50 pm  
101 D (Convention Center)

*Behavior and Social  
Issues* Editorial Board

**Chair: Mark A. Mattaini (Jane Addams College of Social Work, University of Illinois at Chicago)**

Monday, May 27, 6:00 pm–6:50 pm  
101 J (Convention Center)

Behavioral  
Gerontology SIG

**Chair: Jonathan C. Baker (Southern Illinois University)**

Sunday, May 26, 8:00 am–8:50 am  
M101 A (Convention Center)

Behavioral Medicine SIG

**Chair: Alyssa N. Wilson (Saint Louis University)**

Saturday, May 25, 7:00 pm–7:50 pm  
101 G (Convention Center)

Behaviorists for Social  
Responsibility SIG

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

Sunday, May 26, 6:00 pm–6:50 pm  
101 D (Convention Center)

Clinical SIG

**Chair: Emily Thomas Johnson (Behavior Attention & Developmental Disabilities Consultants, LLC)**

Monday, May 27, 6:00 pm–6:50 pm  
M100 J (Convention Center)

Dissemination of  
Behavior Analysis SIG

**Chair: Amanda N. Kelly (SEEM Collaborative, Massachusetts)**

Monday, May 27, 6:00 pm–6:50 pm  
M100 A (Convention Center)

Direct Instruction SIG

**Chair: Ann Filer (Beacon ABA Services)**

Monday, May 27, 6:00 pm–6:50 pm  
102 F (Convention Center)

*Education and Treatment  
of Children* Editorial Board

**Chair: Stephanie M. Peterson (Western Michigan University)**

Sunday, May 26, 8:00 am–8:50 am  
101 J (Convention Center)

Ethics and Behavior  
Analysis SIG

**Chair: David J. Cox (STE Consultants, LLC)**

Saturday, May 25, 7:00 pm–7:50 pm  
101 J (Convention Center)

Evidence-Based  
Practice SIG

**Chair: Susan Wilczynski (Ball State University)**

Sunday, May 26, 6:00 pm–6:50 pm  
101 I (Convention Center)

Experimental Analysis of  
Human Behavior SIG

**Chair: Manish Vaidya (University of North Texas)**

Saturday, May 25, 7:00 pm–7:50 pm  
101 H (Convention Center)

Hawai'i ABA

**Chair: Anne Lau (Hawai'i ABA)**

Saturday, May 25, 7:00 pm–7:50 pm  
201 A-B (Convention Center)

Health, Sport, and  
Fitness SIG

**Chair: Jennifer Klapatch (The Chicago School of Professional Psychology)**

Saturday, May 25, 7:00 pm–7:50 pm  
101 F (Convention Center)

History of Behavior  
Analysis SIG

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

Sunday, May 26, 6:00 pm–6:50 pm  
101 E (Convention Center)

Human Development SIG

**Chair: Hayne W. Reese (West Virginia University)**

Sunday, May 26, 6:00 pm–6:50 pm  
101 F (Convention Center)

Iowa ABA

**Chair: Evelyn Jo Horton (The Homestead)**

Monday, May 27, 6:00 pm–6:50 pm  
201 A-B (Convention Center)

*Journal of Applied  
Behavior Analysis*

**Chair: Dorothea C. Lerman (University of Houston-Clear Lake)**

Sunday, May 26, 8:00 am–8:50 am  
M100 J (Convention Center)

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

**Chair: Gregory J. Madden (Utah  
State University)**

Monday, May 27, 6:00 pm–6:50 pm  
M101 A (Convention Center)

*Journal of Organizational  
Behavior Management*

**Chair: Ramona Houmanfar  
(University of Nevada, Reno)**

Sunday, May 26, 6:00 pm–6:50 pm  
101 B-C (Convention Center)

Louisiana Behavior  
Analysis Association

**Chair: Cassie T. Bradford (Behavioral  
Intervention Group)**

Sunday, May 26, 6:00 pm–6:50 pm  
101 H (Convention Center)

Multicultural Alliance  
of Behavior Analysts

**Chair: Elizabeth Fong Hughes (Multicultural  
Alliance of Behavior Analysts)**

Sunday, May 26, 8:00 am–8:50 am  
201 A-B (Convention Center)

Nevada ABA

**Chair: Kenneth MacAleese (Nevada ABA)**

Sunday, May 26, 6:00 pm–6:50 pm  
101 J (Convention Center)

New York State ABA

**Chair: Deborah A. Napolitano (University  
of Rochester)**

Sunday, May 26, 8:00 am–8:50 am  
M101 B (Convention Center)

Northwestern ABA

**Chair: Rick Shaw (Behavior Issues)**

Sunday, May 26, 8:00 am–8:50 am  
200 J (Convention Center)

Neuroscience SIG

**Chair: Michael W. Schlund (Kennedy  
Krieger Institute)**

Monday, May 27, 6:00 pm–6:50 pm  
101 A (Convention Center)

The Ogden R. Lindsley  
Standard Celeration  
Chart Share

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

Sunday, May 26, 8:00 pm–10:00 pm  
205 A-B (Convention Center)

Organizational Behavior  
Management Network

**Chair: Heather M. McGee (Western  
Michigan University)**

Monday, May 27, 6:00 pm–6:50 pm  
101 B-C (Convention Center)

Parent-Professional  
Partnership SIG

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

Sunday, May 26, 8:00 am–8:50 am  
102 F (Convention Center)

Pediatric Feeding  
Disorders SIG

**Chair: Cathleen C. Piazza (University  
of Nebraska Medical Center, Munroe-  
Meyer Institute)**

Saturday, May 25, 7:00 pm–7:50 pm  
101 E (Convention Center)

Positive Behavior  
Support SIG

**Chair: Rose Iovannone (University of South  
Florida and Florida Mental Health)**

Sunday, May 26, 8:00 am–8:50 am  
101 A (Convention Center)

Rehabilitation and  
Independent Living SIG

**Chair: Chris Persel (Centre for Neuro Skills)**

Sunday, May 26, 6:00 pm–6:50 pm  
202 A-B (Convention Center)

Sex Therapy  
and Educational  
Programming SIG

**Chair: Fawna Stockwell (The Chicago  
School of Professional Psychology)**

Sunday, May 26, 6:00 pm–6:50 pm  
102 F (Convention Center)

Speech Pathology  
and Applied Behavior  
Analysis SIG

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

Sunday, May 26, 6:00 pm–6:50 pm  
200 J (Convention Center)

Standard  
Celeration Society

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

Sunday, May 26, 8:00 am–8:50 am  
M101 C (Convention Center)

Teaching Behavior  
Analysis SIG

**Chair: Christine Hoffner Barthold  
(University of Delaware)**

Sunday, May 26, 6:00 pm–6:50 pm  
101 A (Convention Center)

Verbal Behavior SIG

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

Sunday, May 26, 8:00 am–8:50 am  
101 F (Convention Center)

Wisconsin ABA

**Chair: Roger Frank Bass (Bass  
Behavioral Consulting)**

Saturday, May 25, 7:00 pm–7:50 pm  
202 A-B (Convention Center)



# ABAI's Continuing Education Program

## General Information

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

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

## Workshop Registration Instructions

You may pay membership dues and register for workshops and the convention online at [www.abainternational.org](http://www.abainternational.org).

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

## Detailed Instructions

Review workshop offerings on the following pages. Descriptions of all workshops are located on the ABAI website. Continuing education credit is \$10 per hour (\$30 total for 3-hour workshops and \$60 for 6-hour workshops) in addition to workshop registration fees. After determining which workshops you would like to attend, go to the ABAI website and log in to your personal portal account (please contact the ABAI office if you have trouble accessing your portal account). Once logged-in, click the "39th ABAI Annual Convention, Minneapolis, MN, 2013" in the "Personal Schedule" tab.

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

## Cancellations and Refunds

Registrants may cancel convention registration and tickets for workshops or other events before April 27, 2013. A handling fee of \$25 per cancellation will be deducted from all refunds. Refunds will not be granted after April 27, 2013.

## ABAI CE Credit for Psychologists and Behavior Analysts

ABAI is pleased to offer continuing education for licensed psychologists and Behavior Analyst Certification Board (BACB) certified behavior analysts and board certified assistant behavior analysts at the 39th Annual Convention in Minneapolis.

## Workshops

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

## Convention Sessions

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

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

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

## ABAI's CE Offerings

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

## Documentation

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

## Ethics

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

# ABAI's Preconvention Workshops

Please see the ABAI website (<http://portal.abainternational.org/public/ProgramOnTheWeb/frmProgram.aspx>) for detailed workshop information including descriptions, learning objectives, activities, and recommended audience. This information will also be included in the convention program book. Select preconvention workshops are available for continuing education credit for behavior analysts certified by the Behavior Analyst Certification Board (CE: BACB) and for psychologists licensed by the American Psychological Association (CE: PSY). Continuing education credits are \$10 per credit hour (\$30 for 3-hour workshops and \$60 for 6-hour workshops), in addition to the cost of registration. The registration costs listed here reflect the late registration rate, which are valid until May 1, 2013. Onsite fees will increase by \$25.

Friday, May 24  
8:00 am–3:00 pm

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

**Christy A. Alligood**

(Disney's Animal Kingdom),

**Allison Jungheim**

(Como Park Zoo and Conservatory),

**and Michelle Skurski**

(Disney's Animal Kingdom)

CE: PSY/BACB

Member: \$228, Nonmember: \$280

## 2 Motivating Learner Participation Without Blocking Escape, Forced Physical Prompts, or Nagging

**Robert Schramm**

(Knospe ABA)

CE: PSY/BACB

Member: \$193, Nonmember: \$245

## 3 24 Language and Learning Barriers for Children With Autism: Identification and Intervention

**Jamie Hughes**

(University of Kent)

**and Gwen Dwiggs**

(Summit Autism Services)

CE: PSY/BACB

Member: \$208, Nonmember: \$260

## 4 The Verbal Behavior Approach: Using ABA/ VB Strategies to Improve Autism Programming Across the Spectrum

**Mary Lynch Barbera**

(Barbera Behavior Consulting, LLC)

CE: PSY/BACB

Member: \$198, Nonmember: \$250

## 5 The Utility of Tact: Concepts and Teaching Protocols for Students With Autism Involving Tact Training

**Michael Miklos, Amiris Dipuglia, Willow  
Hozella, and Laura Yates**

(Pennsylvania Training and Technical  
Assistance Network)

CE: PSY/BACB

Member: \$188, Nonmember: \$240

## 6 Assessing and Teaching Social Referencing and Joint Attention in Children With Autism

**Gabriel Schnerch**

(University of Manitoba),

**Martha Pelaez**

(Florida International University),

**Per Holth**

(Oslo and Akershus University College),

**and Flavia Julio**

(University of Manitoba)

CE: PSY/BACB

Member: \$188, Nonmember: \$240

## 7 The Assessment of Functional Living Skills

**Michael M. Mueller**

(Southern Behavioral Group)

**and James W. Partington**

(Behavior Analysts, Inc.)

CE: PSY/BACB

Member: \$188, Nonmember: \$240

## 8 Beyond Successive Approximations: Useful Shaping Strategies and Tactics to Improve Your Teaching

**Jesus Rosales-Ruiz, Mary Elizabeth**

**Hunter, Emily Rulla, and Christina Nord**

(University of North Texas)

CE: PSY/BACB

Member: \$213, Nonmember: \$265

## 9 Self-Monitoring: Exploring a Systematic and Data-Based Intervention for Individuals With Autism and Other Related Disabilities

**Jamie Siden Salter**

(San Diego County Office of Education)

**and Katharine M. Croce**

(Kinney Center for Autism Education  
and Support)

CE: PSY/BACB

Member: \$223, Nonmember: \$275

## 10 Developing Psychological Flexibility Workshops to Help Parents of Children With Autism and Other Developmental Disabilities

**Thomas G. Szabo**

(University of Nevada, Reno)

**and Daniel J. Moran**

(Pickslyde Consulting)

CE: PSY/BACB

Member: \$198, Nonmember: \$250

**See WORKSHOPS on page 54**

## WORKSHOPS continued from page 53

### 11 The Language Matrix in Intensive Early Intervention: Developing Generative Natural Social Language in Challenging Cases

**Eric V. Larsson, Kara L. Riedesel, and Charryse M. Luckey**  
(Lovaas Institute Midwest)  
**and Angela M. Keene**  
(University of Kansas)  
CE: PSY/BACB  
Member: \$200, Nonmember: \$252

### 12 Advances in Treating Children With Motor and Vocal Tics, Tourette's Syndrome, Trichotillomania, Skin Picking, and Other Body-Focused Repetitive Behaviors Using the Habit Reversal and Comprehensive Behavioral Intervention for Tics Programs

**R. Gregory Nunn**  
(San Diego Unified School District)  
**and Douglas W. Woods**  
(University of Wisconsin-Milwaukee)  
CE: PSY/BACB  
Member: \$188, Nonmember: \$240

### 13 Supervisor Training Using the New BACB Outline

**Karen R. Wagner and Marta T. Fiol**  
(Behavior Services of Brevard)  
CE: PSY/BACB  
Member: \$198, Nonmember: \$250

### 14 Special Education Law and the Practicing Behavior Analyst: Legal and Ethical Considerations

**Melissa L. Olive and Rebecca Ryan**  
(Applied Behavioral Strategies)  
CE: PSY/BACB  
Member: \$193, Nonmember: \$245

### 15 The ABCs of Behavior Analysis: A Review of the Basics for Students and Teachers

**A. Charles Catania**  
(University of Maryland Baltimore County)  
**and Christine Hoffner Barthold**  
(University of Delaware)  
CE: PSY/BACB  
Member: \$208, Nonmember: \$260

### 16 Best Practice Instructional Routines for Teaching the K-5 Reading Foundational Skills of the Common Core State Standards

**Sonia M. Lewis**  
(Kalamazoo Regional Educational Service Agency)  
CE: PSY/BACB  
Member: \$203, Nonmember: \$255

### 17 Standard Celeration Charting

**Kerri L. Milyko**  
(Precision Teaching Learning Center),  
**Abigail B. Calkin**  
(Calkin Consulting Center),  
**John W. Eshleman**  
(The Chicago School of Professional Psychology),  
**and Henry S. Pennypacker**  
(University of Florida)  
CE: PSY/BACB  
Member: \$208, Nonmember: \$260

### 18 Organizational Performance Engineering to Achieve Desired Client Outcomes

**Guy S. Bruce**  
(Appealing Solutions, LLC)  
CE: PSY/BACB  
Member: \$208, Nonmember: \$260

### 19 Breaking Bottlenecks: Designing Workflow and Creating Efficiency

**Donnie M. Staff and Bryon Neff**  
(Optimal)  
CE: PSY/BACB  
Member: \$218, Nonmember: \$270

### 20 Selling the Evidence: Ethical Marketing for Behavior Analysts

**Ann Brigid Beirne and Molly Ola Pinney**  
(Global Autism Project)  
CE: PSY/BACB  
Member: \$208, Nonmember: \$260

### 21 Applying Precision Teaching to Behavior Challenges: The Is-Does Problem Solving System

**Richard M. Kubina Jr.**  
(Pennsylvania State University)  
**and Kirsten K. Yurich**  
(The Vista School)  
CE: PSY/BACB  
Member: \$198, Nonmember: \$250

### 22 Creating a Private Practice in the World of the Affordable Care Act

**Terence G. Blackwell**  
(Services for the UnderServed)  
CE: BACB  
Member: \$188, Nonmember: \$240

### 23 Running Effective Behavior Analytic Social Skills Groups

**Katherine Frances Carey, Jessica Wenig, and Alyssa L. Famiglietti**  
(Advances Learning Center)  
CE: PSY/BACB  
Member: \$203, Nonmember: \$255



## 24 Conducting Functional Behavior Assessments in School/Residential Settings: Balancing Rigor With Practicality

**Aaron Barnes**

(Michigan's Integrated Behavior and Learning Support Initiative),

**Amy Campbell**

(Grand Valley State University),

**and Billie Jo Rodriguez**

(University of Texas at San Antonio)

CE: PSY/BACB

Member: \$203, Nonmember: \$255

## 25 A Model for Assessing and Training Experimental Analyses as Part of School-Based Functional Behavior Assessments

**Brenda J. Bassingthwaite**

(University of Iowa Children's Hospital)

**and Sean D. Casey**

(The Iowa Department of Education)

CE: PSY/BACB

Member: \$188, Nonmember: \$240

## 26 Creating Graphs and Data Summaries in Microsoft Excel 2007: Development of Basic Skill Repertoires and Setting Up a Comprehensive Staff Training System Utilizing Behavioral Skills Training

**James W. Jackson**

(Kinark Child and Family Services),

**Sarah M. Dunkel-Jackson**

(Southern Illinois University),

**and Shannon D. Borch**

(Kinark Child and Family Services)

CE: BACB

Member: \$213, Nonmember: \$265

## 27 Establishment of Verbal Behavior Development Cusps and Capabilities Necessary for Successful Inclusion

**R. Douglas Greer, Joann Pereira**

**Delgado, Derek Jacob Shanman,**

**and Vanessa Laurent**

(Teachers College, Columbia University)

CE: PSY/BACB

Member: \$203, Nonmember: \$255

## 28 Identification and Establishment of Early Verbal Behavior Developmental Cusps: Laying the Foundations for Language Development

**Jessica Singer-Dudek**

(Teachers College, Columbia University),

**Jeanne Marie Speckman**

(Fred S. Keller School, Teachers College, Columbia University),

**Lin Du and Jacqueline Maffei-Lewis**

(Teachers College, Columbia University),

**and Jennifer Longano and Joan A. Broto**

(Fred S. Keller School)

CE: PSY/BACB

Member: \$203, Nonmember: \$255

Friday, May 25  
4:00 pm–7:00 pm

## 29 International Service Delivery in Autism: Improving Consultative Service Effectiveness

**Patricia I. Wright**

(Easter Seals),

**Ann Brigid Beirne and Molly Ola Pinney**

(Global Autism Project),

**and Emily Alexandra Winebrenner**

(Universal Health Services)

CE: PSY/BACB

Member: \$280, Nonmember: \$306

## 30 Translating Neurodevelopmental Assessments and Neuropsychological Evaluations Into Operationally Defined Treatment Objectives for Children With ASD

**Kelley Henry and Dena Shade-Monuteaux**

(Beacon ABA Services)

CE: PSY/BACB

Member: \$130, Nonmember: \$156

## 31 Use of Technology Applications and Tablet-Based Data Collection in Community-Based Instruction for Individuals With Autism

**Gloria M. Satriale**

(Preparing Adolescents and Adults for Life),

**Avram Glickman**

(Mission for Educating Citizens with Autism),

**and Thomas L. Zane**

(Institute for Behavioral Studies, Endicott College)

CE: PSY/BACB

Member: \$150, Nonmember: \$176

## 32 Developing Social Skills in Learners With ASD: From Assessment to Intervention

**Mary Ellen McDonald**

(Hofstra University)

**and Erin Sparacio and Gina Cornicelli**

(Eden II Programs/The Genesis School)

CE: PSY/BACB

Member: \$130, Nonmember: \$156

## 33 Group Instruction for Children With Autism: A Training Package for Supervisors and Teachers

**Jessica Seeman, Rebecca Wells, and**

**Emily Nickerson**

(New York Center for Autism Charter School)

CE: PSY/BACB

Member: \$145, Nonmember: \$171

See WORKSHOPS on page 56

## WORKSHOPS continued from page 55

**34** Educational Environment Design and Adaptation for Students With Autism: Rules of Thumb for Teachers, Clinicians, and Service Providers

**Eitan Eldar**

(Kibbutzim College)

**and Jonathan Fogelson**

(University of Pennsylvania School of Design and Michael Singer Studio)

CE: PSY/BACB

Member: \$145, Nonmember: \$171

**35** Teaching Verbal Language and Cognition to Children With Autism Using the PEAK Relational Training System

**Seth W. Whiting**

(Southern Illinois University)

CE: PSY/BACB

Member: \$135, Nonmember: \$161

**36** Behavioral Sex Therapy: Fifty Shades Grey(ter)

**Robert D. Holdsambeck**

(Cambridge Center for Behavioral Studies)

CE: PSY/BACB

Member: \$140, Nonmember: \$166

**37** Behavior Therapy and Schizophrenia

**Jannette Cross**

(private practice)

CE: PSY/BACB

Member: \$130, Nonmember: \$156

**38** Harnessing the Power of ABA to Save Lives: A Review of and Practice Using Relevant Injury Prevention and Preventive Medicine Concepts and Tools, Combined With ABA Methodologies

**Richard Cook**

(Penn State University)

CE: PSY/BACB

Member: \$145, Nonmember: \$171

**39** Behaviorally Based Programming to Meet the Needs of Young Children With Down Syndrome

**Kathleen Feeley**

(Long Island University)

**and Emily A. Jones, Sara Bauer, and**

**Nicole Nichen**

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

CE: PSY/BACB

Member: \$135, Nonmember: \$161

**40** Teaching Creativity in Play Skills: Why and How Behavior Analysis Can Do This Well

**Robert K. Ross, Jennifer Smith, and**

**Victoria Sadler**

(Beacon ABA Services)

CE: PSY/BACB

Member: \$130, Nonmember: \$156

**41** How to Design Efficient Learning Programs

**Guy S. Bruce**

(Appealing Solutions, LLC)

CE: PSY/BACB

Member: \$150, Nonmember: \$176

**42** Using ABA to Enhance the Efficiency and Effectiveness of Academic Interventions in Schools

**John C. Begeny**

(North Carolina State University)

CE: PSY/BACB

Member: \$145, Nonmember: \$171

**43** Are Your ABA Skills Up to Snuff? Effective Strategies for Applied Settings

**Susan E. Henson**

(Addison Behavioral Resources)

CE: PSY/BACB

Member: \$130, Nonmember: \$156

**44** Ethical Issues in Home-Based Behavior Intervention

**Amy L. Jablonski, Vicki Madaus Knapp, and Kathleen B. Honer**

(Summit Educational Resources)

CE: PSY/BACB

Member: \$130, Nonmember: \$156

**45** Incorporating iOS (Apple) Apps Into Effective Behavioral Programming in Applied Settings

**Jessica Wenig and Kayla McAlister**

(Advances Learning Center)

CE: BACB

Member: \$145, Nonmember: \$171

**46** Using CyberRat Effectively: Instructor Workshop on Assignment Designs and Student Progress Management

**Roger D. Ray**

((AI)<sup>2</sup>, Inc.)

**and Kevin M. Miraglia**

(Rollins College)

CE: PSY/BACB

Member: \$130, Nonmember: \$156

**47** Demystifying RFT: An Introduction to Relational Frame Theory

**Daniel J. Moran**

(Pickslyde Consulting)

CE: PSY/BACB

Member: \$130, Nonmember: \$156

Saturday, May 25  
8:00 am–11:00 am

**48** Teaching Perspective-Taking and Executive Functioning Skills to Individuals With Autism

**Adel C. Najdowski and Cecilia Knight**

(Center for Autism and Related Disorders, Inc.)

CE: PSY/BACB

Member: \$130, Nonmember: \$156

## 49 Community-Based Instruction in Varied Settings: Considerations for Both Urban and Non-Urban Environments

**Peter F. Gerhardt**

(The McCarton School),

**Gloria M. Satriale**

(Preparing Adolescents and Adults for Life),

**Thomas L. Zane**

(Institute for Behavioral Studies, Endicott College),

**and Juliya E. Krasnopolsky and Moira Cray**

(New York Center for Autism Charter School)

CE: PSY/BACB

Member: \$150, Nonmember: \$176

## 50 Treatment Integrity: Train Them to See What You See so They Do What You Do

**David A. Eckerman**

(University of North Carolina Chapel Hill)

**and Roger D. Ray**

(Rollins College)

CE: PSY/BACB

Member: \$130, Nonmember: \$156

## 51 Speech Teaching 101, 201 (and Maybe 301): Critical Skills and Sequences for Speech Development

**Barbara E. Esch**

(Esch Behavior Consultants, Inc.)

CE: PSY/BACB

Member: \$160, Nonmember: \$186

## 52 Improving Classroom Behavior Support Practices for Students With ASD

**Robert F. Putnam**

(The May Institute)

CE: PSY/BACB

Member: \$130, Nonmember: \$156

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

**Monika M. Suchowierska**

(Warsaw School of Social Psychology)

**and Linda S. Heitzman-Powell**

(University of Kansas Medical Center)

CE: PSY/BACB

Member: \$145, Nonmember: \$171

## 54 Inner Behavior: Changing Thoughts, Feelings, and Urges

**Abigail B. Calkin**

(Calkin Consulting Center)

CE: PSY/BACB

Member: \$145, Nonmember: \$171

## 55 ACT in Practice: Learning Acceptance and Commitment Therapy to Accelerate Your Professional Clinical Skills

**Daniel J. Moran**

(Pickslyde Consulting)

CE: PSY/BACB

Member: \$130, Nonmember: \$156

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

**Stephen Ray Flora**

(Youngstown State University)

CE: PSY/BACB

Member: \$130, Nonmember: \$156

## 57 Developing and Implementing an Activities of Daily Living Program

**Michelle Harrington and Jill Hunt**

(Judge Rotenberg Center)

CE: PSY/BACB

Member: \$205, Nonmember: \$231

## 58 Essential for Living: A Functional Assessment and Curriculum for Children and Adults With Moderate-to-Severe Disabilities, Including Autism

**Patrick E. McGreevy**

(Florida Institute of Technology)

**and Troy Fry**

(private practice)

CE: PSY/BACB

Member: \$150, Nonmember: \$176

## 59 Grabbing Ears, Eyes, Minds, and Sometimes Hearts: Building Presentations to Remember

**Emily Kennison Sandoz**

(University of Louisiana at Lafayette)

**and Michael Bordieri and Kate Kellum**

(University of Mississippi)

CE: PSY/BACB

Member: \$130, Nonmember: \$156

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

**Eitan Eldar**

(Kibbutzim College)

CE: PSY/BACB

Member: \$140, Nonmember: \$166

## 61 Process Mapping and Diagnostic Workshop

**Lori H. Diener-Ludwig**

(Performance Blueprints, Inc.)

**and Heather M. McGee**

(Western Michigan University)

CE: PSY/BACB

Member: \$160, Nonmember: \$186

See WORKSHOPS on page 58



**WORKSHOPS continued from page 57**

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

**Susan E. Henson**

(Addison Behavioral Resources)

CE: PSY/BACB

Member: \$130, Nonmember: \$156

**63** EthicsLab® 2013: Ethics Games People Play

**Jon S. Bailey**

(Florida State University)

**and Mary R. Burch**

(BaileyBurch Workshops)

CE: PSY/BACB

Member: \$135, Nonmember: \$161

**64** Teaching and Learning Behavior Analysis Online

**Dana R. Reinecke**

(The Sage Colleges),

**Jessica S. Bensimon**

(Sage Center for Applied Behavior Analysis),

**and Mary Knowles**

(Behavior Analysis, Inc. and Sage University)

CE: PSY/BACB

Member: \$140, Nonmember: \$166

**65** Verbal Behavior, Chomsky's Review, and the Naming Account

**Marleen T. Adema**

(Dutch Association for Behavior Analysis)

CE: PSY/BACB

Member: \$145, Nonmember: \$171



# MRC BILLING

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**Society for the Quantitative Analyses of Behavior**  
**36th Annual Meeting, May 23–May 25, 2013**  
**Hilton Minneapolis (Minneapolis, Minnesota)**

**Thursday, May 23: 5:00–8:00 pm: First poster session, registration, cash bar**

**Friday, May 24**

Timothy A. Shahan *Utah State University*—President's introduction

**Contextual Control**

- Ralph R. Miller and Gonzalo P. Urcelay *State University of New York at Binghamton & University of Cambridge*—The many roles of context in learning and acquired behavior
- Mark E. Bouton, Travis P. Todd, and Samuel P. León *University of Vermont & University of Jaén, Spain*—Contextual control of free and discriminated operant behavior
- Jan De Houwer *Ghent University, Belgium*—A propositional perspective on context effects in human associative learning
- Florian Klapproth *University of Luxembourg, Luxembourg*—Overestimation of time in speeded temporal judgments is a function of reference memory: Evidence from temporal generalization and temporal bisection
- Matthew G. Wisniewski, Eduardo Mercado III, and Barbara A. Church *University at Buffalo, State University of New York*—Predicting individual differences in learning-related generalization shifts
- Russell M. Church and Kathryn L. Kalafut *Brown University*—Continuous and discrete contextual stimuli
- Ronald Weisman *Queen's University, Canada*—Double dissociation between pitch chroma and height perception in humans and chickadees
- Renee C. R. Raiton, Mary T. Foster, and William Temple *University of Minnesota & University of Waikato, New Zealand*—Visual discrimination and object/picture recognition in hens
- Edward A. Wasserman and Yuejia Teng *University of Iowa*—Investigations of the neural substrate of temporal differentiation in the free-operant psychophysical procedure
- Alliston K. Reid *Wofford College*—On the dynamics of stimulus control in guided skill learning

**Friday evening, May 24: 6:30–9:00 pm: Second poster session, cash bar**

**Saturday morning, May 25**

- Jeffery N. Weatherly *University of North Dakota*—Stimulus control in discounting: data collection method and type of outcome being discounted
- Elizabeth G. E. Kyonka *West Virginia University*—Behavior in transition: Contextual cues and discriminative stimuli
- Mark R. Dixon *Southern Illinois University, Carbondale*—Neurological markers of contacted and derived reinforcer effects
- Thomas R. Zentall *University of Kentucky*—Suboptimal choice by pigeons: a model of human gambling behavior

**SQAB Invited Preeminent Tutorials: From Basics to Contemporary Paradigms**

**Saturday afternoon, May 25**

Time	Author	Affiliation	Title	Chair
1:00	Daniel Gottlieb	<i>Sweet Briar College</i>	Bringing Pavlov's science to behavior analysis	Michael J. Dougher, <i>University of New Mexico</i>
2:00	John W. Donahoe	<i>University of Massachusetts, Amherst</i>	Reinforcement: History and current status	David C. Palmer, <i>Smith College</i>
3:00	Leonard Green	<i>Washington University in St. Louis</i>	Impulsivity, impatience, and risk taking: How many impulsivities? A discounting perspective	Todd McKerchar, <i>Jacksonville State University</i>
4:00	Raymond C. Pitts	<i>University of North Carolina Wilmington</i>	Behavioral mechanisms of drug action: What are they, how will we know one when we see it, and how might quantitative models help?	Marc Branch, <i>University of Florida</i>

For more information, visit the SQAB website at <http://www.sqab.org/> or contact Lewis Bizo, SQAB program chair, at [Lbizo@waikato.ac.nz](mailto:Lbizo@waikato.ac.nz).

## Updates From the ABAI Community

### Human Development SIG (Formerly Developmental Behavior Analysis)

BY HAYNE W. REESE

#### Mission

The Human Development (DEV) SIG missions are to promote a behavioral-developmental thrust within behavior analysis by bringing professionals from outside traditional behavior analysis to ABAI events and forming collaborations, as well as to bring behavioral-developmental analysis to the wider world of child psychology, comparative psychology, evolution, economics, and so forth. To promote these ends, the SIG publishes a refereed journal, *The Behavioral Development Bulletin*.

#### Membership

The SIG has about 148 members, including faculty and students who are interested in all or part of the SIG's missions. Interested persons can become members by (a) ABAI registration form check-off; (b) providing name and address on a sign-up sheet when attending a SIG-sponsored event (e.g., business meeting, expo poster, symposium, invited presentation, etc.); or (c) joining the SIG listserv (<http://adultdevelopment.org/bdev/index.php> or <http://tech.groups.yahoo.com/group/behavioraldevelopment>).

#### Annual Events

The SIG holds a business meeting and presents an expo poster at the ABAI annual convention every year. The business meeting is open to nonmembers of the SIG as well as members; nonmembers provide input but have no vote on SIG business. In addition, the SIG produces a full program at ABAI conventions, covering the range of interests related to its missions via invited addresses, tutorials, symposia, panel discussions, papers, and posters. A no-host SIG dinner is held during the ABAI convention every year. It is open to nonmembers of the SIG as well as members, and has been well attended by both groups. The date and time of the dinner are announced on the SIG website before the convention so that interested persons can make a reservation by contacting us (restaurants need to know ahead of time how many people will be there).

#### Newsletters/Publications

The SIG publishes *The Behavioral Development Bulletin* (BDB). The BDB mission is to provide behavior analysts peer-reviewed scientific information about human and nonhuman development. Topics include, but are not limited to, research on behavioral and cognitive development; emotional and social development; and socialization, and conceptual, theoretical, and philosophical analyses of development. Since its inception, BDB has published both inter- and multidisciplinary articles. The journal and individual articles are available free at the Behavior Analyst Online website ([baojournal.com/BDB%20WEBSITE](http://baojournal.com/BDB%20WEBSITE)). For further information about the BDB mission, submissions, and so on, or about Behavior Analyst Online and its other journals, see the BDB website or the Behavior Analyst Online home page ([baojournal.com](http://baojournal.com)).

#### Specifically of Interest to Behavior Analysts

The SIG promotes behavior analytic empirical and conceptual analyses of issues related to behavioral development, and it encourages examination of how methodological and theoretical positions outside behavior analysis approach these issues empirically and conceptually. These kinds of analysis have often dealt with complex kinds of behavior such as stimulus equivalence, relational frames, language, and problem solving, as well as normal and problematic feeding behaviors and social interactions, and with historical bases of behaviorism and behavior analysis such as basic science and applied practice.

### SIG Español

BY MAPY CHAVEZ CUETO

SIG Español, although currently formed by a small group of individuals from many different Spanish-speaking countries, continues to serve as a strong alliances of these professionals and to link the work they do with the rest of the world. Our plans for the next few years is to continue to facilitate the reunion, conversation, exchange, and support for Spanish-speaking behavior analysts among the ABAI membership. We hope to continue to grow our membership and be a stronger presence in the years to come. If you're interested in joining us, please write to [mapy.chavez@alcanzando.org.pe](mailto:mapy.chavez@alcanzando.org.pe) and request membership; we will promptly add you to our list.



## University Mourns Death of Retired Faculty Member Betty Hart



**Betty Hart circa 1980.**

Photo courtesy of Dale Walker, PhD/University of Kansas.

*This article has been reprinted with permission from the University of Kansas.*

University of Kansas Chancellor Bernadette Gray-Little and John Colombo, director of the Schiefelbusch Institute for Life Span Studies, issued the following statements regarding the death of Betty Hart, associate research professor emeritus at the Life Span Institute:

Gray-Little: "Betty Hart's ground-breaking research changed the lives of countless children. On behalf of the University of Kansas community, I offer condolences to her loved ones and colleagues."

Colombo: "Betty Hart's work contributed enormously to our understanding of the impact of the environment on the development of language in children and to the development of strategies for promoting communicative development in both typically developing children and children with disabilities. Betty's work was always characterized by careful and rigorous measurement and by meticulous attention to her data. Indeed, it is my understanding that on the night before she died, Betty was still up late, tabulating data that will be used in her final book."

Hart, 85, died Friday, Sept. 28. She had been in hospice at the Intermountain Centers for Human Development in Tucson, Arizona.

Betty Hart came to the University of Kansas as a graduate student from the University of Washington in the mid-1960s along with Todd Risley, her mentor and main collaborator. Much of their work was based in inner-city Kansas City, Kan., at the Juniper Gardens Children's Project. Hart and Risley's 1995 book, *Meaningful Differences in the Everyday Experience of Young American Children*, based on their seminal study of early experience and language acquisition by children at home, showed a stunning 30-million-word difference between the number of words children from the least and most affluent homes heard by age 3.

Their work influenced legislation and funding of early-intervention and parenting education programs nationally and internationally. There are currently more than 3,000 citations to Hart and Risley's book by other scientists, and it continues to sell as well in 2012 as it did in 1995. "Meaningful Differences" even inspired *Washington Post* Pulitzer Prize-winning columnist William Raspberry to influence a Mississippi town to improve parenting skills.

## Calendar of Upcoming Conferences

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

# 2013

## March

### Pennsylvania ABA Conference

March 14–15  
Hershey, PA  
Hershey Lodge and Convention Center  
[www.pennaba1.org](http://www.pennaba1.org)

### Connecticut ABA Conference

March 15  
Cromwell, CT  
Crowne Plaza Hotel  
[www.ctaba.org](http://www.ctaba.org)

### New Jersey ABA Conference

March 15  
Bridgewater, NJ  
Crowne Plaza Hotel  
[www.njaba.org](http://www.njaba.org)

### Northwestern ABA Conference

March 15–16  
Cromwell, CT  
Bridgewater Manor  
[www.northwesternaba.com](http://www.northwesternaba.com)

### London Conference of the Experimental Analysis of Behaviour Group

March 25–27  
London, UK  
University College London  
<http://eabg.bangor.ac.uk>

### Virginia ABA Conference

March 30  
Harrisonburg, VA  
James Madison University  
<http://virginiaaba.org>

## April

### Massachusetts ABA Conference

April 5  
Waltham, MA  
Bentley University  
[www.massaba.net](http://www.massaba.net)

## April (cont.)

### Four Corners ABA Conference

April 5–6  
Flagstaff, AZ  
[www.4caba.org](http://www.4caba.org)

### Kentucky ABA Workshop Series

April 12–13  
Louisville, KY  
University of Louisville,  
Shelby-Hurst campus  
[www.kentuckyaba.org](http://www.kentuckyaba.org)

### Kansas ABA Conference

April 13  
Overland Park, KS  
University of Kansas, BEST Building  
[www.kansaba.org](http://www.kansaba.org)

### NAFO Seminar

April 24–28  
Gol, Norway  
Storefjell Høyfjellshotel  
[www.atferd.no](http://www.atferd.no)

## May

### Association for the Advancement of Radical Behavior Analysis International Conference

May 9–10  
Verona, Italy  
[www.aarba.eu](http://www.aarba.eu)

### ABAI 39th Annual Convention

May 24–28  
Minneapolis, MN  
Minneapolis Convention Center  
[www.abainternational.org](http://www.abainternational.org)

## September

### ABA of Brazil Conference

September 11–14  
Fortaleza, Brazil  
Business Factory  
<http://abpmc.org.br>

## Sept. (cont.)

### Florida ABA Conference

September 25–28  
Daytona Beach, FL  
Daytona Hilton Oceanfront Resort  
<http://fabaworld.org>

## October

### ABAI Seventh International Conference

October 6–8  
Mérida, Mexico  
Hotel Fiesta Americana  
[www.abainternational.org](http://www.abainternational.org)

### Australian Association for Cognitive and Behaviour Therapy Conference

October 24–27  
Adelaide, Australia  
Hotel Grand Chancellor  
[www.aacbt.org](http://www.aacbt.org)

## November

### New York State ABA Conference and Workshops

November 6–8  
Saratoga Springs, NY  
Saratoga Hilton  
[www.nysaba.org](http://www.nysaba.org)

### ABAI Second Education Conference

November 8–10  
Chicago, IL  
Hyatt Regency McCormick Place  
[www.abainternational.org](http://www.abainternational.org)

# 2014

## February

### ABAI Eighth Annual Autism Conference

February 28–March 2  
Louisville, KY  
Galt House Hotel  
[www.abainternational.org](http://www.abainternational.org)

# Opportunities for Behavior Analysts



## Behavior Analyst

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 analytic principles with children and families with behavioral, developmental, and/or mental health disorders. Must have the ability to collaborate with a team of professionals and experience working with families is essential. Bilingual (English/Spanish) is a plus. The position requires minimum certification as a BCaBA; BCBA is preferred.

- Competitive salary/benefits
- Opportunities for advanced studies
- Opportunities for training and tuition reimbursement

Send resume to:

Allison Gyllensten  
The Institute of Professional Practice, Inc.  
538 Preston Avenue  
Meriden, CT 06450

Email: [agyllensten@ippi.org](mailto:agyllensten@ippi.org)

Phone: (203) 317-2700 ext. 110

Fax: (203) 317-2889

## Case Managers

Case managers work under the direction of the clinical supervisor assigned to each client's case to provide top-quality client service. The case manager will assist with reports and other supervisory responsibilities as is appropriate and necessary based on the client service contract.

The case manager will manage the treatment implementation team and provide training to therapists, senior therapists, case managers, and client family members. They conduct initial and ongoing assessments, and based on these assessments, design and maintain top quality treatment programs. CARD managers are well-trained experts in the field of ABA treatment for autism.

At CARD, we believe that our clients' programs are only as good as their therapy teams. As such, CARD is dedicated to ensuring that all of our employees receive the best in training, supervision, and benefits.

We strongly encourage our staff to take advantage of the numerous benefits that CARD has to offer such as medical, dental and vision coverage, paid CEUs, opportunities to travel abroad, employee discounts, 401K retirement plan, opportunities to participate in research projects, and present at conferences.

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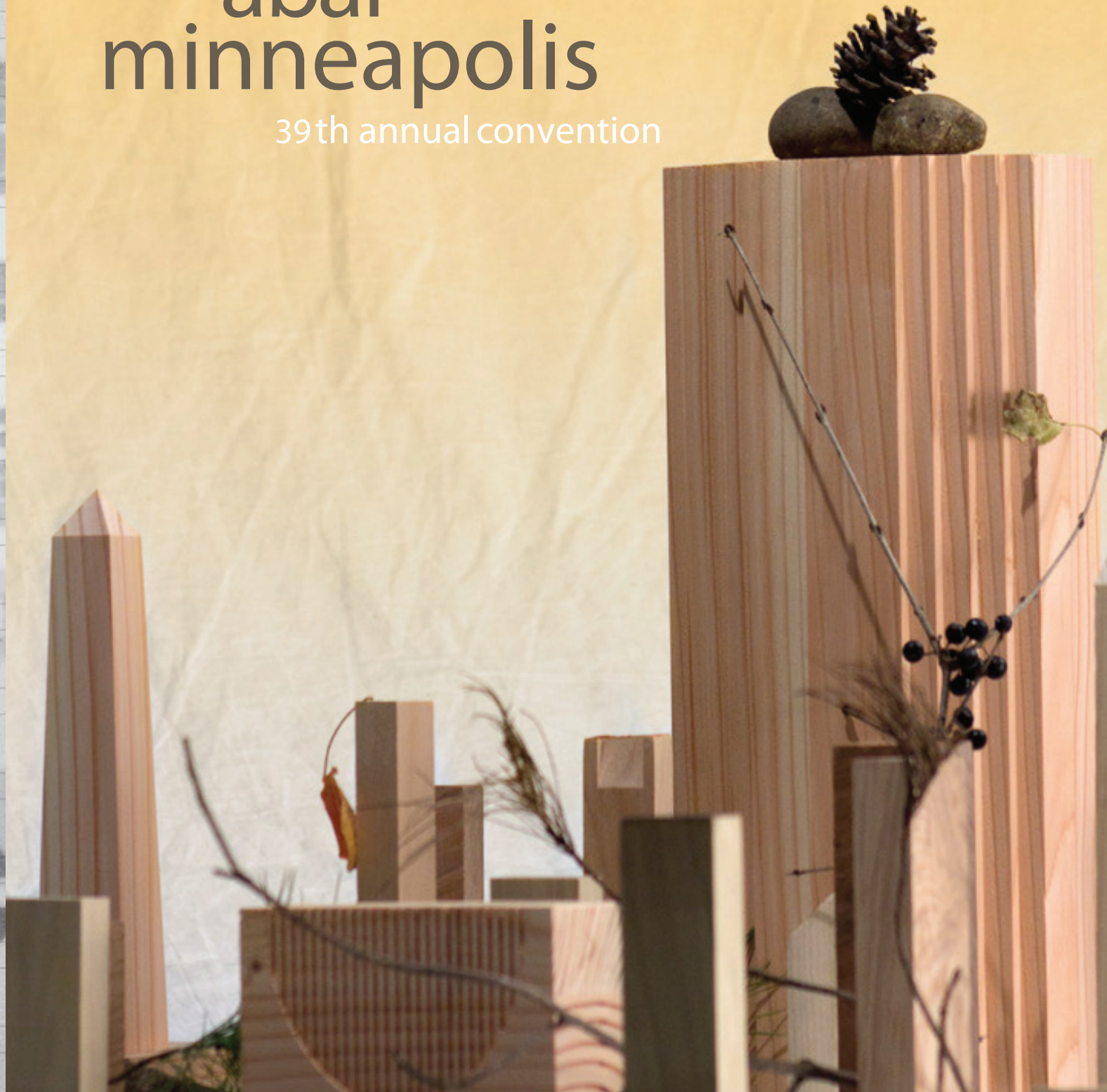
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