

The ONTABA Analyst



ONTABA 2015
Annual Conference
November 16 - 17, 2015

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In the community

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**Hanley was
a hit!**

OCTC's event
co-sponsored by
ONTABA in May 2015
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Announcements



Photo credit: Louis Busch

ONTABA in the community

On Sunday June 21, 2015, the ONTABA team showed their support by participating in the Walk Now for Autism Speaks Canada at Earl Bales Park. The team raised \$2350! Big thanks to team captain, John Thorman, to all the team walkers, and to friends and family for their generous donations.



BEHAVIOUR CONSULTANTS

Are you interested in working in the Kawartha's cottage country?
 Do you want a flexible work schedule with agency paid benefits?
 Are you interested in supporting individuals in your community?
 Are you pursuing or have you completed your BCBA?
 Do you have a demonstrated passion for helping individuals with developmental disabilities?

TCCSS is looking for you!

We are looking to add some dedicated, experienced professionals to our dynamic and supportive team of Behavioural Consultation Services (BCS). If you have:

- Post-secondary education in Behavioural Science or equivalent
- Pursuing or completed your BCBA
- Access to reliable transportation
- Knowledge of Applied Behavioural Analysis
- Familiarity with applying the Biopsychosocial model
- Experience with treatment solutions and case management for adults, youth and and children with developmental disabilities

We would like to receive your resume and cover letter to

HR@tccss.org

This posting is open and flexible to satisfy the changing needs of our BCS team. Our recruiting will take place between now and early 2016. Please visit www.tccss.org to learn more about our agency and these opportunities.



And why wouldn't the chair of the new Media Response Committee take an opportunity to speak with the press? Way to go Louis!



Photo credit: Nicole Alphonse

Website update

You asked for it, you got it! The website committee has recently created the opportunity for ONTABA members to automatically confirm membership status! Log in, click on 'My ONTABA', and click on 'Receipt and Letter', to download a PDF confirmation of membership.

Suggestions or feedback?

Could we really call ourselves Behaviour Analysts if we didn't want feedback?

contact@ontaba.org or newsletter@ontaba.org

Want to post an ad in an upcoming issue?

The last issue of the ONTABA Analyst for 2015 will be released in **October**. In 2016, issues will be released quarterly: **January, April, July, October**

Interested? Contact us!
contact@ontaba.org



From the President's Desk

Hello ONTABA members! I hope that you're enjoying these long summer days and that you're getting geared up for a late-summer and fall full of behaviour analysis!

Our Board of Directors have managed to stay busy this summer and voted to forgo the usual summer hiatus in the interest of getting stuff done. We're pretty pleased with the results so far! On a related note, all of the work accomplished by ONTABA, across all facets, could not be accomplished without the help of many dedicated volunteers; your help is always much appreciated!

Some recent accomplishments include the production of our Media Response Committee's first product, which has been released to multiple media outlets and community stakeholders.

We're also very excited about our special summer event coming up on August 21st, "**An Evening of Behaviour Analysis**", which we hope will be a night of professional development, with a healthy dose of fun as well! We hope this event will wet your whistle for the annual conference, which will be here before

we know it! I'm hopeful and confident that our local researchers and practitioners are currently in the process of dreaming up their submissions for our concurrent and poster sessions.

On a personal note, I hope you're staying cool and enjoying some summer reading! Incidentally, if you're looking for suggestions, I have a few: perhaps you'd like to read about applications of our science to all aspects of our society, then may I suggest "The Nurture Effect" by

Anthony Biglan; or perhaps you're in the mood for brushing up on your concepts and principles, then you may enjoy "Principles of Behavior" by Richard W. Mallot and Joseph T. Shane. If those books don't strike your fancy, maybe some good ol' journal article reading on stereotypical behavior might be what you're looking for, well John T. Rapp is a name you'd be wise to look up in your Wiley Access to JABA, through ONTABA.org. If that's not enough reading, I suggest having a look at "Genetic Influences on Addiction: An Intermediate Phenotype Approach" by James Mackillop and Marcus R. Munafò, for a look at addiction that incorporates a behavioral economics perspective into an analysis of addictions. Hope to see you soon!

Warm regards,

Albert Malkin, MA, BCBA
President, ONTABA



Committee Updates



PRC

The Professional Regulation Committee (PRC)

continues their work with respect to the Private Act and regulation. On March 29th, 2015, members of the PRC finished providing feedback on the Certification/Regulation for ABA Practitioners Final Report prepared by SEG Management Consultants Inc. for the Ministry of Children and Youth Services (MCYS). The feedback was shared with MCYS via email at the beginning of July.

On March 30th, 2015, PRC participated in a teleconference with the president of the British Columbia Association for Behaviour Analysis (BC-ABA) to learn about the process and type of regulation that they have undertaken in British Columbia. BC-ABA has been working collaboratively with the College of Psychologists in their province and has a draft proposal for regulation. BC-ABA has shared their draft model of regulation and proposal with PRC. The PRC has reviewed these documents and have solicited feedback about this type of regulatory model from Jim Carr (BACB), Gina Green (APBA), and Ron Ross (Pathway Group). The next steps for PRC will be toward further information gathering to determine if the climate in Ontario has changed, such that different options are viable for a regulatory model in Ontario or if efforts should continue to focus on our work with advancing the Private Act. Any changes and updates will be promptly shared with the membership of ONTABA.

Treasury

In the event that you care about the treasury, (it's not really a committee, but nonetheless), so far this year we have helped manage budget allocation, authorized a minor financial investment, and added two additional named cardholders on our credit card in order to maximize committee efficiency, as promised at the previous AGM. We have also prepared and submitted our tax information to our accountant and will soon begin organizing our annual commercial insurance renewal.

Conference

Planning for this year's annual conference is well underway. The Conference Committee would like to thank the 133 members who participated in the Invited Speakers Survey, the results of which were used to determine who to invite to speak at this year's conference. We're excited to announce that this year's conference will host four invited speakers! The speakers include:

Dr. Anthony Biglan
Dr. James MacKillop
Dr. Dick Malott
Dr. John Rapp

The Conference Committee loves students and we are excited to announce that there will be greater **opportunities to showcase student projects:**

- Poster session
- Ignite event (a first for ONTABA!)

Important information:

The **AGM** will now be held at 8:00am on November 16th, 2015. **RSVP will be required** and a light breakfast will be available.

The Conference Committee is currently revising the paper submission and registration processes. We hope to have the **call for papers and registration open in August.**

A special rate of \$199 per night (plus tax) at the Intercontinental Toronto Hotel is now available. To obtain the conference rate, use the web link:

<https://resweb.passkey.com/go/OABA2015>

Or just mention the ONTABA conference when booking your reservation.

Conference updates will be posted regularly on the ONTABA website and Facebook page. Stayed tuned!

Satellite Conference Committee



Dr. Gregory P. Hanley
hosted by OCTC

On May 7, 2015 the Ottawa Children's Treatment Centre hosted their 2nd Challenging Behaviour Conference, once again with support from the ONTABA Satellite Conference Committee. 148 individuals practicing in the field of ABA within Ontario and Quebec gathered together at the Ottawa RA Centre to listen to the presentation Addressing Challenging Behavior Safely, Efficiently, and Effectively given by Gregory P. Hanley, Ph.D, BCBA.

The first part of the day was devoted to learning how to conduct a more efficient functional assessment and overcome common obstacles to conducting FAs of severe problem behavior. Dr. Hanley shared the 'Open-Ended Functional Assessment Interview' and discussed how his assessment approach differs from the traditional method of closed-ended indirect assessment tools, extensive descriptive assessments, and a standard 4 or 5 condition functional analysis. Attendees learned how results of an open-ended interview, which suggests contingencies are operating simultaneously, can be used to design a two condition functional analysis in which multiple contingencies are synthesized into one test condition.

In the afternoon session, attendees had the opportunity to practice designing a treatment program that included FCT and teaching an individual with problem behavior to tolerate both delays to and denials of reinforcers maintaining their problem behaviour. Very positive comments were received from the attendees regarding the practical and relevant content of Dr. Hanley's presentation, as well as his warm, humorous, interactive and engaging presentation style. Submitted by: Sharon Doucette, OCTC

Our latest
sponsorships!

Dr. Peter Gerhardt hosted
by Shining Through

SAVE THE DATE!



Peter Gerhardt, EdD

Dr. Peter Gerhardt is the director of education – upper school for the McCarton School in New York City. Dr. Gerhardt has over 30 years experience utilizing the principles of Applied Behavior Analysis in support of adolescents and adults with ASD in educational, employment, residential and community-based settings. He is the author or coauthor of articles and book chapters on the needs of adolescents and adults with autism spectrum disorder and he has presented nationally and internationally on this topic. In addition, Dr. Gerhardt serves as chairman of the Scientific Council for the Organization for Autism Research, on the editorial board of Behavior Analysis in Practice, and on numerous professional advisory boards, including the Autism Society. Dr. Gerhardt received his doctorate from the Rutgers State University of New Jersey Graduate School of Education. Dr. Gerhardt's research interests include issues related to intensity of behavior analytic instruction with adolescents and adults, community integration and employment, development of adaptive behavior competencies, positive behavior supports with complex individuals and the use of technology to support community safety and independence.

October 22nd & 23rd, 2015

"Using evidence based teaching for teens and adults with ASD"

2- Day Workshop hosted by:

The Shining Through Centre for Children with Autism

*** Pricing and Venue TBA





Behavioural cusp · n. 1 | be.hav.iour cusp | /bi'hei-vjər kʌsp/

“any behaviour change that brings the organism’s behaviour into contact with new contingencies that have even more far-reaching consequences...a cusp is a special instance of behaviour change, a change crucial to what can come next.” (Rosales-Ruiz & Baer, 1997, p.533)

The Cusp

Behaviour Analysis in Ontario: The people behind the work

Editor’s note: Admittedly, I was pretty happy with the interviews from the inaugural release of The Cusp in the last issue of the Analyst so this time around I was a little worried; could it be pulled off again or is this column a one hit wonder? Nothing like a healthy dose of self-doubt to spur one into action! Thankfully after completing a second round of interviews for this issue, I came to the conclusion: It happened again *and* I think we’re onto something really good here! So I was once again feeling pretty happy but then I realized, it’s not me and it’s not luck either, so what is it? It’s the content; our fellow Behaviour Analysts and their work. These interviews definitely left me feeling inspired and energized and proud to be a part of our small but mighty field. Hope you feel the same way. Enjoy! *Lesley*

Marc Lanovaz, Ph.D., BACB-D

Marc is an Assistant Professor in the École de Psychoéducation of the Université de

Montréal and he is the director of the Applied Behavioral Research Lab, which is currently the only behaviour analytic lab at the university. His research interests are primarily in the improvement of service delivery to children, adolescents, adults, and families affected by ASD and other developmental disabilities. He has published several articles in scientific journals and he has been awarded research funding from granting agencies such as the Canadian Institutes for Health Research, the Social Sciences and Humanities Research Council, Québec’s Office for Persons with Disabilities, and the Fonds de recherche du Québec. Marc is also a licensed teacher and psychoeducator in the province of Quebec.



Tell us about your work at the university.

I was hired as the department’s ASD specialist four years ago. The department itself does not have a behaviour analytic orientation, but they support me 100% in what I do. I supervise five PhD and three MSc students and we have many exciting projects going

on in my lab right now (<http://www.labrl.org/>). One particularly exciting project is the development of an app called “iSTIM”, which is designed to help parents reduce stereotypy in children with ASD. After entering basic demographics and information about the behaviour itself, an algorithm provides suggestions on data collection as well as directions and training on conducting a preference assessment. Once this is completed and the data is entered, the app suggests an intervention and data collection for monitoring the effectiveness of the intervention.

That sounds like a very complex project you must have a big team working on it. We have been working on this for a few years. The app development alone took about a year. We are in the preliminary testing phase right now piloting it with graduate students and we are working toward testing it out with parents. We have been working closely with a programming company and once we have shown that it is safe and effective we would like to publicly share the source code for free.

How did you get involved in ABA? As an undergraduate student I was completing a degree in education and one semester I was looking for the highest paying job working with kids

that I could find, turns out it was an ABA therapist position for \$12 an hour. I had worked at summer camps, which integrated children with special needs, so I already had some related experience. I really became interested in ABA as a result of this opportunity and I was encouraged to pursue graduate work in the field.

Five years ago you were the founding president of the Quebec Association for Behaviour Analysis (QcABA). What is the state of the nation for ABA in Quebec now?

There has been a lot of positive change and the field is getting bigger; the QcABA membership is approaching 100 members and there are about 30-40 BCaBAs and BCBAAs in the province. QcABA will be rolling out a pre-approved BCBA course sequence in September 2015 and there are already 24 registrants. All of the coursework will be offered in French.

Most of the ABA literature is in English, but we are starting to get more resources in French. Translation of even basic terms is a difficult process. I was recently involved in a project to validate the translation of basic ABA terminology from English to French, which is now posted on the BACB website. There are nearly 1000 terms on that list.

It is really impressive how far the field of ABA has come in Quebec and you have played a critical role in this.

How in the world did you make all this happen? (Laughs) well, determination and team work. The inception of QcABA was actually in 2009 with two people in a car driving home from the annual ONTABA conference. During the car ride we were talking about how ONTABA is so well organized and how great it would be to have an association of our own. No one really wanted to step up and do it because it was a lot of work but I am so happy we did. It was really a team effort; people just needed a little nudge to get started. We can see the difference in training now and we are really getting the science off the ground in Quebec.

What are you envisioning for future directions in terms of your contributions to the field?

I want to focus on the accessibility of ABA. As behaviour analysts, we are a relatively self-contained group and a very important question is: How can we make our technology more user-friendly for parents, educators, and professionals with no-to-minimal training in behaviour analysis? We know we can change behaviour but the real challenge is getting it out there so people actually use it. For example, how do you decide to choose NCR over DR or vice versa? Both can be effective but we don't actually have clear guidelines on selecting which intervention to implement. Through technology we can program algorithms to guide someone who is not trained in ABA in assessment and treatment selection.

Further to this, not everyone believes in the validity of research based on single case designs. In order to make our technology more broadly believable and accessible in the research world, we need to present our work in their language and validate the effectiveness of our interventions with RCTs and other

group-based research designs, which are better at answering certain types of questions. If people don't understand ABA or what we can achieve with it whether it is a parent, a funder, or someone from another discipline, then we just haven't explained it right.

Any advice for new clinicians/ researchers in the field?

Perseverance! Perseverance and don't be afraid to take risks. Most people don't know this, but I got rejected five or six times before getting my first article published. You don't get them all but what is the worst thing that could happen? You simply get rejected and start over. Also, make sure to seek feedback especially if you work with a supervisor that does not provide it spontaneously. Feedback is not something bad; take it as help and run with it. Looking back on my career especially in the early days, the contingencies were what they were and didn't necessarily support doing something different. I've made plenty of mistakes along the way; but a mistake is just feedback from your environment. I learned from my mistakes and I'm still learning every day.

Nancy Marchese M.A., C. Psych. Assoc. (Supervised Practice), BCBA

Nancy is a passionate and dedicated BCBA with over 15 years of experience in the field. She is the Founder of a greater Toronto area-based agency (<http://breakthroughautism.ca/>) that provides IBI and other specialized services such as parent coaching, social skills training and tutoring for children with ASD and other neurodevelopmental disorders. She is currently providing clinical supervision under Supervised Practice for registration as a Psychological



Associate through the College of Psychologists. She is also the CEO and Co-Founder of a company that develops educational apps for children with ASD and their families (<http://www.specialappucations.com/>).

Nancy has disseminated her work at local and international conferences and she has published an article in JABA. You may also recognize Nancy as she teaches part time in the Behavioural Science programs at George Brown College and she has appeared as a guest on various television and radio shows.

Where did you start your career in ABA?

My first job in the field was as a "Junior Facilitator" for a private agency delivering IBI to young children with ASD. This job would be akin to an Instructor Therapist position; this was back in the days before provincially funded programming. It was actually one of my roommates in undergrad who brought home a recruitment flyer for this position; she knew that I loved working with kids and thought it would be a good match. My start with ABA was a little random but I feel so lucky that it happened.

App development seems to be a real game changer for our field. Tell us about how your work intersects ABA and technology.

At Special Appucations our ultimate goal is to make ABA more accessible to families and technology is the vehicle that can get us there. One app in particular that we have developed is called "Street Smarts", at its heart it uses a BST (Behavioural Skills Training) framework to teach children what to do if they get lost. One section of the app is just for kids and it is like a game, video models are provided and the user answers questions on what the

model did right. Based on the responses entered, the user is provided specific feedback. There is also a parent/educator section of the app that teaches caregivers how to help their kids maintain and generalize the skills learned in the app also using a BST model. There is a treatment integrity checklist and parents can track how well they were able to implement all the required steps.

What is your most memorable program or treatment outcome so far? It's so hard to think of just one (laughs)! I think the most memorable and most powerful part of working with children and their families is when the parents share with us how the programming impacted their lives. Sometimes it's the seemingly little things that make the biggest difference; for example we were recently working with a child with a long history of refusing to wear his eyeglasses. His mother was so overwhelmed when she arrived to pick him up and he was wearing his glasses so casually without any issues. There have been so many awesome success stories for families and it is a pleasure to be a part of it; anything from toilet training to communication skills to having a child use PECS to tell his parents "I love you" for the first time.

If you weren't in ABA, what do you think you'd be doing? Oh jeez, I have no idea (laughs)! I can't even imagine what I would do instead; it would be a total loss of reinforcers in life! Isn't that the behavioural definition for depression?

Apparently running two successful and innovative companies, publishing articles, making media appearances, and teaching at the college isn't enough for you, what else are you

doing these days? Well a few things, I just presented a multi-site study at ABAI about the comparison of two reading programs; Reading Mastery and Headsprout. This is a project with Drs. Jim Carr and Linda LeBlanc. I'm currently in the process of registering as a Psychological Associate and I do have two kids who like to remind me that I am a mother (laughs)! My kids are eight and four; they are awesome and we like to do lots of fun stuff together. In my down time, I love to watch So You Think You Can Dance and I am a serious "Gleek" (laughs).

What are your interests for potential future projects? I'm really interested in the social validity of ABA. Jim Carr used to always tell me: we know we can teach a lot of skills, but the bigger question is what are we going to teach? I would love to explore how teaching targets are selected and the degree to which social validity is considered, I think this is an especially relevant theme in delivering IBI.

Any advice for someone who is thinking about starting a private practice in ABA? You've got to be passionate about offering a quality service. That's the most important thing because it only works if it is delivered well. It took me a long time to actually feel comfortable; I've had a lot of great mentors along the way. You've got to create your own ABA-based verbal community; surround yourself with experts and people from whom you want to learn as you build your clinical expertise. We have a responsibility to the field and it is so important that we represent the science well by staying current and by offering high quality services to families.



Maurice Feldman, Ph.D., C. Psych, BCBA-D

Maurice is the Director of the Centre for Applied Disability Studies (CADS) and a cross-listed professor in the Department of Child and Youth Studies at Brock University.



With over 30 years of clinical experience, Maurice is well known leader in our field. His areas of expertise include: behaviour disorders, autism spectrum disorder, developmental disabilities, parenting skills, staff training, and child maltreatment. Maurice has published extensively and he has presented his research in numerous countries. Maurice served an integral role in establishing the CADS at Brock University. This program has created the unprecedented local opportunity for clinicians in Ontario to pursue graduate course work in ABA and BACB certification.

How did you become interested in ABA? I was taking an undergraduate course in Abnormal Psychology and the professor who was a "Freudian", was just discovering Skinner. The entire course was a "Freud vs. Skinner" deliberation on the understanding and treatment of human problems with a particular focus on the scientific merit of each approach. It was my introduction to applied behaviour analysis – an approach that was not only scientific, but offered evidence-based practical solutions to important problems. As a graduate student, I did an internship at CPRI in London and I was mentored by Dr. Barrie Evans who taught me about clinical behaviour analysis with children and families, and Dr. Bradley Bucher, a professor at the University of Western Ontario, who introduced me to behaviour analytic research.

Tell us about the 3Rs project. The 3Rs stand for: rights, respect and responsibility. This project was started by Drs. Dorothy Griffiths and Frances Owen, professors at Brock. They were interested in the frequency and nature of rights violations in service provision for people with developmental disabilities. Partnering with local agencies in the Niagara region, the initial work involved surveying staff and clients. Common violations included things like: not letting people choose what to wear, what to eat, or who they can have over as guests. It wasn't so much about overt abuse, but more the restrictions in every day choices that weren't even recognized as infringements on one's rights. When I came on board, we developed training programs for individuals to recognize and defend their rights as well as staff training modules to support individuals in exercising their rights. We quickly realized that only when an agency adopted a "culture of rights" that included a human rights committee with consumers as members, could training individuals and staff in supporting rights be successful. It's really a very complex multi-level issue. A common complaint that we received was that when people were taught that they have rights, they didn't realize that there are limits to rights; one's rights are expressed in a context of respecting the rights of others and being responsible for your wellbeing. We received several grants, including one from the Social Science Humanities Research Council – Community University Research Alliance to implement and evaluate our 3Rs training in partnership with Community Living Welland-Pelham and other agencies supporting adults with ID. We also obtained a grant from CIHR to extend the training from everyday rights to one's health rights. The training is of course behavioural

in nature; general case training is used to teach the skills and generalization was evaluated by in situ probes. So far we have published one RCT and two books on rights training and we are currently working on another RCT and disseminating two training manuals.

Tell us about a few career highlights so far. In the 80s and early 90s, I ran the Parent Education Program at Surrey Place Centre, which is now called the Parent Enhancement Program. It was one of the only programs in the world specializing in families headed by parents with ID, and for a while it was the only program with empirical support. We developed an evidence-based behavioural model for assessment and treatment to increase parenting skills and prevent child neglect. We published in JABA and other ABA and ID journals. The "Step-by-Step" model has been disseminated around the world. I love working directly with the parents, but I also enjoy training a room full of non-behavioural professionals who when they would leave, whether they realized it or not, would then be doing ABA-based work with these families.

Another highlight would be the development and evaluation of the Parent Observation of Early Markers Scale (POEMS) with Dr. Rebecca Ward, who is also faculty in CADS, and colleagues at Queen's University. The POEMS is an early detection tool for ASD and what makes it novel is that it is completed by parents, not professionals. In our research, we followed at-risk infants who had an older sibling with ASD. After following families for three years, we found that the POEMS identified infants as early as nine months of age who were later diagnosed with ASD. Early detection potentially means earlier access to intervention. The POEMS is now being

used in the US and Poland, and we hope soon in China.

Finally, I have to say that I am proud of the creation and ongoing success of CADS at Brock University. So many people were involved in establishing and building the program: Drs. Rosemary Condillac, Rebecca Ward, Frances Owen, Dorothy Griffiths, Maureen Connolly, Tricia Vause and our Academic Administrator, Alison Rothwell. Many people contribute to the program's ongoing success not the least of which are our students. I am very proud of our students who have achieved graduate degrees and BCBA certification. Across BACB approved graduate programs, for first timers taking the BCBA exam, the pass rate is around 50%, at Brock, for the past two years, our graduates have a 76% pass rate on the exam and we have a relatively large sample every year. But it's not just the pass rate; I am so pleased with the success of our graduates and their commitment to using ethical, evidence-based practice to improve human services in Ontario. While many university programs are experiencing budget cuts, our success has been recognized and reinforced by the university in that we were allowed to hire three new faculty last year, Julie Koudys, Kendra Thomson and Kimberley Zonneveld, all of whom are PhD's and BCBA's.

Who is your ABA hero? Certainly B.F. Skinner; he has had the most influence on my practice, research and worldview. In terms of my research and scope of practice, interestingly, I'd have to say both Richard M. Foxx and Ted Carr; they were often at loggerheads but they were both mentors to me earlier in my career. Garry Martin at the University of Manitoba has always inspired me in my work with persons

with DD. For carrying out behaviour analytic research, Dr. Bradley Bucher really helped me establish myself as a scientist-practitioner. In one of my first applied projects, with the help of parents, I implemented Dr. Bucher's behaviourally-based tutoring program for children with learning disabilities (LD) and academic problems in Chatham, Ontario. The program was designed to train parents and high school students to tutor children with LD after school and in the summer. Although it was set up in the 70's, I believe it is still in operation in Chatham.

What was the best career advice that you ever received? Early in my career, I was working with individuals with DD and challenging behaviour and carrying out FBAs and FAs at the same time I was also building the Parenting Education Program. One of my behavioural colleagues said to me: "Maurice, you could be like 3,000 other behaviour analysis researchers publishing on FBAs and managing challenging behaviour, or you could be the only behaviour analyst publishing on training parents with ID". Luckily, I took his advice and became the "expert" on these families. I know working with parents with ID is still seen as a side area, but when you see how many of these families are involved with child protective services, then you can't ignore the bigger societal issue of child maltreatment and the fact that we have a technology that can address it that is not being routinely used. Our more recent research shows that in Canada, 40% of child welfare cases that go through family court involve children of parents with ID, even though these parents only represent 1-3% of all parents. It is a huge at-risk group and we can use behavioural principles to prevent child neglect and keep these families

together. Historically, this work has been (and remains) the domain of social workers. Unfortunately, the bias continues to lean toward removing the children from their homes. There is a pervasive assumption that these parents can't learn to improve parenting competency (because of their inherent learning difficulties), but we know that behavioural skills training can be very successful with people who have cognitive limitations. I have made a concerted effort to train non-behavioural professionals to use effective teaching strategies to affect positive change in these families.

Any advice for new clinicians in the field? Well other than come into the CADS program (laughs) if you're not already certified, I would highly recommend that you further your education and get certified at whichever level you can. Certification provides a structure of education and training needed to be a professional in our field, but at the same time it is a minimum standard; there is still much to learn after you achieve certification. What I think is missing from many approved course sequences is exposure to experimental behaviour analysis, the theoretical underpinnings and basic research in behavior analysis (it looks like the BACB is moving toward addressing this gap). It seems that the philosophy of Radical Behaviourism has been lost in the emphasis on the technology of ABA. So my advice is: read Skinner and get in touch with what Radical Behaviourism is all about. Also, consider the larger field that you are in. In CADS, we offer general disability studies course because we want our students to understand and appreciate the historical and social context of their work with persons with ASD, ID and other disabilities.

Looking back, is there anything you'd do differently in your career? I often wonder whether I should have gone into academia earlier in my career, but then I would have missed out on the wealth of hands on clinical experience that I obtained. But how many more publication or grants would I have under my belt if I had pursued it sooner? Historically, I was always a full time clinician at an agency and I would have involvement in academia through part time teaching and cross-appointments, but I wasn't actually a full time academic until 2003 when I came to Brock. Even if I wanted to go into academics right from the start I couldn't have — the positions for behavioural psychologists just weren't there (blame the "cognitive revolution").

Tell us something about you that we wouldn't find on your CV. I suppose I should limit it to something I wouldn't be too embarrassed to tell you! Let me think of something interesting, well, I'm now a proud grandfather. I love to spend time with my grandson; this is a new chapter in life for me – watching my son and daughter-in-law reinforce the wrong behaviours (laughs).



Have someone in mind for the Cusp?

Let us know, we love suggestions!
newsletter@ontaba.org



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