



2005 Conference A Success

Gina Green and Randy Campbell, Conference Co-Chairs

Once again, the annual CalABA conference lived up to its reputation as one of the premiere regional meetings on behavior analysis. More than 700 people from around the U.S. as well as other countries attended this year's conference at the Laguna Cliffs Marriott in Dana Point. They were treated to three days of presentations on a wide array of topics, including keynote and invited addresses by some of the leading thinkers, researchers, and practitioners in the field. Workshops afforded conference-goers with opportunities to hone their practical skills in various areas, and along with numerous presentations on the general conference program, provided multiple continuing education units for behavior analysts as well as other professionals.

Several social events sprinkled throughout the conference gave attendees chances to discuss topics raised in presentations, catch up with old friends, and make new connections. The conference dinner proved to be one of the highlights, as the program honored this year's award winners and featured a poignant tribute to departed friends and colleagues John Jacobson, Ogden Lindsley, and Ernst Moerk. A Dick Malott slide show marking B.F. Skinner's 100th birthday mixed wonderful classic photos of Skinner and other pioneers of behavior analysis with Dick's trademark humor. That was followed by a lively auction of three items of Skinner memorabilia that netted the B.F. Skinner Foundation some nice proceeds to support its work.

Thanks to Cal State University Sacramento's Conference and Training Services, conference operations ran very smoothly. This was the first time the CSUS group had managed our conference, and the general consensus was that they handled the registration desk, signage, and overall logistics with professionalism and polish. CalABA webmaster Bob Schwartz also provided invaluable assistance with the registration database and other aspects of conference administration, as did Executive Director Howard Sloane. Kudos also to volunteer coordinator Bryan Hebert and his terrific troops, who did everything from helping ensure that speakers had audiovisual equipment and keeping sessions on schedule to managing continuing education sign in and sign out and running the CalABA store. Last but not least, members of the Conference Committee, Professional Standards Committee, and Board of Directors put in countless hours over the past several months to make this year's conference a success.

Plans are already underway for the 2006 conference, which will be held February 16-18 at the Hyatt Regency San Francisco Airport. Mark your calendars now, and be sure to join us there for another exciting conference.

CalABA Conference 2006

The CalABA conference committee is pleased to announce that the 2006 conference will be held at the Hyatt Regency San Francisco Airport in beautiful Northern California. The hotel is a mere two miles from the San Francisco Airport and features shuttle service to downtown San Francisco as well as an array of shops and eateries. The conference is scheduled for February 16-18, 2006. We look forward to another educational and reinforcing conference, and hope to see you all there.



Message from the President

LeeAnn Christian, Ph.D., BCBA

As you read through this edition of the *Focal Point*, I urge you to spend extra time reviewing the 2005-2006 Board of Directors Ballot and the impressive, though necessarily brief, biographies of the candidates. Having nomination forms available at this year's conference seems to have made a big difference! We received more nominations than usual this year and there are many new names on the ballot. It is especially exciting to see the names of individuals who are just beginning their careers in behavior analysis and to see that newcomers to California want to get involved with CalABA. At this juncture, it is befitting that so many new people are interested in serving on the CalABA Board. As the organiza-

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tion advances, it is critical that the Board be comprised of veteran members who can provide a historical perspective and of new members who can provide a futuristic perspective. Such a balance has always been important to the development of the organization, but it seems even more crucial now.

CalABA is at a crossroads. Many of you are aware that CalABA has experienced growing pains during the past year and many of you may be wondering what the future holds for the organization. I can assure of a few things. The Board of Directors wants your membership in CalABA to be valuable to you. We want CalABA to be a vital organization to California's behavioral community. We want you to shudder at the thought of CalABA ceasing to exist. We want to hear you say, "What would we do without CalABA?" For those of you who have not found it worthwhile to renew your membership unless the conference was in your part of the state... for those of you who can't quite figure out what benefit you are getting from your CalABA membership...for those of you who don't think you'd notice if CalABA ceased to exist – We want

to hear from you! You can influence CalABA's evolution in many ways. By serving on one of the organizations many committees, you can ensure that the needs and ideas of CalABA members are voiced and acted upon. Perhaps you have ideas about how to enhance the value of membership. Why don't you contact the Membership Chairperson and express interest in serving on that committee? Perhaps you have a particular interest in professional and ethical issues within the field. Contact the Professional Standards Chairperson and look into serving on that committee. If you are already overcommitted and cannot think of serving on another committee, perhaps you could call or email a Board member to share your ideas or express your concerns. The Board of Directors can best serve you when you communicate your needs and regularly participate in the activities of the organization. I assure you that the Board wants to work on your behalf. You really can make a difference.

In closing, I am thankful for the opportunity to have served as your president this year. I have had the great fortune of working with a dedicated Board of Directors and the privilege of interacting with many CalABA members throughout the year. I have learned so much from so many. As I prepare to pass the baton to Gina Green, CalABA's President-Elect, my sincere hope is that you will take an active role in guiding the future of CalABA. Your first task in doing so is to cast your ballot by June 13!

California Association for Behavior Analysis 2004-2005 Board of Directors

President: LeeAnn Christian

Past President: Jose Rios

President-Elect: Gina Green

2005 Conference Chair: Randy Campbell and Gina Green

2006 Conference Chair: Holly White and John Borrero

Treasurer: Jane Howard

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Professional Standards Chair: John Youngbauer

ABA Liaison: Keith Massel

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Southern CA Representatives: Kim Huynen and John Lubbers

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Newsletter Chair: Mariela Feldman

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Email: caraentz@pacificchild.com
Fax: 818.241.6853

Article Review

The effects of fluency training on math and reading skills in neuropsychiatric diagnosis children: A multiple baseline design. Hartnedy, S. L., Mozzoni, M. P., & Fahoum, Y. (2005). *Behavioral Interventions*, 20, 27-36.

Reviewed by Alicia N. Grauvogel-MacAleese & Michele D. Wallace

Fluency (fast and accurate responding) has been found to facilitate the retention, maintenance, endurance, and application of learned skills. Hartnedy, Mozzoni, and Faoum (2005) evaluated the effects of utilizing fluency-based instruction to teach academic tool skills in two children with neurological and psychiatric diagnoses. Specifically, this study employed a multiple-baseline design across participants to evaluate both response rate and errors for saying numbers 0 to 12 (1 participant) and saying multiplication facts 0 to 5 multiplied by 0 to 10 (1 participant) before and after the use of fluency-based instruction. Both participants were two plus grade levels behind their same age peers according to a standardized academic test and both engaged in various topographies of problem behavior associated with instructional situations.

During baseline and practice probes, SAFMEDS flash cards (Say All Fast Minute Every Day Shuffle) were presented to the participant during 60-s timed probes. During baseline, the teacher instructed the participant at the beginning of each session to respond to each card as it was turned, no further instruction or explanation was given. In addition, the teacher did not provide feedback for correct or incorrect responses during or after the probe. If the child asked how they did after the session, the teacher said "You made a good effort. Thank you." During fluency training, the participants were advised of their target skill, and given relevant instruction (recognizing numbers or learning multiplication facts) using see/say technique, manipulatives, and/or written exercises. In addition, relevant strategies were also taught (e.g., "nine is a ballon with a line"). Moreover, participants were encouraged to take their time when practicing their skills between instruction and test probes. They were given feedback as needed during practice times to correct errors and remind them of the strategies. In addition, they were given homework assignments related to their specific target areas as well as practice SAFMEDS cards. In addition, the participants were told the importance of increasing both accuracy and speed during probes as well as advised of the reinforcement system (one sticker for reaching each aim, five stickers = small prize and 15 stickers = medium prize). Fluency training sessions involved a 60-s timed probe where correct and incorrect responses were separated into piles (for immediate visual feedback) but no verbal feedback was delivered until the 60-s had elapsed. After the timing, the participant was informed of his performance wherein incorrect responses were reviewed and an opportunity to practice and/or review strategies was given. Specific aims were not set from the beginning of training, but were adjusted throughout training based on previous performance, thus no identified terminal response requirement was included.

Results of this study found target skill rates increased and error rates decreased for both participants after fluency training was introduced. For one participant baseline rate averaged 20 responses per minute (rpm) with 10.3 errors and after fluency

training he reached 50 rpm with zero errors. For the other participant baseline rate averaged 4.67 rpm with 3.22 errors and after fluency training he reached 50 rpm with zero errors.

This study demonstrated that fluency was an effective teaching method for a population that typically has difficulty with academic tasks as well as staying on-task. Moreover, participants were able to learn a previously unknown skill demonstrating accuracy and fluency after training was implemented for approximately 51 min for one participant and 46 min for the other participant, which presumably represents a saving of a considerable amount of time compared to traditional methods of instruction. Although this benefit of fluency-based instruction should be tempered in that it is unknown how much practice (e.g., homework) occurred out of sessions on the target skills for each participant. Thus, future research may wish to hold this variable constant and conduct a comparison of the amount of instructional time necessary to teach academic skills utilizing a traditional instruction methodology versus a fluency-based instruction methodology. In addition, although this study further demonstrated the utility of fluency-based instructional methodologies in the remediation of skills deficits in children, future research may want to evaluate the effects of such instruction on collateral behaviors such as on-task behaviors as well as the rates of problem behavior during instructional periods.



UW STAART Early Intervention Study is Now Hiring Therapy Assistants in the Seattle Area

Although behavioral intervention during the preschool period appears to be effective for some children with autism, there are very few randomized studies of the efficacy of this type of treatment. To evaluate the effectiveness of early intensive behavioral intervention, children with autism participating in this research will be randomly assigned to the UW STAART Denver Model of intervention or to community treatment. Children assigned to the intervention group will receive intensive 1:1 home therapy that is curriculum-based and utilizes the best of Applied Behavior Analysis (ABA) and developmental treatment approaches. We are currently looking to hire people to help us administer this therapy.

Therapy Assistant's General Job Duties/Description:

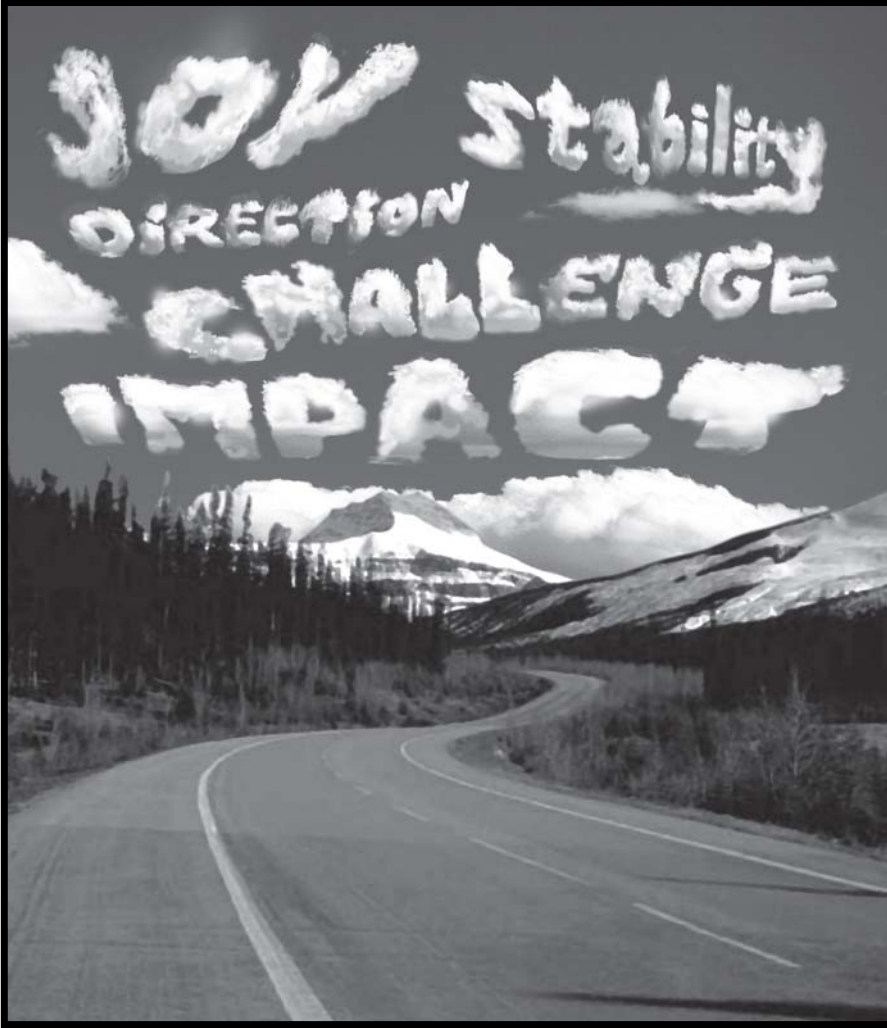
- To provide intervention to young children with autism, including direct work with the child.
- To manage subject's records and data collection.

Minimum Qualifications:

- 2 years of college in the human service field, and 1 year experience in related activities.
- Excellent organizational skills, personal flexibility, the ability to interact with parents, children, and professionals, and experience working with toddler/ preschool/ elementary-aged children.
- Your own transportation to and from families' homes around the Puget Sound area.

For more info contact Tye Howell at
tyehowell@u.washington.edu or (206) 543-1402

<http://depts.washington.edu/uwautism/>



Spring/Summer 2005

WHY A CAREER WITH IABA?

IABA exists to enhance lives, by helping people with a developmental disability reach their full potential. If you are looking for a fresh direction in your career, then consider joining a team that has been refreshing destinies for 24 years. Positions for all experience levels including Para-Educators, 1:1 Aides or Psychology / Social Services / Education Students.

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MORE DETAILS

All employees receive Competency Based Training. Full-time employees (31+ hours per week) are eligible for benefits, which include medical/dental, paid time off, group life insurance, and 401k plan. Most positions require a functional vehicle, California Driver's License, auto insurance, DMV report, fingerprints, and CPR and First Aid Certifications. A degree in psychology or a related field is preferred, but is not required for direct-service positions. If you have experience providing services to individuals with developmental disabilities you will also qualify. We are seeking disciplined, highly motivated, caring individuals. All our positions require patience, good observation, documentation skills and a desire to be of service.

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- MANAGER – YOUTH SERVICES
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Professional Standards Update

John Youngbauer, Ph.D., MFT, BCBA
Professional Standards Committee, Chair

The Professional Standards Committee has been very busy since our last report in the newsletter. We learned many new things about conference management, working with various professional organizations, and all the record keeping tasks necessary. Many of these lessons were set in motion by our change in organization structure and the new Cal-ABA office address. To detail all that we have learned would overwhelm this edition of the newsletter, but suffice it to say that through all these experiences we are putting together a step by step guide for future professional standards committee members.

Some interesting statistics from the 2005 conference:

- One hundred sixty-nine [169] Board Certified participants completed Continuing Education hours.
- The total BACB Continuing Education hours amassed by participants was 1,708.
- The mean number of hours amassed was 10.11
- The standard deviation was 4.65 hours
- The most number of hours amassed was 21.5.

- The least number of hours amassed was 1.5

Note: Of the 169 BACB certified individuals, 11 did not remember their certification numbers. This adds another level of complexity to crediting you with the hours you have earned. To whom it applies: Please consider tattooing your certification number to the inside of your eyelids for quick and easy reference before the next conference.

- Eleven Licensed Psychologists earned 51 MCEP hours, averaging 4.6 hours, bi-modal distribution 3:9.
- Five Board of Behavioral Sciences Licensees [4 MFTs, 1 Educational Psychologist] earned 17.5 CEUs, averaging 3.5, mode = 3.0.
- Four Speech & Language Pathologists and/or Audiologists earned 19 SLPAB CEUs, averaging 4.75, in a positively skewed distribution.

I want to thank all the members of the Professional Standards Committee for their enthusiasm and commitment to making the 2005 Conference the success that it was.



SCHOOL OF EDUCATION

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Adjunct Faculty Applied Behavior Analysis Certificate Programs

Applied Behavior Analysis: National University invites applications for adjunct faculty to teach in the Applied Behavior Analysis Certificate Programs which are housed in the School of Education. **Starting Date:** Screening will begin immediately and continue until positions are filled. **Responsibilities** include teaching core and advanced ABA courses that have been approved by the BACB, mentoring and/or supervising interns, and participating in adjunct faculty development series. **Qualifications:** Adjunct faculty must have a minimum of a Masters degree in ABA with board Certification (BCBA) or meet the Optional Requirements of the BACB (BACB.com) for teaching. **Applications** will include a letter of interest, vita, letters of reference that speak of the position responsibilities, qualifications and reference contact information. **Locations:** Sacramento, Los Angeles, San Diego, Fresno, Costa Mesa.

Send applications to Greg Nunn, Ph.D, BCBA, Coordinator, ABA Certificate Programs, School of Education, National University, 11255 Torrey Pines North, La Jolla, CA 92037.

Telephone: (858) 642-8354. **Fax:** (858) 642-8724 **Email:** gunn@nu.edu

National University Information: website

<http://www.nu.edu/Academics/Schools/SOE/SchoolCounselingandP/Certificates/891.html>.



CalABA Board of Directors

Election Ballot

For Terms Expiring June 30, 2005

President-Elect (Term 2005-2006)

____ Terry Tibbetts
____ Write-in _____

Secretary (Term 2005-2007)

____ Jill Young
____ Write-in _____

Membership Chair (Term 2005-2007)

____ Kim Huynen
____ Jose Rios
____ Rachel Tarbox

Newsletter Chair (Term 2005-2007)

____ Regina Granados
____ Michele Wallace
____ Janet Yi

Northern CA Liaison (Term 2005-2007)

____ Ethan Long
____ Bill Potter
____ Bill Roth

Southern CA Liaison (Term 2005-2007)

____ Junelyn Lazo
____ Suzanne Lowe

2007 Conference Chair (Term 2005-2007)

____ Greg Nunn
____ Write-in _____

IMPORTANT!

Make sure your vote counts!!
Print and sign your name below.
Only one ballot per envelope, please.

Deadline is June 13, 2005
(Postmarked by June 13, 2005).

Print Name:

Signature:

Current Members:

President:	Gina Green	2005-2006
Past President:	LeeAnn Christian	2005-2006
Treasurer:	Jane Howard	2004-2006
No. CA Liaison:	Holly White	2004-2006
So. CA Liaison:	John Lubbers	2004-2006
Public Policy Chair:	Terry Tibbetts	2004-2006
ABA Liaison:	H. Keith Massel	2004-2006
2006 Conference:	Holly White / John Borrero	2004-2006
No. CA Student Rep:	Christina DiGrande	2004-2006

Vote by JUNE 13th (postmarked)!

Mail ballots to:

CalABA

PMB 109

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Solana Beach, CA 92075-2047

Fax ballots to: (858) 350-9172



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CalABA wishes to thank the members who have made special contributions to support the work of the Association.

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- Jose Rios
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Kym Cassaretto
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Kenneth Edsberg
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Donald Wachelka, BCBA
Greg Wagner
Cathy Watkins, BCBA
Raymond Weitzman
Paula Whang-Ramos, BCBA

Outstanding Contributors to Behavior Analysis

1985	Jack Michael
1986	W. Stewart Agras
1987	John Lutzker
1988	Murray Sidman
1989	Barbara Etzel
1990	A. Charles Catania
1991	Mark Sundberg
1992	Paul Touchette
1993	Sidney Bijou
1994	Ogden Lindsley
1995	Donald Baer
1996	No award
1997	Julie Vargas
1998	G. Roy Mayer
1999	Jerry Shook
2000	Sigrid Glenn
2001	Beth Sulzer-Azaroff
2002	Brian Iwata
2003	Nate Azrin
2004	Mont Wolf
2005	Todd R. Risley

BIOGRAPHICAL INFORMATION ABOUT EACH CANDIDATE

Terry Tibbetts. Terry obtained his doctoral degree in clinical child psychology from the California School of Professional Psychology, and later returned to school to obtain a law degree. He is currently licensed in California as both a psychologist and as an attorney. He obtained his BCBA certification in 2000. Dr. Tibbetts has served on the CalABA Board of Directors in various roles since CalABA's inception and currently serves as the Public Policy/Legislative Chair. Dr. Tibbetts is the Administrator of Education Support Services for the Jurupa Unified School District in western Riverside County. He is responsible for providing behavioral assessment and intervention services to children with disabilities and children who are at-risk. He is also a member of the Riverside County SELPA Coordinating Council, where he assists in developing training standards for behavior intervention case managers in the schools. Dr. Tibbetts began his professional career as a clinical and educational psychologist for the California Department of Education Diagnostic Center in Los Angeles, where he worked for six years. He subsequently worked as a senior clinical psychologist and program specialist for the California Youth Authority and California Department of Mental Health, and most recently was Program Manager for the West End SELPA.

Jill Young. Jill completed her B.A. in Psychology in 1985 at California State University, Sacramento and her doctoral work in 1994 at the City University of New York, Queens College. As part of her professional training and experience, she completed a Research Fellowship at the Institute for Basic Research in Developmental Disabilities in Staten Island, New York and a Fellowship for Doctoral Study in Applied Behavioral Analysis at the Princeton Child Development Institute (PCDI) in Princeton, New Jersey. Dr. Young was the founder and first director of the New York Child Learning Institute (NYCLI), a New York State certified non-public pre-school and school program for children with autism. The Institute was the first replication of the PCDI model program for pre-school and school age children with autism spectrum disorders and the first center-based behavioral intervention program in New York City. While at NYCLI she also served as adjunct professor of Psychology at Queens College where she taught courses in Behavior Analysis at the undergraduate and graduate levels. Dr. Young received a Citation of Honor for providing the highest standard of education for children with autism spectrum disorders from the office of President of Borough of Queens, City of New York for her work at NYCLI. She has conducted research in various areas of behavior analysis and published a study of generalized imitation across response classes with young children with autism in the *Journal of Applied Behavior Analysis*. In addition, she has presented at numerous international and regional conferences, including CalABA. Dr. Young has served on the CalABA Board of Directors as Secretary for the past year.

Kim Huynen. Dr. Huynen received her Ph.D. in clinical psychology from the California School of Professional Psychology. She is a licensed clinical psychologist and a Board

Certified Behavior Analyst. Dr. Huynen is the founder and co-director of Vista Behavior Consulting, a non-public agency that provides intensive services in applied behavior analysis to children, families, school districts, and regional centers in California. Dr. Huynen utilizes applied behavior analysis to support collaboration between families and school districts to facilitate the development of comprehensive research-based programs. Dr. Huynen has provided services in applied behavior analysis to children and adults with developmental disabilities since 1991. She was a psychologist at Fairview Developmental Center for several years and an adjunct faculty member at the University of Judaism graduate program in Applied Behavior Analysis. She worked as the Director of Orange County Programs at Behavior Change Associates, where she developed and managed a community-based day program for adults with developmental disabilities as well as intensive applied behavior analysis programs for children. Dr. Huynen is also the co-author of research studies on parent training, teaching skills to individuals with disabilities, and Project Ecosystems, which have been published in the *Journal of Developmental and Physical Disabilities* and *Behavior Modification*. She has made numerous presentations on various ABA topics including research conducted by Todd Risley regarding language development in children and the application of this research to children with language deficits including children with autism. Dr. Huynen has served on the CalABA Board of Directors in various roles for many years. Most recently, she served as the Southern California Liaison during the past two years.

Jose Rios. Jose D. Rios, MS, BCBA has worked with people with developmental disabilities for over thirty years as a behavior analyst, the owner/administrator of three level 4 residential facilities and as a consultant in a variety of settings and programs. Jose served as the CalABA President for 2003-2004. In that role, he was instrumental in the reorganization of CalABA and emphasized the need for growth in membership. Jose currently consults for a variety of residential programs, regional centers, day programs and school districts in Southern California. Jose is an active member of ABA, AABT, AAMR and FABA. Jose has taught courses in behavior analysis at Cal State University-Los Angeles and regularly provides lectures, workshops, classes and in-services for parents, staff, teachers and professionals. His current professional interests include treatment the design and evaluation of effective treatment plans, quality assurance in behavior analysis treatment as well as the treatment of people with developmental disabilities who have been sexually abused.

Rachel S. F. Tarbox. Rachel received her Ph.D. in Psychology from the University of Nevada, Reno (UNR) in 2004. Dr. Tarbox has served as the Assistant Director of the UNR Early Childhood Autism Center and the Nevada Center for Severe Behavior Problems. Prior to attending graduate school she worked in a number of prestigious institutions including The New England Center for Children and The Kennedy Krieger

(continued, see "Biographies" on page 8)

Biographies *(continued from page 6)*

Institute. Dr. Tarbox has also published several research articles in peer-reviewed journals including *The Journal of Applied Behavior Analysis* and *Behavioral Interventions*. Her doctoral dissertation research was on the basic behavioral processes underlying self-control and impulsivity in typical adults. Dr. Tarbox is currently completing her term as the Student Representative to the Executive Council for the Association for Behavior Analysis (ABA) and also served as the Committee Chair for the ABA Membership Board Student Committee. She now serves as the Co-Director of Research & Development at The Center for Autism and Related Disorders and as Adjunct Faculty for the UNR Satellite Masters Program in Behavior Analysis. Her major areas of interest involve large-scale outcome level analyses on the effects of early intervention for young children with autism, the assessment and treatment of severe problem behaviors, the experimental analysis of behavior and the dissemination of behavior analysis. Dr. Tarbox is extremely excited to join the west coast behavior analytic community and looks forward to assisting in the growth of the field.

Regina Granados. Regina holds a doctorate in Clinical Psychology and is alumni of the Applied Behavior Analysis Program at CSULA. She previously served on the Board of Directors for Autism Society of Los Angeles and is currently on the Executive Board for the San Gabriel Valley Psychological Association. Dr. Granados is the Executive Officer of an agency that provides Behavioral Consultation for children and families. She has presented locally at various parent support groups and conferences.

Michele Wallace. Michele graduated from the University of Florida in 2000 with her doctorate in the Experimental Analysis of Behavior under the guidance of Dr. Brian Iwata. She is an Assistant Professor at the University of Nevada, Reno and is currently the program director of the Nevada Center for Severe Behavior Problems and a senior behavioral consultant for multiple school districts, the division of Parks and Recreation, as well as local service agencies. Dr. Wallace is on the Board of Editors for the *Journal of Applied Behavior Analysis* and is a current member of the American Psychological Association, the Association for Behavior Analysis, the California Association for Behavior Analysis and the Nevada Association for Behavior Analysis. She has served on CalABA's Board of Directors as Membership Chairperson for the past two years and is also a Board Member of NABA. Dr. Wallace has been a Board Certified Behavior Analyst in Florida since 1993 and a National Board Certified Behavior Analyst since 2000. She has authored and co-authored many publications and has presented numerous times at state and national conferences. Her current research interests are related to the refinement of assessment and treatment methodologies with respect to behavior problems, parent training, and the acquisition of verbal behavior.

Janet Yi. Janet obtained her master's degree in Psychology with an emphasis in Applied Behavior Analysis from California State University, Los Angeles. She is the Co-Director of Behavioral Education for Children with Autism (BECA), a

nonprofit organization providing intensive behavioral intervention services throughout the Southern California area. She worked for the Lovaas Institute for Education for 10 years prior to founding BECA in 2000. As a BCABA, she was invited to participate on a committee that reviewed exam questions for the BACBA exam. She has previously served on the CalABA Board as the Southern California Student Representative.

Ethan S. Long. Ethan recently moved to Santa Cruz, California, where he is serving as the Executive Director of The Bay School, a nonpublic school for children with autism that employs the latest applied behavior analysis education and treatment research findings. Prior to his arrival in California, Dr. Long was employed as a Project Director of a federal cooperative agreement with the Centers for Disease Control and Prevention's recently established National Center on Birth Defects and Developmental Disabilities. Dr. Long received his M.S. degree in psychology from North Dakota State University under the supervision of Dr. Raymond Miltenberger; his Ph.D. in child clinical psychology from West Virginia University, and he completed a behavioral research post-doctoral fellowship in 2002 and pre-doctoral clinical internship in 2001 from the Kennedy Krieger Institute at the Johns Hopkins University School of Medicine in Baltimore, Maryland. Dr. Long has published over 25 peer-reviewed articles in behavioral journals and has presented numerous times at the national Association of Behavior Analysis conferences. While living in Maryland, Dr. Long was an active member of the Maryland Association for Behavior Analysis in which he served as the Legislative Liaison to the organization for two consecutive years. His research interests include the application of behavior analysis to the treatment and education of children with autism and developmental disabilities, habit disorders, and the study of how federal policy impacts the research and practice of applied behavior analysis.

Bill Potter. Bill is an Associate Professor of Psychology at California State University, Stanislaus, where he has been teaching for the past 10 years. Dr. Potter did his graduate work at Western Michigan University, with an emphasis in Verbal Behavior. He currently serves as the Chair of the Verbal Behavior Special Interest Group for the Association for Behavior Analysis, has served on the CALABA conference committee and is on the editorial board for *The Analysis of Verbal Behavior*. Dr. Potter's research interests include conditional discriminations, verbal behavior, adaptive network system and computer-based learning. He is a Board Certified Behavior Analyst, and has served as a reviewer for ABA's accreditation of university programs. He lives with his feisty cat, "Cooper," in Turlock CA.

Bill Roth. Bill received his B.A. in Psychology from California State University, Sacramento, his M.A. in Special Education from the University of the Pacific and his Ph.D. in Developmental and Child Psychology from the University of Kansas. He has been a Board Certified Behavior Analyst since 2003. He has worked with children, and for the most part children with special needs, as long as he can remember. He

Biographies *(continued from page 8)*

helped Dr. Joe Morrow launch Applied Behavior Consultants in the late 1980s. He worked for Community Living Opportunities and the Early Childhood Autism Project in Kansas during graduate school in the 1990s. Dr. Roth worked as a psychologist for the State of Mississippi while collecting his dissertation data and was hired as Clinical Director for Bay Area Child Development Associates by the parent company for Pacific Child and Family Associates after receiving his Ph.D. in 2001. Dr. Roth currently serves as the Clinical Director of East Bay Pacific Child and Family Associates in Pleasant Hill, CA, which he started in July 2002. He has served on the CalABA Board of Directors as the Northern California Representative for the past two years and was an active member of the Professional Ethics and Standards Committee and Membership Committee.

Junelyn Lazo. Junelyn received her Ph.D. in Developmental and Child Psychology from the University of Kansas. She is a Board Certified Behavior Analyst. At the University of Kansas, Dr. Lazo's dissertation research was on implementing a descriptive analysis with children diagnosed with Emotional Behavior Disorder/Severe Emotional Disturbance in general education settings. Currently, she holds the position of Manager, Behavior Services for the Regional Center of Orange County. As the Manager of Behavior Services, Dr. Lazo oversees the provision of behavioral services to Regional Center of Orange County consumers and their families. This includes developing, maintaining, and providing optimal training programs in applied behavior analysis internally and externally. Junelyn is also a part-time lecturer for the ABA graduate program in the Charter College of Education at California State University, Los Angeles. She has over ten years experience in the field of Applied Behavior Analysis and has consulted in the design and implementation of Applied Behavior Analytic programs for children and adults with developmental disabilities. Dr. Lazo has presented a number of times to professional organizations including CalABA and ABA.

Suzanne Lowe. Suzanne has been working with people who have developmental disabilities for 30 years in various capacities. She received her Master's Degree in Education (Educational Psychology) from George Peabody College of Vanderbilt University, and is a Board Certified Behavior Analyst. Just prior to moving to California Suzanne was the Grant Administrator for the Minnesota Governor's Council on Developmental Disabilities. At that time she was recruited by a for profit agency in California to start one of the first programs in California to provide in-home behavioral services to families that included a child with developmental disabilities. She is currently the Program Manager of a similar program that provides services to families in the South Bay area. Suzanne has an adult child with a Specific Learning disability and two grandchildren with ADHD, which has given her a family perspective on service provision.

Greg Nunn. Greg Nunn, Ph.D., BCBA, received his bachelor's degree from UCLA and his doctorate from Southern Illinois University. He is currently an Associate Professor in the School Psychology and School Counseling Programs at National University and Director of National's Applied Behavior Analysis Certificate Programs, which he founded in 2004. Previously he worked as a school psychologist for the Poway Unified and San Diego Unified School Districts; as a consultant to other school districts and to several community based, non-profit agencies serving homeless and severely disturbed children, adolescents, adults, and families; as president and CEO of two California corporations that developed and provided behavioral medicine programs, associated products, and consulting services to hospitals and multi-specialty medical groups throughout the U.S; and as founder and director of the San Diego Kaiser-Permanente Positive Choice Programs, where he developed a variety of behavioral medicine/health promotion services. As a Research Associate with Dr. Nathan Azrin at Anna State Hospital, Dr. Nunn co-designed a general psychological treatment model that has proven effective in treating a variety of anxiety-related problems, including maladaptive habits, motor and vocal tics, Tourette's Syndrome, and obsessive-compulsive disorders. In addition to being a Board Certified Behavior Analyst, he is credentialed in school psychology, guidance and counseling, educational administration, and forensic medicine.

Dr. Nunn's interests include behavioral interventions, prevention strategies, Direct Instruction, Precision Teaching, and Personalized Systems of Instruction and their relationship to behavioral, reading, math, and language disorders. He is also interested in community development and integrated, collaborative services for youth and families, and the role that leadership policies and practices can have on a community's overall welfare.

ABA News

H. Keith Massel, Ph.D., ABA Liaison

The 2005 Association for Behavior Analysis convention will be held in Chicago from May 27th through 31st. The conference will feature invited addresses by such luminaries as Steven Hayes, Charles Catania, Peter Harzem, Philip Heline and many others. There will also be many invited tutorials, by Brian Iwata, Jack Michael, Linda Hayes, Kurt Salzinger and CalABA's own Gina Green, among others.

The 3rd international ABA conference will be held at the Kerry Centre Hotel in Beijing, China from November 25-27, 2005.

ABA's website (<http://www.abainternational.org>) is a good source for finding jobs and internship sites in behavior analysis. The site also has a graduate school finder that can be sorted by area of interest, such as developmental disabilities or school psychology.



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In Memoriam

John W. Jacobson, PhD, BCBA • 1950-2004

By Gina Green, CalABA President-elect

Many CalABA members may not be aware that behavior analysis lost a gem when John Jacobson succumbed to lung cancer last May. Because John was a low-key, unassuming fellow whose behavior was reinforced by doing good and doing good science and who never sought the limelight, you may not know a lot about him or his many contributions to the field. John labored for many years as a planner in the New York Office of Mental Retardation and Developmental Disabilities, where he never wavered in his determination to make things better for people with developmental disabilities by bringing practices and policies in line with the best scientific evidence. He was also very active in the American Psychological Association (principally Division 33), American Association on Mental Retardation, International Association for the Scientific Study of Intellectual Disabilities, Cambridge Center for Behavioral Studies, and the Association for Behavior Analysis. He served the latter very ably as Professional Standards Chair, and had been elected to its Executive Council not long before he passed away. John was also the treasurer of the Behavior Analyst Certification Board's Board of Directors, and a founding member of the Association for Science in Autism Treatment, on whose Board he served for several years. As if that weren't enough, John also helped develop and teach in a new master's program in behavior analysis at Sage College.

I first got to know John during the early days of Facilitated Communication. He was a co-investigator on one of the first controlled studies of FC conducted in the U.S. as well as co-author of a major review of FC research that was published in the *American Psychologist*. We were expert witnesses together on some FC legal cases, and together took the slings and arrows of FC proponents when we called for scientific testing of that technique. Among the many other things for

which the field is in John's debt are:

- The first comprehensive code of ethics that is specific to the practice of behavior analysis. John authored and edited the BACB's Guidelines for Responsible Conduct for Behavior Analysts.
- Recognition by the American Psychological Association of a doctoral training specialty in behavioral psychology, with subareas of applied behavior analysis, behavior therapy, and cognitive behavior therapy. John headed up a collaborative effort involving APA, ABA, and the Association for the Advancement of Behavior Therapy and did yeoman's work on the massive petition that we had to submit to APA, as well as leading the political efforts required to get the specialty approved.
- A consumer flyer on identifying qualified behavioral consultants in MR/DD that was developed by AAMR, ABA, and APA (John represented APA Division 33).
- Co-editor of *Manual of Diagnosis and Professional Practice in Mental Retardation* (with James A. Mulick) and *Controversial Therapies for Developmental Disabilities: Fad, Fashion, and Science in Professional Practice* (with Richard M. Foxx & James A. Mulick)
- Author or co-author of hundreds of research articles, conceptual papers, policies and position statements regarding autism, mental retardation, and other developmental disabilities.

John was an absolute gold mine of reliable information on many topics, a true scholar and skeptic, a workaholic, a tireless advocate for people with disabilities, and one of the most productive, caring, and ethical people I've ever known. His passing leaves a hole that cannot be filled.

ISAAC L. BERMUDEZ: 2005 Julie Vargas Award Winner



On Friday night, February 18th, 2005, at the dinner and awards ceremony, Isaac Bermudez received the Julie Vargas Award for 2005. Mr. Bermudez's research, entitled *Training Instructors to Expand A Child's Mand Repertoire*, was the winning submission for the Annual Julie Vargas Award which is given to original research conducted by students. Dr. Vargas presented the award to Isaac during the awards dinner ceremony.

Mr. Bermudez was a graduate student from California State University, Los Angeles. His research was his thesis project in the completion of his master's degree in Applied Behavior Analysis. Mr. Bermudez is currently a case supervisor for Vista Behavioral Consulting in Garden Grove, California.

Submitting to the CalABA Newsletter *Focal Point*

The California Association for Behavior Analysis publishes the CalABA Newsletter twice a year. The newsletter editor is Mariela Feldman. The publication dates and submission deadlines are as follows:

Mailing Date	Deadline for Submissions
May 1	April 1
November 1	October 1

Advertisement rates are as follows:

- \$ 75 – One-eighth page
- \$125 – One-quarter page
- \$250 – One-half page
- \$500 – Full page
- \$1000 – One page insert (front and back)

\$125 – Job posting on CalABA website for 3 months

Any questions, concerns, suggestions, or submissions related to the CalABA Newsletter may be addressed to Mariela Feldman, c/o Autism Spectrum Therapies 6035 Bristol Pkwy – Culver City, CA 90230. Mariela may be reached by email at mfeldman@autismtherapies.com.



Renew your membership to continue receiving the newsletter!
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