

AUTISM

AND RELATED DEVELOPMENTAL DISABILITIES

Volume 21, Issue 1
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New Jersey Association for Behavior Analysis

I am very happy to announce the new state chapter of the Association for Behavior Analysis. We had our first membership meeting at the COSAC Conference in May of 2004. NJABA's mission is to promote the advancement of the discipline of behavior analysis.

To fulfill this mission, NJABA is specifically committed to:

1. Promote the ethical and effective application of sound behavior analytic principles in meeting the educational and habilitative needs of persons within New Jersey.
2. Promote the activities related to conducting and disseminating basic and applied research in behavior analysis.
3. Support the activities of the International Association for Behavior Analysis.
4. Support and encourage the certification process of behavior analysts by the Behavior Analyst Certification Board™.
5. Provide informational resources in basic and applied behavior analysis to professionals, families, and the community at large.
6. Support and promote the development of higher education certificate and degree programs in basic and applied behavior analysis.
7. Advocate for the implementation of behavior analysis services.
8. Promote and provide professional development activities for behavior analysts.
9. Sponsor an annual meeting of NJABA to disseminate information about the activities of the chapter as well as to provide a forum for discussion.
10. Sponsor an annual conference to serve as a forum for the presentation of research, application, and issues related to behavior analysis.
11. Publish and distribute a newsletter devoted to dissemination of research, application, issues and achievements related to behavior analysis, and other matters of interest to the NJABA membership and community.
12. Develop and maintain a web site to provide information about NJABA, its activities, and resources relevant for behavior analysts and the community.
13. Advocate for the fair representation of behavior analysis in the media and in professional materials outside of the field of behavior analysis.
14. Form an alliance between the fields of behavior analysis and education in order to bridge the gap between research and practice.

We have been very busy since our incorporation. We have established interim officers including myself as President, Sharon Reeve as Vice President, Pat Progar as Treasurer, and Jan Borda as Secretary. We have established a Development Committee, with the following active members: Tamara Bannon, Suzanne Buchanan, John Brown, Jan Handleman, Germaine Ibrahim, Jenna Miller, Ken Reeve, and Barbara Wells. NJABA has applied for and received tax-exempt status and is placing their present focus on the planning for our first annual conference, which will be held on August 5, 2005, at the Busch Campus Center of Rutgers University.

We are excited to announce that Dr. Sandra Harris has agreed to keynote our inaugural conference. The conference will have three tracks: one for those attendees without an extensive background in Applied Behavior Analysis; one for psychologists and those attendees working with populations other than autism; and one for attendees who are seeking advanced knowledge in Applied Behavior Analysis. We anticipate publishing our first newsletter, which is edited by Ken Reeve. It will contain a note from the President, an article review, a book review, and a list of upcoming activities. Please visit our website at www.NJABA.org for more information about us as well as links to other relevant sites. Many thanks to Ken Reeve, our webmaster!

Marlene Cohen, Ed.D., BCBA



Inclusion of advertisements or announcements in the SIG newsletter does not necessarily indicate endorsement of these items or events by the SIG or SIG newsletter editing staff. The content of this publication has not been reviewed or endorsed by the Association for the Advancement of Behavior Therapy or the Association for Behavior Analysis.

TABLE OF CONTENTS

NJABA	1
ABA SIG Minutes	2-3
Funding Workshops	4
Poster Contest	5-6
Publication Pipeline	7
Announcements & Ads	8-9

Autism SIG Minutes
Association for the Advancement of Behavior Therapy
New Orleans, LA

Friday November 19, 2004
1:15 pm – 2:45 pm

AABT's 38th Annual Convention in New Orleans was a great success and the Autism SIG meeting was very well-attended. Many thanks to our presenters, Marlene Cohen, Robert LaRue & June Groden. If you were unable to make to attend the SIG meeting this year, please see the minutes that follow.

Business & Announcements

1. The student research contest was introduced. The Autism SIG sponsors a student research award each year. Posters presented at AABT with students as the first author will be eligible to enter the contest. SIG members were encouraged to apply or to encourage their students to apply. The winner of the contest will receive a certificate at next year's AABT convention and will have their poster printed in the next issue of the Autism SIG newsletter.
2. The student research award from 2003 was presented to Carla Mazefsky of Drexel University by Megan Martins, Autism SIG co-chair. Carla will receive a framed certificate for her poster "Differential Diagnosis of Children with Pervasive Developmental Disorders: The Use of Both Autism-Specific and General Measures" Carla is currently working on her Ph.D. in Child Clinical Psychology at Virginia Commonwealth University.
3. The SIG Newsletter is a quarterly publication that feature articles, conference information, article synopses, free advertisements and announcements. The newsletter is a joint publication of the Autism SIGs of the Association for Behavior Analysis and AABT. Submissions are always welcome. Opportunities to renew and initiate a subscription were given.
4. Ideas for topics to be presented at the next AABT SIG Meeting were discussed. Suggestions included a presentation on Asperger's disorder and the use of cognitive behavior therapy techniques in individuals with autism.

Special Presentations in Autism

Marlene Cohen Ed.D., BCBA, (Rutgers University) presented on fluency-based instruction for adult learners with autism. Highlights from her presentation include:

- ✘ Fluency is the fluid combination of accuracy plus speed that characterizes competent performance (Binder, 1996).

MINUTES CONTINUED

- ✘ Fluency-based instruction / Precision Teaching focuses on:
 - Frequency of behavior (rate of responding)
 - Ongoing assessment of teaching effectiveness
 - Responsiveness to performance data in changing teaching to improve effectiveness
 - Careful assessment of composite skills to identify necessary component skills
 - Teaching component skills to fluency before moving on to composite skills
- ✘ Presented data with a 30-year-old adult with autism who had acquired brain injury as a result of a stroke in infancy. Data suggested that there is a relationship between Preliminary data suggest that there is a relationship between the development of competency in component skills and the performance of composite skills. Increasing the rate of fine motor skills may increase independent performance of activities of daily living.

Robert LaRue, Ph.D., BCBA, (Rutgers University) presented on evaluating the effects of psychotropic medications in learners with autism. Highlights from his presentation include:

- ✘ Autism is a neurobiological disorder and, as such, may be managed with certain psychotropic medications. However, the efficacy of medication in the treatment of autism is a source of considerable controversy.
- ✘ Part of the reason for this controversy lies in the fact that structured medication evaluations are rarely done on an individual level. Although much effort and control go into group design medication studies, the same methodological rigor is not employed when evaluating individual clinical response to medications.
- ✘ Using a clinical example of a four year old student with ADHD/Asperger's Disorder demonstrated that single subject methodologies can be useful, cost-effective strategies for evaluating medication effects and provide useful information to guide treatment.

June Groden, Ph.D., (The Groden Center) presented on self-management strategies to decrease stress and increase coping in individuals with autism. Some of the highlights from her presentation include:

- ✘ Individuals with autism appear to be vulnerable to stress since they experience difficulties with communication, socialization, and rigidity. Procedures to deal with stress are important for clinicians to consider.
- ✘ Self- management interventions such as progressive relaxation and picture rehearsal help individuals with autism cope with stress.
 - Relaxation procedures focus on teaching individuals how to distinguish between tense muscles and relaxed muscles and practicing tightening and relaxing muscles.
 - The client is also taught to identify situations in which these relaxation procedures would be helpful and then learns to make a relaxation response in the place of any maladaptive behavior he might exhibit during those situations.
 - Picture rehearsal involves repeated practice of a sequence of behaviors using pictures and scripts to cue the behaviors and reinforcement of the behavior. This practice increases the likelihood that the individual will make a relaxation response during periods of stress.
- ✘ Videotaped clinical case examples were used to demonstrate several of the techniques and illustrate the benefit they have for learners with autism.

Federal Funding Workshop for Behavior Analysts

Register now for this special one-time, two-day workshop to provide behavioral researchers, faculty, and students with the knowledge and support to help them successfully obtain federal grants for behavioral research. The workshop will be held in Chicago, IL, on February 23 - 24, 2005, with a welcoming reception the evening of the 22nd. Registration is limited and will be accepted in the order received. Register now if you would like to secure your place. You may review abstracts and backgrounds of the speakers and register on-line.

www.abainternational.org/sub/behaviorfield/research/federalfunding/index.asp

Attendees will have the opportunity to hear how some of the most successful researchers in behavior analysis succeeded in applying for federal funds. Additionally, representatives from federal agencies will speak to the review process and provide their perspective of the successful grantee. Presenters include:

Steve Hayes, Ph.D., University of Nevada, Reno
What Behavior Analysts Need to Know About the Grant Game

Ron Van Houten, Ph.D., Center for Education and Research in Safety
Networking and New Funding Sources

Bill McIlvane, Ph.D., University of Massachusetts Medical School, Shriver Center
Behavior Analysis Research at the National Institutes of Health: Managing Current Peer Review Processes

Karen Sirocco, Ph.D., National Institutes of Health, Center for Scientific Review
Peer Review at the National Institutes of Health (NIH)

John Lutzker, Ph.D., Centers for Disease Control
Funding Opportunities in Violence Prevention at the CDC

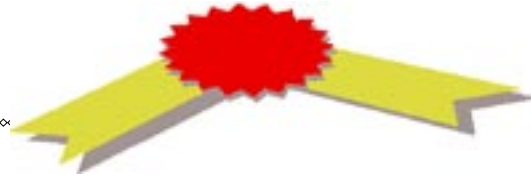
Marc Branch, Ph.D., University of Florida
Support for Basic Research at the National Institutes of Health

Katheryn Saunders, Ph.D., University of Kansas, Life Span Institute
NIH Funding Opportunities for Students, Postdocs, and New Investigators

Tim Hackenberg, Ph.D., University of Florida
Taking Behavior Analysis Outside the Box: Strategies for External Funding

For further details, visit our web site:

www.abainternational.org/sub/behaviorfield/research/federalfunding/index.asp



Attention Students & Mentors!!

*Student Poster Contest
at ABA 2005*



If you are a graduate or undergraduate student and the first author on an autism related poster accepted by ABA, you are eligible to enter the ABA Autism SIG's student research contest. If you are mentoring a student who may not receive the newsletter, feel free to pass this notice along to your student so that they may have time to prepare their poster for submission in advance.

Posters will be reviewed by a panel on the following criteria:

- ✘ Are the objectives clear and logical extensions of the literature?
- ✘ Is the method and design appropriate given the objectives outlined?
- ✘ Are the results and their implications appropriately discussed?
- ✘ Does the research make a contribution to the field?

The winner of the student research contest receives a framed award and gift certificate to the ABA bookstore. Further, the winner's poster will be printed in a later edition of the newsletter (which is received by hundreds of professionals in the field).

Submitting a poster is easy. All you need to do is complete the form on the next page, attach a copy of the poster, and submit the poster to Megan Martins, Autism SIG Secretary/Treasurer. Further information is provided on the next page. If you have any further questions, please contact Megan at martinsm@rci.rutgers.edu.

Deadline: June 15, 2005 (Two weeks after ABA)



ABA Student Research Award Poster Submission Form



Name: _____

Address: _____

Phone: _____

E-mail: _____

Status (Circle): Full time Part time

Major: _____

College/University: _____

Degree Seeking: _____

Title of Poster: _____

Deadline: June 15, 2005

Attach a copy of the poster and submit to Megan Martins, Autism SIG Secretary/
Treasurer. You may submit a copy of this form and your poster at the Autism SIG
Meeting at ABA, email the form and poster to martinsm@rci.rutgers.edu, or mail
your submission to:

Megan Martins
Autism SIG Secretary/Treasurer
Rutgers University
Douglass Developmental Disabilities Center
151 Ryders Lane
New Brunswick, NJ 08901



Publication Pipeline

Listed below are recently published articles focusing on issues related to behavioral assessment and treatment for individuals with autism and related disabilities.



- Asmus, J.M., Ringdahl, J.E., Sellers, J.A., Call, N.A., Andelman, M.S. & Wacker D.P. (2004). Use of a short-term inpatient model to evaluate aberrant behavior: Outcome data summaries from 1996 to 2001. *Journal of Applied Behavior Analysis*, 37, 283-304.
- Bopp, K. D., Brown, K. E., & Miranda, P. (2004). Speech-language pathologists' roles in the delivery of positive behavior support for individuals with developmental disabilities. *American Journal of Speech-Language Pathology*, 13, 5-19.
- Carr, J. E. & LeBlanc, L. A. (2004). A comment on Drash and Tudor's (2004) Operant theory of autism. *Analysis of Verbal Behavior*, 20, 25-29.
- Charman, T., Howlin, P., Berry, B., & Prince, E. (2004). Measuring developmental progress of children with autism spectrum disorder on school entry using parent report. *Autism*, 8, 89-100.
- Clark K.M. & Green G. (2004). Comparison of two procedures for teaching dictated-word/symbol relations to learners with autism. *Journal of Applied Behavior Analysis*, 37, 503-507.
- Davis, P.K., Young, A. Cherry, H., Dahman, D. & Rehfeldt, R.A. (2004). Increasing the happiness of individuals with profound multiple disabilities: Replication and extension. *Journal of Applied Behavior Analysis*, 37, 531-534.
- DeLeon, I. G., Fisher, W. W., Marhefka, J., & DeLeon, I. G. (2004). Decreasing self-injurious behavior associated with awakening in a child with autism and developmental delays. *Behavioral Interventions*, 19, 111-119.
- Dillenburger, K., Keenan, M., Gallagher, S., & McElhinney, M. (2004). Parent education and home-based behaviour analytic intervention: An examination of parents' perceptions of outcome. *Journal of Intellectual & Developmental Disability*, 29, 119-130.
- Drash, P. W., & Tudor, R. M. (2004). An analysis of autism as a contingency-shaped disorder of verbal behavior. *Analysis of Verbal Behavior*, 20, 5-23.
- Drash, P. W., & Tudor, Roger M. (2004). Is autism a preventable disorder of verbal behavior? A Response to Five Commentaries. *Analysis of Verbal Behavior*, 20, 55-62.
- Hagopian, L.P., Toole, L.M., Long, E.S., Bowman, L.G. & Lieving, G.A. (2004). A comparison of dense-to-lean and fixed-lean schedules of alternative reinforcement and extinction. *Journal of Applied Behavior Analysis*, 37, 323-338.
- Hall, G. A. (2004). Towards a balanced account of autism etiology. *Analysis of Verbal Behavior*, 20, 37-43.
- Hixson, M. D. (2004). Autism as a contingency-shaped disorder of verbal behavior: Evidence obtained and evidence needed. *Analysis of Verbal Behavior*, 20, 49-53.
- Lancaster, B.M., LeBlanc, L.A., Carr, J.E., Brenske, S., Peet, M.M. & Culver, S.J. (2004). Functional analysis and treatment of the bizarre speech of dually diagnosed adults. *Journal of Applied Behavior Analysis*, 37, 395-399.
- Lee, D. O. (2004). Menstrually related self-injurious behavior in adolescents with autism. *Journal of the American Academy of Child & Adolescent Psychiatry*, 43, 1193.
- Lucyshyn, J. M., Irvin, L. K., Blumberg, E. R., Laverty, R., Horner, R. H., & Sprague, J. R. (2004) Validating the construct of coercion in family routines: Expanding the unit of analysis in behavioral assessment with families of children with developmental disabilities. *Research & Practice for Persons with Severe Disabilities*, 29, 104-121.
- Luiselli, J. K., Ricciardi, J. N., Schmidt, S., & Tarr, M. (2004) Brief functional analysis and intervention evaluation for treatment of saliva-play. *Child & Family Behavior Therapy*, 26, 53-61.
- Malott, R. W. (2004). Autistic Behavior, behavior analysis, and the gene. *Analysis of Verbal Behavior*, 20, 31-36.
- Nuzzolo-Gomez, R., & Greer, R. D. (2004). Emergence of untaught mands or tacts of novel adjective-object pairs as a function of instructional history. *Analysis of Verbal Behavior*, 20, 63-76.
- Parsons, M.B., Rollyson, J.H. & Reid, D.H. (2004). Improving day-treatment services for adults with severe disabilities: a norm-referenced application of outcome management. *Journal of Applied Behavior Analysis*, 37, 365-377.
- Paul, R., Miles, S., Cicchetti, D., Sparrow, S., Klin, A., Volkmar, F., Coffin, M., & Booker, S. (2004). Adaptive behavior in autism and Pervasive Developmental Disorder-Not Otherwise Specified: Microanalysis of scores on the Vineland Adaptive Behavior Scales. *Journal of Autism & Developmental Disorders*, 34, 223-228.
- Rapp, J.T., Vollmer, T.R., St. Peter, C., Dozier, C.L. & Cotnoir, N.M. (2004). Analysis of response allocation in individuals with multiple forms of stereotyped behavior. *Journal of Applied Behavior Analysis*, 37, 481-501.
- Romanczyk, R. G., & Gillis, J. M. (2004). Commentary on Drash and Tudor: An analysis of autism as a contingency-shaped disorder of verbal behavior. *Analysis of Verbal Behavior*, 20, 45-47.
- Sarokoff, R.A. & Sturmey P. (2004). The effects of behavioral skills training on staff implementation of discrete-trial teaching. *Journal of Applied Behavior Analysis*, 37, 535-538.
- Schilling, D. L., & Schwartz, I. S. (2004). Alternative seating for young children with autism spectrum disorder: Effects on classroom behavior. *Journal of Autism & Developmental Disorders*, 34, 423-432.
- Stokes, J. V., Cameron, M. J., Dorsey, M. F., Fleming, E., & Cameron, M. J. (2004). Task analysis, correspondence training, and general case instruction for teaching personal hygiene skills. *Behavioral Interventions*, 19, 121-13.
- Summers, J. A., Houlding, C. M., & Reitzel, J. M. (2004). Behavior management services for children with autism/PDD: Program description and patterns of referral. *Focus on Autism & Other Developmental Disabilities*, 19, 95-101.
- Tincani, M. (2004). Comparing the picture exchange communication system and sign language training for children with autism. *Focus on Autism & Other Developmental Disabilities*, 19, 152-163.



Advertisements & Announcements



Postdoctoral Training Opportunities

The Minnesota Autism Center, a Minneapolis based Not-For-Profit organization serving children with Autism Spectrum Disorders and their families, has several Postdoctoral Training Opportunities available.

The Organization will provide experience with children with ASD; conducting and supervising functional assessments as well as psychological testing; designing and supervising behavioral interventions to promote communication and social skills, as well as reducing behavioral challenges using Behavior Analysis, Cognitive Behavior Therapy and other developmental approaches; parent and staff training; and supervision and case management.

The minimum number of hours required in the training program is 2000, with the trainee receiving quarterly written evaluations and a minimum of two hours of individual face to face supervision with a Licensed Supervising Psychologist per week. In return, the trainee will commit to at least one year of service with the Minnesota Autism Center upon completion of the Postdoctoral Training and obtaining Licensure through the State of Minnesota.

The successful candidate must have training in and an understanding of Behavior Therapy methods and have experience with children with developmental disabilities. Experience with the treatment of children with Autism Spectrum Disorders is preferred. Trainees are mentored by an experienced licensed psychologist whose interests match with those of the trainee. Senior Psychologists at the Center have appointments at the University of Minnesota and regularly participate in U of M seminars, research and training events. The Minnesota Autism Center has an outstanding collegial environment with five doctoral psychologists and numerous MA psychology-behavior analysts on staff. Seminars and workshops are a regular part of the environment.

CALL FOR PAPERS

Association for the Advancement of Behavior Therapy
39th Annual Convention
November 17-20, 2005
Washington, DC

Building Bridges: Expanding our Conceptual and Clinical Boundaries
2005 Conference Theme

Further information, including deadlines, for submitting symposia, round tables, panel discussions, and posters can be found, on the organization's website at www.aabt.org.

Attention Students: If you are the first author on a poster accepted at AABT, you may be eligible to enter our annual Autism SIG student research contest!!!!

The deadline for all submissions is March 1, 2005



More Advertisements & Announcements

PSYCHOLOGIST

The Minnesota Autism Center, a Minneapolis based Not-For-Profit organization serving children with Autism Spectrum Disorders and their families, is seeking a F/T Psychologist, Ph.D. or Psy.D. licensed or license-eligible in the state of Minnesota.

Primary treatment is home-based behavior therapy with children 2-5 years old. Treatment modalities include discrete trial, Verbal Behavior, components of SCERTS and related functional language approaches, and Behavior Therapy methods, depending on child needs. Secondary treatment is focused on behavioral challenges of school age children based on functional assessments. Teams consist of a licensed psychologist, a speech therapist, a Director (BA to MA with many years of experience), a Behavior Therapy Supervisor (BA to MA with experience), and individual Behavior Therapists (BA) who conduct most of the hands-on therapy with children. Each psychologist supervises services to families via several Directors who oversee day to day services to children and families. Supervising psychologists report to the Executive Program Director, Travis Thompson, Ph.D.

The successful candidate must have training in and an understanding of Behavior Therapy methods and experience working with children with developmental disabilities. They must be able to work with children and families to demonstrate techniques and treatment plans. Also, they must have experience conducting and supervising function assessments as well as psychological testing. Excellent people, organizational and supervisory skills are essential. The Center provides an outstanding collegial environment with frequent seminars and training opportunities. Salary starts at \$70,000 with excellent benefits. EOE

If interested, contact Heidi Wolverton, Director of Human Resources, at HRD@mnaulism.org.

BEHAVIOR ANALYST

AdvoServ is seeking a behavior analyst experienced in early intervention in autism to co-direct an exciting and innovative new clinical program being developed at its Florida campus in beautiful Mount Dora. This program would be both clinic-based and family-home based, supported through an interactive live video system that AdvoServ has used very successfully for clinical intervention, training, and program support for a number of years in their more traditional residential programs.

We are currently looking for a masters or doctoral level individual, behavior analytic in training, experienced in early behavioral intervention both at the immediate therapist level and in training and supervising additional therapists, to co-direct this project. Salary is negotiable. Contact Dr. Jim McGimsey at AdvoServ at jimmcgimsey@lcia.com or 352-735-0588.

Please send your suggestions of topic ideas for possible inclusion in an upcoming issue of the SIG newsletter to:

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