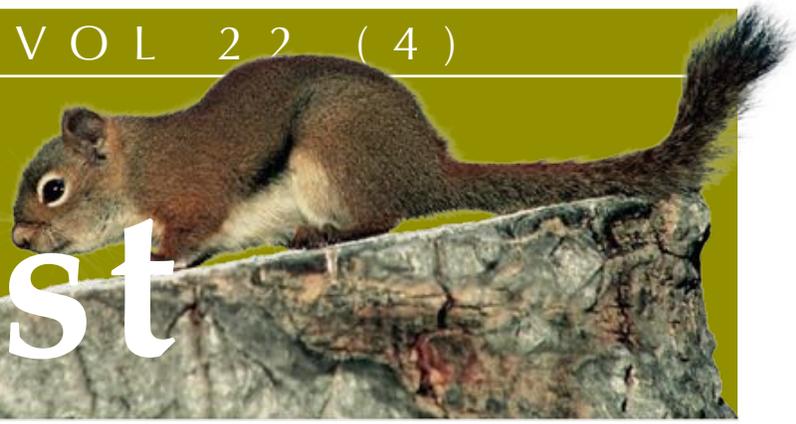


The ONTABA Analyst



**It's the most wonderful
time of the year...**



**ONTABA
Conference 2016
update** pg. 5

**From the membership
feature article by
Michaela Weaver &
Dr. Gary Bernfeld**
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From the President's Desk

On behavioural cusps...

Rosales-Ruiz & Baer (1997) define a behavioural cusp as “any behavior change that brings the organism’s behavior into contact with new contingencies that have even more far-reaching consequences” (p. 533). When the coordinated behaviour of many individuals lead to outcomes that produce significant cultural change, a cultural cusp is said to have occurred (Todorov, 2015). This year we were brought into contact with many new contingencies; and as a result are experiencing rapid growth and transformation in our membership and in our organizational capability. The coalescence of contingencies associated with our organization building activities, the expansion of our lobbying and advocacy efforts, and the changing landscape of behavioural services in Ontario have vaulted us toward new and exciting opportunities to see our vision come into focus.

It is heartening to see this level of support and unity at a time of such massive change in our province.

As our conference and annual general meeting draw near, we reflect on the many products of our joint efforts. Now with almost 900 members, we have become one of the largest behaviour analytic professional organizations in the world. Earlier this year we completed an external evaluation of our organizational functioning, launched the Governance Improvement Project using the resultant data, and engaged in a collaborative strategic planning process. These actions have laid a foundation for optimizing performance at the committee and board levels. Our success in engaging the media while securing ongoing meetings with multiple ministries, the Premier’s office, Ontario’s Ombudsman and stakeholders from across sectors has allowed us to push the envelope on behavioural services and education in the province like never before. We have been asked to contribute directly to government guidelines, to appoint members to critical committees, to provide policy positions, and to present our vision of the field. We fought for families and for the integrity of our science, built strong relationships with consumer advocates along the way, and contributed to real political change. We strengthened connections with our founders and advisers, our fellow chapters here in

Canada and with the international leaders of our field.

Of course, we must attribute our current achievements to the labours of our past; the product of many years of interlocking effort by our previous leaders, boards and committees. The commitment and support of our board and committee volunteers this year has been overwhelming. More than 50 members relinquished time from their busy schedules for ONTABA business by engaging government, planning events, providing advice, attending meetings, and working on countless emails, letters, briefing notes, releases, and position statements. It is heartening to see this level of support and unity at a time of such massive change in our province.

Although much has been accomplished this year, there is still more work ahead. To ensure that the voices of behaviour analysts continue to be heard in the province and that the consumers of our services receive the best possible quality and quantity of that service in an ethical, accessible and equitable manner, we must remain united and vigilant. If we are to succeed we must come together as a field and allow our vision of fostering a culture of excellence, integrity, and expertise for the advancement and promotion of the science of behaviour analysis to guide our actions over and above all other interests. I am excited to see what our next year together brings, as surely we are on the verge of yet another cusp.

See you at the conference!

Sincerely,

Louis Busch, President
Ontario Association for Behaviour Analysis



Announcements

2016 ONTABA AGM

All are Welcome!

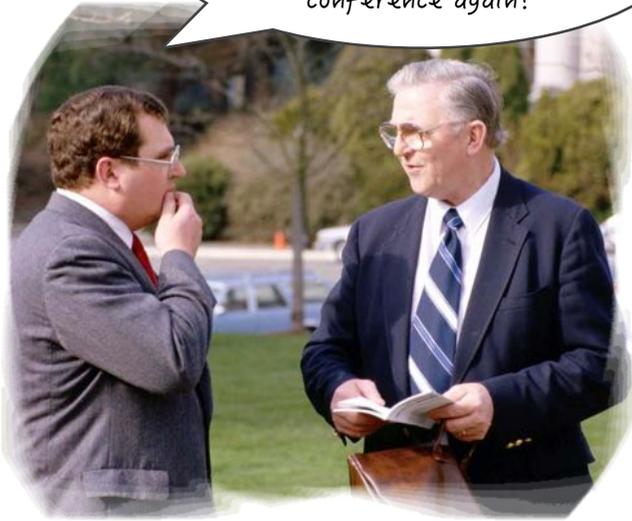
The Annual General Meeting is scheduled on the first evening of the conference: **Thursday November 10, 5:30-7:00pm**

Entrance is free and light refreshments will be provided. **Registration is required!**

Conveniently, you can register for the AGM online: go to <http://www.ontaba.org/>, click on the 'Conferences' tab, then '2016 conference', then 'Sign up' in the drop down menu. Enter your name and the email address associated with your ONTABA member portal. Select 'AGM only' (\$0 will show up as the cost if done correctly), then select cheque as payment.



Are you telling me that I missed early bird for the ONTABA conference again?



Yes, you missed it. Don't worry you can still register... but you should seriously get on it!

Got something for an upcoming issue?

The ONTABA Analyst is released quarterly: **January, April, July and October.** Interested? Send it to us! newsletter@ontaba.org

Suggestions or feedback?

Could we really call ourselves behaviour analysts if we didn't want feedback?

contact@ontaba.org or newsletter@ontaba.org

We've moved...again!

Back to "the 6". Apparently, you can always go home again. Please direct any mail to:

ONTABA
330 Bay Street Suite 820
Toronto, ON
M5H 2S8



2016 ONTABA Board Elections

The Poll is Open!

Time to have your say! To vote, go to <http://www.ontaba.org/>, log in to access the 'MY ONTABA' tab, then click on 'Elections' in the drop down menu.

Open positions for the 2016 Elections:

- 4 positions - Director at Large (2 year term)**
- 1 position – Secretary (2 year term)**
- 1 position – Treasurer-Elect (3 year term)**



All nominee biographies are available in the 'Elections' tab. The successful nominees will be announced at the 2016 annual conference.

For further information or questions, email us at: contact@ontaba.org

Committee Updates

PRC

The Professional Regulation Committee has been busy working towards our long term goal of regulation. Actions undertaken in the past four months include:

- Completed teleconferences with Dr. James E. Carr, PhD, BCBA-D, Chief Executive Officer, Behavior Analyst Certification Board (BACB) and Dr. Gina Green, PhD, BCBA-D, Executive Director, Association of Professional Behavior Analysts (APBA) and integrated their feedback into existing titles.
- Completed a full working day with all PRC members.
- Completed the draft Private Act integrating all feedback from committee members and Ron Ross (Pathway Group).
- Sent the draft Private Act to Legislative Council for review/feedback.
- Completed draft of three titles and corresponding criteria.

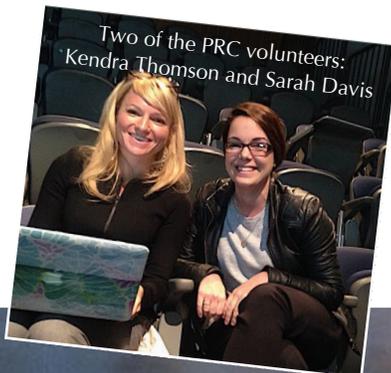
- Drafted a briefing note for Jane Cleave, Director, Specialized Services and Supports, MCYS, to outline steps in the Private Act process.
- Sent the updated draft and titles to the ONTABA Board of Directors.
- Completed latest Town Hall Meeting on Saturday October 22, 2016 at the lovely George Brown College Waterfront Campus. Updates from the PRC were provided along with presentations by Dr. Gina Green (who joined via video conference) and by Dr. Jim Carr (who attended in person). A copy of presented slides will be made available soon and a membership survey will be circulated to solicit further questions and feedback.

Sincerely,

The Professional Regulation Committee



Town Hall Meeting October 2016



Conference

The Annual 2016 Conference is just weeks away and your conference committee is hard at work finalizing all the important details!

The conference is set to take place on **Thursday November 10th and Friday November 11th** at the Metro Toronto Convention Centre. It will be two days of excellent presentations featuring invited speakers Dr. Lerman, Dr. Rehfeldt, and Dr. Vause and a wide variety of concurrent sessions. CEUs will be available for the majority of the presentations.

A few special events are lined up including a series of ignite-style talks, an ethics panel (with a much coveted ethics CEU available), and networking opportunities (*and* wine and cheese opportunities) during the poster session. For those of you who like to burn the midnight oil, we will be waiting for you at the social which will take place at a nearby pub after the poster session on Thursday night.

There are less than 70 spots left (and counting down) so be sure to register soon if you haven't already!

For more information go to <http://www.ontaba.org/>, click on the 'Conferences' tab, then '2016 conference' in the drop down menu. The schedule, pricing, and registration can all be found there. Any questions can be forwarded to the conference chair at conference@ontaba.org. See you soon!

Sincerely,
The ONTABA Conference Committee

Joint Conference

October 2016 kicked off to a roaring start with the ONTABA/QcABA first joint conference which took place in Ottawa at the beautiful Carleton University. The first speaker to present at this sold out event was none other than Dr. Brian Iwata who opened and closed the conference. Dr. Marc Lanovaz and Dr. Michelle Turan kept the attendees riveted for the

remainder of the weekend providing great ideas to further discuss at the evening social. The ethics panel included clinical, research and parental perspectives ensuring well rounded responses to thought provoking questions. Many thanks to all the volunteers who helped make this event a tremendous success ensuring that another joint conference will take place in the near future!

Sincerely,
Sarah O'Donoghue, Joint Conference Chair



Events Committee

ONTABA's second annual "Evening of Behaviour Analysis" was held on August 20th in a beautiful venue located at 918 Bathurst Street. Attendees were treated to a lively rendition of ONTABA's first ignite session presented by Jen Porter, Louis Busch and Lesley Barreira which closed an already terrific evening. The Events Committee would like to thank Ken Hamilton and Lesley Barreira for their terrific presentations and to those who participated in the poster session displayed throughout the evening. Finally, to all those members who attended this event of the summer, it was great to see you and we look forward to hosting another successful evening event in 2017!

Sincerely,
The Events & Planning Committee
Sub-Committee of the PCRC



From the Membership



Use of Positive Reinforcement, Self-Monitoring and Cover, Copy, and Compare Tutoring Technique to Increase Spelling Accuracy

Michaela Weaver

3rd year student, Honours Bachelor of Behavioural Psychology, St. Lawrence College, Kingston

Gary Berneld, PhD

Professor, Honours Bachelor of Behavioural Psychology, St. Lawrence College, Kingston

Method

Participant: The participant was an 8-year-old girl in grade 3 in a regular classroom in a public elementary school. She was referred by her teacher to address her low accuracy in spelling. No physical or biological problems, or diagnoses were present.

Target Behaviour: The intervention was designed to accelerate accuracy in spelling in a range of academic tasks, as well as in a master list of 24 words. Spelling accuracy in both sets of tasks was calculated by dividing the number of words correctly spelled, by the number of words written and multiplied by 100. Her baseline accuracy reached an average of 39% for overall spelling, and 0% for the master list of words.

Methodology and Procedures: A preference assessment was used and determined that tangible items (i.e., stickers), and social reinforcers (e.g. verbal praise, 'high fives') were of the highest value. These items were paired together during the intervention. Stickers were used during the self-monitoring phase of the intervention, along with a "Super Speller" checklist.

The checklist had items to prompt accurate spelling each day, such as: "I sounded out the letters in the

word", "I took a thinking moment to figure out what letter comes first", and "I used my alphabet to find the right letter." The student was to rate herself on these items on a 3-point scale that included "yes", "sometimes", and "no". The stickers that were placed in the box that corresponded to this self-monitoring rating scale on the checklist had encouraging phrases to help her rate her own success. Some example items included: "OK, "Great!" and "Keep Going". These ratings were compared to those of the observer, during Language Arts class. This self-monitoring checklist was placed in the student's Language Arts folder at the beginning of each week, and was assessed with the observer at the end of each Language Arts period.

In addition to self-monitoring, Conley, Derby, Roberts-Gwinn, Weber & McLaughlin's (2004) Cover, Copy, and Compare (CCC) tutoring technique was implemented to help increase the student's academic accuracy in spelling. The CCC method is based on trial-and-error, in which the student looks at the correct spelling of a word for a matter of seconds (usually 5-10 seconds), and then is asked to re-spell the word while the correct spelling is covered. Once completed, the student then compares their spelling with the

correct spelling. This process is repeated until the student spells the word correctly. Spelling accuracy was assessed using permanent product recording. Criterion levels for short term objectives in academic accuracy were set at 45%, 55%, 65%, and 75% of words in a sentence correctly spelled and were considered reached when the student demonstrated each objective for two consecutive days.

Results

The intervention was implemented for 13 school days, though not consecutive days due to absences of both the observer and student. The program occurred during Language Arts period, usually in the morning, with the self-monitoring completed directly after each Language Arts period. The student was successful in meeting all of the established objectives and achieved the final goal of 75% accuracy by the end of the intervention. During baseline, the student attained a 39% average of academic accuracy. These results improved to an average of 68.2% during intervention, an increase of 74.7% from baseline. (see figure 1).

According to Tawny & Gast (1984), a low percentage of overlap in data points from baseline to intervention is reflective of an effective intervention. The Percentage of Data

Points Exceeding the Median (PEM) was 100%, as 9/9 data points in the intervention phase were above the baseline median. Therefore, the intervention was categorized as very effective, using Scruggs & Mastropieri's (1998) system.

In addition to the above findings, accuracy on the master list of 24 words also increased from 0% during baseline to 87.5% after intervention.

Indicators of the social validity of the program included the acknowledgement of the student's improvement over the course of the intervention by both the teacher and the educational assistant in the classroom. Moreover, the teacher noted that by the end of the brief intervention, the student's level of spelling improved from a senior kindergarten level to a low grade 2 level.

Interobserver Agreement (IOA) was also completed for one session during baseline and intervention, with an IOA of 100% being reached for both.

Discussion

Strengths: Social reinforcement proved to be very effective for this student and provided motivation in a cost-effective manner. The student's teacher indicated that the intervention was easy to continue after the Behavioural Psychology

student ended her placement.

The packaged treatment of positive reinforcement, self-monitoring and the CCC method proved to be a successful in increasing the student's below-grade-level literacy skills.

Limitations: The CCC technique used varied from the original method described by Conley et al., (2004). Due to time constraints, the time allotted to look at each word was reduced from 10 to 5 seconds. The intervention was also not completed on consecutive days; criteria may have been reached sooner or surpassed had the days of intervention been successive.

Summary: All of the behavioural objectives were met throughout the intervention. Academic accuracy in

spelling improved from an average of 39% accuracy to 68.2% during baseline, an increase of 74.7%. PEM analysis confirmed that the intervention was very effective. The student's accuracy on a master list of 24 words also increased from 0% during baseline to 87.5% after intervention. Following intervention, the teacher reported that the student's spelling ability increased by 1.5 grade levels. The teacher was given mediator instructions and training on how to properly compare her ratings with the self-monitoring of the student in preparation to continue the intervention.

For more information, a complete list of references or a copy of the full report, contact the senior author at MWeaver19@student.sl.on.ca

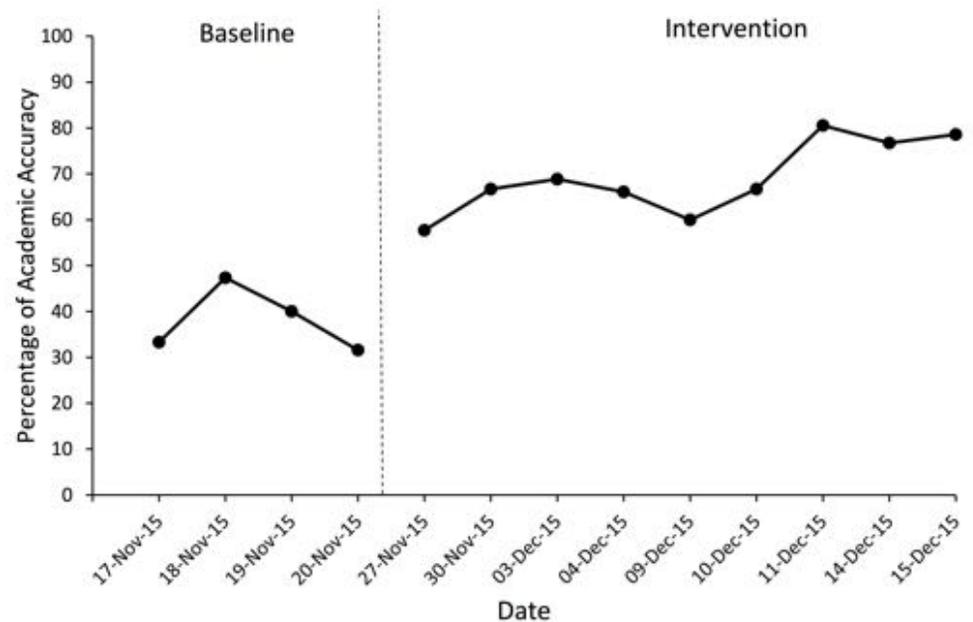


Figure 1. The Percentage of Academic Accuracy During Baseline and Intervention

Selected References

Conley, C., Derby, K., Roberts-Gwinn, M., Weber, K., & McLaughlin, T. (2004). An analysis of initial acquisition and maintenance of sight words following picture matching and copy cover, and compare teaching methods. *Journal of Applied Behavior Analysis*, 37, 339-349. doi:10.1901/jaba.2004.37-339

Erion, J., Davenport, C., Rodax, N., Scholl, B., & Hardy, J. (2009). Cover-copy-compare and spelling: One versus three repetitions. *Journal of Behavioral Education*, 18, 319-330. doi:10.1007/s10864-009-9095-4



Behavioural cusp · *n.* 1 | be.hav'ioʊr.al cusp | /bɪ'hɛv.jər(ə)l 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)

and beyond

Behaviour Analysis in Ontario: The people behind the work

Editor's note: For the past two years I've held a monopoly on the interviews for The Cusp and with the end of my term coming up I know it's probably time to consider passing the baton (sigh). As I was preparing this issue I was reminded of why I just can't let go—with every interview I am reminded that the people behind the work are equally as amazing as their contributions. I continue to stand in admiration of so many in our field. Enjoy! *Lesley*

**Dorothea C. Lerman, Ph.D.,
BCBA-D**

Dorothea Lerman is currently a Professor of Psychology at the University of Houston - Clear Lake, where she directs a master's program in behavior analysis and serves as Director of the UHCL Center for Autism and Developmental Disabilities. She received her doctoral degree in Psychology from the University of Florida in 1995, specializing in the experimental analysis of behavior. Her areas of expertise include autism, developmental disabilities, early intervention, functional analysis, teacher and parent training, and treatment of severe behavior disorders (e.g., aggression, self-injury). Dr. Lerman has published more than 80 research articles and chapters, served as Editor-in-Chief for *The Journal of Applied Behavior Analysis* and *Behavior Analysis in Practice* and has secured more than \$2 million in grants and contracts to support her work. She was the recipient of the 2007 Distinguished Contribution to Applied Behavioral Research Award and the 2001 B.F. Skinner Award for New Researchers, awarded by Division 25 of the



American Psychological Association. She also was named a Fellow of the Association for Behavior Analysis-International in 2008. Dr. Lerman is a Licensed Psychologist and a Board Certified Behavior Analyst.

How did you first learn of ABA?

When I first learned of ABA I was an undergraduate student at the University of Florida. I was a psychology major and I hadn't taken any courses in ABA but I had a professor who told our class that he had a colleague who worked at a state institution for adults with developmental disabilities and he was looking for volunteers. I hadn't really considered what my other options might be but I figured that I'd call and inquire. When I called, I was told that I would be helping a man who engages in severe self-injury and was in restraints most of the time. I thought to myself, what do I know? How am I going to help? So I called the faculty office at the university and asked if there was anyone who had any expertise in severe behaviour disorders. I was told to contact Dr. Brian Iwata; who had already achieved prominence for his work but I had never heard of it, and basically it all just went from there.

How did you know behaviour analysis was a match for you? I did end up taking the volunteer position

The Cusp

and Dr. Iwata supervised my undergraduate thesis—I liked the science side of it; evidence-based practice, data collection, and graphing and I also really liked the idea that I could actually help people. After my undergrad I decided to work for a bit to decide whether or not I really wanted to stay in the field and go on to graduate school. For two years I worked at a sheltered workshop and from my experience there I knew that staying in the field was the right choice.

Some of your recent work has focused on training adults with autism to work with children with autism. How did this come about?

The idea came to me when I saw a grant announcement directed at improving the employment outcomes of adults with autism. I thought of the shortage of direct therapists for young children with autism and figured this could be something worth pursuing. Perhaps adults with autism who were interested in working with children would enjoy learning how to serve as behaviour therapists and would respond well to good behaviour-analytic staff training. I bounced the idea off a few people and received a very lukewarm reaction, so I dropped it. A year or two later I considered the idea again and launched a

pilot project; it worked out well and some of the individuals who participated in the project gained employment as behaviour therapists. Now we are focusing more on job-related social skills—skills necessary for any kind of vocation. There's a basic set of skills beyond just doing the job right, like knowing how to ask for help or how to receive feedback. Many individuals don't know to negotiate these situations.

One of my favourite articles of all time is your 2002 synthesis of basic and applied research on punishment (On the status of knowledge for using punishment: Implications for treating behavior disorders). It's been over 10 years since its publication, any reflections? Well I think that the status has not changed much, which is unfortunate because we still need to learn more about punishment. However, I think there are some good reasons for the lack of research. One reason is that our reinforcement-based technology has improved enough so that punishment is rarely needed when treating behaviour disorders.

On the other hand, few basic researchers are focused on punishment. I get a sense that it is getting harder and harder to maintain an animal lab, at least in the U.S.; some of this may be related to animal rights activists. Obtaining funding and support to study reinforcement in the lab is hard enough, I imagine that trying to establish work on punishment has an even bigger hurdle to overcome.

Clinically, my students and I don't use punishment very often, and the interests of my students really drive the work in our lab; presently there just isn't a big interest among my students. However, that is not

necessarily a good thing because sometimes punishment-based treatments are needed and we still have much to learn.

Can you tell us about any current projects that you are really excited about? I'm very excited about our job-related research. There is a huge gap in research and practice on helping people with autism or other disabilities to obtain and maintain employment and as a result there are a huge number of incredibly capable people with autism—some even with college degrees—who are sitting at home not doing anything. Some want to stay home, but I think this is the exception not the rule. Even the ones who say they want to stay home, I think what is keeping them there is fear—fear of being accepted, fear of not doing a good job. These young adults are capable of being employed and sitting at home is making them more fearful, anxious and depressed. We haven't yet published our findings but I look forward to sharing our work at my talk at the upcoming ONTABA conference. I hope that as we get our work out there it will encourage others to also do work in this area.

Another area I'm excited about is our teacher training program. For a number of years, my students and I have been attempting to disseminate behaviour analysis to where it is really needed, in the schools. Most families can't afford private behaviour analytic services and most kids are in the public school system. Teachers, by their own report feel inadequately prepared to work with students with autism. The challenge is efficiently training teachers and paraprofessionals in ABA, because teachers are so busy during the year. We developed summer training programs and we cover the basics of

ABA like effective instruction, using and fading prompts, and managing problem behaviour. We recently received a grant to implement year-round training; we will be starting our training with 100 teachers and 200 paraprofessionals from four or five different school boards. There are actually 54 school districts in Houston so we had a large selection from which to choose. Since the classrooms can get too busy during instructional time, the program will involve "pull out" training and then we will also be following up in the classrooms to make sure the educators are applying the skills.

Tell us something about you that we wouldn't find on your CV. There is a lot that isn't on there but I'm just not that interesting of a person! (Laughs). Well, for a hobby I weave baskets; it's really an art form.

Wow! Really? How did you get into that? I was looking to take up a hobby and my husband bought me a book containing 100 possible hobbies. I rejected everything except for basket weaving and turns out there is a local basket weaving group so I attend workshops.

What advice would you give to your younger self just starting out in the field? I was afraid you'd ask me that question (laughs). I'd probably tell myself to have more patience; as a new faculty there is a huge sense of urgency to publish as much as possible. It was so stressful and in retrospect, I put that stress on myself. For people going into academia, you do need to build up your research but don't try to rush too much; if you work hard, it will come.

Looking to the future, are there any areas of research that you are interested in exploring? In the past,

there have been a number of areas that I thought about or projects that I started and stopped so there are lots of ideas that I could go back to. One really important area is gerontology—you hear everyone talking about the aging baby boomers and questioning how the system is going to be able to support this group.

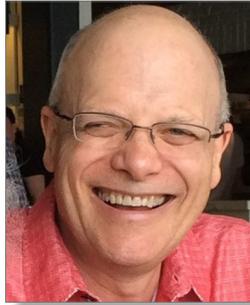
For the more immediate future, I'd like to continue to explore employment for adults with autism. We still have a lot of work to do in ensuring that job skills transfer to the job site but beyond the skill set of the individual, there is going to have to be change on the side of businesses as well to be more tolerant of people with different sets of social skills. Educating businesses about autism is important as well as educating people on the fact that each individual has certain strengths and challenges, but the challenges shouldn't overshadow the strengths.

More businesses are now recognizing the number of individuals with autism who need employment and the value of these individuals as employees. However, the job itself may not be a good fit for the individual, which results in low retention—you can't pigeonhole people into certain types of jobs; there has to be a match between the individual's unique strengths and the position.



Dr. Gary A. Bernfeld, C. Psych

Gary is a professor in the Honours Bachelor of Behavioural Psychology program at St. Lawrence College, and was its first Coordinator from 2004 to 2010. Previously, he taught full-time in the Behavioural Science Technology diploma program for four years. Gary is a registered Clinical Psychologist with 18 years experience as a manager, trainer, evaluator and program developer in both community and residential human services for those in developmental disability, adult and youth forensic, mental health, and child welfare settings.



Gary is a community educator with over 140 presentations and was an Adjunct Assistant Professor in the Psychology Department at Queen's University for 20 years. He was a member of the ONTABA Board of Directors for two years and on the Certification Committee. Gary has been passionately advancing the behavioural paradigm and evidence-based practice for 35 years, but is looking forward to his next challenge: transitioning to retirement!

How did you become interested in ABA? I got the opportunity in 1981 at my first job in Calgary, fresh out of grad school to set up a treatment program at a residential agency, Hull Child & Family Services. I saw that there was a need for an integrated approach to help clients with "borderline intelligence" and severe emotional/behaviour problems to transition from individual-focused

programming to the community, so I began running skill-based groups in a variety of areas such as social skills, impulse control, sex-ed, etc.

Later, I set up their first group home in the community to provide the needed structure and further skills training, and we called the three-program continuum, a social competency training module. Hull Child & Family Services was a really neat place to 'grow up' professionally.

After visiting and reviewing other model residential programs like TREADD in the 80's, I settled on the [Teaching Family Model](#) (TFM) as the core of our new group home. Seeing the Princeton Child Development Institute in New Jersey and Boys Town in Nebraska were near religious experiences for a behavioural, data junkie like me—I loved the TFM's vertically and horizontally integrated systems to hire, train and support staff, along with building in continuous collection of outcome and process data into its typical operations. These examples influenced my co-authoring of many modest applied articles with staff, which was evidence of the practitioner-scientist model, a model I fostered in all my human service work over my 18 years in the field. Other jobs as a program evaluator in agencies and an external evaluator for the Ministry in both Alberta and Ontario reflected my emphasis on integrating data collection systems into routine operations.

What behaviour analytic application has had the most influence on your career? Working as a developer and manager of two programs at Hull shaped me to the realities of how Organizational

Behaviour Management is essential in every component for successful program delivery. This also led to my first book chapter on how a multilevel systems perspective is needed if we as professionals really want to narrow the gap between what we desire in human services and what we actually deliver. I further refined this perspective while developing one of the first cognitive-behavioural, ecological family preservation programs in Canada for high-risk young offenders—Community Support Services—at St. Lawrence Youth Association in Kingston.

I'm grateful that this perspective is one that is embedded as 1 of the 14 program learning outcomes of our Honours Bachelor in Behaviour Psychology—because years ago, employers gave the Behaviour Science Technology faculty feedback that our students needed to see their individual client work in the context of larger systems. Now, our honours degree students learn in multiple courses and on field placements, that while the client level is their main focus, if they want to be successful in developing interventions that have 'staying power', they need to consider the program, organizational, and societal levels of analyses too.

What quote or words of wisdom have resonated with you in your career? A quote by Calvin Coolidge, a past US President: *"Nothing in this world can take the place of persistence. Talent will not: nothing is more common than unsuccessful men with talent. Genius will not: unrewarded genius is almost a proverb. Education will not: the world is full of educated derelicts. Persistence and determination alone are omnipotent."*

Another fav is by Lisbeth Schorr, who identified the lessons of successful early intervention programs in her book *Within Our Reach: Breaking the Cycle of Disadvantage*. In a summary article, she identified the human service paradox that *"the very purpose of bureaucracy is to institutionalize the suspension of individual judgment, but that in order to succeed, frontline professionals need flexibility and individual discretion"*. Let's all keep the italicized text in mind!

Tell us a few things that your fellow behaviour analytic colleagues likely don't know about you. My wife Carol is a statistician, who also loves data, and she has applied her skills in both industry and university settings. I'm an avid science fiction fan. We spend two weeks every summer at the cottage and I sit under a tree, read sci-fi and eat junk food! We don't really keep any junk food at home so this behaviour is under tight stimulus control (laughs). I also love to organize travel side-trips by researching activities, restaurants, and the like. We have two children working in the field of human services: Lisa is a teacher and Katie is an IBI therapist. I also have two, 2-year old grandchildren, Elise and Ethan. Ethan has taught me how to dress more casually by wearing more check shirts untucked so in pictures we actually look like 'twins'—except he now has more hair than me!

Any advice for budding behaviour analysts? The key is not just the 'hard' technological skills of ABA, but the 'soft' interpersonal skills to assess the social ecology in which we work and to understand the needs of our non-behavioural colleagues, so we can develop contextually-sensitive rationales to 'sell' ABA technologies and to fit

them in so they have 'legs' or staying power. To do this we need to 'hang out' with others and watch and learn from them; what are the key contingencies that shape their behaviour? This requires us to be humble about the limitations of our behaviour analytic technologies and to be willing to collaborate with others in jointly constructing a shared paradigm. We have to put our 'ego' second to long-term client success. In the best interest of our clients, we are ethically compelled to not do an ABA 'hit and run'!

Find mentors who can be your 'guide' to the unique culture of your agency and others who value behavioural, evidence-based approaches and quality of service, not just volume! Although there are many examples, I just want to highlight a few people who I think exemplify this idea and have influenced me as a behaviour analyst. The first is Dean Fixsen, former Assistant Editor of JABA and founder of the TFM and the National Implementation Research Network (NIRN). His advice: lead quietly by example, find strengths in social ecology and collaborate with those people to influence agency systems gradually, be patient, modest/humble about accomplishments but share them enthusiastically, as long as they help meet the needs of both clients and staff. That is why I see myself as a "recovering psychologist"—my role is to be a catalyst for change, but only in collaboration with other change agents as equals.

Sally Granger, former Dean of Arts at St. Lawrence College and the late Merice Boswell at St. Lawrence Youth Association both demonstrated practical wisdom of how to work with people and each exemplified how a manager can enhance staff

morale and productivity, and improve outcomes for clients: not by micromanaging staff, but instead by seeing their own role as providing structural support for program innovations within the organization and the broader service system.

Any advice for someone interested in teaching ABA coursework at the college or university level? Set and maintain high expectations for students and foster student independence versus enabling dependence. Be aware of student countercontrol by pressuring administrators who lack understanding of these concepts or who only define student success by giving endless second chances, deadline extensions, and extra assignments to help students who did not meet course criteria over four months, pass at the end of term. Keep firm that the most ethical way to help the students' future clients is to set firm expectations. You should of course offer many types of assistance to them to help them learn and develop skills, but realize that in the end, as with clients, it is the students' choice to use these strategies.

Maintain your own professional integrity, model for others and quietly lead by example—even if some students do not find this a popular position. The clinical challenges that behaviour analysts will face are real. We need to foster graduates who are resilient, self-aware, independent, and critical thinkers.

Do not hesitate to seek opportunities to mentor students on placements, at the college and in professional activities, such as conference presentations or posters. The time spent in this 'unofficial' activity will

pay countless dividends as you watch them move on to successful careers and further education. [Editor's note: Gary's student, Michaela Weaver, has co-authored a brief report on her placement work in this issue, and will present a poster on it at the conference. Gary has facilitated similar reports in past issues of the ONTABA Analyst, as well as encouraged numerous poster presentations by his students].

Tell us about some of your career highlights. The accomplishments that I am proudest of are: first, the work with Bill Kirby and the late Dave McKay, in preparing the original 2001 proposal for the [Honours Bachelor of Behavioural Psychology](#) and the two subsequent revised proposals. The third try was 'the charm' and we got the green light in 2003 to begin the program in fall of 2004. Dean Sally Granger 'ran interference' for us internally in the college and got us the needed resources to make the program a reality. It became the first undergraduate degree in behavioural psychology in Canada and second in North America (after the University of North Texas). It was wonderful that our original proposal received the support by many past presidents of ABAI and that most ABA graduate programs in the US later informally recognized our degree.

I am proud to say that I was the lead in putting together the first major book on program implementation in 2001: [Offender Rehabilitation in Practice: Implementing and Evaluating Effective Programs](#) (with world renowned expert in juvenile delinquency field, David Farrington and Canadian expert, Alan Leschied). Wiley's book sales hit 1,220 worldwide—and anything over 1,000 for an academic book is

considered a 'best seller'!

I should also mention my 2010 sabbatical project that involved reviewing the literature on evidence-based practice in clinical supervision. I was pleased to find so many useful theories and practices, but disappointed that the research in psychology, social work and nursing operated in distinct 'silos'. Since then, I have been pleased that this area is receiving more attention by behaviour analysts.

Finally, I am very proud of the success of our graduates from the Honours Bachelor of Behavioural Psychology program. Our grads have attained jobs in so many diverse fields: occupational therapy, acquired brain injury, addictions, youth corrections, mental health and developmental disabilities, counselling, research, social work, and human resources, to name a few. Some graduates branched out into other undergraduate programs like teaching or entered graduate school programs such as ABA, Applied Disabilities, Counselling, Public Administration, Business, Industrial Relations, Social Work, Occupational Therapy and even Ethics. This fall we will welcome the 15th cohort into the program and in the spring of 2017 we will be sending off our 10th graduating class.

Looking ahead to the future of ABA, any thoughts on possible directions that we should be nudging the field or any aspirations for the field?

While there is a recent interest in treatment integrity/fidelity/implementation in ABA, it is still a largely 'undiscovered country', in comparison to the volume of research on treatment technologies. As a field, ABA does not yet fully

realize that evidence-based treatment technology is necessary but not sufficient for effective services. Truly effective services require adding planned, systematic treatment fidelity and implementation!

I'd like to see the multilevel systems perspective taught to both practitioners and students of ABA, so as a field we can truly narrow the gap between what we *desire* in human services and what we actually *deliver*!

And of course, I would love to see a College of Behavioural Analysis to regulate the field in Ontario one day!



Have someone in mind for the Cusp?

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

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