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AN UPDATE FROM SABA'S PRESIDENT



BY KURT SALZINGER

For more than 30 years, the Society for the Advancement for Behavior Analysis (SABA) has provided financial support to the field of behavior analysis through awards, grants, and fellowships programs. During this time, SABA has played a vital role in the growth of behavior analysis. This success would not have been possible without the generous contributions of the ABAI members who have supported the society with their donations.




SABA Endowment Funds

SABA's assets are used to provide annual grants, recognize leaders in the field, host the SABA Awards Ceremony, and support the field of behavior analysis. The society's assets are divided between restricted and unrestricted funds. Restricted funds are used exclusively for the purpose of the donation and may be permanent or temporary. Permanent restricted funds are generated from the annual return of the principal of a donation or by annual donations to the fund. Temporary restricted funds are one-time donations for a specific purpose. At present, SABA is accepting donations for the following funds:

- **The Innovative Student Research Fund** is intended to encourage study in the experimental analysis of behavior by providing grants that support doctoral dissertation and master's thesis research. This endowment is funded by many generous donations from members of ABAI. Please consider donating today to support our young scholars' research in behavior analysis.
- **The Senior Student Presenters Fund** supports the future of behavior analysis by providing complimentary registration to eligible student members who present at ABAI's annual convention or other special conferences each year. In the past 10 years, over 1,000 student presenters have benefited from this program. This fund must be replenished in order to continue supporting student participation at ABAI events.
- **The Unrestricted Fund** is managed by the SABA Board of Directors to support specific purposes and activities, as they deem necessary and appropriate. These funds may be used to support restricted funds when necessary.

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

SABA Awards



SABA awards are intended to recognize our field's distinguished leaders and programs and to promote their work and accomplishments. Award winners are invited to present their work at the opening event of ABAI's annual convention during the SABA Awards Ceremony. Each year, SABA celebrates extraordinary accomplishments

in behavior analysis with six awards:

- The award for **Distinguished Service to Behavior Analysis** recognizes individuals who have demonstrated sustained, valuable contributions to behavior analysis through

teaching, research, or practice.

Previous winners include Kennon (Andy) Lattal (2013), Maria E. Malott (2012), Jacob Gewirtz (2011), A. Charles Catania (2010), Brian Iwata (2009), Edmund J. Fantino (2008), Teodoro Ayllon (2007), James Dinsmoor (posthumously, 2006), Jon Bailey (2005), Beth Sulzer-Azaroff (2004), Victor Laties (2003), Jack Michael (2002), Murray Sidman (2001), Sidney Bijou (2000), Ogden Lindsley (1999), Montrose Wolf (1998), and Donald Baer (1997). Winners under the ABAI Award Committee have been Joseph Brady (1996), Victor Laties (1995), and Philip Himeline (1994).

- The award for **Scientific Translation** is given either for outstanding Impact of Science on Application (experimental/theoretical innovations in behavior analysis with significant impact on application) or Technology Transfer (addressing socially significant problems using methods directly linked to behavior analysis or which effectively incorporate behavioral principles). In 2010, two previous awards, the Impact of Science on Application Award and the Public Service in Behavior Analysis Award, were combined into this single award. The previous winners of the Scientific Translation Award are George Bigelow and Maxine Stitzer (2013), Pauline Horne and Charles Fergus Lowe (2012), Dean Fixsen (2011) and William J. McIlvane (2010). Previous winners of the Impact of Science on Application Award are Travis Thompson (2009), Murray Sidman (2008), Steven C. Hayes (2007), Nathan Azrin (2006), Howard Rachlin (2005), and Tony Nevin (2004).

Previous recipients of the Public Service in Behavior Analysis Award are Thomas McKenzie (2009), Michael Keenan (2008), Henry Pennypacker (2007), Robert Horner (2006), Robert Mager (2005), Michael Hemingway (2004), Douglas Carnine (2003), Richard Malott (2002), Kent Johnson (2001), Charles Schuster (2000), Gerald Shook (1999), and Aubrey Daniels (1997). Recipients of the Public Service in Behavior Analysis Award under the ABA Award Committee are Brian Iwata (1996), Gina Green (1995), and John Jacobson (1994).



- The award for **International Dissemination of Behavior Analysis** recognizes individuals who have made significant and sustained contributions to the dissemination and growth of behavior analysis outside the United States. Previous winners are SEEK Education, Inc. (2013), Andy Bondy (2012), Erik Arntzen (2011), Steven C. Hayes (2010), João Todorov



See **PRESIDENT** on page 4

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(2009), Linda J. Hayes (2008), Eitan Eldar (2007), Joseph Morrow (2006), R. Douglas Greer (2005), Michael Davison (2004), Maria E. Malott (2003), Paolo Moderato (2002), Carolina Bori (2001), Liliana Mayo (2000), Comunidad los Horcones (1999), Emilio Ribes-Inesta (1998), and Masayo Sato (1997). Murray Sidman (1996) received the award when it was given by the ABA Award Committee.

- The award for **Effective Presentation of Behavior Analysis in the Mass Media** is presented to an individual who produces written, audio, or video information that accurately informs the public about the science or application of behavior analysis. Previous winners include Aubrey C. Daniels (2013), Alan E. Kazdin (2010), Amos Rolider (2009), Amy Sutherland (2008), James M. Kauffman (2006), Ivar Løvaas (2004), Richard Foxx (2003), John Palfreman (2002), Roger McIntire (2001), James Partington (2000), E. Scott Geller (1998), and Karen Pryor (1997).
- The award for **Enduring Programmatic Contributions to Behavior Analysis** is given to an agency, department, or organization that has made important enduring contributions to the growth and development of behavior analysis. Past winners are University of São Paulo Experimental Psychology Graduate Program (2013), University of North Texas Department of Behavior Analysis (2012), The Ohio State University (2011); University of Nevada, Reno Behavior Analysis Program (2010); Experimental Analysis of Behaviour Research Unit, University of Auckland, New Zealand (2009); Kennedy Krieger Institute (2008); The May Institute (2007); Behavior Analysis and Therapy Program of Southern Illinois University (2006); The New England Center for Children (2005); West Virginia University Department of Psychology (2004); Society for the Experimental Analysis of Behavior (2003); University of Florida (2002); Eunice Kennedy Shriver's Behavior Technology Group (2001); University of Kansas (2000); Princeton Child Development Institute (1999); and the Department of Psychology at Western Michigan University (1998).
- The award for **International Publication** is new for 2014. This award will be given to the author(s) of an exemplary article in the field of behavior analysis in an academic, peer-reviewed journal published outside the USA in a language other than English.

SABA awards for 2014 will be announced in the winter 2014 issue of *Inside Behavior Analysis*. Please consider nominating deserving candidates for the 2015 SABA awards (see the SABA website for details).

Grants

Each year, SABA provides annual grants to support research in and the development of behavior analysis. One grant in the amount of \$10,000 and two grants each in the amounts of \$1,000 and \$2,000 are awarded to support student research projects on various topics. Three \$1,000 grants are awarded to groups or individuals in support of the international development of behavior analysis. In addition, SABA provides complimentary registration for qualifying students who are presenting authors at ABAI events.

- **The Sidney W. and Janet R. Bijou Grant** provides support for students doing behavior analytic research in child development. These grants are funded through a generous endowment established by Sid and Janet Bijou. Since 1998, 25 students have received awards totaling \$126,500.
- **The Innovative Student Research Grant**, formerly called the SABA Experimental Analysis of Behavior Grant, provides funding for two students per year in psychology or behavior analysis doctoral programs and two students per year in master's programs that can support applied or basic research in the experimental analysis of behavior. Since 2009, 8 doctoral and 10 master's students have received awards totaling \$84,000.
- **The International Development Grant** is distributed annually to persons or organizations interested in developing behavior analysis internationally. In addition, the top-scoring grant winner from outside the United States may be eligible for a travel grant of up to \$1,000. This travel grant is for an individual presenting at the annual convention. Since 1999, a total of \$46,000 has been awarded to 41 recipients.
- **The Student Registration Grant** provides complimentary registration for qualifying students who present their research at ABAI-sponsored conferences and events.

These important programs are supported largely by member contributions. Thanks to those who have donated to SABA in 2013, a list of whom may be found on pages 24–25. On behalf of the society and the people and projects it supports, I encourage all ABAI members to add their names to this list by making a donation at:

www.abainternational.org/saba/donations.asp.

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A RECAP OF THE SEVENTH ANNUAL AUTISM CONFERENCE IN PORTLAND



BY TRAVIS THOMPSON AND MARIA E. MALOTT

Each year, ABAI hosts a conference that brings together some of the most accomplished speakers on research and best practices relevant to the treatment of children and adults with autism spectrum disorders (ASD), providing a forum for the discussion of the most current studies and treatment in behavior analysis. The association's Seventh

Annual Autism Conference was attended by over 500 people. ABAI tried a new format for the conference, dividing the sessions into three distinct tracks featuring topics developed specifically for practitioners, scientists, and parents of children with autism. Additionally, poster sessions offered attendees the opportunity to review the foremost autism research and practice strategies being conducted around the world.

Provider Track

Friday featured sessions focusing on the interests of practitioners. This track included two workshops for certified behavior analysts and licensed psychologists as well as a poster session with 47 displays. Conference Program Committee

Chair Travis Thompson and Jennifer Zarcone from the Kennedy Krieger Institute introduced the day's presentations.

"When we tell a parent that they're supposed to do this and they're supposed to do that with their child, they get very offended by that because this is supposed to be their area of expertise."

Marjorie Charlop's line from her workshop, "Easy, Breezy Parent Training: Procedures That Are Evidence-Based, Effective, and Motivating for Parents," highlighted just one of the many challenges in bringing behavioral therapies into families with children with ASD. Her talk focused on the essential role parents play in behavioral intervention and described the many challenges to parent

1 Invited presenters Henry S. Roane and Cathleen Piazza. **2** Conference guest enjoying the bookstore. **3** A poster presenter describes her research. **4** Two Western Michigan University students stand in front of their poster. **5** A presenter calls attention to some data during a poster sessions. **6** Attendees mingle and catch-up between talks. **7** Peter Gerhardt takes notes during an invited presentation (page 8).



training, such as personal schedule, socioeconomic status, religion, cultural and family traditions, and willingness to be open with therapists. During her workshop, she discussed a family collaborative approach to parent training that would take these variables into account when designing parent-training programs. She emphasized the need for easy, fun, context-specific, and generalizable solutions.

In “Engaging Parents to Successfully Implement Behavioral Interventions at Home and in the Community” Meme Hieneman emphasized that parents have the most potential to make the greatest impact on their children’s behavior, but also pointed out that attrition from programs and difficulty following through remains high. Her workshop examined why particular parents use behavioral support strategies more consistently and successfully than others and looked at structural and environmental factors with attitudinal and motivational issues.

“When we’re trying to implement behavior change, we’ve got to make it as easy as possible, we’ve got to provide the kinds of environmental supports that are going to make it work, and then we need to help provide reinforcement for successes.”

The track’s poster session featured topics that ranged from response restriction as a treatment for aggression to providing behavioral strategies for success in the school, home, and community.

Science Track

Saturday’s sessions were devoted to the latest behavioral research on ASD. In addition to six invited presentations, this track included a poster session with 63 displays covering a variety of topics ranging from social attention as a motivating operation for perseverative speech to the use of train-to-code software for paraprofessionals school settings. Travis Thompson delivered the day’s opening remarks.

Aubyn Stahmer gave the day’s first talk, “Collaborative Methods for Translating Evidence-Based Practices for Autism Into the Community,” which discussed the need for collaborative models to develop effective community interventions. In her presentation, she provided a few examples of how to develop collaborative groups, elicit information from stakeholders, and use findings to improve implementation. She gave examples of two settings where

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community collaboration and input were used to guide researchers in choosing an intervention or developing adaptation studies and procedures. She emphasized that implementing behavioral interventions is a two-way street—as science moves into the community to benefit children and families, the results of these wider contexts also informs future research.

Glynis Murphy provided a review of research regarding individuals with ASD in the criminal justice system. Her presentation, “Autism and the Criminal Justice System,” used data from the long-term research project known as SOTSEC-ID to describe how people with ASD are

especially vulnerable to criminal arrest and prosecution. While she acknowledged that the ASD population tends to exhibit characteristics that could be protective against law-breaking (e.g., tendency to stick very strictly to rules), she showed that SOTSEC-ID’s outcome and follow-up data suggest that men with autism tend to engage in more noncontact inappropriate sexual offenses than other men and seem to have more difficulty stopping offending.

“Laws are really just a type of social rule... On the whole, people with autism spectrum disorders have a preference for routines; they have a preference for rules and they tend to be rule-abiding... Let us note, that it is possible that their particular liking for certain kinds of routines—or obsessional interests—might become a problem if they’re of an illegal nature.”

Anastasia Dimitropoulos shifted the track’s focus from social policy to underlying mechanisms with her talk, “Examining the Autism Phenotype From Outside the Spectrum: How Other Neurodevelopmental Disorders May Provide Insight Into Autism.” She looked at the genetic conditions that share characteristics of autism in comparison to the general population. In this presentation, she highlighted the importance of understanding behavioral and brain ASD symptoms in a specific group, as it informs providers of additional intervention needs outside of those typically associated with the disorder’s phenotype (a set of features). Linking a phenotype to a known genetic makeup may assist in providing information on genetic causal mechanisms. In doing this, Dr. Dimitropoulos called attention to the clinical and research implications for continued examination of ASD symptoms in disorders that share features with, but are not classified under, the ASD umbrella.

“We need to continue our research efforts to identify and characterize the autism endophenotypes (subsets of features within a given genetic disorder, such as rigidity or

social anxiety). We know that it is such a variable disorder and that no two individuals with autism are alike in many ways, so characterizing these subtypes may lead to a more direct way of understanding the genetic mechanisms and the neural mechanisms involved.”

During her presentation, “Promoting Generalization of Play and Social Skills in Individuals With Autism,” Sharon Reeve discussed interventions to produce a change in behavior across a variety of situations and related behavior for a skill to have maximum utility. She showed how therapists can create multiple opportunities under a variety of related conditions to plan for generalization and reviewed several studies that used a variety of relevant training stimuli to adequately reflect the diversity of social stimuli characteristics likely to be present under generalization conditions.

“Design before you teach: It’s really important to do some very systematic planning for generalization. It’s the only way you’re going to get those generalized and natural repertoires of skill that are going to be useful for children under any condition in which they’re going to encounter the reasons to use these skills.”

Jonathan J. Tarbox discussed “perspective-taking” and “executive functions” in autism. In his talk, “Teaching Perspective-Taking and Executive Function Skills to Children With Autism,” he discussed an applied behavior analysis approach to self-monitoring, sustained attention, planning, and inhibition. He also spoke how applied behavior analysis teaches perspective-taking skills such as understanding others thoughts, emotions, preferences, intentions, and desires. Dr. Tarbox discussed the use of relational frame theory to provide an outline for identifying the behavior/environment relations that characterize these skills. He argued that expanding behavioral approaches into the topics of perspective-taking and executive function has the dual potential of helping individuals with autism learn critical social and self-management skills would help behavior analysis develop into a more comprehensive science of human behavior.

“Behavior analysis is a general science of learning and motivation that’s equally applicable to (nearly) everything humans do. However, if you look at our research record, ABA research literature does focus pretty heavily on relatively simple repertoires of behavior—important ones, of course, but relatively simple—and decreasing severe behavior (challenges). These are critical... however, we need more research on complex behavior if we really want to have a comprehensive science of human behavior and if we want research literature to tell us how to actually fix these problems clinically.”

Henry S. Roane gave the track’s final presentation, “Novel Approaches to Preventing and Managing Challenging Behavior.” In it, he discussed challenging behavior in autism such as aggression and self-injury and outlined typical treatment progression. His presentation included a review of



recent findings on the medication and behavioral treatment of challenging behavior. He stressed the need to account for things like caregiver variables and commented that as behavior analysts, we may be uncomfortable discussing mental health issues and other forms of therapy. He explained how the concern over invoking hypothetical explanations for a client's behavior may be preventing practitioners from referring a client for forms of useful, appropriate therapy with which they may have limited experience (e.g., cognitive behavior therapy).

Parent Track

The conference ended on Sunday with a series of events aimed specifically at parents and family members of people with ASD. This track featured a special joint presentation from two of ABAI's special interest groups (SIGs), five invited presentations, and a panel discussion.

The track opened with a special presentation given by Robert K. Ross of ABAI's Autism SIG and Valbona Demiri of the Parent-Professional-Partnership SIG. This talk was designed to provide attendees with an overview of the numerous resources available to parents of children with ASD.

Travis Thompson gave the track's first invited presentation titled, "Making Sense of Early Intervention: Choosing Among Interventions." He described how parents of children with autism often find it difficult to evaluate information and reviewed developmental and behavioral approaches and types of interventions. He discussed empirical evidence, strengths, and shortcomings of each intervention and of blending the approaches.

"We know that kids with autism benefit from the right kind of intervention; what I'd really like to see us do is stop philosophically haggling about who's smart and who isn't smart and who's right and who's wrong, because that doesn't benefit the children or the parents."

Bridget A. Taylor's talk, "I Can Do It Myself: Data-Based Strategies to Increase the Independence of Children With Autism," focused on how behaviorally based programming can help children with autism learn many skills never thought possible. She explained that the goal of any intervention program is to help individuals with autism perform these responses without supervision and direct prompts from adults. She reviewed specific skills that enhance the independent functioning of individuals with autism and concluded her presentation with a fitting quote from Johann Wolfgang von Goethe, "The way you see people is the way you treat them, and the way you treat them is what they become."

She added, "If you view individuals with autism as being reliant, dependent, that's how you will treat them. I encourage you to treat them more independently and teach to skills, so they can be more independent as adults."

In "A Summary of the Effectiveness of Treatments for Pediatric Feeding Disorders," Cathleen Piazza discussed how escape extinction may be a necessary component of treatment for pediatric feeding disorders in some cases. However, Dr. Piazza also noted that escape extinction is not always effective when used alone, which necessitates the use of alternative and/or additional procedures. The

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Seventh Annual Autism Conference Exhibitors

Autism Spectrum Therapies

Behavior Analysis Online, University of North Texas

Behavior Imaging Solutions

CodeMetro

College Internship Program

Crossroads School

Fairbanks North Star Borough School

Florida Institute of Technology

Grand Canyon University

Hope Network Center for Autism

Mastermind Learning

Mundo Pato

National Autism Center

The New England Center for Children

Nova Southeastern University, Mailman Segal Institute

Optimal

Pacific Child & Family Associates

Parent-Professional Partnership and Autism SIG

Professional Crisis Management Association

QBS, Inc.

Realizing Children's Strengths Learning Center

The Shape of Behavior

STAR Autism Support

Summit Educational Resources

TeachTown

Therapy in a Bin

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problem, she explained, is that the overall effectiveness of these procedures has not been evaluated on a large scale and her presentation included an analysis of how often it was necessary to use alternative and/or additional procedures when escape extinction has not been effective.

“One of the frustrations that parents experience is that often the advice they’re given is, ‘Don’t worry about it; when your child is hungry, she’ll eat,’ or ‘Your child will grow out of the problem.’ Well, we know from the results of long-term studies that many of these children do not grow out of the problem. Believe me, it only gets more difficult to treat as the child gets older.”

V. Mark Durand’s presentation examined the topic, “Sleep Better! Improving Sleep for Persons With Autism Spectrum Disorder,” on how sleep disruption can result in behavioral as well as physical problems. He provided participants with an overview of sleep and the problems that are associated with it. Dr. Durand also highlighted common disturbances of sleep such as bedtime difficulties, night waking, circadian rhythm disorders and sleep terrors, and presented recent work on the nonmedical treatments for these problems. Additionally, he explained how children who have ASD pose unique challenges as they tend to exhibit a higher prevalence of sleep problems compared to the general population.

“(People with ASD) don’t have different sleep problems, they have typical sleep problems that other people without this disorder have, they just have more of them—it’s more likely that they’ll have these problems.”

Peter F. Gerhardt detailed the importance of evidence-based practice when working with individuals with ASD in his talk, “Evidence-Based Intervention With Adolescents and Adults With Autism: Considerations Toward Adult Quality of Life.” He pointed out that the majority of the discussion on evidence-based practice focuses around young children with less attention paid to adolescents and adults. His presentation included an overview of the implications of applied behavior analysis as an evidence-based practice with adolescents and adults and the challenges related to effective design, implementation, and oversight. Dr. Gerhardt emphasized on the importance of defining and measuring outcomes in terms much broader than the acquisition of individual skills.

“Please remember, no matter how evidence-based your interventions are, teaching the wrong skills well is no better

than teaching the right skills poorly. I don’t care how good your design is, I don’t how elaborate your reinforcement schedule is; if you’re teaching stuff that doesn’t matter, you’re wasting (the patient’s) time and you’re wasting your time. We need to think about skills that matter.”

The track concluded with a panel chaired by Robert Ross and featuring parents Sabrina Freeman, and Kammy Kramer and professional behavior analyst Wayne Fisher, titled, “Parent Concerns: What Keeps You Awake at Night?” The discussion centered on the common problems and challenges facing parents of children with ASD. The panelists shared their experiences and suggestions for overcoming these fears and obstacles.

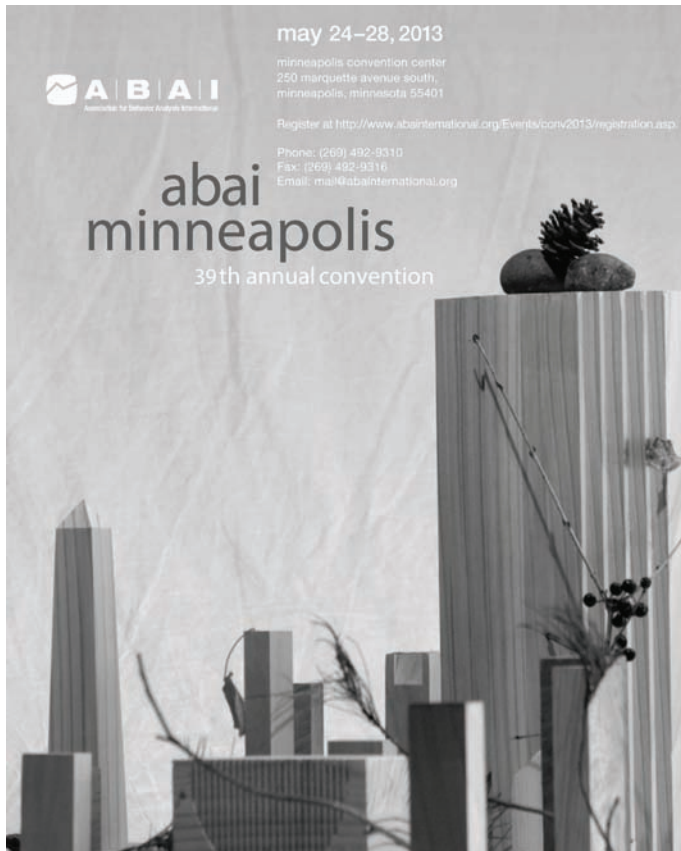
If you were unable to attend the conference or want to review your favorite presentations, many of the highlights are now available in the ABAI Learning Center (www.abainternational.org/learning-center.aspx). There, you can purchase many of the invited sessions individually or as a complete module. Additionally, this service allows customers to buy and earn continuing education credit for eligible talks.

Acknowledgements

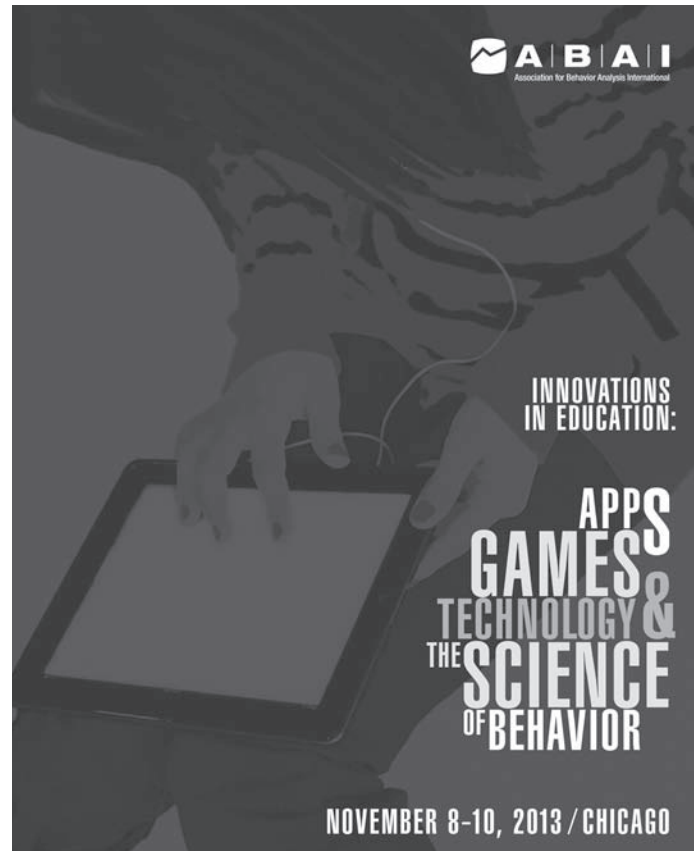
Once again, the conference Program Committee provided invaluable support to make the Seventh Annual Autism Conference a success. We are also grateful to Richard W. Malott for helping to coordinate continuing education for certified behavior analysts. Finally, ABAI would like to thank this year’s conference exhibitors for providing an outlet for behavioral organizations to present their work and services to the larger ABAI community.

Louisville

Be sure to mark your calendar for February 28–March 2, 2014, and plan to join us in Louisville, KY, to be part of Eighth Annual Autism Conference: New Challenges in Diagnosis, Assessment, and Treatment for Individuals With Autism Spectrum Disorder. The conference will once again feature invited experts addressing relevant data in autism treatment and research. Additionally, poster sessions will offer conference attendees the opportunity to review the foremost research being conducted around the world in the area of autism. Louisville is a beautiful city and we are excited to bring ABAI to Kentucky. Visit our website (www.abainternational.org/events/autism/louisville2014/conference-home.aspx) for important information and updates. Don’t miss this excellent conference! ❖



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 *40th Annual Convention* and *Second Education Conference* recordings!

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ABAI on the Yucatán:

Mérida Hosts the Seventh International Conference

BY MARTHA HÜBNER, MARIA E. MALOTT,
MARÍA ANTONIA PADILLA VARGAS, AND
AGUSTIN DANIEL GOMEZ FUENTES

This past October, ABAI held its Seventh International Conference in Mérida, México and found the city to be one of the most lovely and welcoming conference locations in its recent history. Conference attendees were able to experience the cultural and artistic highlights of Mérida, which offered a unique cultural experience—combining history, art, architecture, music, distinctive food, and much more. Mérida's largest plaza, the Plaza Grande, was filled with entertainment and surrounded by restaurants, cafés, and vendors.

Photography: MARIA MALOTT





Visitors also had the chance to enjoy the famous Paseo de Montejo, an avenue lined with original sculptures and attractive haciendas. In the city center, conference attendees were able to visit popular attractions such as Monumento a la Patria, Palacio de Gobierno, and the Museo de Arte Contemporáneo. Additionally, ABAI coordinated with Amigo Yucatán to make tours to Celestún, Chichén Itzá, Dzibilchaltún and Progreso, and Izamal available to conference guests.

We were delighted that the conference brought together 411 behavior analysts from 21 countries: Australia, Brazil, Canada, Colombia, France, Greece, Guatemala, Hong Kong, Ireland, Israel, Japan, México, New Zealand, Norway, Republic of Korea, Spain, Sweden, Thailand, Turkey, United States, and Venezuela. Almost 40% of attendees came from México. ABAI was greeted enthusiastically by the press in México and several articles and announcements about the conference appeared in *Por Esto!*, *El Diario de Yucatán*, *Universidad Nacional Autónoma de México Press*, and *Universidad de Guadalajara Press*.

The conference opened on Sunday with a welcome ceremony that featured traditional hors d'oeuvres, a cash bar, and rousing music and dance from a group of beautifully costumed performers.

The following day we kicked off with a program that featured 15 invited presentations given by behavior analysts who hailed from Brazil, Canada, México, Norway, Spain, and the United States. Monday's speakers included Carlos A. Bruner, "Some Common Conditioning Variables Have an Effect on Eating by Rats"; Kurt Salzinger, "Watson, Skinner, and the Science of Psychology"; Julio C. de Rose, "Stimulus Equivalence as a Model of Symbolic Behavior"; R. Douglas Greer, "The Identification and Induction of the Social Reinforcers for Language Functions"; Mark A. Mattaini, "Behavioral Systems Science for Constructing Peaceful Communities"; an invited symposium, "Cultural Practices in Behavior Analysis," featuring Sigrid S. Glenn, Ingunn Sandaker, and Mark A. Mattaini; and Lanny Fields, "Teaching Writing Without Writing: A Joint Stimulus Control Analysis." The day

See MÉRIDA on page 10

ABAI and the Press

The Seventh International Conference received a lot of positive coverage from the press in México, including the following:

Por Esto!

"Generan cambios en el comportamiento con bases científicas." Article published on October 7, 2013.

"Movimiento muralista, invaluable tesoro de la historia de México."

Online article about Maria Malott's presentation on the Mexican muralist movement available at http://www.poresto.net/ver_nota.php?zona=yucatan&idSeccion=1&idTitulo=273722.

El Diario de Yucatán

"Estudios de la conducta." A short web video featuring Maria E. Malott, María Antonia Padilla Vargas, and Agustín Daniel Gómez Fuentes at <http://yucatan.com.mx/merida/estudios-de-la-conducta>.

"La conducta, tema de análisis mundial." Article published on October 5, 2013, and available at <http://yucatan.com.mx/merida/salud-merida/la-conducta-tema-de-analisis-mundial>.

Universidad Nacional Autónoma de México Press

"Séptima Conferencia Internacional de la ABAI, Mérida, Octubre 2013." Conference announcement that can be viewed at <http://www.psicologia.unam.mx/ver-noticia/es/476/septima-conferencia-internacional-de-la-abai-merida-octubre-2013-convocatoria-para-el-envio-de-trabajos>.



FROM PAGE 13

- 1 Maria Antonia Padilla Vargas speaks during her presentation.
- 2 The singer for the conference's closing event is helped off the stage.
- 3 Mark Alavosius and Ramona Houmanfar pose for a photo.
- 4 Luiza Hübner Oliveria, Martha Hübner, and Sigrid Glenn look over the conference program book.

THIS PAGE

- 5 A presenter stands next to his poster.
- 6 The opening reception musicians prepare to entertain the conference guests.
- 7 Conference presenters and organizers (from left to right): Linda J. Parrott Hayes, Agustín Daniel Gómez Fuentes, Javier Nieto Gutiérrez, M. Jackson Marr, María Antonia Padilla Vargas, Richard W. Malott, and Joseph Pear.
- 8 The conference's student volunteers.

MÉRIDA continued from page 9

concluded with 13 poster sessions featuring a total of 127 displays, which was then followed by a dance party.

Tuesday's sessions featured invited presenters Hayne W. Reese, "John B. Watson's "Dozen Infants" Statement: A Balanced Appraisal"; Ricardo Pellón, "Empirical Support for an Operant Theory of Adjunctive Behavior"; Maria E. Malott, "Synergy of Repertoires and Metacontingencies: An Account of the Mexican Muralist Movement"; M. Jackson Marr, "Where There's the Most Light: Motivation and Behavior Analysis"; Joseph J. Pear, "Behavioral Approaches to Education and Instruction"; and a panel, "Pioneers of Behavior Analysis Looking at the Future," featuring João Claudio Todorov, Richard Malott, and Linda J. Parrott Hayes.

The conference also included a track of events presented solely in Spanish that featured 19 symposia and paper sessions, which were offered every day. During the closing celebration, ABAI international representative and Program Committee chair Martha Hübner gave an address on the future of behavior analysis in México and around the world. The conference ended with a musical performance.

Conference planning and preparation greatly benefited from the assistance of staff and volunteers from Universidad de Guadalajara, Universidad Nacional Autónoma de México, Universidad Veracruzana, and the Sociedad Mexicana de Análisis de la Conducta—ABAI's affiliated chapter in México. Volunteers and representatives who contributed to the conference were Cristiano Valerio, Carlos Flores Aguirre, Lía Cano Castellanos, José Luis Chi Zaldivar, Delia de Jesús Domínguez Morales, Josué

González Díaz, María Lucía Pinto Portugal, Pedro Poot Matú, Gloria Teresa Tejeda Hernández, Katie Elizabeth Treu, and Fanny Trujillo Martínez.

We worked closely within the Program Committee, which also included Javier Nieto Gutiérrez and Kurt Salzinger, to develop the best conference program possible. Ad hoc committee members included Richard W. Malott, who provided continuing education credit coordination for BACB certificants, and Marco Wilfredo Salas-Martínez. The committee was responsible for the selection of invited presenters and reviewed the quality of program submissions for acceptance or rejection, scheduled the program, and planned the content of special events. In addition, the program had the wonderful support of onsite ABAI staff members: Helen Pollard, Majda Seuss, and Eddie Soh. The conference program would not have been possible without the time and commitment of so many devoted people.

The conference was a great success and offered great professional values for attendees. Those who made the journey to México to learn, network, and share their recent work were a vital part in making the Seventh International Conference fun and informative, and we thank everyone who attended.

Finally, the ABAI staff provides much logistical support throughout the year and are due thanks for their efforts. The Program Committee is grateful for their amazing work before, during and after the event. Already, the staff is hard at work to get things ready for the Eighth International Conference in Japan, which will be held sometime during 2015. Be check to check the ABAI website (www.abainternational.org) for news and updates on this conference.

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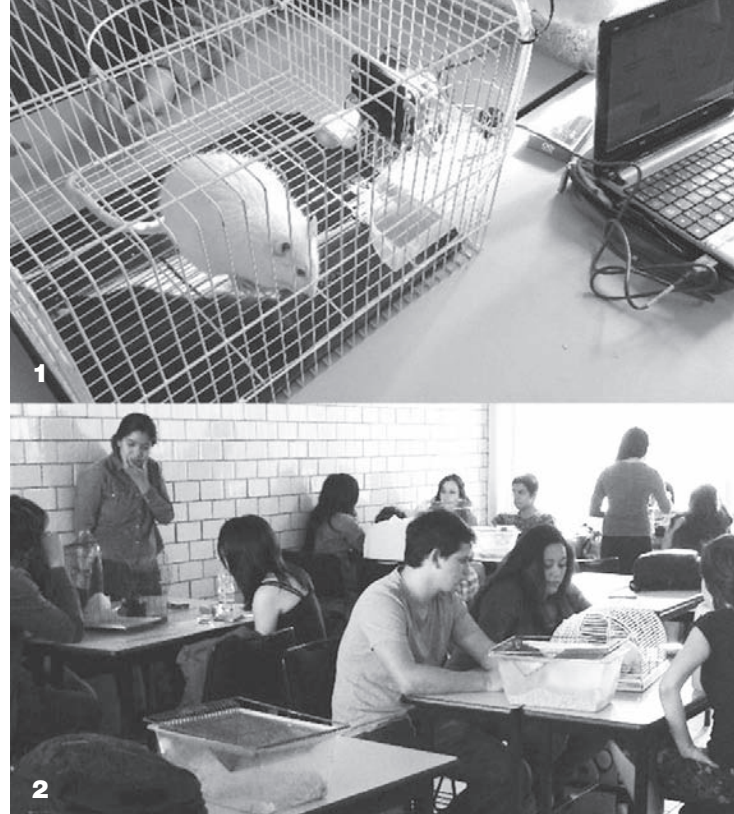
2012 International Development Grant

BY ROGELIO ESCOBAR

A significant event for the development of behavior analysis in Mexico was the creation of a curriculum of psychology in 1971 at the National Autonomous University of Mexico (UNAM). Behavior analysis was used as one of the foundations of the curriculum replacing the medical model that dominated psychology during the 1960s. This event was followed by the creation of departments of psychology in other Universities in Mexico. At that time, behavior analysis became a dominant view that helped understanding a variety of psychological phenomena. As years passed, however, prejudices and misconceptions of behaviorism and behavior analysis accumulated to the point that, in the new curriculum of psychology created in 2008 at UNAM, the foundations that were once inspired by behavior analysis were almost entirely replaced with constructivist theory and cognitive psychology.

Interestingly, the antipathy towards behavior analysis expressed by many psychology professors, contrasts with the enthusiasm of graduate and undergraduate students that now, immersed in constructivism and qualitative views of psychology, are interested in effective ways of understanding and changing behavior described in the few remaining courses on behavior analysis. Such enthusiasm for behavior analysis, is reminiscent of the one that preceded the creation of the curriculum of psychology in 1971. However, in a climate in which behaviorism is seen as ancient practice, and with limited resources, operant conditioning laboratories for course demonstrations are now scarce. Furthermore, aside from the known academic pressures, young researchers interested in a career in behavior analysis, and sometimes even those with established laboratories, face the burden of obtaining resources to acquire equipment for operant research. From the time in which researchers write a grant proposal and receive the imported equipment, 1–2 years could elapse. It is understandable that many researchers succumb to the lure of fast results by substituting direct observation of behavior with interviews and questionnaires. This environment inspired my project that consists of designing low-cost interfaces to conduct operant research and teaching professionals and students how to build them. It is expected that this project will contribute to the revitalization and dissemination of behavior analysis in Mexico.

During the first part of the project, a low-cost interface to control experimental events and to record behavior accurately, was designed. Carlos A. Pérez-Herrera, one of my undergraduate students and to whom I am indebted, worked assiduously on the design of the interface. We reasoned that, to reach a wider audience, the interface



should be easy to build, easy to operate, and should be compatible with modern net books, lap tops, and desktop computers. The funds provided by the 2012 International Development Grant were used to purchase the materials required for the tests. The result was an interface based on an Arduino microcontroller board that can be found easily not only in Mexico, but also in 63 countries around the world. The Arduino platform uses open-source software for programming the board using a USB port. Because Arduino programming language that is similar to C/C++ may be unfamiliar to behavior analysts, we decided to use the freely distributed Visual Basic Express Edition 2010 to create the program that generates the schedules of reinforcement by communicating with a simple Arduino program. The Arduino program and the Visual Basic project are freely available on my website (http://analisisdelaconducta.net/?page_id=520). Instructors or researchers without knowledge of Visual Basic programming, can operate the user friendly program to generate basic schedules of reinforcement. Experienced users of Visual Basic could modify the code to create their own schedules. Thanks to the funds provided by the 2012 International Development Grant, the prototype of the interface and the controlling software were presented this year during the ABAI 39th Annual Convention of at Minneapolis, MN and during the 22nd Convention of the Mexican Society of Behavior Analysis at Guanajuato, Mexico. The poster in English can also be downloaded from my website.

During the second part of the project, currently on its way, we will teach professionals and students how to build their own interfaces during workshops in academic meetings. Currently, workshops are scheduled during the

1 The upper photograph shows a rat inside a low-cost experimental chamber controlled with a net book computer using the Arduino-based interface. **2** The lower photograph shows groups of students using the interface with rat chambers inside the classroom.

4th International Seminar on Behavior and Applications, to be held at Sonora, Mexico, as an invited event at the University Center of the South, in Guadalajara Mexico, and during the 23rd Convention of the Mexican Society of Behavior Analysis at Cuernavaca, Mexico. These events will be held during October and November of 2013.

Thanks to the visibility and prestige of the 2012 International Development Grant, I received a grant awarded by the National University of Mexico (PAPIIT TA300213-2) to extend the project. With this grant, I purchased new computers, more electronic materials for tests, obtained scholarships for students interested in behavior analysis, and I have secured the funds to achieve the goal of teaching the instrumentation skills to build the interface in academic events in the forthcoming years.

The funds provided by the 2012 SABA International Development Grant in conjunction with the grant awarded by UNAM, were used to set up and test a low-cost rat laboratory for advanced undergraduate courses in operant conditioning. In the test group, 30 undergraduate students built their own chambers and connected it with the Arduino interface to their computers (see Figure 1). The syllabus, created ad hoc for this course, includes readings of Pierce and Cheney's (2008) *Behavior Analysis and Learning*.

The funds of the 2012 International Development Grant and the grant awarded by UNAM, were also used to design an Arduino-based instrument to record behavior accurately in natural settings for human research. This device allows continuous recording of behavior in real time, is accurate and portable. The prototype was presented during the Seventh International Conference at Mérida, Mexico. The presentation can be downloaded from my website (http://analisisdelaconducta.net/?page_id=532).

It is expected that this project will help those interested in behavior analysis to set up new laboratories for research and demonstrations not only in Mexico, but also in countries where resources are limited or it is problematic to have access to commercial equipment (e.g., Latin-American and Middle East countries). I am grateful to the SABA board of directors for selecting this project and to SABA donors for their commitment to behavior analysis.

References

Pierce D. W., & Cheney C. D. (2008). *Behavior Analysis and Learning* (4th ed.). New York: Psychology Press.

2013 Experimental Analysis of Behavior (Basic) Grant

BY DEREK A. POPE

I am extremely grateful to have been one of the recipients of the 2013 SABA Experimental Analysis of Behavior grants. Firstly, I would like to thank the SABA board and the contributors that made the grant possible. Without it, I would not have been able to conduct the experiments described below. I would also like to thank Dr. Blake Hutsell and Dr. Chris Newland for their continued guidance and support during my graduate career.

The first study we are in the process of completing concerns differences in delay discounting between BALB/c and C57Bl/6 mice. We previously found that BALB/c mice display greater sensitivity to reinforcer magnitude (additional reinforcers are more valuable) and discount at a much higher rate than C57Bl/6 mice. Having established these baseline differences, we were interested in how systematic environmental manipulations could help us understand the mechanisms responsible for these differences.

Specifically, subjects responded on a six-component, concurrent-chained schedule in which the order of terminal-link delays preceding the larger reinforcer was determined randomly without replacement. In one condition, one of six unique auditory stimuli signaled the reinforcer delay ratio in a component (i.e., multiple schedule). In another condition, no auditory stimuli signaled the reinforcer delay ratios (i.e., mixed schedule). A generalized matching-based analysis was used to assess the effects of previous and current-component delays on choice within a component. Overall, asymptotic estimates of magnitude and delay sensitivity were higher for BALBs, but acquisition of preference was faster for C57s. Asymptotic levels of delay and magnitude sensitivity did not differ across schedules for the BALBs, but were higher in the multiple schedule for the C57s. The multiple schedule resulted in faster acquisition relative to the mixed for the BALBs, but the speed of acquisition did not differ across schedules for the C57s. To us, these findings suggest that phenotypic differences in discount rates between these two strains depend, in part, on the presence of delay-correlated stimuli. It may also suggest that discount rate or delay sensitivity is more affected by events other than the delays to reward. Lastly, the differential effects on the speed of acquisition and asymptotic levels of preference between the two strains may imply that the prevailing stimuli are signaling different aspects of the procedural context for each strain. Further experimentation awaits.

These two strains of mice also differ greatly in their neurobiological profiles, and as a result, display differential sensitivity to acute pretreatment of dopaminergic drugs. It is well known that drug effects are sensitive to the environmental

See POPE on page 18

POPE continued from page 17

conditions maintaining behavior under non-drug conditions. Therefore, we hypothesized that the effects of d-amphetamine on delay discounting would depend not only on the strain of mouse in question, but also the stimulus conditions correlated with the contingencies maintaining choice. We have begun assessing the effects of a dose-range of d-amphetamine (0.1–1.0 mg kg⁻¹) on delay discounting under each of the schedule arrangements mentioned above. Preliminary findings showed that for BALBs, amphetamine reduced both delay and magnitude sensitivity in a dose-dependent fashion regardless of which schedule was in effect. The magnitude of these effects, however, was attenuated by the multiple schedule. For C57s, d-amphetamine increased delay and magnitude sensitivity under the mixed schedule, but decreased delay and magnitude sensitivity under the multiple schedule. Coupled with the results observed under control conditions, these findings may suggest that the effects of d-amphetamine depend on baseline delay and magnitude sensitivity, which is in turn dependent upon the prevailing stimulus conditions maintaining choice under non-drug conditions.

Future research will explore in greater detail the effects of different types of signaling conditions, such as marking and bridging, on the form of the discount function for these two strains. We will also explore the effects of specific dopaminergic agonists and antagonists on choice maintained under different stimulus conditions. We hope to attain a more complete picture of the events that maintain choice for delayed reinforcers for these two strains that incorporates and extends through the genetic, neurobiological, and behavioral domains.

2012 International Development Grant

BY CHRIS VARNON

In 2013, I was honored to receive an International Development Grant from SABA. I was generously awarded this grant to introduce universities in Paraíba, Brasil to the affordable and powerful propeller experiment controller designed by my laboratory at Oklahoma State University. The intent of the project is to provide this region with new opportunities in application, teaching, and research in behavior analysis and comparative psychology that are only possible due to the low-cost nature of the propeller experiment controller. The funding provided by SABA and its contributors allowed me to make great strides in meeting my goal as well as to encourage many new collaborative relationships.

To date, most of my efforts have been focused on providing workshops and instructional materials to the Instituto Federal de Educação, Ciência e Tecnologia da Paraíba (IFPB) network of universities found throughout the state of Paraíba. I provided formal workshops to several

IFPB campuses in Cajazeiras, Campina Grande, Sousa, and João Pessoa. My presentations, papers and instructional materials were translated to Portuguese by my laboratory's native Brazilian Portuguese speakers. I also individually met with many laboratory directors and their students to discuss how the propeller experiment controller could be used in their research and outline future collaborations.

My laboratory's efforts in automation have also become an important component in an international grant application between IFPB and Oklahoma State University focused on community improvement in Paraíba. Although the propeller experiment controller was designed to conduct research, it also provides an affordable alternative to other expensive electronics such as data loggers that are used in many community improvement projects. This future collaboration will allow us to introduce behavior analysis and comparative psychology to farmers and other members of the community; impacting the perceptions of the general community in addition to the scientific community.

I also found that many IFPB campuses have strong specializations in a particular field or vocation. Although each campus is relatively independent, my laboratory's work in Brasil has demonstrated that behavior analysis can act as a strong connecting theme for collaborations across disciplines and campuses. For example, behavior analysis provides an incredibly useful paradigm to solve problems in farm animals observed by IFPB campuses specializing in agriculture. To develop solutions, expertise in behavioral research can be provided by my laboratory, while affordable equipment can be provided by my laboratory or another IFPB campus specializing in engineering. In this way, behavior analysis provides a strong foundation for collaboration between IFPB campuses.

My work in Brasil also extends to the students. I have been very pleased to learn that student interest in combining behavior analysis with technology is high, particularly when it allows them to solve problems that are important to their community. Our laboratory has already begun collaboration with students in building devices that can be used for agricultural applications, experimental research and teaching demonstrations by several IFPB campuses. This relationship not only provides collaboration between Oklahoma State University and multiple IFPB campuses, but it also provides students with international publication opportunities. I am grateful for the experience provided by the SABA International Development Grant. This grant has provided me with very unique international collaboration possibilities that will greatly benefit my career. This project has also offered me a new perspective on how behavior analysis and comparative psychology can be integrated in other disciplines such as agriculture. It is also very clear that with continuing effort this project, and others funded by SABA, will have a great impact on the international dissemination of behavior analysis.

2013 Experimental Analysis of Behavior (Applied) Grant

BY KARA WUNDERLICH

Parents and teachers often ask about best practices to promote what is essentially generalization when teaching new skills. For example, they might wonder how to get a child to respond to recognize a letter “A” not only in the classroom, but when they see it at a store or at home. Although guidelines for enhancing generalization effects have been established, the specific procedures by which these guidelines should be implemented are not fully understood. In an effort to further identify best practice methods to promote generalization, we sought to evaluate two specific variations of training sufficient exemplars.

It is recognized that training with sufficient exemplars of a stimulus will promote generalization. In my research, I am evaluating the effectiveness and efficiency of two different training methods, serial and concurrent training, on the generalization of tact responses. Developmentally delayed preschoolers were taught the names or sounds of letters using both the serial and concurrent methods of training multiple exemplars. In the serial method, the students learn one exemplar at a time (for example, different fonts of the letter “A”) until they respond correctly to a “probe” stimulus

(for example, yet another font of the letter “A”). In the concurrent method, the student learns multiple exemplars of the letter at the same time until they respond correctly to the probe stimulus. The question is essentially this: is it better to teach using multiple variations of a stimulus from the outset (i.e., the concurrent method) or to teach until acquisition has occurred with one exemplar before moving on to another exemplar (i.e., the serial method)? Dependent measures for this study include the rate of acquisition using each method and generalization to novel exemplars of the letters.

The funds from the SABA grant have been instrumental in supporting this line of research. A portion of the SABA grant has been used to facilitate travel to the ABAI 39th Annual Convention in Minneapolis as well as to the Florida Association for Behavior Analysis Annual Conference, at which this research was presented in a symposium. In addition, funds have been used to provide a summer stipend to conduct research, supply materials, and write a manuscript of the results to date.

In the future, we hope to evaluate the serial and concurrent methods of training using different targets. For example, future research may use arbitrary stimuli to control for the confounding variable of extra-session instruction. In addition, we hope to evaluate serial and concurrent training with different populations as well as with receptive language responses. ❖



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Updates From the ABAI Community

Applied Animal Behavior SIG

BY TERRI BRIGHT

The AAB SIG stands ready to illuminate the study of applied animal behavior analysis to the ABAI members, and is reaching beyond, as well. At the ABAI annual convention in Minneapolis, group members represented 12 universities and presented diverse research from zoos, animals shelters, and pet populations to capacity-filled rooms. The Marian Breland Bailey Award for Research and Scholarship was presented to Nathaniel Hall from the University of Florida for his presentation entitled, "A Functional Analysis of Light Chasing in a Dog." In 2013, we are reaching out in the form of a new domain and website, www.animalbehavioranalysis.org, which will disseminate information on applied behavior analysis for animals to all who are interested. To contact or join the SIG Yahoo group, please email SIG President Terri Bright at terribright@comcast.net.

Kentucky ABA

BY ROBERT WALLANDER

Kentucky ABA has provided three fantastic workshops in less than a year, and 18 free CEUs have been offered, with speakers Dr. William Heward, Dr. Jose Martinez-Diaz, and Mary Barbera. Kentucky ABA membership allows discounts of 15–20%; access to *The Kentucky Respondent* newsletter; free CEUs for attending workshops that address various topics such as ethics, verbal behavior, functional analysis, and classroom management; and various other benefits coming soon (i.e., soon a web-member portal will allow access to various online CEU events). Becoming a member is easy; go to www.kentuckyaba.org and join today!

Rhode Island ABA

BY ANDREA CHAIT

The Rhode Island Association for Behavior Analysis (RIABA) is celebrating its second birthday, and I want to thank Salve Regina University for graciously providing space for our meetings and offering the very first local master's program in ABA in our state. I am excited to share with you our significant accomplishments over the past year.

RIABA was actively involved in the development and ultimately the passing of legislation to license behavior analysts in the state of Rhode Island. Licensure was required in the autism insurance mandate passed in 2011. After a year of advocacy from the association, help from legislative champions (i.e., Senator Ed O'Neill and Representative

Peter Palumbo), and assistance from Judith Ursitti of Autism Speaks, legislation to license behavior analysts was developed and passed. Since the passing of that legislation, the association has worked diligently to assist the Department of Health with the creation of that licensure board. After a significant delay, we have momentum and expect a board will be established in the near future.

We have a newly established dues structure. Professional members will be charged \$20 a year, affiliate members will be charged \$10, and student membership will continue to be free. Funds will be used to support a more sophisticated website as well as educational programs for our members. We are currently exploring the possibility of offering CEUs through our chapter.

RIABA has elected new officers. Our current officers include President, Andrea Chait, Ph.D., BCBA-D, NCSP, Executive Vice-President, J. Arthur Trudeau Memorial Center; Past President, Sheila Quinn, Ph.D., Associate Professor and Chair of the Psychology Department at Salve Regina University; President-Elect, Jane Carlson, Ph.D., BCBA-D, Vice President of Day and Residential Programs at the Groden Center; Secretary, Rachel Reichert, BCBA, Program Director of Home Based Therapeutic Service at the Groden Center; Treasurer, Mackenzie Milner, BCBA, Supervising Behavior Analyst at Pathways Strategic Teaching Center; and Members, Erin Boylan, BCBA, Lead Behavior Analyst at Pathways Strategic Teaching Center; and Mike Smith, BCBA, Director of Vocational and Supportive Employment at the Groden Center.

Over the next year, our goals including increasing organizational membership, collecting dues to re-construct and maintain our web page, forming a subcommittee to address insurance issues, conducting professional development trainings, reaching out to early intervention and other critical providers to disseminate information, and increasing our public relations and advocacy for the field. Members have also expressed interested in finding ways to give back to the community, and we will be exploring this. We will actively work to have organizational representation at related groups including RICART, the Autism Coalition, and appropriate legislative commissions. We would like to be more visible and present to represent our field. We will be developing a strategic plan to advocate for the discipline and increase awareness, educational opportunities, and advancement for professionals in the field. It is our hope that these actions will increase opportunities for behavior analysts in Rhode Island, ultimately increasing access to services and enhancing lives. We look forward to an exciting and busy year!

SIG Español

BY MAPY CHAVEZ

SIG Español, founded in 2003, aims to be a space for the exchange of academic, theoretical, and practical information for ABAI members who speak Spanish as a first language. The purpose of the SIG is to give its members the opportunity to exchange information with other members of ABAI who speak their same language, as well as to promote quality behavior analysis in Spanish-speaking countries. While the last 12 months have been pretty quiet, we have big plans for this year. We will be having our annual meeting at the ABAI annual convention in May 2014. We anticipate a large number of ABAI members interested in attending this Spanish SIG event to help us (1) plan virtual monthly meetings between our members and (2) develop other events that meet the needs of our members.

South Carolina ABA

BY JAY COLE

Thanks to everyone who helped make the South Carolina ABA (SC ABA) conference successful this year! We received very positive feedback about the Marriott in Charleston, along with our lineup of presenters.

SC ABA board members have already met a couple of times in planning for the 2014 conference as we wanted to get started earlier in preparation and continue to build on the health and growth of the organization. We have committed again to hold the conference at the Marriott in Charleston on Nov. 13-14, 2014. So go ahead and put those dates on your smart phone calendar for next year!

Also, the board would like to hear from SC ABA members regarding future speakers, topics, and more for next year's conference. We want to make this conference a fun and educational networking experience for behavior analysts in South Carolina, and we value your feedback and varied interests in the field. Just email southcarolinaaba@gmail.com to get in touch with the SC ABA board.

Check SC ABA's website at www.sc-aba.org as we will be making some significant changes in the future to improve both the functionality and aesthetics of the site.

Finally, we welcome Meghan Pangborn to the SC ABA board as the newly elected vice-president of the organization! She brings lots of fresh ideas and enthusiasm to SC ABA, and we are excited to have Meghan in a leadership role. ❖



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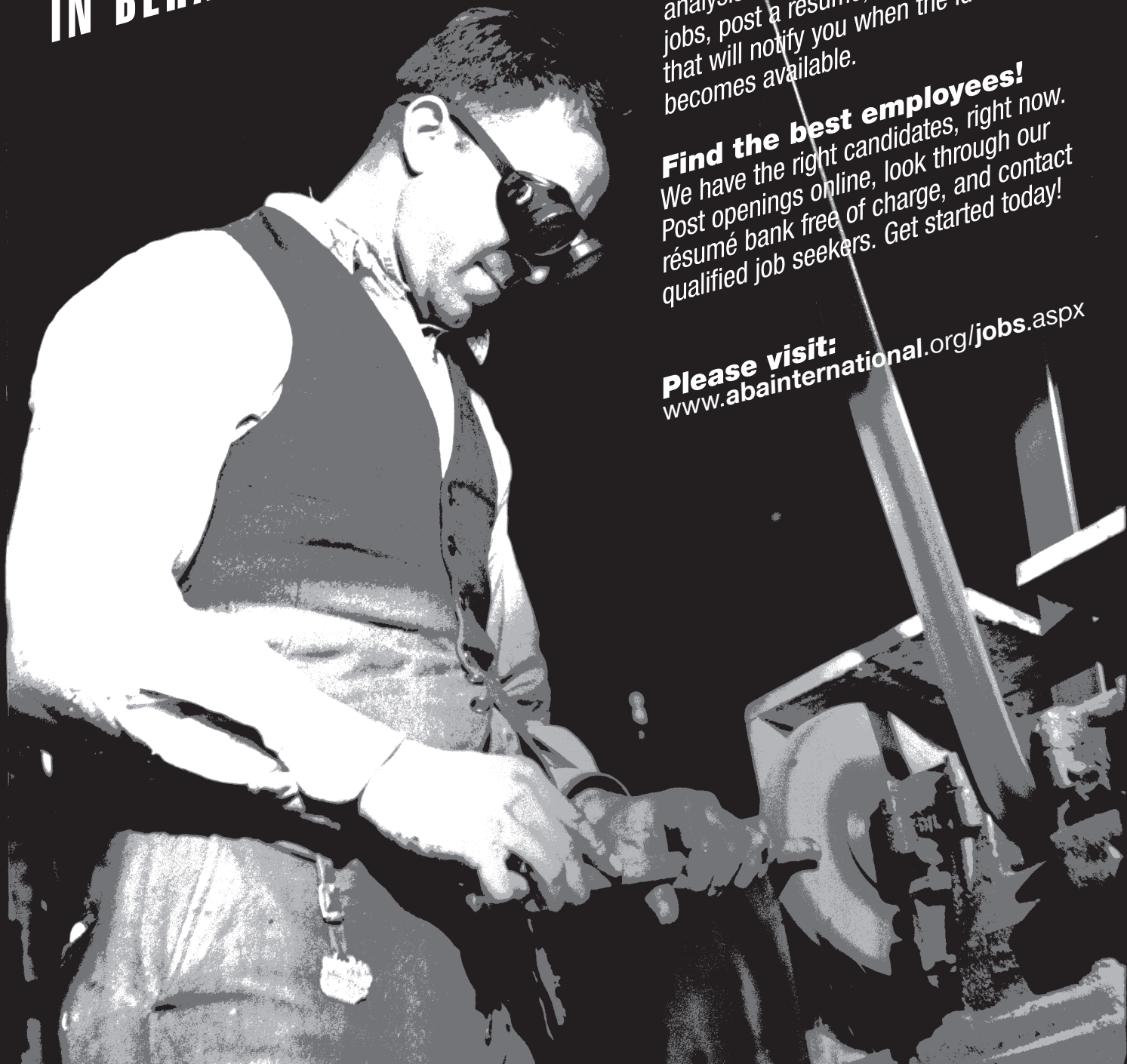
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Accredited Programs

ABAI's accreditation process promotes excellence in graduate programs in behavior analysis and evaluates them as a service to the public, the profession, and prospective students. Standards for accreditation of programs at both the masters' and the doctoral level are used to assess the quality of these programs. The following programs have been accredited by ABAL.

California State University,
Stanislaus
<http://psyc.csustan.edu>
MS Program in Psychology Emphasis
in Behavior Analysis from the
Department of Psychology

Florida Institute of Technology
<http://cpla.fit.edu>
MA in Applied Behavior Analysis,
Organizational Behavior Management,
and ABA/OBM from the College of
Psychology and Liberal Arts

Florida State University,
Panama City Campus
<http://www.pc.fsu.edu>
Masters' degree in Psychology with a
Specialty in Applied Behavior Analysis

McNeese State University
<http://www.jsu.edu>
MS Program in Psychology

Jacksonville State University
<http://www.mcneese.edu>
MA Program in Psychology with a
Concentration in Applied Behavior
Analysis

The Ohio State University
<http://ehe.osu.edu>
MA and Ph.D. programs in Applied
Behavior Analysis in the Special
Education Program

Queens College and Graduate
Center, City University of New York
<http://qcpages.qc.edu>
Ph.D. in Learning Processes Doctoral
Subprogram from the Department of
Psychology

Simmons College
<http://www.simmons.edu>
MS.Ed. in Behavioral Education from
the Department of Special Education

Southern Illinois University
<http://www.bat.siu.edu>
MS in Behavior Analysis and Therapy
from the Rehabilitation Institute

St. Cloud State University
<http://www.stcloudstate.edu>
MS Program in Applied Behavior
Analysis from the Department
of Educational Leadership and
Community Psychology

Teachers College,
Columbia University
<http://www.tc.edu>
Ph.D. in the Education of Students
with Behavioral Disorders from the
Department of Health and Behavior
Studies, MA program in Teaching as
Applied Behavior Analysis, and Ed.M.
in Instructional Practice

University of Cincinnati
<http://www.uc.edu>
Ed.S. and Ph.D. from the School
Psychology Program

University of Houston-Clear Lake
<http://prtl.uhcl.edu>
MA Program in Behavior Analysis
from the School of Human Sciences
and Humanities

University of Kansas
<http://www.absc.ku.edu>
Ph.D. in Behavioral Psychology and
MA Program in Applied Behavioral
Science from the Department of
Applied Behavioral Science

University of Maryland,
Baltimore County
<http://www.umbc.edu>
MA in Applied Behavior Analysis
from the Human Services Psychology
Program in the Department of
Psychology

University of Nevada, Reno
<http://www.unr.edu>
Ph.D. and two MA programs in
Behavior Analysis from the Psychology
Department

University of North Texas
<http://www.unt.edu>
MS program in Behavior Analysis
from the Department of Behavior
Analysis

University of South Florida
<http://aba.cbcs.usf.edu>
MA Program in Applied Behavior
Analysis from the Department of
Child and Family Studies

West Virginia University
<http://psychology.wvu.edu>
Ph.D. in Psychology with a
specialization in Behavior Analysis
from the Psychology Department

Western Michigan University
<http://www.wmich.edu>
MS and Ph.D. programs in Behavior
Analysis from the Department of
Psychology



A | B | A | I

Association for Behavior Analysis International

TRAINING DIRECTORY

Students

ABAI's Behavior Analysis Training Directory has information on graduate and undergraduate programs in behavior analysis located around the world—including programs accredited by ABAI.

The directory is a free service, and programs may also list their information for free.

www.abainternational.org/constituents/educators/training-directory.aspx.

Programs

To have your school's program listed in the directory, simply follow these easy steps:

- Log in to your ABAI portal (www.abainternational.org/portal/portal-account-login.aspx).
- Click the hyperlink at the top of the page titled "Tools."
- Select "Training Directory Mgmt Tool."
- The first time you select this hyperlink, choose "Submit New Program" at the bottom left of your screen.
- Follow the prompts.
- Please make a separate entry for each behavior analysis program in your department.

The New Association for Behavior Analysis International Website



Visit us at www.abainternational.org.



A | B | A |

Association for Behavior Analysis International

Opportunities for Behavior Analysts



**The Institute of
Professional Practice, Inc.**
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Clinical Director – Connecticut

The Institute of Professional Practice, Inc. is seeking a seasoned professional to provide clinical direction and oversight to a diverse set of programs serving children and adults with developmental disabilities and children with complex posttraumatic stress disorder in Connecticut. The ideal candidate will have a Ph.D. or a Psy.D. in developmental and clinical psychology and expertise in the delivery of behavioral treatments (including ABA, DBT and CBT-TF). BCBA credentialing or eligibility is a plus. Interested candidates should submit a résumé to kantolini@ippi.org.

BCBA Clinician – Massachusetts

Our adult services division is seeking a full time, Board Certified Behavior Analyst to work with adults in a variety of residential and day/vocational settings with an opportunity to provide ABA in-home consultation to children diagnosed on the autism spectrum. Requirements include a master's degree in applied behavior analysis, or a related field such as psychology, clinical counseling, education, school psychology, clinical social work, occupational therapy, or speech and language; a minimum of 3 years of experience working with individuals with developmental and/or intellectual disabilities; board certification as a behavior analyst (BCBA) is strongly preferred. Interested candidates should submit resume to dscott@ippi.org.

2014 Calendar of Upcoming Conferences

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

2014 February

North Carolina ABA 25th Annual Conference

February 19–21
Winston-Salem, NC
Twin City Quarter
www.nc-aba.com

Behavior Analysis Association of Michigan 28th Annual Convention

February 20–21
Ypsilanti, MI
Student Center,
Eastern Michigan University
www.baam.emich.edu

Texas ABA 28th Annual Conference

February 20–23
San Antonio, TX
Embassy Suites San Antonio
Riverwalk-Downtown
www.txaba.org

ABAI Eighth Annual Autism Conference

February 28–March 2
Louisville, KY
Galt House Hotel
www.abainternational.org

California ABA 32nd Annual Western Regional Conference

February 28–March 2
Burlingame, CA
Hyatt Regency San Francisco Airport
www.calaba.org

March

Heartland ABA Eighth Annual Conference

March 6–7
Omaha, NE
Double Tree by Hilton Hotel
www.hlabar.org

March (cont.)

Connecticut ABA 10th Annual Conference

March 7
New Haven, CT
The Omni in New Haven
www.ctaba.org

British Columbia ABA Sixth Annual Conference

March 14–16
Vancouver, BC, Canada
University of British Columbia
<http://bc-aba.org>

Swedish ABA Annual Meeting

March 15
Stockholm, Sweden
Estonian House
www.swaba.se

Pennsylvania ABA Annual Conference

March 19–20
Hershey, PA
Hershey Country Club
www.pennaba1.org

April

Ohio ABA Fourth Annual Conference

April 5
Columbus, OH
Haugland Learning Center
www.ohaba.org

Four Corners ABA Seventh Annual Conference

April 11–12
Park City, UT
The Yarrow Hotel & Conference Center
www.ohaba.org

Virginia ABA Annual Conference

April 26
Leesburg, VA
The Aurora School
www.virginiaaba.org

May

Norsk Atferdsanalytisk Forening Seminar

May 7–11
Gol, Norway
Storefjell høyfjellshotell
www.atferd.no

ABAI Seminar on Leadership and Cultural Change

May 23
Chicago, IL
Hyatt Regency McCormick Place
www.abainternational.org

ABAI 40th Annual Convention

May 23–27
Chicago, IL
Hyatt Regency McCormick Place
www.abainternational.org

September

Florida ABA 34th Annual Conference

September 17–20
Bonita Springs, FL
Hilton Daytona Beach Resort
www.fabaworld.org

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