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ABAI conducts multiple conferences each year. Our annual convention features the contributions of approximately 5,000 participants from more than 50 countries.

An annual autism conference convenes those treating or studying autism.

Special conference topics from our recent past include apps, games, and technology; theory and philosophy; and behavioral economics.

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ABAI sets standards for the accreditation of educational programs in behavior analysis at the bachelor's, master's, and doctoral level.

These standards are designed to encourage and support exemplary training of behavior scientists and scientist-practitioners in the experimental and theoretical foundations of behavior analysis and in ethical and evidence-based practice.

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Members post thousands of job openings and resumes online annually, through our JobTarget job board. This has become an industry hub for employers and job seekers alike.

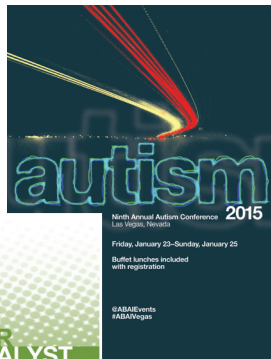
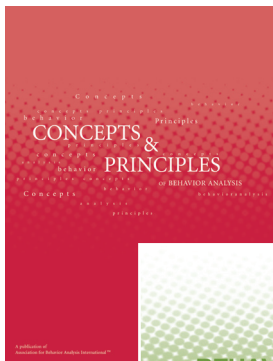
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The Psychological Record
The Behavior Analyst
The Analysis of Verbal Behavior
Behavior Analysis in Practice
Inside Behavior Analysis



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ON THE COVER: "About Last Night,"

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SABA

Letter From the SABA President

BY MICHAEL PERONE

For more than 30 years the Society for the Advancement of Behavior Analysis (SABA) has been promoting our field by launching the careers of talented students, encouraging global dissemination of behavior analysis concepts and principles, and supporting leaders by giving them a platform to expand their influence.



At its May meeting, the SABA Board of Directors identified four of our most inspiring leaders who will be recognized at the SABA Award Ceremony, the opening event at the ABAI Annual Convention, in San Antonio in May, 2015. Please join me at this event as these outstanding behavior analysts share the insights they have gained, the lessons they have learned, and the challenges and opportunities they see on the horizon.

Sigrid Glenn: Distinguished Service to Behavior Analysis

Dr. Glenn has had a profound influence on our field through her leadership in education, practitioner certification, scholarly work, and service to ABAI. She transformed the Center for Behavioral Studies at North Texas State University (now the University of North Texas) into the world's first Department of Behavior Analysis and served as its chair from 1994 until 2003. Recognizing the need for a credentialing system to help consumers identify qualified practitioners, she worked for years to bring the certification examination to Texas in 1999. She was instrumental in developing distant learning programs for professionals seeking certification. Dr. Glenn has authored or co-authored dozens of peer-reviewed journal articles, four books, and four book chapters. She is highly regarded for her studies of cultural design and her development of the concept of metacontingencies. Dr. Glenn's service to ABAI began in 1983 in the role of Program Area Coordinator for Behavioral Clinical Interventions and has included roles on seven boards and committees, editorship of *The Behavior Analyst*, and 7 years of service in three positions on the Executive Council, including president.

Ron Van Houten: Scientific Translation Promoting the Impact of Science on Application

Dr. Van Houten was designated for this award for his experimental innovations in the area of behavioral safety, which have put him in a position to guide public policy. Focused on traffic and pedestrian safety, Dr. Van Houten has received over \$2 million in research funding from the Department of Transportation and National Highway Traffic Safety Administration and has gained appointments on various boards dedicated to transportation and pedestrian safety. He has published over 60 papers on this topic since 1974. The quality and impact of his work was recognized just recently by the Transportation Research Board's annual Patricia F. Waller Award. This award for outstanding research in transportation safety is highly competitive: Dr. Van Houten's work ("The Effects of High Visibility Enforcement on Driver Compliance to Pedestrian Right-Of-Way Laws") was chosen from among over 5,000 papers.

Michael Keenan: International Dissemination of Behavior Analysis

Dr. Keenan led a project funded by the European Union to

develop an online multimedia package of applied behavior analysis resources called *Simple Steps: A Multimedia Package for Parents and Professionals* and then translate it into seven European languages. The package has two primary goals: to demonstrate how the practice of the science of behavior analysis can maximize learning opportunities for children on the autism spectrum and to help parents use applied behavior analysis with their children.

Susan M. Schneider: Scientific Translation

Dr. Schneider is recognized for the impact of her book for the general public, *The Science of Consequences: How They Affect Genes, Change the Brain, and Impact Our World*. In this broad-reaching discussion of the study of behavior, Dr. Schneider explains the effect that learning from consequences has on the neural configuration of the brain and how consequences are a key part of the nature-and-nurture system. In an engaging manner, Dr. Schneider shows how consequences have been used to reduce prejudice and eliminate destructive habits and why an understanding of consequences can improve personal relationships and society as a whole. Through interviews on affiliate stations of National Public Radio, on satellite radio's "Doctor Radio" program, in *Scientist* magazine, and through reviews of her book in influential publications such as *Nature*, *Publishers Weekly*, and *National Science Teachers Association Recommends*, Dr. Schneider has brought the principles and applications of behavior analysis to a broad general audience.

SABA's Capital Campaign

As we look upon that horizon, we must ask—inevitably—about what it takes to sustain our good works. What is our future? And, in more practical terms, what can we do today to ensure that behavior analysis continues to grow?

SABA is working hard to do its part. The Society supports the work of emerging applied and basic researchers of exceptional promise at both the master's and the doctoral level, and to date we have awarded 66 grants to students in 11 countries as they undertake studies across the full range of behavior analysis. To promote education, research, practice, publications, and networking in regions and organizations that need development and have the vision to define and pursue achievable projects, SABA has awarded 46 International Development Grants in 30 countries. Through these initiatives, as well as through our awards program and related efforts, SABA has raised the public profile of behavior analysis and expanded the reach of its concepts, principles, and applications.

Given the scope of our enterprise, SABA's resources are meagre. Through careful management we have, over the last three decades, developed principal funds of \$1 million and, although it sounds like a lot of money, the annual income it generates is not enough to meet the needs of our field. Each

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year, we turn away excellent students and well-conceived development programs that deserve our support.

Now is the time to take a major step forward to develop the resources required to continue SABA's support of the field's key enterprises. And so we embark on our first capital campaign to strengthen student support, to expand our global outreach initiatives, and to increase public awareness. Our financial objective is to raise \$1 million in one year, from now through December 2015. For our small Society, this is perhaps an ambitious goal, but our Directors believe our community will rise to the occasion. If all of

us—practitioners, educators, consultants, entrepreneurs, researchers, and students—lend a hand, if we work together, we can do it.

Please consider this as a great opportunity to leave a legacy for our field and continue SABA's support of work to understand behavior, transform lives, and shape our future. ❖

References

Van Houten, R., Malenfant, L., Huitema, B. & Blomberg, R. (2014). The effects of high visibility enforcement on driver compliance to pedestrian right-of-way laws. *Transportation Research Record*, 2393, 41-49.



Society for the Advancement
of Behavior Analysis

2014-2015 SABA Capital Campaign

Thanks to the generosity of our initial donors, the SABA Capital Campaign is off to a great start.

Aubrey Daniels

Aubrey Daniels International

Sigrid Glenn

Michael Perone & Dorothy Vesper

Help us reach our million dollar goal by making your pledge today.

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2014 SABA Grant Progress Reports

Starting in 2013, the SABA Board of Directors requested that grant winners provide progress reports by September 15 of the following year. There were seven grant winners for 2014:

- Bijou grant winner, \$10,000: Kelsie Hendrickson (Idaho State University)
- Thesis grant winner (applied), \$1,000: Apral Foreman (West Virginia University)
- Thesis grant winner (basic), \$1,000: Marissa Turturici (West Virginia University)
- Dissertation grant winner (applied), \$2,000: Ruth-Anne Poli (Virginia Polytechnic Institute and State University)
- Dissertation grant winner (basic), \$2,000: Brendan Tunstall (American University)
- International development grant winner, \$1,000: Timothy Fuller (University of Nevada, Reno)
- International development grant winner, \$1,000: Michelle P. Kelly (Emirates College for Advanced Education)

The following articles are summaries of the reports submitted by the 2014 awardees.

Sidney W. and Janet R. Bijou Grant:

Effects of Mindful Eating on Delay Discounting in Obese and Healthy-Weight Adolescents and Adults

BY KELSIE HENDRICKSON

Specific Aims

The study attempted to systematically replicate and extend the extent to which age is related to delay discounting for hypothetical food and money-related outcomes. The proposed study also attempted to replicate and extend the literature (e.g., Best et al., 2012; Rasmussen et al., 2010; Weller et al., 2008) that describes the degree to which health measurements associated with obesity predict, or are associated with impulsive choice patterns for food and money across younger adolescents (ages 12–15) and adults (ages 18–60). Lastly, the proposed study aimed to examine the extent to which a brief mindful eating training affects delay discounting for hypothetical food and money compared watching an educational DVD on the food pyramid or no treatment. A number of specific questions were addressed:

- To what extent is age related to delay discounting for hypothetical food and money (comparing adolescents to adults)?
- To what extent do percent body fat, body mass index,

and waist circumference predict delay discounting patterns for hypothetical food and money in adolescent and adult populations?

- To what extent will individuals who are trained to eat mindfully demonstrate a less impulsive choice pattern for hypothetical food and money compared to control conditions?
- To what extent will mindful eating interact with age? In other words, will it be more effective with adults, who exhibit a more self-controlled pattern of choice, than adolescents?

Preliminary Study Results

The data collection phase of the study was completed in May 2014. All measures were scored. Data were entered twice into the database to ensure that there were no errors or discrepancies. Data are currently being analyzed. We plan to present these data in a dissertation defense and to international conferences (e.g., ABAAI), and to be submitted for publication in *Behaviour Research and Therapy*.

The study collected data from a total of 349 participants (aged 12–53 years; $M = 18.28$ years; $SD = 7.14$; 214 females). The majority of participants endorsed “Caucasian” ethnicity (78.7%), which is consistent with SE Idaho demographics. Participants were recruited from the community, Idaho State University (ISU) parents, the Boy Scouts of America Grand Teton Council, and two local schools (Grace Lutheran School and Pocatello Community Charter School) using a variety of means including online advertisements (i.e., Craigslist), flyers posted on the ISU campus, broadcast e-mails sent to ISU affiliated individuals, *Idaho State Journal* readers, and Boy Scout parents, and a recruitment process whereby participants could refer adolescents for monetary compensation. Participants were excluded from participation if they endorsed eating or drinking 2 hours prior to participation, HIV, diabetes, or pregnancy.

Preliminary analyses using nonparametric tests suggest that age is significantly correlated with discounting for hypothetical food ($r_s = 0.12$) and money ($r_s = -0.14$), $p_s < 0.05$. Adolescents were more impulsive for money ($M = 0.027$) compared to adults ($M = 0.014$), $U = 13304.0$, $p = 0.05$, which replicates previous discounting research using monetary outcomes. These results were also replicated with log-transformed discounting data and parametric tests ($p_s < 0.05$). However, adolescents were less impulsive for food ($M = 0.23$) compared to adults ($M = 0.26$), $U = 13251.5$, $p = 0.04$. This is a novel finding. Rates of food discounting were also influenced by health variables, whereby there were significant differences between percent body fat (PBF),

body mass index (BMI) and waist circumference between age groups, $F(3, 343) = 30.25$, $p < 0.001$. Post hoc analyses indicate that adults evidenced greater PBF, BMI, and waist circumferences than adolescents, $ps < 0.001$. Then, using log-transformed discount food k values, an ANCOVA with PBF and BMI as covariates revealed no main effect for age group or BMI, $ps > 0.05$. There was a significant main effect for PBF, $F(1, 344) = 6.13$, $p = 0.014$, suggesting that differences in food discounting may be due to differences in PBF and not age itself. Another ANCOVA was conducted to examine monetary discounting between groups while controlling for PBF and BMI. Using log-transformed monetary k values, results indicated that there was a main effect for age group, $F(1, 344) = 12.79$, $p < 0.001$, and BMI, $F(1, 344) = 4.28$, $p = 0.017$, but not PBF, $p > 0.05$. Examining the means, adolescents are more impulsive for money even when controlling for BMI and PBF. This replicates prior studies examining monetary discounting rates between age groups (adolescent vs. adult) and extends it by addressing weight-related variables that also influence discounting.

Preliminary analyses have also been conducted to examine the extent to which mindful eating training affects delay discounting patterns. First, for adults (ages 18–53 years), a repeated-measures ANOVA revealed a significant interaction between condition and food discounting rate, $F(1, 157) = 5.89$, $p = 0.003$. Follow-up paired samples t tests indicated that individuals who participated in mindful eating training discounted food less steeply compared to baseline, $t(51) = 2.86$, $p = 0.006$. Another repeated-measures ANOVA examining delay discounting for money revealed no significant main effects or interaction, suggesting that mindful eating training, watching a DVD, or receiving no treatment had no effect on delay discounting for money compared to baseline, $ps > 0.05$. Second, adolescent data (ages 12–15 years) were also examined. A repeated-measures ANOVA revealed a significant interaction between condition and pre-/post-food discounting rate, $F(2, 161) = 3.19$, $p = 0.04$. Follow-up paired samples t -tests indicated that adolescents who completed the mindful eating training discounted food less steeply compared to baseline, $t(57)$, $p = 0.013$. Pre-/post-discounting rates for the DVD or no treatment control groups were not statistically different, $ps > 0.05$. There were no differences between pre-/post- monetary discounting data for any of the three conditions, $ps > 0.05$. Together, this suggests that a mindful eating training, even for as brief as 50 minutes, decreases impulsive decision making for hypothetical food, but not money, among both adolescents and adult populations. Dissemination of these results will be important for researchers and clinicians, particularly for those involved in interventions to prevent and treat obesity across the lifespan (between the ages of 12–53 years). Further analyses will be conducted to examine covariates playing a potential role in discounting rates (e.g., subjective hunger, glucose, time since last meal, IQ).

Plan

According to the timeline proposed in September 2013, the current project is satisfactorily progressing with data collection, preliminary and full data analyses, and a submission to the ABAI 41st Annual Convention for a paper presentation or symposium all completed. Additionally, data will be written into a manuscript for publication (by January 1, 2015). Given the study's preliminary results, it is highly probable that the manuscript will be submitted to *Behaviour Research and Therapy* or a similar high-impact journal that is appreciative of the behavioral perspective.

Thanks again to the SABA Board of Directors and especially, Sidney and Janet Bijou. I am so pleased with the results of this study and believe it would not have been possible to complete it without this very generous award.

Master's Thesis Grant (Applied): Pausing of Children During Signaled and Unsignaled Rich-to-Lean Transitions

BY APRAL FOREMAN

Project Status

We calculated average pause durations and average rates and percentages of challenging behavior for each phase for all four children. The results were not systematic across phases or across participants. To attempt to identify potential variables influencing the variability within and across subjects, we used the same computer program with undergraduate students in our lab space. The lab space was a 4.11m x 2.97m x 2.74m room with two tables, two chairs, and two computers. The results from the human operant pilot data were also unsystematic within and across subjects.

We were able to collect and analyze all data by January 2014. We plan to hold the thesis defense during the current school semester (Fall 2014). Because data were not systematic across participants, we will not be submitting this research as part of a symposium, paper, or poster at the ABAI 41st Annual Convention in May 2015.

Challenges

Obtaining interobserver-agreement (IOA) for the challenging behavior data has been difficult because few members in our lab were reliable in this form of data collection during this project. To address this issue, we have had undergraduate and graduate students practice coding videos using InstantData from this research project and other research projects. The data collected by the undergraduate and graduate students are compared to data collected by a reliable observer. The criterion to become reliable is to have IOA greater than or equal to 90% across three consecutive sessions or observations for two different children. In addition, the undergraduates and graduate students are required to become reliable according to the

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criterion previously described before collecting IOA data for this project. We are still in the process of having an observer become reliable on computerized data collection.

Another obstacle we had to overcome was determining the stability criterion. We overcame this by looking at the data on a continuous, session-by-session basis and ensuring that phases were changed only when there were no increasing or decreasing trends in the data paths. Trends were analyzed via visual inspection.

The amount variability in the data within and across children was the biggest challenge to this research project. During the experiment, we attempted to minimize extraneous variables such as access to items during sessions and access to attention from an adult or peer during the session. However, these variables could not always be controlled. For example, some children played with string on their clothes or their hair during sessions. In addition, although sessions were conducted in an area that was isolated as much as possible from the other students in the classroom, sessions were still being conducted within the classroom. Academic instruction was occurring with the other students while the children in this experiment were participating in sessions. Thus, the activities that peers were working on in the classroom were largely uncontrolled. This could have influenced variability in the data we obtained depending on whether the classroom activities were more preferred than working on the computer task and whether the children were voluntarily participating in the classroom activities while working on the computer task.

Acknowledgement

I really appreciate that SABA selected me to be a grant recipient. The grant application process provided me with valuable experience in developing specific aims, a budget, and progress reports for research projects. In addition to learning about the grant application process, I also learned how to think critically about research design and data analysis methodology. During the design process, consideration must be given to how interobserver agreement will be obtained and to how variability in the data will be addressed. Although the results from this project were unsystematic across participants, I was still able to develop skills to overcome issues that may arise when conducting future research.

Master's Thesis Grant (Basic): Effects of Paired Housing and Acute d-Amphetamine Administration on Delay Discounting in Lewis and Fischer 344 Rats

BY MARISSA TURTURICI

Project Overview: Background and Method

The present project was a systematic replication of the baseline and acute phases Huskinson et al. (2012), which

examined delay discounting in singly housed Lewis (LEW) and Fischer 344 (F344) rats at baseline and following acute d-amphetamine (d-AMP) administration. The delay-discounting procedure measures choice between a small reinforcer delivered immediately (1 food pellet) and a larger reinforcer (3 food pellets) delivered after a delay that changes within the experimental session across five blocks of trials. Choice of the smaller reinforcer is considered the impulsive choice while choice for the larger reinforcer is considered the self-control choice. The delay series (i.e., the delays across the blocks of trials) for each rat was changed depending on choice in previous sessions. For example, near-exclusive responding for the larger reinforcer when 16 s is the highest delay value resulted in a change to a delay series with its highest delay value at 40 s. Area under the curve (AUC) and the indifference point (IP) were used to quantify the extent of delay discounting, in which higher AUC values and longer IPs indicate more impulsive choices. The value of the IP depends on the delay series used, while the value of the AUC does not.

In Huskinson et al. (2012), LEW rats made more impulsive choices than F344 rats at baseline. When d-AMP was administered, AUC increased relative to baseline for LEW rats and decreased or did not change for F344 rats. There is some evidence that housing rats in pairs or groups, however, may influence impulsivity, particularly delay discounting (e.g., Perry, Stairs & Bardo, 2008). The present project was a replication of Huskinson et al. (2012) using pair-housed LEW and F344 rats.

Results

In comparison to Huskinson et al. (2012), the opposite effect of strain on IPs was observed. LEW rats made fewer impulsive choices and had longer IPs than F344 rats at baseline. Figure 1 shows the mean IPs for all rats from the last ten sessions of the baseline condition.

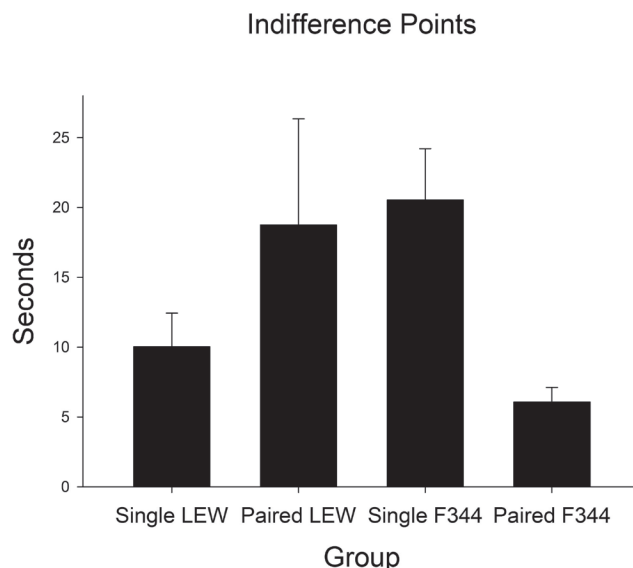


Figure 1. Indifference points for each group of rats, including the rats from Huskinson et al. (2012).

Singly housed F344 rats had the longest mean IP (mean = 20.54, SEM = 3.67), followed by pair-housed LEW rats (mean = 18.75, SEM = 7.60), singly housed LEW rats (mean = 10.04, SEM = 2.41), and finally, pair-housed F344 rats (mean = 6.10, SEM = 1.04).

d-AMP dose dependently increased percent larger-reinforcer choice in F344 rats, but had unclear effects or decreased percent larger-reinforcer choice in LEW rats. Thus, the results were again in the opposite direction of those from Huskinson et al. (2012).

The results of the present study were similar to Huskinson et al. (2012) in that the rats responding in the 16-s delay series showed the greatest increases in percent larger reinforcer choice when d-AMP was administered. Unlike Huskinson et al. (2012) however, these rats were predominantly F344 rats (4 of 5 subjects). In Huskinson et al. (2012), all of the four rats responding in the 16-s delay series were LEW rats. Similarly, all F344 rats from Huskinson et al. (2012) responded in either the 40- or 60-s delay series. In the present study, all but one LEW rat responded in either the 40- or 60-s delay series. It was necessary to change the terminal delay series for each rat to avoid floor and ceiling effects. The advantage of changing the delay series for each rat is that similar AUC values are obtained at baseline, providing equivalent delay-discounting

functions. The disadvantage of changing the delay series in the present study was that only one LEW rat and two F344 rats were matched along both strain and delay series to the rats of Huskinson et al. (2012), making comparisons between the two studies difficult.

Adherence to Timeline and Challenges

The major unanticipated difficulty that arose during the project was in regard to the labeling of each rat by strain. Typically, LEW rats weigh significantly more than F344 rats of the same age. This was the case in Huskinson et al. (2012) but not in the present study. After considering this difference from Huskinson et al. (2012), as well as the opposite effect of strain on impulsive choice at baseline, we conducted genetic testing to verify the strain of the rats. All rats were correctly labeled..

Data collection finished about 4 months past the anticipated date due to two rats reaching stability slower than the other subjects. Some of the data were presented as a poster at the ABAI 40th Annual Convention in Chicago, IL, in May 2014 as planned. Data analysis and statistical analyses are still in progress. The current goal for this project is to finish writing the thesis document and hold a Master's Thesis defense meeting by the end of October 2014.

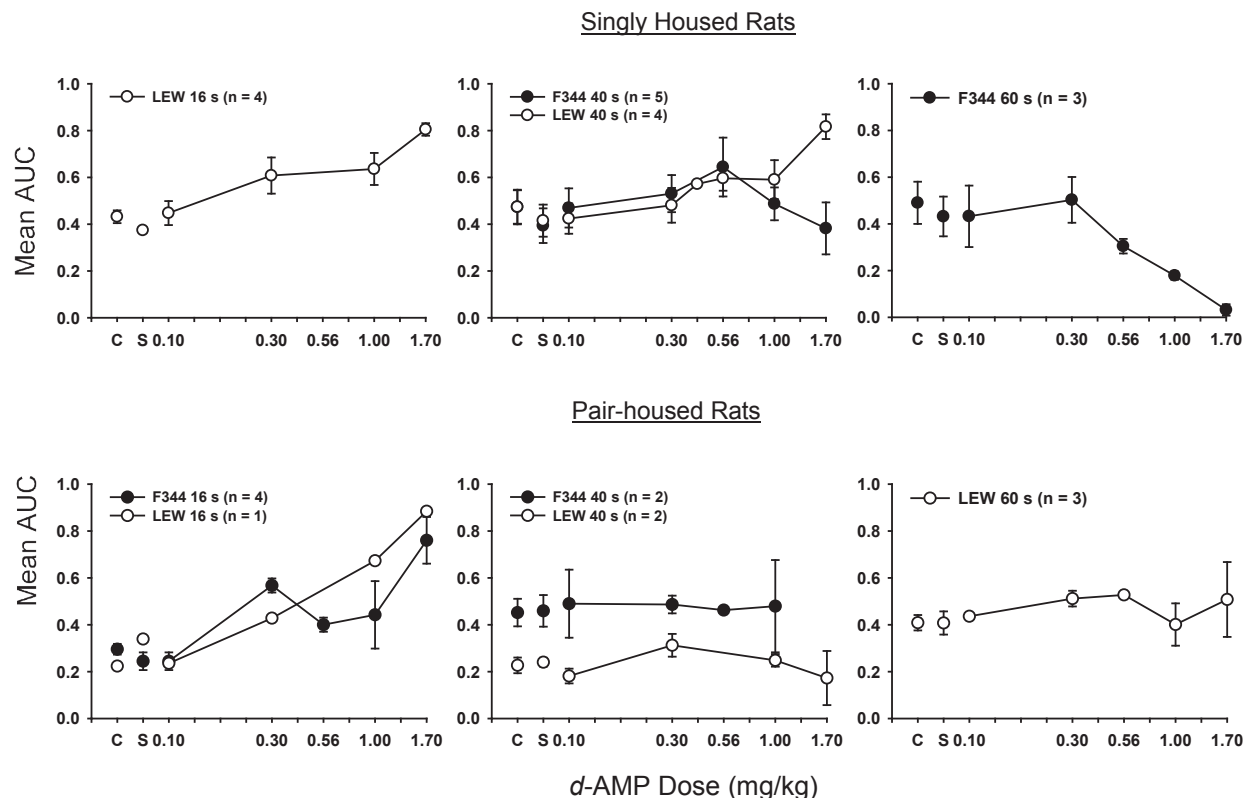


Figure 2. AUC for the singly housed rats of Huskinson et al. (2012; top) and the pair-housed rats of the present study (bottom). Groups are divided based on the delay series in which they responded in. "C" represents control sessions in which no injection was given, and "S" represents sessions in which saline was administered. (Note, for pair-housed F344 rats, responding was suppressed at the 1.8 mg/kg dose)

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Dissertation Grant (Applied): Bagless Blacksburg: Exploring Antecedent Interventions for Increasing Reusable Bag Use in the Community

BY RUTH-ANNE POLI

Project Status

The preliminary proposal document was written leading to the dissertation for my committee proposal in early October. I also graphed the observation and survey data from the previous “Say Neither” study for APA 2014. The following findings are pertinent to the current project:

- The intervention grocery store initially appeared successful at increasing reusable bag use, however this was due to a propensity towards reusable bags at baseline.
- The control grocery store would be an ideal location since its use during both baseline and intervention phases are low.
- Survey data from 2011 across both stores indicated approximately 78% of survey respondents owned at least 1 reusable bag. Sixty percent of grocery customers cited forgetting as their main reason for not using a reusable bag, followed by 15% claiming unplanned shopping or inconvenience. This suggests that at least 2 pledge card reminders are required per person since it is important to remember reusable bags prior to leaving home and again in the subject’s car.
- In terms of not owning a reusable bag, 19% have not purchased a bag, 9% cited cost, and 8% mentioned they were either new to the city or haven’t received any, indicating providing a bag to those who do not currently own one might make a difference.
- It’s clear that the current single-subject study should target “reusing” (single subject) as the dependent variable as opposed to just “using” reusable bags (across people). The observation data could certainly capture store differences, however, alongside the bag distribution I would like to survey demographics along with competence, frugality, participation, and luxury motives for participating in environmentally responsible behaviors (De Young, 2000). Collecting pre- and post-study survey data may help use to describe the type of participants for whom the pledge card reminders as well as the reusable bag distribution is most successful.

Progress

The pledge card reminders have undergone a redesign (see Figure 1). As the timeline follows the 2014–2015 school year, the project is on time. The next steps will be to re-obtain permission from both grocery stores, propose the preliminary project for committee approval and order the supplies for the study. As such, none of the supplies have been ordered and the grant money is still available.



Figure 1. Each card is double-sided featuring a public commitment (left) and a pledge (right).

Planned expenditures include pledge card reminders as well as numbered Hokie-branded and plain bags. Initially, the project had been planned as a multiple baseline design across two stores, however it may be advantageous to include one store and track the participants more closely over time. Unanticipated difficulties include the reviewer feedback from the previous round suggesting the inclusion of a third store. The selection of our previous two stores was simply due to them being the same popular grocery store chain. To select a third store may introduce individual differences in the type of customers making purchases as well as involve additional student observers.

Given the reduction of plastic bags in a previous study was only approximately 1%, I am concerned with seeing a difference in such large data (i.e. is a 1% reduction statistically or practically significant?). Spreading resources too thin may dilute any effects we are likely to observe. For example, the Blacksburg population consists of 43,000 with the student population representing 31,000 of these individuals. The pricing of the bags for the proposal indicated approximately 2,000 bags would be purchased and dividing these among the different stores may not provide enough information about individuals over time. In other words, we want to provide the most robust intervention with all components to produce the largest effect possible.

Integrating what I have learned from the past I-O literature, I propose we focus on one store, maximizing the total number of observations, provide each participant for the store with a comprehensive survey, an individually numbered bag (Hokie versus plain), and two pledge card reminders at the start of the intervention phase. I would also like to conduct a post-survey to ascertain whether participants hung up their pledge card reminders.

Observation data could be graphed in a simple A-B design computing means, standard deviation and an effect size measure. I anticipate the dependent variable of reusing

could be regressed onto survey variables to indicate the best type of customer for bag distribution (i.e. Do they hold frugal motives? Are they a Virginia Tech student? Are they taking public transportation?). A t-test comparison for Hokie-branded versus plain bags could also be conducted to explore informational versus utilitarian reinforcement (Foxall, 2010).

I am hoping to utilize some of the grant funds for the preliminary project. In the Center for Applied Behavior Systems we conduct programmatic research where each project builds on itself in iterations. I see this component as the first phase of my dissertation work. My preliminary research must be completed by the end of my third doctoral year (May 2015) so I will adjust the timeline accordingly by one academic year if necessary.

In addition to the changes suggested above, we have coined the term “Bagless Blacksburg” for the project whereas the project was previously called “Say Neither.” This change is reflected in the pledge card reminders. One of the goals of this project was to see whether we could maintain the movement in follow-up measures with our antecedent strategies and socially mediated consequences of praise provided by community members to each other. We are also employing the “Actively Caring for People” movement to support this social process (also reflected in the pledge card reminders).

Doctoral Dissertation Grant (Basic):

An Experimental Analysis of the Contribution of Primary and Conditioned Reinforcers to the Control of Choice and Reinforcer-Seeking Behavior Maintained by Drug and Non-Drug Reinforcers

BY BRENDAN TUNSTALL

In the proposal I submitted to SABA, a series of three experiments were described to test the hypothesis that cocaine generates an exceptionally strong conditioned reinforcer given its primary reinforcing strength, considered relative to other, non-drug reinforcers. In the first experiment, the primary and conditioned reinforcing properties of cocaine and grain would be compared. In the second experiment, this analysis would be repeated with two non-drug reinforcers of differing magnitude, to determine whether the findings of the first experiment were specific to cocaine or if they would also be observed with non-drug reinforcers. In the third, an attempt would be made to elucidate the mechanism by which cocaine generates exceptionally strong conditioned reinforcers (assuming this was suggested by the data collected in the first two experiments).

The first and second experiments are now completed and in general, they suggest that there is a disconnect between the primary and conditioned reinforcing properties of cocaine specifically. This was concluded from results of the first experiment, where despite the fact that rats tended to

prefer grain to cocaine when offered a choice, a conditioned cocaine cue generated more cocaine-seeking than the food cue generated food-seeking, in the same group of rats.

This was observed again when the same rats were given follow up tests 3 and 8 weeks later. This occurred despite the fact that rats had equated histories in responding for each reinforcement alternative, and an equated number of pairings of each reinforcer with its distinct, 10 second audiovisual cue (cue-type–reinforcer pairing was counterbalanced over rats). These were the cues presented response-contingently in the reinstatement test, used to assess strength of each as a conditioned reinforcer. I insert here two figures summarizing these results.

In Figure 1, it can be seen that rats on average (\pm SEM shown) demonstrated a preference for the food alternative over the cocaine alternative when offered a choice (14 free-choice trials per session; cocaine chosen on roughly 20–30% of trials).

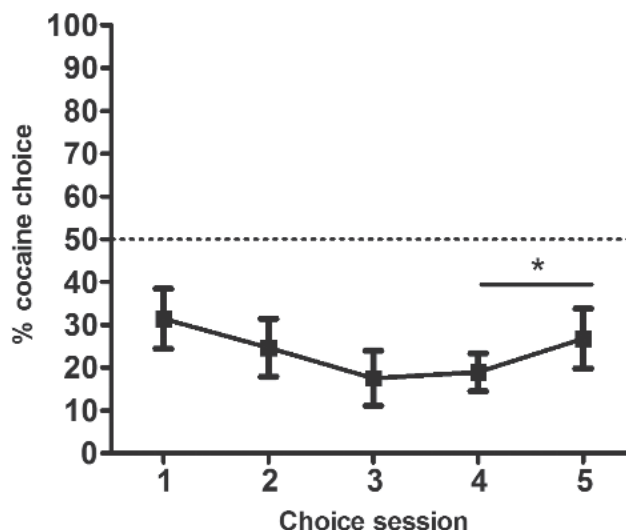


Figure 1. Rats' \pm SEM for food alternative versus cocaine alternative when offered a choice.

Figure 2 shows the rats' average (\pm SEM) responses made on each of the cocaine and food levers during the final 2 hr session of extinction (neither cocaine, food, nor their associated cues were available) and on each of the 2 hr reinstatement tests, where responding on each lever resulted in presentation of the designated, previously reinforcer-paired cue. In these tests, rats responded predominantly upon the cocaine lever.

The conclusion that cocaine produces an exceptionally strong conditioned reinforcer is bolstered by the demonstration in the second experiment that when two non-drug reinforcers are used in the same procedure, primary and conditioned reinforcement are in alignment (i.e., the results of the first experiment are not likely to be an anomaly caused by the procedure itself).

See TUNSTALL on page 12

TUNSTALL continued from page 11

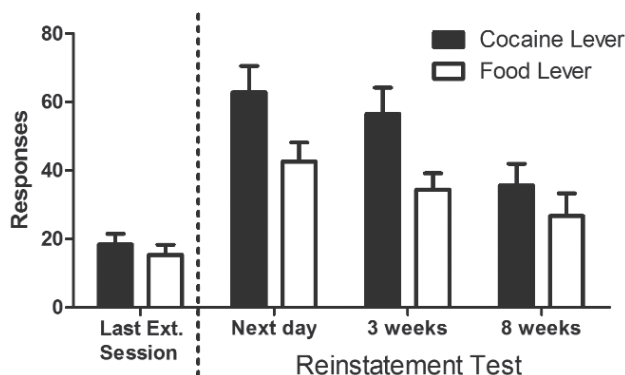


Figure 2. Rat's average responses made on each of the cocaine and food levers during the final 2 hr session of extinction and on each of the 2 hr reinstatement tests .

I have been able to adhere closely to the timeline suggested in my proposal. The first two experiments have been completed, results have been analyzed, and the research findings have been accepted for publication in the journal *Addiction Biology*—a journal that is a top publication in its field and ranked number 1 of 18 in the area of substance abuse (ISI Journal Citation Reports, 2013).

With the funds awarded from SABA, American University (contingent upon SABA funding) and support from Dr. David Kearns, it was possible to purchase all materials necessary for the first two experiments, as budgeted. The funds awarded from SABA were able to cover the cost of purchasing rats for the first and second experiments and contributed to the cost of purchasing rats for the third experiment, discussed below. As was planned in the suggested timeline, I was able to present the results of the first experiment at the 2014 Behavior, Biology, and Chemistry: Translational Research in Addiction Conference in San Antonio, TX. The results were presented in an oral presentation under the title “Cocaine Cues Become More Powerful Reinstaters of Reinforcer Seeking Than Food Cues.” As the format of this conference is “single stage,” I was able to present these findings to all attendees of the conference that were present at the time. This was a great opportunity to introduce myself to many new researchers whom have similar research interests to my own.

While the research project has been successful up to this point, I would also like to take this opportunity to update the board on my research plans moving forward. As detailed in the original proposal, the third experiment would ideally require that I complete a fifth year of Ph.D. research. Unfortunately, it was not possible to secure a fifth year of funding. This means that I will not likely have the time and funding required to fully explore and define the parameters of the mechanisms which underlie the phenomenon demonstrated in the first two experiments

(at least, in the capacity of a Ph.D. student). Nevertheless, the two experiments which are now completed form a solid foundation for a dissertation. As I have been able to use the funds provided for the project thus far to purchase the required materials, it has been possible to make considerable progress on a third experiment. This has meant adapting the focus of the third experiment slightly to fit a shorter time frame, and so I now plan to use a previously developed behavioral marker which has been proposed as an indicator of addiction liability (“sign-tracking” as opposed to “goal-tracking” behavior), to test whether this marker could predict differences in rats’ liability to attribute salience to conditioned reinforcers associated with cocaine (i.e., utilizing the procedure described in the first two experiments). By combining the results of this third experiment with the work already completed, it should be possible to defend this data in the form of a dissertation and draw some general conclusions from this solid series of experiments. It is not an easy task to secure funding in the current climate, but not receiving the fifth year funding, which was originally planned for, has taught me that a researcher must be readily adaptable in order to make the most of their plans. I have remained grateful throughout this period for the funding already provided by SABA, which has been a great help in bringing my research along this far. I hope to be able to present the results of the completed project at next year’s ABAI meeting.

To this end, I would like to conclude this report by thanking SABA for supporting an aspiring scientist in a transitional period where a little bit of help can make a large difference. I hope that the work detailed in this report is seen as a positive reflection of the investment in me which has been made.

International Development Grant: Extending Existing Resources to Provide Community Outreach for Parents in Saudi Arabia

BY TIMOTHY FULLER

Original Award Proposal Review

The primary purpose of the original proposal was to establish a parent training series in Riyadh, Saudi Arabia throughout 2014. The parent trainings were designed to progressively increase in content sophistication, ultimately providing parents with a collection of behavior analytically based interventions. This was to be achieved through taking advantage of practicum course instructors already in the area working through the University of Nevada, Reno’s (UNR) Satellite Behavior Analysis Program.

The goal of this training series is threefold: (1) provide behavior analytic instruction to parents with behavioral concerns; (2) build a parenting community based on the principles of behavior in region where behavior analysis has yet to incorporate itself; and (3) train students outside

of the classroom setting to deliver behavior analytic instruction to a non-technical audience.

The parent-training program will consist of three levels of applied behavior analytic instruction designed specifically for parents with both common parenting concerns (i.e. potty training, feeding, contingency management) as well as more advanced issues (i.e. skill acquisition, advanced behavior management strategies, self-management). The first training will consist of introductory material in applied behavior analysis, while the second and third trainings consist of progressively more advanced material. Two trainings per practicum supervisor visit will occur over the course of a year—totaling eight trainings provided in 2014. This model of instruction creates a parent support infrastructure designed to target the concerns of the general parenting community in a way that has not previously been available in the region.

Unanticipated Alterations

In collaborating with the medical facility in Riyadh where the UNR program is based, the on site administration asked if we would make several changes to the original plan outlined for the SABA award application. It was requested that for every visit of the practicum instructors that one workshop be given to parents (inline with the original proposal) and the second be tailored for medical professionals working at the hospital. From the hospital's perspective the need for their doctors, nurses, and other professionals to be made aware of effective behavioral techniques is too high not to take advantage of the behavior analytic instructors on-site. To accommodate this reasonable request it was decided to integrate a more professionally focused event. However the professional event would also be made available to parents and the distribution of materials purchased through the generous support of SABA would be isolated to the parent only workshop. The decision to provide a more professionally focused event remained in line with the goals of the original training series and may ultimately broaden the impact behavior analysis has in the region.

The timeline has also been altered. Originally, eight workshops were to be given in 2014. Due to set backs in travel arrangements for practicum instructors and administrative delays associated with the university training program only four workshops are slated to occur in 2014, with the other four being pushed to the winter and early summer of 2015.

Current Status

To date, two workshops have been given in April 2014 (two directed to parents and two meant for professional medical audiences). The first parent workshop focused on the topic of play, which is an area that traditionally parents in the region have expressed concern over. Culturally, parenting

practices directed toward play and developing appropriate social interaction are passive. The workshop outlined the component social and play skills necessary for more advanced social and independent play parents want for their children. Materials were distributed to parents to help remind, coach, and track the progress of the children as they demonstrated these skills. The first professional workshop build off of the initial parent event by focusing on behavior deficits often associated with children with disabilities. The workshop provided an opportunity for medical professionals to see how a behavior analyst would consider environmental factors in the overall course of intervention and ways to integrate these considerations in traditional medical practices. Attendance to these workshops was more than anticipated. The parent workshops was to be capped at 40 participants due to the amount of materials being distributed, and even with this cap more than 50 parents attended. The professional event saw 45 medical professionals and 18 of the parents who participated in the previous workshop attend.

The second set of workshops took place during the week of September 15, 2014. The topics for these events are centered on common parenting concerns such as feeding (i.e. food selectivity/refusal and transition from feeding tube), toileting, and sleep. Materials distributed to parents are designed to remind, coach, and track their child's progress through the use of data collection and display tools, worksheets, and reinforcement system materials (i.e. token economy).

Future Activities

Within a 6-month timeline two more workshops will have been given in the winter of 2015 (one for parents and one for professionals). The remaining set workshops are slated to occur during practicum instructor visits in the summer of 2015. A goal of this project is to gather data to speak to the impact of these workshops and is being done by tracking attendance and also retention of parent attendance through the workshop series. As these data are made available they will be integrated into further dissemination of this project.

In closing, I'd like to thank SABA once again for the generous support of this project. Despite the accommodations made, which altered the original plan, the main goals of this project remain intact. Furthermore, the incredible professional development opportunity it has brought me and others associated with the delivery of these workshops has been profound. Most importantly however, is the foundation of behavioral practice being established in a region that, like many, is in desperate need. How parents and professional reacted to the material being presented was inspiring—it made present for me of the power of this work and provided further evidence of the value of behavior science to people's lives.

See **INTERNATIONAL** on page 14

INTERNATIONAL continued from page 13

International Development Grant:

Translation of Seminal Behavior Analytic Literature into Arabic

BY MICHELLE P. KELLY

This article was written on behalf of ABA Saudi Arabia and Dar Al Hekma University, Jeddah, Kingdom of Saudi Arabia.

Summary of Project

The aim of this project was to translate behavior analytic terminology and seminal behavior analytic literature into Arabic. From the Gulf Cooperation Council alone, there is currently a total of 41 certificants in the Behavior Analyst Certification Board (BACB) registry: 10 in the Kingdom of Saudi Arabia, 24 in the United Arab Emirates, 2 in the Kingdom of Bahrain, 1 in the State of Kuwait, and 4 in the State of Qatar. The SABA International Development Grant is facilitating the ABAI affiliated chapter ABA Saudi Arabia and Dar Al Hekma University, Jeddah to develop a bank of formal Arabic ABA resources.

The BACB has published glossaries of behavior analytic terms in several languages, including Chinese, Portuguese,

Spanish, and Welsh (www.bacb.com/index.php?page=100199). The BACB has also published the *Guidelines for Responsible Conduct for Behavior Analysts*, the *Fourth Edition Task List*, and the *Professional Disciplinary and Ethical Standards* in many languages including French and Russian. We used the SABA International Development Grant to facilitate the addition of Arabic translations to these resources. The items selected for translation included (1) a glossary of behavior analytic terms, (2) the BACB *Fourth Edition Task List*, and (3) the BACB *Professional and Ethical Compliance Code for Behavior Analysts*.

Status of the Project:

The final drafts of the glossary, the task list, and the compliance code have all been completed. The editor, Mona Al-Haddad, BCBA, is currently finalizing these drafts and we plan to submit all three documents to the BACB for publication as soon as possible. Our next project is to translate Baer, Wolf, and Risley (1968) to enable Arabic-speaking individuals to learn about the dimensions of ABA.

I would like to thank SABA for selecting this project as a recipient of the International Development Grant and for offering continuous support to the behavior analysts who are disseminating ABA in this region of the world. ❖

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Online applications are available for the International Development, Innovative Student Research, and Sidney W. & Janet R. Bijou grants. Visit the SABA website to learn more.

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2014

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On behalf of the SABA Board, we are grateful for all the ABAI members who contributed to SABA in 2014 to help build our funds. These donations enable SABA to provide annual grants that support research in and the development of behavior analysis. This list reflects donations from January 1, 2014 through November 15, 2014.

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New Challenges in Diagnosis, Assessment, and Treatment for Individuals With Autism Spectrum Disorders:

A Recap of the Eighth Annual Autism Conference in Louisville

BY WAYNE W. FISHER, JENNIFER R. ZARCONI, AND MARIA MALOTT



Each year, ABAI hosts a conference that brings together accomplished and distinguished speakers to deliver presentations on current and developing behavioral science and practices relevant to the treatment of children and adults with autism spectrum disorders (ASD). This conference is a terrific way to learn about the latest studies and therapies. The presentations are highly relevant to those working in ASD research, therapists delivering services to individuals affected by ASD and their families, and parents of children with ASD. The conference regularly draws around 500 people and includes pre-conference workshops, invited presentations, and posters.

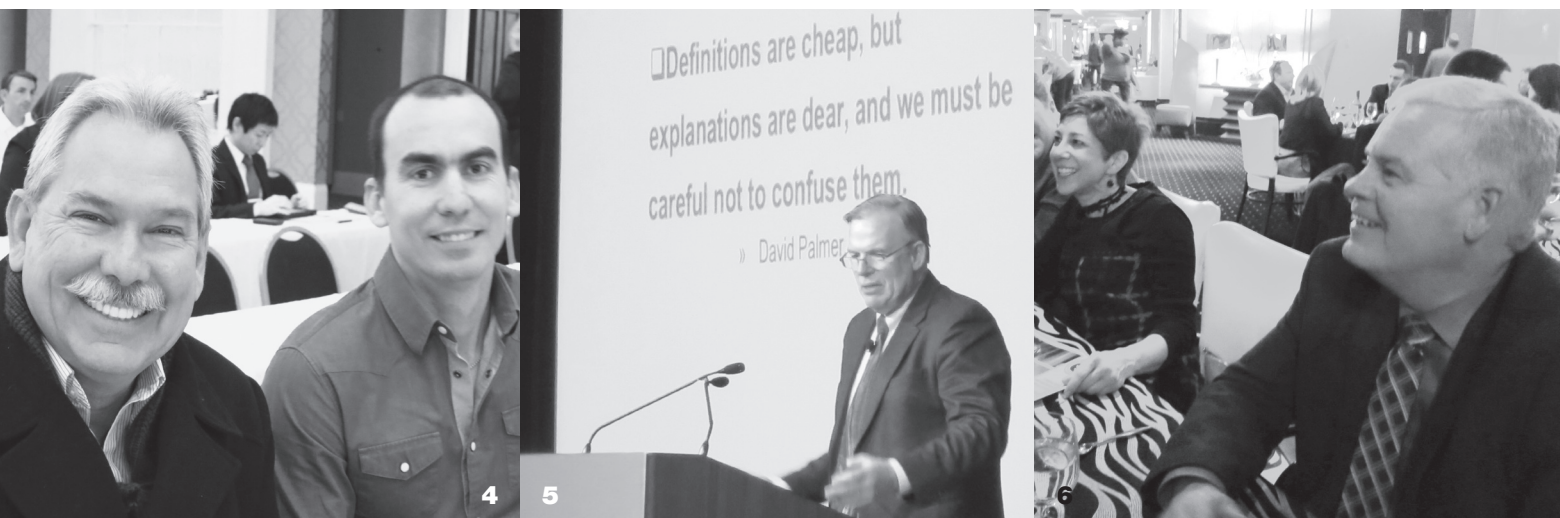
Our Eighth Annual Autism Conference took place in Louisville, Kentucky, and it included outstanding presentations by renowned experts in autism assessment and treatment, including Stephen Foreman, Tiffany Kodak, Catherine Lord, Christopher J. McDougle, Robert C. Pennington, Cathleen C. Piazza, David M. Richman,

Robert K. Ross, Laura Schreibman, Phillip S. Strain, Mark L. Sundberg, and Christy Williams. The conference was held at the Galt House Hotel and took place from Friday, February 28 to Sunday, March 2, 2014.

Workshops

Before the conference, on Friday, we hosted two workshops led by experts in eating disorders and early intervention. These pre-conference sessions were well-received by attendees looking for practical information and skills. In "A Summary of the Effectiveness of Treatments for Pediatric Feeding Disorders," Cathleen Piazza discussed several critical methods in the treatment of pediatric feeding disorders. She described research supporting the notion that EE is not always effective when used alone, which necessitates the use of alternative and/or additional procedures. She went on to discuss a variety of alternative treatment procedures for pediatric feeding disorders and discussed their effectiveness in treating specific

1 Conference co-chair Jen Zarcone addresses attendees. **2** Tiffany Kodak at the author signing. **3** Nursinem Sirin, Elif Tekin-Iftar, and Fatma Besler during one of the conference poster sessions. **4** Fernando and Esteban Amendariz enjoy the conference. **5** Wayne Fisher delivers his presentation. **6** Cathleen Piazza and Mark Sundberg at the author signing.



target behaviors like acceptance of food bites and using “mouth clean” to ensure that the child is swallowing.

Later in the day, Phillip Strain led a workshop on five key intervention questions specific to social skill instruction for young children. “The Power of Peers to Influence Young Children’s Social Competence” focused on identifying the most effective agents of intervention, finding ways to prepare typically developing children to be intervention agents, identifying pivotal skills for preschoolers, determining adequate practice time amounts, and developing realistic outcome expectations.

Friday also included the first of two conference poster sessions, which featured displays on the latest behavioral research in autism. Friday’s posters centered on a variety of topics, including stalking behaviors in individuals with ASD, the use of video modeling to teach social communication skills, and the experiences of pre-service teachers working with children with ASD.

Invited Speakers

Our line up for the Eighth Annual Autism Conference featured speakers well equipped to present on the theme of addressing recent and developing challenges in ASD diagnosis, assessment, and treatment. The conference opened with remarks from committee co-chair Wayne W. Fisher, who outlined the scope and purpose for the event, describing the program as the “perfect” line-up of invited speakers. He went on to give an overview of ABAI’s latest effort with the American Medical Association (AMA) to create CPT codes for applied behavior analysis. As readers are likely now aware, a set of Category III CPT codes has been approved by the AMA. ABAI has created a resources page on our website for members wishing to learn more about this effort and its results (www.abainternational.org/constituents/practitioners/practice-resources/cptcodes).

Dr. Fisher then introduced Laura Schreibman, director

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and principal investigator with the Autism Intervention Research Program at the University of California at San Diego. Dr. Schreibman's talk, "Can't We All Just Get Along? Combining Behavioral and Developmental Naturalistic Interventions for Young Children With Autism," focused on the challenges presented by the increasing ability to identify and diagnose children with autism at earlier and earlier ages. Although there are obvious and significant advantages to this widening early intervention window, a debate over how best to fill it has arisen between those advocating for "naturalistic" behavioral interventions and those integrating principles derived from developmental psychology. Dr. Schreibman's presentation explored the commonalities and research needs for both approaches and explained how the two might be combined.

Next, Chris McDougle focused on pharmacological treatments for behavioral issues associated with ASD and the

behavior can change and become sensitive to environmental influences. Dr. Richman is a professor of educational psychology and leadership at Texas Tech University.

There was also a presentation by Robert Ross on the work of the Autism Special Interest Group (SIG). His talk focused on the resources and aid the SIG provides to therapists and parents, such as bringing together individuals who specialize or have an interest in the application of behavior analysis to the education and treatment of those with autism. Readers can learn more at www.autismpppsig.org.

Wayne Fisher then discussed elopement—the act of leaving an area without permission or notification—in his talk, "An Empirical Model for Individualized Assessment and Treatment of Two Types of Elopement: Goal-Directed Bolting and Aimless Wandering." Dr. Fisher is the H. B. Munroe Professor of Behavioral Research at the Munroe-Meyer Institute and the Department of Pediatrics at the University of Nebraska Medical Center and director of



challenges to this approach with this population. Drawing on his experience as the director of the Lurie Center for Autism at Massachusetts General Hospital and Massachusetts General Hospital for Children, Dr. McDougle devoted much of his talk to medications for treating the myriad behavioral symptoms associated with ASD. He provided an overview of medications available for specific symptoms and discussed the degrees of efficacy to which the research literature supported the application of the various treatments described. His presentation was titled, "Practical Psychopharmacology of Autism Spectrum Disorders."

After a short break, David M. Richman delivered his talk, "Emergence, Early Intervention, and Prevention of Self-Injury Exhibited by Very Young Children With Moderate to Profound Developmental Delays." In this talk, Dr. Richman covered variables that contribute to emerging self-injury in the developmental disability population and focused on models of how topographies of self-injurious

the Center for Autism Spectrum Disorders. During this presentation, he described a comprehensive model aimed at identifying and improving treatments for both types of elopement.

In his talk, "Long-Term Outcomes for Young Children With Autism Served in the LEAP Preschool," the director of the Positive Early Learning Experiences Center, Philip Strain, discussed the results of a follow-up study conducted on participants in the 2011 randomized trial of the Learning Experiences: An Alternative Program (LEAP) preschool model. Dr. Strain drew particular attention to the data on the subjects' social, language, cognitive, and academic competence. In addition, the data he presented clearly showed that high treatment fidelity was critical to the effectiveness of the LEAP program.

Saturday's final invited presentation was a panel session titled, "Challenges to Families and Providers in Obtaining Payment for Service." Featuring Cathleen C. Piazza,

Christy Williams, and Stephen Foreman, the discussion focused on the challenges parents face in getting insurance companies to cover the cost of behavioral treatments. The session included an overview of the process that has been used to preauthorize patients for day-treatment feeding and severe behavior programs.

The day concluded with an author signing (Wayne Fisher, Tiffany Kodak, Phil Strain, and Mark Sundberg participated) and a second poster session. Saturday's posters displayed research on a range of subjects including technology interventions for culturally and linguistically diverse individuals with ASD, a systematic review of peer-mediated pivotal response treatment, and the use of intervening activities to increase compliant transitions.

Sunday kicked-off with opening comments from program committee co-chair Jennifer Zarcone, who set-up the day's sessions with a state-by-state overview on the regulatory status of behavior analysis. Dr. Zarcone noted that there

the process through which the new *DSM-V* criteria for neurodevelopmental disorders had been developed.

Tiffany Kodak, associate professor in the school psychology program at the University of Oregon, delivered her presentation, "Instructive Feedback: A Strategy for Increasing the Efficiency of Instruction for Children With Autism Spectrum Disorders," which centered on the use of early intervention therapies to close skill gaps between children with ASD and their typically developing peers. Dr. Kodak reviewed different formats of instructive feedback and presented results from several of her studies demonstrating the effectiveness and efficiency of the procedure for teaching verbal behavior. She also discussed how specific behaviors displayed during instruction may be associated with the procedure's effectiveness and described how instructive feedback may be incorporated into clinical practice to maximize learning outcomes.

After a break, Mark Sundberg's talk "Incorporating



7 Dick Malott poses a question during one of the conference's invited presentation. **8** An audience member takes notes. **9** A conference attendee attends an invited presentation. **10** Invited speakers Catherine Lord and Robert Pennington consider questions from the audience. **11** Molly and Erick Dubuque attend an invited presentation.

are several states currently pursuing licensure legislation and highlighted some of the more creative and innovative paths practitioners have taken to achieve this goal while avoiding the need for oversight from psychology boards. She concluded by encouraging attendees to get involved with their state and regional ABAI affiliated chapters.

Catherine Lord was next to present. She is a clinical psychologist best known for her work in longitudinal studies of children with autism as well as for her role in developing autism diagnostic instruments widely used in both practice and in research settings. Dr. Lord discussed changes to the *DSM-V*, particularly those pertaining to autism, in her talk, "Where Did the *DSM-V* Criteria for ASD Come From and Where Are They Going to Take Us?" She explained the necessity for revising the *DSM IV-TR* criteria and

Verbal Behavior Instruction Into Everyday Activities for Children With Autism," discussed the differences between discrete-trial training and naturalistic teaching approaches. Dr. Sundberg is the author of several behavioral texts and assessments and is also a board member for the B. F. Skinner Foundation. He suggested a framework guided by Skinner's analysis of verbal behavior for teaching in natural environments, with a major focus on developing activities to teach manding, tacting, listener skills, intraverbals, matching-to-sample, imitation, and social and play skills.

Robert Pennington then delivered his presentation, "Moving the Mountain: Building Capacity for Behavioral Intervention in Public Schools." In this talk, Dr. Pennington discussed the struggles some school systems

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Eighth Annual Autism Conference Exhibitors & Supporting Organizations

ABAI would also 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. Inclusion on this list is not an indication of endorsement, authorization, sponsorship, or affiliation by ABAI of these organizations or their work, services, or the content of the material they present.

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Autism Home Support Services

Beacon ABA Services

Centra Autism Program

College Internship Program

DataFinch Technologies

Florida Institute of Technology

Hopebridge Pediatric Specialists

Melmark

National Autism Center

Pacific Child and Family Associates

QBS, Inc.

The Shape of Behavior

Spalding University

Therapy in a Bin

University of West Florida

LOUISVILLE continued from page 21

have with the adoption, provision, and evaluation of behavior analytic programming. The talk included a description of Dr. Pennington's work in capacity building with the Kentucky Autism Training Center, which helped him to develop a series of suggestions for navigating public school settings to provide consultation.

Jennifer Zarcone put a cap on a successful and informative conference by thanking all presenters and attendees for their engaged participation.

"We really appreciate you... the attendees," said Dr. Zarcone, "but we also very much appreciate our presenters and the hard work they did in coming here and [taking] all these questions... from all of us who just want to learn more and understand our field better."

For readers unable to attend the conference or for those who want to review their favorite presentations, many of the highlights are now available in the ABAI Learning Center (www.abainternational.org/learning-center.aspx). At this site, it is possible to purchase many of the invited presentations, either individually or as a complete module. Additionally, this service allows customers to buy and earn continuing education credit for eligible talks.

The Eighth Annual Autism Conference would not have been a success without the support and hard work of the conference Program Committee. We are grateful to Richard W. Malott for helping to coordinate continuing education for certified behavior analysts. ABAI would also 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. Finally, thanks to the ABAI staff for providing logistical and administrative support leading up to and during the conference.

Las Vegas

Be sure to mark your calendar for January 23–25, 2015, when we'll bring the autism conference to the JW Marriott Las Vegas Resort & Spa in the exciting city of Las Vegas, Nevada. We hope you'll be a part of the Ninth Annual Autism Conference: Innovative, Science-Based Approaches. The conference will feature a distinguished group of invited speakers including Leonard Abbeduto, Elizabeth Aylward, Gregory P. Hanley, Steven C. Hayes, Robert L. Koegel, Dorothea C. Lerman, Anna I. Pétursdóttir, Travis Thompson, Lorri Shealy Unumb, and Timothy R. Vollmer. Additionally, we will once again offer pre-conference workshops and are very excited to feature trainings from Steven Hayes and Linda LeBlanc. Visit our website (www.abainternational.org/events/autism/vegas2015/conference-home) for important information and updates. Don't miss this excellent conference! ❖

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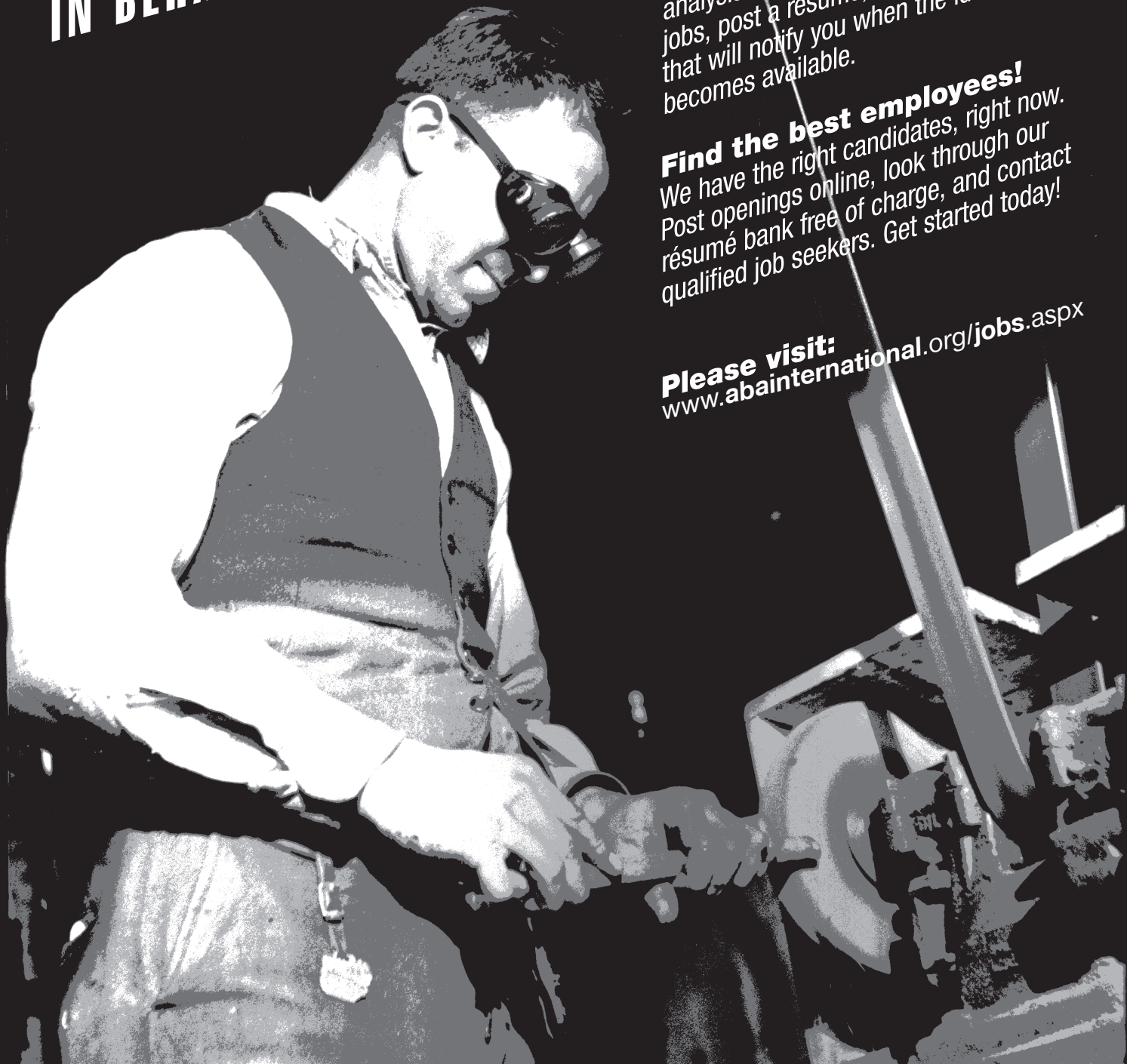
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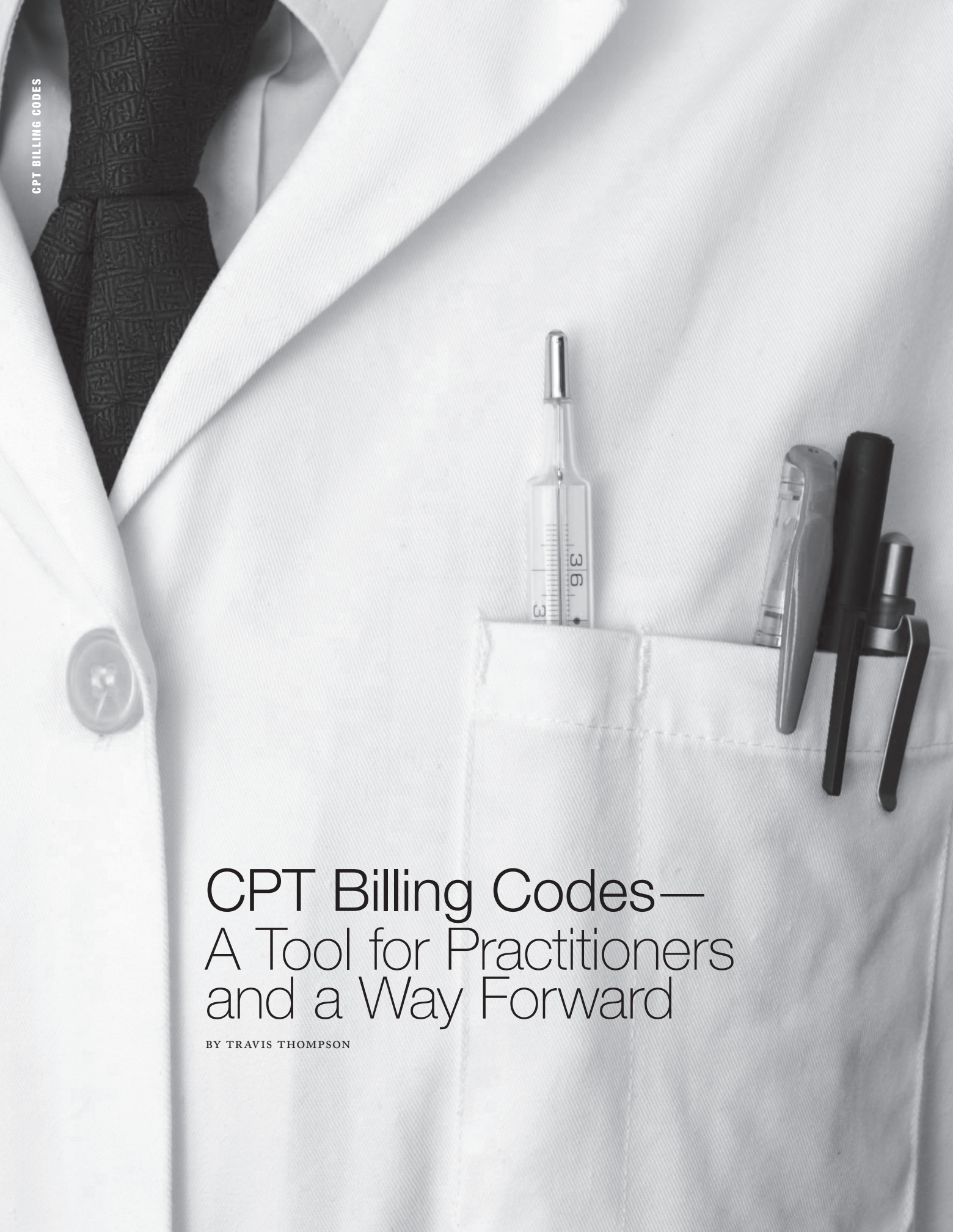
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CPT Billing Codes— A Tool for Practitioners and a Way Forward

BY TRAVIS THOMPSON

Introduction

For the past several years, ABAAI, with my help and support and that of Dr. Wayne Fisher, has participated in a workgroup with the American Medical Association (AMA) and other professional organizations to create a mechanism for reimbursement of ABA practitioners' services to individuals with autism and related conditions.

The workgroup included those representing behavior analysis; psychiatry; psychology; speech, language, and hearing; social work; neurology; occupational therapy; pediatrics; and payers, as well as medical directors from Washington State Medicaid, WellPoint insurance company, and TRICARE (a health care program that is part of the U.S. Military Health System). The workgroup submitted a current procedural terminology (CPT) application to the AMA, with the result being 16 new CPT Category III health insurance tracking codes (0359T–0374T) for adaptive behavior assessments and treatment, applicable to patients of any age with ASD and other behavioral health diagnoses, disorders, and conditions (e.g., developmental disabilities, traumatic brain injuries).

Starting July 1, 2014, the AMA authorized billing under these codes. How the codes are used over the coming year or two, by whom, in what areas of the United States, and for what types of clients/patients will determine how they will be used when they become permanent Category I codes (Category III codes are sunset after 5 years).

It is important to note that the AMA workgroup concluded that ABA services for those with autism and related conditions have strong empirical support and that these codes were not assigned to Category III because they are for “experimental” treatments. Rather, they were assigned Category III status primarily because there is currently not enough data on the usage and costs of these services to assess their value relative to existing Category I CPT codes.

Training

It is critical that ABA practitioners bill correctly using the new CPT codes, in order to ensure long-term proper reimbursement for services. All practitioners must learn to bill appropriately for their clients. Coding that is suitable in one region may not work in another depending on employee training, certification or licensing, and skills and specific client/patient needs.

ABAAI has provided free CPT code training for ABA practitioners in five cities since last fall and has plans for another four to six this year. In several states, ABAAI chapters hosted the workshops, while in others universities, provider organizations, and autism advocacy organizations have hosted sessions.

Training is also planned for attendees at the Ninth Annual Autism Conference, Friday, January 23, 2015, 7:30 am–9:30 am at the JW Marriott Las Vegas Resort & Spa, as

well as at the 41st Annual Convention in San Antonio, TX, in May (time and venue to be announced).

Please contact ABAAI if you are interested in scheduling training for your organization.

Other Resources

ABAAI members can log in to their online ABAAI portal accounts at www.abainternational.org/portal, click on the white “Tools” link near the top left of the page, and then choose the “Available Tool” called “CPT Code Resources.” From here members will find links to resources such as slides from past training workshops, answers to frequently asked questions, a list of the 16 codes, and more.

What's Next?

ABA practitioners should not file reimbursement claims using these codes until they are assured that appropriate insurance coverage is in place. The codes are currently contractor priced, which means that each insurance contractor decides what payment will be assigned to each code.

A word of caution: We need to be very careful to avoid accusations of violating the federal Stark law—that is, of price fixing—by inadvertently implying that specific dollar billing values are already recommended. The AMA will not convert these new codes from Category III to Category I (with specific values) through its Relative Value Scale Update Committee (RUC) until sufficient claims data are reported to demonstrate widespread use across the United States.

It is essential that sufficient experience be established with these new codes as a basis for attaching values to them; therefore, ABA providers in each state need to request reimbursement with their major insurers. We believe that starting with Medicare and Medicaid might help other insurers develop their payments more quickly. Please share your successes regarding insurance and reimbursement with ABAAI.

We also encourage insurers to value the codes and inform providers about their use (through provider newsletters, for example).

Over time, these codes will result in systematic and standardized valuation of ABA services, as well as help to simplify and streamline billing and collection processes. ❖



Siegel and Bryson:
Are You
Hurting
Parents and
Children?

BY SUSAN WILCZYNSKI AND SHAWN QUIGLEY

Photography: MARTIN BURCH

Note: The following letter was signed by the Practice Board for the Association for Behavior Analysis International in response to a recent post on the Time Magazine blog (Ideas Parenting) entitled, "Time-Outs Are Hurting Your Child" (published September 23, 2014; <http://time.com/3404701/discipline-time-out-is-not-good/>).

In their recent article, "Time-Outs Are Hurting Your Child," Siegel and Bryson risk hurting parent-child relationships by offering unsupported opinions and ignoring the multiple studies that show time-out is an effective parenting strategy. We agree that when parents reject their child it can create immediate and long-term problems, but the authors' leap of equating time-out with rejection of the child is unfounded and dangerous. Children thrive on predictability; knowing a parent consistently provides love and attention when a child is being kind to others and safe is an important part of the predictability equation. Parenting experts call these positive, shared experiences "time-in." In fact, time-out does not work unless parents use time-in. However, the other half of the predictability equation is that children learn there are consistent consequences for serious rule violations. Time-out is an effective consequence and children make sense of their world when time-in and time-out are predictably combined. In life, there are consequences for people's significant misbehavior. Older children get kicked out of school; adolescents and adults may lose their jobs or, worse still, end up in prison. The way children can avoid these devastating and life-altering consequences is to learn how to regulate their own response to difficult situations. Time-out gives them the chance to practice self-calming techniques in a safe environment—with their loving parents.

Siegel and Bryson suggest parents set "clear limits" while talking about the problem behavior. If parents' immediate response to children's aggression, self-injury, or tantrums is to hug them and talk about what happened, the problem is likely to get worse instead of better. What children will learn is that the best way to get mom and dad's attention is to misbehave. Talking about the rules and consequences is important, but parents who have these discussions when their child is calm and ready to listen will teach their children more about limits and still maintain a positive relationship.

All parents want their children to be happy, respectful of themselves and others, and fully and positively engaged with the world. Trying to achieve this makes parenting the most difficult job on the planet. Parents do not take sick or vacation time when their child misbehaves; they deal with their children's behavior (and misbehavior) 24 hours a day,

7 days a week. Parenting can be so stressful that even the best parents may turn to physical punishment when they are exhausted and overwhelmed with a child that is biting them, hitting a sibling, or screaming for hours at a time. It is dangerous to tell parents not to use an effective parenting technique like time-out, particularly when offering no other realistic alternative leaves a vacuum in which parents are likely to respond with physical punishment.

Within the context of the above information, it seems appropriate to suggest how readers might learn to implement "time-in" and "time-out." Alan Kazdin, past president of the American Psychological Association and director of the Yale Parenting Center and Child Conduct Clinic, has provided such a resource. In his book titled, *The Kazdin Method for Parenting the Defiant Child*, Dr. Kazdin

provides much information regarding parenting strategies. One particular strategy discussed, is the use of "time-in" and "time-out." He summarizes the above points with this statement, "The point of using the term 'time-out from reinforcement' is to keep your focus on punishment as a (minor) element of a positive reinforcement program and to help you move away from thinking of a time-out as giving the child a chance to contemplate his crimes ..." (p. 141). Furthermore, he states, "I'll say it one more time: research shows that the effectiveness of time-out depends on the effectiveness of time-in ..."

In contrast to Siegel and Bryson, the members of the Practice Board for the Association of Behavior Analysis International state time-out can be an effective parenting strategy if understood and implemented correctly. Resources, such as the one listed above, can assist parents and grandparents in learning about and implementing time-out effectively. ❖

If parents' immediate response to children's aggression, self-injury, or tantrums is to hug them and talk about what happened, the problem is likely to get worse instead of better. What children will learn is that the best way to get mom and dad's attention is to misbehave.

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ABAI Practice Board Members

Susan Wilczynski (author)	Ronnie Detrich
Shawn Quigley (author)	Thomas Higbee
Jennifer Zarcone (chair)	Meeta Patel
Ed Daly	Robert Ross

Update from the ABAI Publication Board

BY ANNA INGEBOG PETURSDOTTIR

The ABAI Publication Board consists of the editors of the four ABAI journals and a board coordinator. In 2014, James E. Carr was appointed the editor of *The Analysis of Verbal Behavior* (TAVB) as Anna Ingeborg Petursdottir completed her term. Dr. Petursdottir was in turn appointed as the Publication Board coordinator as Mark Branch finished his term. The other members are Mark Dixon, editor of *Behavior Analysis in Practice* (BAP); Matt Normand, editor of *The Behavior Analyst* (TBA); and Ruth Anne Rehfeldt, editor of *The Psychological Record* (TPR).

Significant changes have recently occurred in the publication of the ABAI journals. In 2013, ABAI entered into a co-publishing agreement with Springer to publish what were then the three ABAI journals (BAP, TAVB, and TBA) starting in 2014. ABAI then acquired TPR as its fourth journal, also to be co-published by Springer. The partnership with Springer has brought several positive developments for authors. First, submissions are now accepted through an online editorial management system that facilitates the editorial process and will likely have the effect (although the data are not in yet) of decreasing manuscript processing times. Second, articles are now published online as soon as they are ready for publication, which may be several months before they appear in print.

As a result, delays between final acceptance and publication are greatly reduced, and articles can be read and cited much earlier than before. Third, authors now have the opportunity to submit supplemental material (including additional figures, tables, video and audio clips, etc.) to be published electronically online along with the article itself. In addition, starting in 2014, TAVB publishes two print issues per year instead of just one, whereas the publication frequency of the other journals remains unchanged for now (two issues per year for BAP and TBA, and four issues per year for TPR). Readers of the ABAI journals may have noticed that an institutional or personal subscription is now required to access recent journal content (single articles can also be purchased online without a subscription). However, articles will continue to be deposited into PubMed where they will be available to the general public free of charge following a 2-year embargo.

The editors of the journals have worked hard to facilitate the transition to Springer and the publication board will continue to work on any issues that may arise from the transition. A challenge that remains for the three smaller journals (BAP, TAVB, and TBA) is to increase the number of high-quality submissions. The publication board encourages ABAI members to consider these journals as outlets for their work.





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Updates From ABAI's Affiliated Chapters

ABA Colombia

BY WILSON LÓPEZ-LÓPEZ , MARIA CONSTANZA AGUILAR,
AND LUIS MANUEL SILVA

Applied behavior analysis and its efficacy as a therapy for autism spectrum disorders has been at the center of an important discussion this year, with a major development being reported by the Colombian newspaper *El Tiempo* (November 26, http://www.eltiempo.com/vida-de-hoy/salud/terapias-para-ninos-autistas_13225852-4):

"The Vice Minister of Social Protection, Norman Julio Muñoz, was the subject of a complaint with the State Prosecutor's Office regarding his claim that applied behavior analysis-based therapies (ABA), widely used in cases of autism spectrum disorders, have no scientific support and are more educational than therapeutic in nature, which is why the health care system should not cover their costs.

The filer, Víctor Velásquez Reyes, argues that the Vice Minister's statement prevents people with disabilities, especially children, from getting medical attention, violates fundamental rights, and goes against the constitution and certain rulings related to treatment within the health care system.

ABA therapies, which are delivered under writ of protection ("Tutela"), apply techniques based on task division, going from the simplest to the most complex ones, through a series of steps that allow for the modification of behaviors in children with autism spectrum disorders. Certain tools stemming from physical, occupational, and speech therapies, along with other alternative methods including animal support, may also be used within the ABA framework.

However, the Ministry of Health started an analysis of the relevance, effectiveness, and scientific evidence behind these therapies, given the high volume of recoveries paid by the system, which reached 110,000 million pesos in April of 2006.

After reviewing the evidence, the Institute of Assessment of Health Technologies (IETS), the Colombian Psychiatric Association, the Colombian Association of Child Neurology, and the Colombian Association of Physical Medicine and Rehabilitation, came to the conclusion that ABA therapies have insufficient support to be recommended in cases of autism or cerebral palsy."

State authorities have thus stated that if ABA methods are not the most efficient, the system will not continue to pay for them, and according to the analysis, this should be the case.

There are at least two challenges associated with this issue: The first is to provide the evidence and the empirical support that shows ABA has been successful and has been

recognized as an empirically supported therapy; this requires carrying out meta-analytic studies, because showing many studies supporting its efficiency is not enough—this support should be presented in the same way as in other health-related fields. The second challenge is to review the training processes that can result in professional certification of individuals and institutions claiming to use ABA methods.

This requires the development of training programs in behavior analysis that lie outside the psychology curricula, most likely postgraduate training, with high technical, conceptual, and methodological criteria and supervised practice. Nowadays, behavior analytic training in Colombia is delivered through certain modules during the undergraduate degree, which are insufficient to ensure certified quality practice. Even though some postgraduate degrees feature behavior analytic content, they are not clearly oriented toward training behavior analysts.

How has this problem been solved? The community has ended up using ABA-like interventions in an unsystematic way, without the rigor that should be a hallmark of proper ABA interventions. This has naturally led to a loss of confidence in ABA and to complaints by state institutions and the society at large.

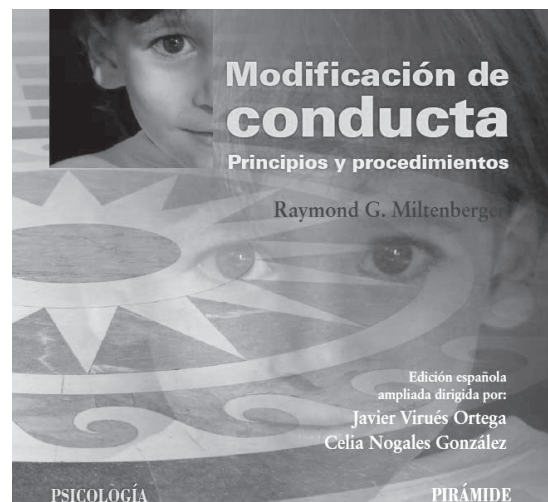


Figure 1. Cover of *Modificación de Conducta* by Raymond G. Miltenberger (Spanish edition edited by J. Virués-Ortega and C. Nogales-González).

For this reason, a proposal has been made that the Colombian College of Psychologists, the institution that regulates professional practice of psychology in Colombia, take over certification of individuals and institutions claiming to use ABA methods. Certification obtained in other countries such as the United States or Spain would not be enough, given that the college has the infrastructure to carry out regular professional certification processes. ABAI can provide a valuable service in this direction, if it decides to collaborate with the ABA Colombia affiliated chapter.

When society and policymakers question our methods, the discussion starts transcending academic debates and incorporates elements of social responsibility, of the need to provide evidence of the strengths of behavior analysis, and of ensuring that there are solid and high-quality professional training and certification programs. There are social and ethical implications for all this.

We will face steep challenges in 2014 and in the forthcoming years. We need to clearly show the developments and the potential of ABA methodologies. Today, we need all the international support we can get in order to influence public policy. We are also sure that something similar may be happening in other Latin American countries.

ABA Saudi Arabia

BY SUSAN A. AINSLEIGH

ABA Saudi Arabia was accepted as an affiliated chapter of the Association for Behavior Analysis International on May 31, 2013. Upon its founding, ABA Saudi Arabia published the following mission statement:

“ABA Saudi Arabia was created with the mission to disseminate information about the science of applied behavior analysis and support the development of and access to behavior analytic services for people in need. To accomplish this mission, the chapter seeks to support the development of graduate opportunities for appropriate candidates within Saudi Arabia, plan and support continuing education for practicing behavior analysts, and advocate for the right to community-based access to behavior-analytic services through governmental and regulatory channels in Saudi Arabia.”

The founding and current officers are Mona Al-Haddad, MEd, BCBA, president; Susan Ainsleigh, Ed.D., BCBA-D, president-elect; Michelle Kelly, Ph.D., BCBA-D, secretary; Bethany Condo, MEd, BCBA, treasurer; Reema Abu Najela, BS, publications officer; and Khulood Eshaq, student officer. ABA Saudi Arabia has experienced a successful first year in the drive to accomplish its mission. Beginning with a membership drive, ABA Saudi Arabia has recruited members throughout the Kingdom of Saudi Arabia, the Middle East, and globally, drawing together individuals living and working in Saudi Arabia and individuals worldwide committed to the dissemination and growth of ABA in the Middle East region. Currently, ABA Saudi Arabia has a membership of 30 individuals, consisting of practicing behavior analysts, professors in behavior analysis, students (graduate and undergraduate), practicing speech pathologists, and community-based individuals interested in the success of ABA in Saudi Arabia.

Given the limited knowledge about applied behavior analysis (ABA) within Saudi Arabia and limited educational opportunities related to ABA in Saudi Arabia and

throughout the Middle East region, ABA Saudi Arabia is committed to an ambitious schedule of education and awareness about ABA in its initial years. Throughout this year, its founding members have conducted regular workshops and awareness on topics and activities related to ABA in Saudi Arabia. Ms. Mona Al-Haddad and Dr. Michelle Kelly represented the chapter at the International Exhibition and Forum for Education (IEFE) in Riyadh from February 3–6, 2014. Two workshops on behavior analytic topics were presented by President Mona Al-Haddad and Secretary Michelle Kelly. In January 2014, president-elect Dr. Susan Ainsleigh presented a workshop at the King Faisal Specialist Hospital, Center for Autism Research, in Riyadh, Saudi Arabia, entitled “Teaching Language: A Behavioral Approach.” Finally, two workshops on advanced topics in ABA were presented by chapter officers and members at the annual symposium of the Jeddah Institute for Speech and Hearing in March 2014 by members Susan Ainsleigh; Shumaila Jaffrey, BCBA; and Chenyan Yuan, BCBA. These workshops offered CEUs to attending behavior analysts and provided continuing education for behavior analysts on the topics of behavioral assessment and supervision in ABA.

Under the leadership of Dr. Michelle Kelly, ABA Saudi Arabia secretary, and with the support of Dar Al Hekma University in Jeddah, Saudi Arabia, ABA Saudi Arabia applied for and was awarded a Society for the Advancement of Behavior Analysis (SABA) International Development Grant in 2014. The focus of the work supported by this grant has been translation of ABA resources into Arabic. The chapter has completed the first of its projects in this area—translation of a glossary of terms from English to Arabic. This glossary was distributed at the May convention and will be shared for publication and distribution on the BACB website.

ABA Saudi Arabia published its first newsletter, *ABA in KSA*, in March 2014. This newsletter, published both in English and Arabic, introduced the ABA Saudi Arabia chapter to the service community in Jeddah, throughout Saudi Arabia, and the Middle East region, and was widely disseminated via email, social networking sites, and at the ABAI convention in May 2014. ABA Saudi Arabia joined the international ABA community with its first presentation at the ABAI annual convention in May 2014 in Chicago, Illinois.

ABA Saudi Arabia is committed to increasing access for individuals in Saudi Arabia to behavior analytic services. To this end, the chapter plans collaborative work in the upcoming year with educational, governmental, and regulatory channels in the field of ABA and within the Kingdom of Saudi Arabia. Issues such as licensure of professionals, graduate training opportunities, and support for families and service providers are priorities. Furthermore, ABA Saudi Arabia has plans for an annual conference in 2014 or 2015 to be held in the city

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of Jeddah, Saudi Arabia, and focusing on continuing education opportunities for practicing behavior analysts and increasing knowledge and learning about ABA for all members of the Jeddah community and throughout the region. ABA Saudi Arabia is strongly supporting the efforts of the University of Nevada, Reno; the King Faisal Specialist Hospital's Center for Autism Research in Riyadh, Saudi Arabia; and Dar Al Hekma University in Jeddah, Saudi Arabia, in their efforts at developing and offering graduate-level educational programs in ABA within the Kingdom.

ABA Saudi Arabia welcomes members at the full, affiliate, and student level. Membership is open to all individuals interested in or actively engaged in behavior analysis. Any person wishing to become a member must submit a completed application form and pay annual membership dues. Contact abasaudiarabia@gmail.com or malhaddad@dah.edu.sa for membership information.

Central China ABA

BY SHI DAN, TRANSLATED BY SHAN LIN

Here are our chapter accomplishments over the past years and upcoming plans:

- November 2012: International ABA conference in Beijing (www.cafsn.cn/guduzheng/xwdt/content/2013-06/07/content_30448609.htm)



Figure 1. Speakers and coordinators at the 2012 International ABA conference in Beijing.

- June 2013: The Autism Committee of the China Association of Persons with Psychiatric Disabilities and Their Relatives (CAPPDR) collaborated with SEEK Education, Inc. in Los Angeles, CA, USA, to develop ABA education and training programs in China. This is a long-term collaboration, and we wanted to lay the groundwork for professionals in the autism community in China to grow and advance their professionalism on both theory and practice levels. We also did this to encourage professionals to become certified by the BACB, starting with BCaBA certification and progressing from there (www.cafsn.cn/guduzheng/xwdt/content/2013-08/24/content_30450644.htm).



Figure 2. Autism Committee of the China Association of Persons with Psychiatric Disabilities and Their Relatives, June 2013.

- August 2013: CAPPDR invited James Carr, Ph.D., BCBA-D, president of the BACB, and Jane Howard, Ph.D., BCBA-D, along with Sharon Chien, chairperson of SEEK Education, to Beijing. Representatives from the faculty of seven universities came to join CAPPDR officials to meet with Dr. Carr and Dr. Howard, who were there to show support for the chapter and upcoming BACB-approved BCaBA course sequence. The conference also addressed the current issues of education and legislation with respect to ABA and autism treatment (www.cafsn.org.cn/guduzheng/xwdt/content/2014-04/13/content_30456664.htm).



Figure 3. CAPPDR representatives with James Carr, Jane Howard, and Sharon Chien in Beijing.

- March 2014: BACB-approved BCaBA course sequence information was posted on the chapter website (http://blog.sina.com.cn/s/blog_a3f9b5bd0101kyqv.html) \ "bsh-24-386694034).
- The chapter held an ABA conference on parent training, during May 31–June 1 in Beijing. Please also see the following links: www.weibo.com/p/1006062751051197/weibo \ "3705141633276451 and http://blog.sina.com.cn/s/blog_a3f9b5bd0101kyqv.html \ "bsh-24-386694034
- The BACB-approved BCaBA course sequence launched in May 2014.

Here is a list of additional accomplishments:

- April 2013: Volunteer medical consultation on World Autism Awareness Day (ABA introduction to the public). Speakers included Prof. Xu Haiqing (Chairman of CCABA), Dr. Wang Hong, and Dr. Wu Meirong



中国精协孤独症委员会
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2014 年中国精协和康纳洲孤独症家庭支援中心 ABA 家长培训

5/31(周六)	家长培训	讲员
08:00-08:30	报到	
08:30-08:45	开场及简介	
08:45-9:30	Applied Behavior Analysis: A Science for Improving the Quality of Life for Children with Autism and Their Families 应用行为分析: 提升孤独症儿童及其家庭生活品质的科学	主讲: 柯淑惠 Sue Ke, MA, BCBA 内华达大学雷诺分校博士班 展望教育中心亚洲区主任
9:30-10:20	Current practice of ABA service for individuals with special needs in the States 应用行为分析在美国的服务模式介绍	主讲: 张证恩 Grace Chang, MS, BCBA 美国亚利桑那州普利斯谷中北大学博士候选人 展望教育中心研发主任
10:20-10:30	Break 中场休息	
10:30-11:45	Early and Intensive Behavioral Treatment of Autism and its effectiveness ABA 在早期干预中的应用及效果: 传统 DTT 与语言行为教学模式的比较	主讲: 陈美玲 Joey Chen, MS, BCBA 展望教育中心行为分析师 郭淑芬 Vivian Kou, BA, BCaBA 展望教育中心亚洲区行为分析师
11:45-12:00	问题解答	
12:00-13:30	Lunch 午餐	
13:30-15:00	Verbal Behavior Teaching for Autistic Individuals of Different Ages 语言行为教学在孤独症生命全程中的应用 Lesson Plans and Systemized Training ABA 课程设计及系统化教学实践	主讲: 柯淑惠 Sue Ke, MA, BCBA 内华达大学雷诺分校博士班 展望教育中心亚洲区主任 王韶安 Anne Wang, BA 展望教育台北中心教学组长
15:00-15:15	Break 中场休息	
15:15-16:40	ABA 在孤独症青少年和成人的应用: 社区融合服务和职业训练	主讲: 张证恩 Grace Chang, MS, BCBA 美国亚利桑那州普利斯谷中北大学博士候选人 展望教育中心研发主任
16:40-17:00	问题解答	柯淑惠 Sue Ke, MA, BCBA 内华达大学雷诺分校博士班 展望教育中心亚洲区主任 陈美玲 Joey Chen, MS, BCBA 展望教育中心行为分析师 郭淑芬 Vivian Kou, BA, BCaBA 展望教育中心亚洲区副主任

Figure 4. Schedule for parent training conference in Beijing.

See CHINA on page 34

CHINA continued from page 33

- Every weekend in 2013 saw family training for parents with ASD children. Speakers included Prof. Xu Haiqing, Prof. Wang Feng, Dr. Wang Hong, Dr. Wu Meirong, Dr. Luo Lan, and Dr. Ding Lihua.
- December 2013: Hubei Provincial Special Children Association annual meeting (<http://dict.cn/rehabilitation>). Speakers included Prof. Xu Haiqing, Dr. Wang Hong, and Dr. Dai Qiong.
- April 2014: Third annual meeting of Chinese academic leaders in autism (sponsored by China Disabled Persons Federation, CDPF). Speakers included Prof. Xu Haiqing, Prof. Wang Feng, Dr. Wang Hong, Dr. Wu Meirong, and Dr. Ding Lihua.
- Our quarterly in-house literature on ABA learning skills.

Association Française— Les Professionnels de l'Analyse du Comportement

BY CHERICE R. CARDWELL

Association Française—Les Professionnels de l'Analyse du Comportement has been very busy since 2011. We received approval to provide the BACB course sequence in the summer of 2011, and in February 2012 we launched our first cohort. This first cohort consisted of 11 professionals coming from France, Switzerland, and Morocco. We are very excited about the opportunity to train professionals here in France and are currently in the midst of training a new cohort that should finish their training at the end of 2014. One of the chapter's many missions is to promote behavior analysis throughout France, and at the start of 2014, we began a partnership with ABA Auvergne, a local parent association, to disseminate behavior analysis and to provide training to the region's parents and professionals. In conjunction with the psychology department of the University of Nantes, we assisted in the development of a university diploma in ABA and autism. This university diploma is aimed at training professionals at the university level and is only one of two programs of its kind available in France. Courses for the university diploma began in January 2014. The program will run for 18 months. Our current goals for 2014 include a full-scale membership drive to include professionals working throughout France and its territories.

Georgia ABA

BY NIC WEATHERLY

It was another exciting year for the Georgia Association for Behavior Analysis (GABA)! The 2013 conference was extremely well-received and addressed important issues across a range of topics. We were proud to have another round of great speakers this year, including Dr. David Wacker, Dr. Bill Ahearn, and Dr. Jack Marr. The

membership of GABA has been steadily growing as the impact of behavioral services in Georgia continues to create demand for behavior analysts in the state. GABA has maintained its role as an active leader in the Georgia public policy arena, continuing to support efforts related to autism insurance reform and working hard with organizations such as the Behavior Analyst Certification Board and the Association of Professional Behavior Analysts to help disseminate the science and protect the rights of behavior analysts in Georgia. We're always keeping busy and have a number of efforts currently in the works, so we're all looking forward to another productive year!

Israel ABA

BY EITAN ELДАР AND MICHAEL HIRSCHMANN

Israel ABA (IABA) was established in 2003, held its first conference shortly afterwards, and has been offering a yearly conference and workshops ever since. IABA is growing consistently, reaching more than 140 members. All of the IABA members actively support ABA in various academic and clinical fields, and hundreds of professionals participate in IABA's activities every year.

More than 200 students are studying yearly in two approved BACB programs. This figure is growing dramatically and consistently, indicating a substantial need and interest among educators, clinicians, and decision makers. These programs are offered at Tel-Aviv University, led by Dr. Shiri Ayvazo (BCBA-D) and by Prof. Amos Rolider (BCBA-D), and at the Kibbutzim College, led by Dr. Eitan Eldar (BCBA-D).

IABA has published the Hebrew version of ABA ethical principles, and a Hebrew glossary of ABA terms. The BACB task list has been translated too, in cooperation with the BACB. The first BACB Hebrew exam is about to be offered starting January 2015. A few textbooks have been published in Hebrew, written by several Israeli scholars. Notably, most of the students who have graduated from the above-mentioned programs were employed in a variety of educational and clinical agencies in Israel. Some already hold key positions in the education system and other organizations.

The Ministry of Education has recently appointed a nationwide ABA advisor, and regional advisors have gradually taken the lead in their areas. This is an important development, showing the growing interest of educators in our field. On the same note, the Ministry of Health has issued new regulations defining the role of behavior analysts in their special education institutions, while allocating specific ABA hours to the curriculum. A new bill related to autism is now being offered to the Israeli parliament. Behavior analysts play a major role in most clauses.

IABA has the following goals:

- Promote ABA as a leading science of human behavior
- Gain recognition of the discipline as a distinct and unique profession by the Ministries of Health and Education

- Have more members and friends join IABA
- Offer an ABA newsletter/journal in Hebrew
- Expand the number of approved ABA programs and initiate the first full graduate program in ABA
- Promote experimental and applied ABA research in Israel
- Strengthen our ties with the BACB and ABAI, and encourage more Israelis to take part in their activities
- Join forces with the Israeli Certified Behavior Analysts Organization

The 2014 IABA conference met in the southern city of Ashdod to support behavior analysis in this region. About 200 participants discussed the issue of multidisciplinary aspects of collaboration among professionals. The conference was based on discussion groups. Content has been summarized and will be presented in the next issue of the IABA newsletter. This year was the first time IABA conducted electronic elections. Registration and membership were first collected using PayPal. Both new endeavors were very successful.

Lone Star ABA

BY GERALD E. HARRIS, CHRISTIE ENZINNA, AND ELLEN CATOE
The Lone Star Applied Behavior Analysts (LSABA) chapter was established in 2009 to provide community support for professionals and students in the field of applied behavior analysis. Houston-area members include practitioners as well as educators, and those who work in either the public or private sectors. While a majority of the members are involved in the application of ABA to children with autism, LSABA recognizes and supports those professionals who show the utility of ABA in application to a wide variety of populations and problems.

The regular LSABA meetings continue to be an excellent forum to inform practitioners of ABA-related news, events, and issues. At the beginning of each meeting, different committee chairs or members will present specific information on current issues, followed by a lively discussion of local relevance.

Legal issues related to the practice of ABA are of course forefront in professional minds. The LSABA legal committee is devoted to monitoring, informing, and (where appropriate) influencing local laws and regulations concerning the practice of ABA. LSABA monitors new or evolving laws and regulations affecting the practice of ABA in the Houston area, tells members about opportunities to voice their opinions and concerns, provides relevant information to governmental individuals and agencies enacting and implementing those laws and regulations, and educates providers and the community on the practical impact for them. This past year LSABA has voiced positions on several Texas legislative and regulatory issues, including definitions of “ABA provider” for public assistance programs.

The many local ABA practitioners are particularly

interested in third-party insurance issues related to ABA treatment for children with autism. LSABA has worked with insurance companies as they develop their systems to accommodate ABA services, informing and shaping the evolution of reasonable payments for quality services. LSABA has also provided information to ABA providers to assist them in complying with and benefiting from the new third-party payment systems.

Each LSABA meeting includes a continuing education component, with approved CEU credits. Current ABA research articles are selected, presented, and discussed in depth. The mix of practitioner and scholar viewpoints involved typically results in a very informative, lively, and interesting educational experience.

An important goal of LSABA is to inform and support the use of applied behavior analysis in the Houston area. To that end, we work closely with the Houston Families for Early Autism Treatment (FEAT). An LSABA representative attends and participates in FEAT board meetings in order to facilitate communication between the two groups and help coordinate local ABA support activities. Such activities include LSABA BCBA's providing regular full-day ABA workshops for the community. The “ABCs of ABA” workshops provide a basic foundation in ABA for parents, teachers, and others, while the “123s of ABA” provide more detailed information about specific applications. This past year LSABA conducted six full-day workshops for the community. These were well attended, and feedback collected was very positive.

LSABA also supports local organizations and participates in local events to promote ABA within the community to both professionals and consumers. For example, LSABA had representatives at many of the Houston-area autism awareness events this year. Information is provided to attendees about the profession of ABA and local services available.

LSABA continues to be very appreciative of support and recognition from the state chapter, Texas ABA (TxABA), and works cooperatively with them to further the goals of ABA professionals. There is a good system of information exchange in place, and LSABA and its members individually participate in and assist with TxABA activities and events, such as the annual TxABA convention.

At the national and international level, LSABA has certainly been supported and encouraged by ABAI, and expresses gratitude for all the assistance of that organization. As an Affiliate of APBA, LSABA has also received welcome support and encouragement from that organization.

Overall, for a still young organization—about 5 years old now—LSABA appears to have a good foundation and a good track record of accomplishments. LSABA is certainly blessed with having dedicated and caring members, and excellent support from the ABA professional establishment.

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Montana ABA

BY CHERYL YOUNG-PELTON

The Montana Association for Behavior Analysis (MT ABA) entered its first year of existence with 16 members from several regions across the “big sky” state. This new affiliate chapter began with 10 founding signatories in August 2013. From that point, MT ABA organized an informational meeting in October 2013 and held its first meeting as an officially recognized chapter in January 2014. MT ABA has already undergone the process of becoming a 501(c)(6) organization and LLC.

Montana ranks fourth in size among states in the US (147,164 square miles). Not only was distance to meetings a concern, but hazardous travel in difficult weather (especially during winter) was also on the mind of the chapter’s founders. So, the chapter decided to hold its meetings at two university locations (Billings and Missoula) and also offered an opportunity for members to join us via the Internet.

MT ABA was created with the mission to promote the field of behavior analysis with support for (a) education, (b) research, and (c) practice. MT ABA would like to recognize those who stepped forward to be founding officers and board members: Cheryl Young-Pelton, Katherine Gillispie, Traci Sell, Renae Jones, and Sandra Marisdotter-Nickel. New members are welcome to join under one of the following categories: (a) Full member, (b) Student member, or (c) Friend of Behavior Analysis.

Members of MT ABA have been doing good work to promote the science of behavior analysis in both education and practice. The chapter has formed a few working committees, and new members are encouraged to join one of the following: dissemination of information, research and scholarly work, practice, and policy. Some members formed a journal study group to earn continuing education credits and stay current with literature and research. Montana State University Billings began preparing behavior analysts in 2009 and hopes to have the program ABAAI-accredited. Several members have made practice concerns their priority (insurance for ABA services, etc.). Other members are equally busy establishing themselves in the field and getting the message out that behavior analysis is alive and well in Montana.

At the 40th ABAAI Annual Convention, MT ABA members participated in affiliated chapter training, held an annual chapter business meeting, and enjoyed the Expo. Future activities will include supporting behavior analytic presentations and workshops through continuing education events and further promoting behavior analysis as both science and practice in Montana.

Norsk Atferdsanalytisk Forening

BY ERIK ARNTZEN

In 2013, Norsk Atferdsanalytisk Forening—the Norwegian Association for Behavior Analysis (NorABA) had about 850 members, and this number has been relatively stable for the past 15 years. The vast majority of the members hold a bachelor’s degree in social welfare; however, an increasing number of members hold a master’s degree in behavior analysis.

NorABA arranges an annual conference; the number of attendees this year was 790. The conference was 4 days long with five to six parallel tracks. In 2013, we had presentations within all domains of behavior analysis, and there is growing interest in both experimental and conceptual issues. Also, translational research was presented. Professor Hank Schlinger (California State University, LA) was an invited speaker, and he gave a couple of presentations: “Have a Dream: My Hopeful Future For Behavior Analysis” and “Conditioning the Behavior of the Listener.” The poster session in 2013 continued, and thus was a welcomed opportunity for students to participate.

NorABA publishes two journals: *The Norwegian Journal for Behavior Analysis* and *The European Journal of Behavior Analysis* (EJOBA). *The Norwegian Journal for Behavior Analysis* is published quarterly. The journal is peer-reviewed and publishes papers on research, practice, and conceptual issues in behavior analysis—mainly in Norwegian. Since 2011, abstracts in English are included. EJOBA is a peer-reviewed journal published twice a year and primarily features original publications of experimental reports and theoretical or conceptual papers relevant to the analysis of the behavior of individual organisms. EJOBA has published a number of special issues since its first volume in 2000. The last issue of EJOBA included a special issue from the European ABA conference in 2012 and the Experimental Analysis of Behavior Group conference in London in 2013.

Polish Association of Behavioral Therapy

BY EWA KULIGA

Polskie Stowarzyszenie Terapii Behawioralnej (the Polish Association of Behavioral Therapy; PABT) is a countrywide nonprofit organization, consociating active practitioners of behavioral therapy. PABT’s mission is to provide multidirectional, comprehensive, and professional help to the disabled—in particular to persons suffering from emotional and intellectual disabilities—and to their families. Another vital purpose of PABT is promoting behavioral therapy among therapists and academics.

Currently, PABT has more than 100 registered members from every significant behavioral therapy center in Poland, as well as the parents of persons undergoing behavioral

therapy and other concerned experts (physicians, academics, and students). It provides substantial patronage for and cooperates with a number of Polish centers and institutions (in Gdansk, Kielce, Krakow, Warsaw, Zabrze, etc.) focused on providing effective help to persons with autism, and publishes the informational periodical *Krok Za Krokiem (Step by Step)*, which contains articles by world-renowned experts on teaching persons with autism. PABT has promoted behavioral therapy by organizing specialist trainings for a wide range of attendees (mainly the teachers and parents of the emotionally and developmentally disabled). More than 700 participants attended such trainings in 2013.

The boards of Poland's two ABAI affiliated chapters (i.e., PABT and the Polish Society for Behavioral Psychology) have initiated a joint program aimed at unifying the formal requirements for behavioral therapists in Poland. The aim of these actions is to consolidate and formalize the occupational trainings for behavioral therapists that are currently in place in Poland and thus define the requirements for practicing therapists in order to make behavioral therapy clearly identifiable with the highest quality of therapeutic services. Therefore, in light of that common goal, the two associations have decided to create a registry of practicing behavioral therapists in Poland to integrate and regulate the existing system of trainings and occupational education that enables applicants to obtain the title of behavioral therapist. As of this moment, 114 people in Poland have been granted the title of licensed behavioral therapist. A set of theoretical and practical trainings framed as five preparatory routes, as well as the appropriate examination criteria, have been prepared for persons applying for the granting of the occupational title of behavioral therapist:

- Route I (for practicing therapists) includes submitting an official application for the granting of the title of behavioral therapist. The application shall include a confirmation of the applicant's qualifications, documents confirming no less than 3 years of professional practice under supervision, and a positive reference from the head of the relevant therapy center.
- Route II includes completion of a three-level course in behavioral therapy and at least five specialization courses, completion of no less than 30 days of internships at any of the collaborating centers, 2 years of professional practice under supervision (a minimum of 50 hours of supervision per year), and a positive reference from the supervisor.
- Route III includes completion of the following courses from the Institute of Psychology at Jagiellonian University: "Wprowadzenie do Psychologii Behavioralnej (Introduction to Behavioral Psychology)" and "Terapia Behavioralna: Teoria i Praktyka (Behavioral Therapy: Theory and Practice)," completion of at least five specialization courses, no less than 20 days of internships at any of the collaborating centers, 2 years of professional practice under supervision, and a positive

reference from the supervisor.

- Route IV includes completion of the postgraduate studies in applied behavior analysis at the Warsaw School of Social Sciences and Humanities, completion of no less than 20 days of internships at any of the collaborating centers, 2 years of professional practice under supervision (a minimum of 50 hours of supervision per year), and a positive reference from the supervisor.
- Route V includes completion of the postgraduate studies in applied behavior analysis at the Sopot School of Social Sciences and Humanities, 1 day of work observation at no fewer than three collaborating centers, 2 years of professional practice under supervision (a minimum of 50 hours of supervision per year), and a positive reference from the supervisor.

PABT has conducted practical trainings (training and observational internships) for pedagogy (The Pedagogical University of Cracow, Jagiellonian University) and psychology (Jagiellonian University) students and tutors from other educational institutions.

PABT also organized the conference "Umiem Uczyc!" (I Can Teach!) for special education teachers. The participants included 350 special education teachers and psychologists from all over the country who professionally help persons with a wide range of disorders.

PABT continues to fulfill statutory activities in forms focused on helping the disabled:

The Behavioral Therapy Clinic (BTC) in Cracow and a local branch of the BTC in Wroclaw, Raciborz, and Czestochowa provide therapeutic support for the families of developmentally and emotionally challenged persons from all over Poland. The BTC's operations include diagnostic consultations for children with suspected developmental disorders (performed usually by a committee consisting of a psychiatrist, a psychologist, a speech therapist, a special education teacher, and a rehabilitator) and conducting home therapy programs. The consultations are an opportunity to establish a program for therapy, and the parents are instructed on its implementation; during subsequent visits, such a program undergoes the necessary modifications and the parents' skills are further improved. Currently PBTA's BTC oversees home therapy for almost 2,500 families throughout Poland.

The Emergency Intervention Team is a short-term (up to 2 weeks) intensive therapy for persons with developmental and behavioral disorders and their families facing material and other hardships. In 2011, around 20 families from all over Poland used this form of therapy.

The integration classes are aimed at younger children with disabilities identified as placing on the autism spectrum, but possessing basic group-work skills. The classes are conducted on the basis of preschool teaching

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methodology and the principles of applied behavior analysis. The objectives of the classes are to integrate the children within a group and develop their social competence. There are currently eight children participating in the classes.

The social skills trainings are classes conducted in small groups and intended to develop positive social behaviors. The classes are aimed at older children with emotional disorders, Asperger's syndrome, and high-functioning autism. Eight students currently attend these classes.

PABT works to obtain resources that allow further development of the organization and introduce new statutory activities (including research programs).

One of the more important events of 2013 was a behavioral rehabilitation camp. Sixteen families from across Poland participated in the event. The camp involved intensive therapy work aimed foremost at instructing and supervising parents and guardians of persons with developmental and emotional disorders under the care of the BTC. The camp also included theoretical trainings, the purpose of which was to broaden and deepen the scope of the parents' and guardians' knowledge of applied behavior analysis.

Swedish ABA

BY ULRIKA LÅNGH

Swedish ABA (SWABA) had 155 members in 2013. Interest in behavior analysis in Sweden has grown over recent years, with increasing demands for applied behavior analysis from among parent and support groups for autism and developmental disorders. Interest among professionals is also growing, mainly among psychologists, special educational teachers, and speech therapists. There is also increased interest in OBM.

SWABA was represented at the 2013 ABAI convention in Minneapolis. During the convention, SWABA presented a poster during the Expo and bids were accepted for a unique SWABA t-shirt, the proceeds of which were donated to SABA's Unrestricted Fund.

Almost 100 people attended SWABA's autumn meeting in October 2013, and listened to talks on ACT with a Swedish hockey team, RFT and negative thoughts, motivating and interviewing people with disabilities, and OBM. Twenty-five people also listened to a talk on TAG teaching the evening before the autumn meeting.

In February 2014, SWABA's annual meeting was held and about 90 people participated. Topics included ABA research, OBM, and ABA in special schools. In September 2014, SWABA will host the next European Association for Behavior Analysis conference. SWABA holds its annual meeting during the first quarter of each year. In 2014, the fall meeting was held on October 17 in Stockholm.

SWABA supports the formation of special interest groups; information about each group is available on our

website. The chapter would like to encourage anyone who plans to visit Sweden or Scandinavia to contact Ulrika Lång (ulrika.lang@sl.se), the current president, to explore the possibility of meeting and/or lecturing.

Virginia ABA

BY KATE LEWIS

The Virginia Association for Behavior Analysis (VABA) elected all new officers and two board members this year. VABA's first action item for 2013 was to survey members to determine what they wanted from their state association. After reviewing the survey results the board and officers met to develop a plan. VABA developed a new mission through strategic planning.

"The mission of the Virginia Association for Behavior Analysis is to promote and support the practice, research, and dissemination of behavior analysis throughout the Commonwealth of Virginia." The strategic plan also lays out the following goals:

- To be well known in the community
- To provide quality service to our members
- To inspire a new generation of behavior analysts

There are several outcome measures, objectives, and initiatives for each of the goals, all of which address items from the survey results.

VABA designated a legislative liaison this year, Christy Evanko, who has been very instrumental in assisting with the new laws addressing licensure for behavior analysts in the Commonwealth of Virginia. VABA's legislative liaison has not only championed new bills to address the need for an advisory board, but has also helped several behavior analysts navigate the new law and obtain licensure.

VABA continues to host an annual conference. This year's conference was held in a new location in Leesburg, VA, on April 26. The keynote speaker was Dr. Jose Martinez-Diaz, who also presented a workshop on ethics the evening before the conference. There were four other speakers who presented on a variety of research topics and a poster session at this conference.

VABA will continue to work toward its goals outlined in the strategic plan this upcoming year. We look forward to launching a new website in the near future and continuing to offer professional development opportunities for our members.

Membership in VABA includes registration for the annual conference in the membership year. Members also benefit from up-to-date information about behavior analysis in Virginia as well as throughout the nation. Go to our website to become a member, www.virginiaaba.org, and please follow us on Facebook and Twitter at www.facebook.com/ABAVirginia and <https://twitter.com/VirginiaABA>. ❖

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Updates From ABAI's Special Interest Groups

Autism

BY ROBERT K. ROSS

The Autism SIG was established to enable practitioners and consumers of ABA-based services to communicate and collaborate. It has grown from a small group of dedicated professionals to more than 1,000 members in the largest SIG of ABAI. The Autism SIG has worked hard to develop a broad range of consumer resources to support those behavior analysts and consumers in providing high-quality, ABA-based services to children and families with ASD. To help accomplish this mission the SIG has developed a number of committees. Their purpose and activities are detailed below.

Consumer Resource Committee

This committee has been focusing on two projects:

- Revising the *Consumer Guidelines* for identifying qualified professionals in behavior analysis. This project was completed in the fall of 2013 and published in April of 2014 in the ASAT newsletter.
- Developing a *Parent and Consumer Resource Guide*. This project is still ongoing.

The *Consumer Guidelines* provide valuable information for consumers of ABA-based services. This resource was developed to help enable parents, school districts, and other professionals to identify qualified practitioners of applied behavior analytically based services for individuals with autism spectrum disorders. The current guidelines were last revised in the fall of 2007 and do not fully reflect the many changes that have taken place since that time. An internal committee (of Autism SIG members) was established to conduct the initial review (Chair Mary Jane Weiss, Robert Ross, Suzanne Buchannan, Andy Bondy, and Val Demiri), and a number of external review panels also participated in this revision. It was an enormous undertaking that included layers of planning and collaboration. We also want to thank some of those who were involved in our external review: Gina Green, Ph.D., BCBA-D; Dick Malott, Ph.D. BCBA-D; and Jim Carr, Ph.D. BCBA-D.

This project is the fourth revision to these guidelines and the most comprehensive of the revisions thus far. These revisions reflect the major changes that have taken place in autism treatment since the development of the BACB and the passage of licensing laws in a few states. The document was out of date, and the revision was a major undertaking that took much longer than planned. We went to great lengths to incorporate the input of each reviewer and to balance their perspectives while still ensuring that we produced a useful document for consumers. It was then sent to 14 external reviewers (including consumers, master's-level behavior analysts, and Ph.D.-level behavior analysts). Finally, the three major behavior analysis organizations

(ABAI, APBA, and the BACB) were asked to review and comment. The current document reflects the consensus opinions of all reviewers. The goal of this document has always been to educate and empower consumers. It should help potential consumers to identify competent behavior analysts. Our primary objective was to create a document that informs consumers about the wide range of criteria that may be used to identify competence/expertise in behavior analysis and its application to individuals with autism.

The second project that the SIG has been working on is a *Parent and Consumer Resource Guide*. This document is designed to provide information for parents and consumers who are advocating for ABA-based services. The committee working on this document includes Eric Larson, Jane Howard, David Celiberti, Pam Gorski, Lori Bechner, and Robert Ross. Much work still needs to be done on this project, but we are hopeful that we will have a concise and useful summary of relevant information to enable parents and consumers to effectively advocate for ABA-based services ready for next year.

Membership Committee

This year we have maintained our membership at more than 1,000 members! The Autism SIG remains the largest special interest group within ABAI. The Autism SIG welcomes all members to join our committee. There are no fees required, and membership information is kept confidential. For more information, email our secretary/treasurer, Lauren Pepa, at autismsig@gmail.com.

Student Research Award

We sponsor an annual student research award. This year a committee reviewed posters during the ABAI convention, and invited students to submit their posters for review. The committee wants to encourage any student conducting applied research related to autism treatment services to submit their poster at the email address listed above.

Newsletter Committee

The newsletter underwent several changes last year. Our long-serving newsletter editor, David Fisher, was no longer able to serve in this role. However, incoming president-elect, John Molteni, has graciously agreed to take on this role. We also changed the format of our newsletter to make distribution and access to content easier. Now in addition to the email to all members, all newsletter content is incorporated in related links directly to our website.

Website Committee

Sara Gershfeld, our webmaster, gave our website a complete revision with features that expanded our exposure and streamlined our information. We also ensure that

all newsletter content is directly accessible via the site. However, we have had difficulty keeping the website content up to date. We are always looking for individuals who have strong computer skills and are interested in helping out in this area. If you are interested in becoming a part of the SIG and are willing to help in this area we would be very appreciative of your assistance. We hope (with expanded resources) to be able to provide updated information on research related to peer-reviewed studies of autism treatments. We hope that this will become your go-to site for information on effective treatments and to find research on treatments that have been studied and found to be ineffective. Please check out our website for valuable information and sign up to join one or both of groups at www.autismmppp.sig.

The SIG is grateful for the support from the officers and volunteers who have provided such valuable input, including past Autism SIG presidents Lori Bechner, Mary Jane Weiss, David Celiberti, and Ruth Donlin, who continue to be involved in the Autism SIG. John Molteni is the president-elect, and members of our core committee include webmaster Sara Gershfeld; secretary/treasurer Lauren Pepa; and Pam Gorski, Val Demiri, David Fisher, Kristin Foley, Chigusa Haldeman, Jon Kimball, Tom Zane, and Suzanne Buchannan.

As mentioned above, we hope to continue to expand our website to make it a true resources for our members and the public by including a featured section devoted to research regarding therapies that have little to no scientific support. This area would also be used to highlight breakthroughs or new research that supports various interventions. Please consider joining if you are not a member, and if you are, we hope you will consider becoming active by helping in any way that you can.

At our annual meeting in Chicago in 2014, we hosted a presentation on the top 10 challenges to autism treatment and behavior analysis in the future. Dr. Gina Green and Dr. Jim Carr gave members their perspective on this topic. We appreciated their insights and perspectives and hope that our members did as well.

Behavioral Gerontology

BY JONATHAN C. BAKER

Behavioral gerontology is the application of behavior analysis to aging and age-related issues (LeBlanc, Raetz, & Feliciano, 2011). By the year 2030, nearly 20% of the American population will be over the age of 65, and our society will face increasing challenges in providing adequate and affordable supports to the growing number of older adults who need them. The Behavioral Gerontology SIG (BGSIG) has the mission of fostering interest among behavior analysts in addressing and researching aging-related issues. Even as we grow the number of potential providers in this area, we face the barrier that most existing care agencies for seniors

are unaware of the potential benefits of incorporating opportunities for behavior analysis into their practices. Thus, there are many opportunities for behavior analysts to make a powerful social impact, but those opportunities come with the challenge of convincing consumers of the value of our craft. The BGSIG holds a meeting during ABAI's annual convention each year and also honors a student presenter each year. In addition to ongoing business activities, this meeting typically includes a discussion of challenges involved in working in multidisciplinary service settings and brainstorming of ideas for research studies to foster future student participation. A newsletter is distributed twice per year, and the spring newsletter always includes a list of the aging-related presentations at the upcoming convention. Information about the SIG, including previous newsletters, is available on the website (<http://bgsig.wordpress.com/>).

Ethics and Behavior Analysis

BY DAVID J. COX

The Ethics and Behavior Analysis SIG (EBASIG) is proud to begin its second year as a functioning SIG within ABAI. The purpose of this SIG is to enhance the current state of and provide recommendations for ethical conduct for all individuals who use the title "behavior analyst," with the scope of ethical focus including all areas of research, applied work, service delivery, and academia pertaining to the analysis of behavior.

In our inaugural year, the SIG has accomplished a number of the action items set forth at the business meeting held during the 39th Annual ABAI Convention in Minneapolis. This has included the establishment of several EBASIG sponsored symposia at the 40th Annual ABAI Convention in Chicago this past May; the creation of an ethics and behavior analysis listserv for members and nonmembers to dialogue about ethics and behavior analysis in both applied and theoretical manners; and the creation of a variety of social media outlets specific to the SIG to increase the SIG's visibility and reach with our activities.

At the 2014 Annual Convention in Chicago, the SIG met to discuss future action items for the upcoming year, which included increased focus on collaborative publications regarding ethics and behavior analysis; continued focus on the creation of a formal platform for ongoing ethical case presentations; and continued work toward increased SIG visibility and reach.

Membership is open to any individual who is a member of ABAI and who has expressed interest in actively or passively engaging in the actions taken by the EBASIG toward the above-stated purpose. Anyone interested in participating or becoming a member is encouraged to visit our website at <http://ethicsandbehavioranalysis.webs.com>. For those interested in participating in the ethics and behavior analysis listserv, please contact David J. Cox at cox.david.j@gmail.com.

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Verbal Behavior

BY JUDAH B. AXE

The 2013–2014 year was a fantastic year of growth and activity for the Verbal Behavior SIG (VB SIG). We connected with our members, provided new member benefits, updated our website, presented awards to students and professionals, involved students in SIG activities, and connected with other groups in the community.

The VB SIG made it easier for people to become members by providing a membership application on our website. In the past year, 19 new members joined the VB SIG by completing a short application and paying dues through PayPal on our website. To become a member of the VB SIG, please visit <http://verbalbehaviorsig.org/membership.html>.

In addition to communicating with our 60 VB SIG members in a number of ways, we provided our members with new membership benefits. We communicated with our members, as well as friends in the VB community, through Facebook. We currently have 294 members of the VB SIG Facebook Group, 548 “likes” on our VB SIG Facebook page, and 19 members of our VB SIG Student Facebook Group. We sent monthly emails to our members and friends of the VB SIG, updating them on activities in the VB community and notifying them of new member benefits. These benefits include (1) receiving regular emails outlining the activities of the VB SIG and other events in the VB community; (2) receiving *VB News*, our bi-annual newsletter that includes VB SIG officer updates, highlighted VB events at conferences, updates on *The Analysis of Verbal Behavior* journal, interviews with VB researchers, and descriptions of VB research labs; and (3) joining an active community of students and professionals dedicated to disseminating the theory, research, and practice related to Skinner’s analysis of verbal behavior. Our latest, and very exciting, benefit for our members is gaining free access to the Foxylearning online tutorials on verbal behavior and relational frame theory. We thank Eric Fox of Foxylearning for generously providing this wonderful VB SIG member benefit.

Another way the VB SIG connects with its members and with the VB and ABA communities, and beyond, is through our newly updated website. New and exciting features of our website include links to Foxylearning’s tutorials on VB and RFT, a history of VB written by Dr. David Palmer, a VB SIG Student Group Resource Center with articles and article summaries, links to videos of Skinner, a link to make donations to the VB SIG, and a fantastic set of photos from past conferences. An important link on the website is “Competitions and Awards,” which contains information on (1) the VB SIG Student Research Competition, (2) the VB SIG Student Grant Competition, and (3) the Jack Michael Award. We are excited about the updates to the VB SIG website, and we plan on continuing

to enhance its quality in the coming year.

Our three competitions and awards continue to be a hallmark of the VB SIG, and we are proud of our winners who received awards at the 2013 VB SIG business meeting at the ABAI convention in Minneapolis. The three winners of the 2013 VB SIG Student Research Competition were Nicole M. Hanney (Auburn University), Angela Persicke (Center for Autism and Related Disorders), and Corey Stocco (Western New England University). The two winners of the 2013 VB SIG Student Grant Competition were Patricia Santos (California State University, Sacramento) and Jelisa Scot (University of Houston–Clear Lake). For his tremendous contributions to theory, research, and practice related to verbal behavior, the winner of the 2013 Jack Michael Award was Dr. Mark Sundberg. Congratulations to the 2013 winners!

A new initiative of the VB SIG was the formation of the VB SIG Student Group. The impetus for this group was based on a member recommendation for a mechanism for students to become more involved in the VB SIG. There are currently 11 student members of the VB SIG Student Group from colleges and universities from around the United States. One exciting outcome of this group was the organization of a VB SIG Student Group symposium at the 2014 ABAI convention entitled “VB SIG Student Group Event: Emergent Responding via Direct Training, Conditioned Seeing, and Visual Imagining.” The symposium included presentations by two members of the VB SIG Student Group and two student friends of the VB SIG. Dr. Mark Sundberg served as the discussant. A second outcome of the group was the establishment of the VB SIG Student Group Resource Center hosted on the VB SIG website. Students posted some of their favorite verbal behavior articles, along with summaries of those articles. The Student Group has expressed interest in creating a VB webinar, which we plan to accomplish in the next year.

A final activity of the VB SIG during the past year was connecting with other groups in the behavior analysis community. First, the History of Behavior Analysis Wiki approached the VB SIG and asked us to invite our members and friends to post a story about teaching verbal behavior or taking a class in verbal behavior to the wiki. Some members expressed interest in doing so. Second, based on a recommendation at last year’s business meeting, the VB SIG is making a donation to the Behavioral Gerontology SIG. The purpose of the donation is to help fund an invited speaker at the 2015 ABAI convention on the topic of behavioral gerontology and language. The VB SIG is proud to contribute to groups with overlapping missions.

In sum, the VB SIG is thrilled with its accomplishments in the past year. One project that is in progress is filing the VB SIG as a 501(c)(3). In addition to this goal, we hope to gain new members and provide our members with excellent access to information and discussion regarding the theory, research, and practice of verbal behavior. ❖

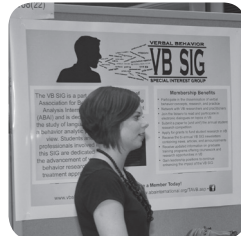


Special Interest Groups

Special interest groups (SIGs) are a critical component of ABAI and provide additional services and support to members. SIGs are initiated by members and promote their specialized interests by organizing presentations at ABAI's annual convention, producing publications, encouraging study in their particular area of interest, and providing discussion forums online and at conferences and other events.

Special Interest Groups

Applied Animal Behavior
Autism
Behavior Analysis and Selectionist Robotics
Behavior Analysis and Technology
Behavior Analysis and the Arts
Behavior Analysis for Sustainable Societies
Behavior Analysis in Military and Veterans' Issues
Behavior Analyst Online
Behavioral Gerontology
Behavioral Medicine
Behaviorists for Social Responsibility
Clinical
Crime, Delinquency, and Forensic Behavior Analysis
Direct Instruction
Dissemination of Behavior Analysis
Ethics and Behavior Analysis
Evidence-Based Practice
Experimental Analysis of Human Behavior
Gambling
Health, Sport, and Fitness
History of Behavior Analysis
Human Development
Multicultural SIG: Multicultural Alliance of Behavior Analysts
Neuroscience
Organizational Behavior Management Network
Pediatric Feeding Disorders
Positive Behavior Support
Practitioner Issues in Behavior Analysis
Rehabilitation and Independent Living
Sexual Behavior: Research and Practice
SIG Español
Speech Pathology
Standard Celeration Society
Teaching Behavior Analysis
Theoretical, Philosophical, and Conceptual Issues
Verbal Behavior



Learn more at

www.abainternational.org/constituents/special-interests

2014 **Supporting and Sustaining Members**

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 Ronald Allen
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 Lara Delmolino Gatley
 Herbert Eachus
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 Shane Isley
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 Kate Kellum
 Julie Koudys
 Jeff Kupfer
 Gerald Lachter
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 Kennon Lattal
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accredited programs

ABAI's rigorous accreditation program helps ensure the integrity of behavior analysis education.

ABAI standards encourage and support exemplary training of behavior scientists and scientist-practitioners in the experimental and theoretical foundations of behavior analysis and in ethical and evidence-based practice.

Universities With Accredited Doctoral Programs

Florida Institute of Technology
The Ohio State University
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Teachers College, Columbia University
University of Cincinnati
University of Kansas
University of Nebraska Medical Center's
Munroe-Meyer Institute
University of Nevada, Reno
Western Michigan University
Western New England University
West Virginia University

Universities With Accredited Master's Programs

Caldwell University
California State University, Los Angeles
Florida Institute of Technology
Florida State University, Panama City Campus
Jacksonville State University
McNeese State University
The Ohio State University
Oslo and Akershus University
College of Applied Sciences
Simmons College
Southern Illinois University
St. Cloud State University
Teachers College, Columbia University
University of Cincinnati
University of Houston-Clear Lake
University of Kansas
University of Maryland, Baltimore County
University of Nevada, Reno
University of North Texas
University of South Florida
Western Michigan University

Universities With Accredited Bachelor's Programs

Oslo and Akershus University
College of Applied Sciences



Learn more at
www.abainternational.org/accreditation

Calendar of Upcoming Conferences

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

2014 December

ABA India Fifth Annual Conference

December 6–7
Gachibowli, Hyderabad, India
Hyatt Hyderabad Gachibowli
www.aba-india.org

Ontario ABA Annual Conference

December 11–12
Toronto, ON, Canada
Metro Toronto Convention Centre
www.ontaba.org

2015 January

ABAI Ninth Annual Autism Conference

January 23–25
Las Vegas, NV
JW Marriott Las Vegas Resort & Spa
www.abainternational.org

February

North Carolina ABA 26th Annual Conference

February 11–13
Asheville, NC
The Crowne Plaza Tennis & Golf Resort
www.nc-aba.com

Behavior Analysis Association of Michigan Annual Conference

February 19–20
Ypsilanti, MI
Department of Psychology
Eastern Michigan University
www.baam.emich.edu

Texas ABA Annual Conference

February 19–21
Houston, TX
Westin Galleria
www.txaba.org

33rd Annual Western Regional Conference

(in partnership with the OBM Network)
February 26–March 1
San Diego, CA
Town and Country Convention Center
www.calaba.org

March

Québec ABA Fifth Annual Conference

March 6
Montreal, QC, Canada
Université de Montréal
www.qcaba.com

March (cont.)

International Convention of Psychological Science

March 12–14
Amsterdam, The Netherlands
Beurs van Berlage
<http://icps.psychologicalscience.org>

Connecticut ABA 11th Annual Conference

March 13
New Haven, CT
The Omni in New Haven
www.ctaba.org

Experimental Analysis of Behaviour Group 50th Anniversary Meeting

March 30–April 1
London, UK
University College London
<http://eabg.bangor.ac.uk>

April

Pennsylvania ABA Annual Conference

April 1–2
Hershey, PA
Hershey Lodge
www.pennaba.org

Vermont ABA Fifth Annual Conference

April 9
Burlington, VT
Sheraton Hotel
www.vtaba.org

Illinois ABA Fourth Annual Conference

April 10
Springfield, IL
President Abraham Lincoln Springfield
A DoubleTree by Hilton Hotel
www.ilaba.net

Ohio ABA Fifth Annual Conference

April 10–11
Columbus, OH
Hilton Columbus Downtown
www.ohaba.org

April (cont.)

Norsk Atferdsanalytisk Forening (Norwegian ABA) Seminar

April 22–26

Gol, Norway

Storefjell Mountain Hotel

www.atferd.no

May

Massachusetts ABA Fifth Annual Conference

May 8

www.massaba.net

ABAI 41st Annual Convention

May 22–26

San Antonio, TX

Henry B. Gonzalez Convention Center

www.abainternational.org

September

ABAI Eighth International Conference

September 27–29

Kyoto, Japan

Hotel Granvia Kyoto

www.abainternational.org

New York State ABA 26th Annual Conference

September 30–October 2

Albany, NY

The Desmond Hotel

www.nysaba.org

Florida ABA 35th Annual Conference

September 30–October 3

Daytona Beach, FL

Hilton Daytona Beach Resort

<http://fabaworld.org>

Save the Date



42nd Annual Convention in Downtown Chicago

May 27–30, 2016

Hyatt Regency Chicago and Swissôtel Chicago

Chicago, IL



43rd Annual Convention in Denver

May 26–29, 2017

Colorado Convention Center

Denver, CO

Additional information and registration at
www.abainternational.org/events.aspx.



japan
2015



A | B | A | I
Association for Behavior Analysis International

September 27-29, 2015

***Hotel Granvia
Kyoto, Japan***

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autism

Ninth Annual Autism Conference **2015**

**Innovative,
Science-Based
Approaches**

Friday, January 23–Sunday, January 25

**JW Marriott Las Vegas Resort & Spa
Las Vegas, Nevada**

Buffet lunches included with registration

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