

**OUTLINE FOR THE TREATMENT OF FOOD SELECTIVITY**

**Treatment of Food Selectivity for Individuals with Autism  
Presented November, 2001, ONTABA  
Len Levin, Ph.D**



**I. Assessment**

- A) Determine function of food selectivity. The following intervention is designed primarily for children who display food selectivity without corresponding skill deficits, such as oral-motor skill deficits.
- B) Determine whether or not food selectivity should be addressed at this time. For example:
  - Are there other behaviors that should be addressed first?
  - Will treatment interfere with emerging language?
- C) Parent interest and consent
- D) Three-day dietary record

**II. Terminate casual presentations of non-preferred food**

**III. Reinforcer assessment**

**IV. Selecting a target food**

**V. Intervention: Differential reinforcement vs. escape extinction**

- A) Differential reinforcement is less intrusive and should be used with children who have strong preferences for food items or other tangible items or activities. That is, the selectivity is probably maintained by access to preferred items as much as it is maintained by escape

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**INSERTS:** 1. *PSA Insurance* 2. *Current Membership List*

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**ANALYST**



## *From the President's Desk*

**Gerald Bernicky**  
Supervisor, Toronto Preschool Autism Service,  
Surrey Place Centre

### Counting down the days!

By the time you receive this newsletter, it will be late March, which means it's about 2 months, 60 days, or 1440 hrs from the 28<sup>th</sup> ABA International Annual Convention. This year it is being held in Toronto, Canada (a first for ABA International), running from Friday, May 24<sup>th</sup> through to Tuesday May 28<sup>th</sup>, 2002. Although, we don't get to travel south to cities like New Orleans, San Francisco, or Orlando, we do get to avoid the ridiculous currency exchange that leaves us with only half of our money to spend, and then later receiving credit card bills that surprise or even shock you after the convention is over. For many of you who have been to the ABA Convention in the past, but have declined to go over the past few years due to costs, then this is your year, and we hope many of you are planning to attend.

For those of you who have never been, the ABA International Annual Convention is the largest gathering of professionals and non-professionals working, researching and/or learning in the field of applied behaviour analysis in the world. A total of 2,753 people were registered for the 2001 convention. The 2001 ABA convention program was 340 pages long from cover to cover. It states within it, that there were 2,255 participants from 22 countries contributed to 45 workshops, 40 business meetings, 62 paper sessions (including 148 papers), 149 symposia, 41 panel discussions, 616 posters, 48 expo posters, 12 reunions/receptions, 34 invited presentations and 15 special events. Areas covered include: Autism, Behavioral Pharmacology; Clinical, Family, and Behavioral Medicine; Community Interventions, Social and Ethical Issues; Developmental Disabilities; Human Development, Gerontology; Experimental Analysis of Behavior; Education; Organizational Behavior Management; Teaching Behavior Analysis; Theoretical, Philosophical and Conceptual Issues; and Verbal Behavior. We hope many new behaviour analysts/students are planning to attend.

Typically, and this year is no exception, the first day of the convention is dedicated for ½ or full day workshops across a variety of skills and knowledge sets. These are at an additional cost over the convention registration fees. You can find information about these workshops and registration on the ABA website (<http://www.wmich.edu/aba/index.html>). The remaining meetings, poster sessions, talks, discussions, posters, etc., begin Saturday and run through to Tuesday. You can preview the convention program by topic, author, or day at the same website to help with all your planning. All registrants will receive a hard copy of the program in the mail or to be picked up at the convention.

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## ONTABA

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from the target item.

- B) Escape extinction should be used when the child does not display strong preferences for tangible items or activities. That is, the selectivity is maintained primarily by escape from the aversive stimulus, the non-preferred food item.

## VI. Differential reinforcement

- A) Limit intake of preferred foods prior to session.  
 B) Tiny portion of target food (e.g., size of a dime).  
 C) Short sessions (approximately five minutes). Use a kitchen timer that rings to time sessions.  
 D) If child eats target during session, child gets special reward and rest of meal.  
 E) If child does not consume the target during the session (i.e., before bell rings), then put all food away and send the child to the next activity. Repeat session in approximately 45 minutes.  
 F) If child eats target for three consecutive days, then increase the portion of the target food.

## VII. Escape extinction

- A) Limit intake of preferred foods prior to session.  
 B) Tiny portion of target food (e.g., size of a dime).  
 C) Session lasts until child eats target food item.  
 D) Escape from the session and access to preferred stimuli are provided contingent upon consumption of the target food item.  
 E) If child eats target for three consecutive days, then increase the portion of the target food item.

### Reference:

Levin, L., & Carr, E.G. (2001). Assessment and treatment of food selectivity in children with developmental disabilities. *Behavior Modification*, 25, 443-470.

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## ONTABA COMMITTEE UPDATES:

### Membership and Recruitment Committee:

Chairperson: Angela Burgess



To date we have received and processed the information for a total of 178 members for 2002. This is based upon 96 Renewing Members and 82 New Members to ONTABA. From the 178 members: 21 are Sustaining, 121 are Full, 10 are Affiliate, 25 are Students, and 1 is an

Emeritus member (Dr. Larry Williams). Of the 82 new members for 2002, 21 of these were members from previous years who have returned (2000 & back).

Since the 2001 ONTABA conference, this committee has completed a joint mailing with the Newsletter to send out 2001 membership directories and the first renewal mailing for 2002. The committee continues to address requests for information received and had its' first committee meeting on March 6. Plans were set for the second renewal mailing of 2002, as well as contacting past individuals had had shown an interest in joining. While Angela is attending a conference in April, she will also be doing some recruiting for ONTABA. Preliminary plans have been discussed for recruitment at the ABA International Conference in Toronto in May. The Membership form is now on the website for people to download and use.

### Conference Committee:

Chairperson: Shelly Hockley



As a means of reviewing locations and costs, I have been scouting the city for a potential location for the conference that is within the budget approved by the board. The following hotels and convention centres have been looked at: St. Lawrence Market, Toronto Board of Trade, Manulife Financial, Sutton Place,

Metro Hall, Toronto Metro Convention Centre, International Centre, and the Toronto Marriott. We still to look at: Sheraton, National Trade Centre and Holiday Inn on King.

The board also approved having 2 invited speakers this year. Rosemary Condillac is assisting the committee by contacting several potential keynote speakers to determine if they are still interested and available for the tentative conference dates.

Several individuals have approached the committee wanting to help, if there are others who are willing to help out with any aspect of the conference, please contact me at [shelly.hockley@surreyplace.on.ca](mailto:shelly.hockley@surreyplace.on.ca)

### Newsletter Committee:

Chairperson: Carol Drummond



The Newsletter Committee last published in December 2001 following the ONTABA Conference. We had volunteers step up to help with the publications and will be contacting them ASAP. We're sorry for the delay in getting you to work but truly appreciate your spirit of volunteerism!

We will continue to contact presenters from the ONTABA Conference for articles for the Analyst and encourage submissions from all Members. Member accomplishments, ads, conference and workshop announcements are welcome. Our Goal is to provide quality information to our Members and with your help we can make that happen!

In our plans to revamp the layout of the Newsletter and have started with our first change by adding "Member Connections". This is a section that is focused on Member information sharing of accomplishments, new jobs, etc. We hope this will help us continue to stay connected.

Hope to see you all at the ABA International Conference in Toronto in May.

### Certification Committee:

Chairperson: Jim Reaume

Update not available at printing

## Why Public Schools Don't Change

Michael Maloney

Educational reform is among the top priorities of millions of North Americans. Concern over what is perceived as a continued decay of standards has led to widening disenchantment with public schools. It has resulted in the emergence of a myriad of options, from home schooling to government takeovers of schools or school districts.

Several political leaders have attempted to be 'education' presidents, governors or mayors. To this point, only Richard Daly, the mayor of Chicago, seems to have made a significant impact by taking over and turning around dysfunctional schools with significant help from behaviorally based methods, especially Direct Instruction.

As behaviorists, it is interesting to map out the contingencies that operate currently in the public education arena and to then determine how these contingencies maintain the status quo. It is equally interesting to see what changes would be necessary to promote observable behavioral changes in public schools.

Historically, and especially in this century, public schools have received broad financial support from their communities, from state and provincial governments and even from the Feds, whose role in education has always been something of a default position. That support increasingly has allowed public school teachers and administrators better salaries, more benefits, larger pensions and other perks, irrespective of their performance. Teachers dismissed for lack of performance are rarer than woolly mammoths. Successful teachers, who add significant skills to the repertoires of their students, are not given any additional reward for having done so. Few merit systems exist and many that do are fatally flawed. In some cases, merit systems operate at a school or district level. Performance bonuses are equally distributed between effective and noneffective teachers and support staff of a better performing school, rewarding competence and incompetence indiscriminately.

Unlike some endeavors, professional sales or small service companies for example, teaching has no necessary correlation between performance and reward. Unlike salesmen, teachers don't 'eat what they kill,' they just show up when the dinner bell rings.

The system's failure to differentiate high performance teachers from those waiting for a pension is partially due to the flawed data sources which pass as measurement in public education. Unit tests, exams, and standardized tests consistently fail to determine with any exactitude, in any

reasonable period of time, when any particular student behavior changed from non-functional to functional or fluent levels of performance. This consistent and continual blurring of the easily measured differences in specific learning by individual students allows the entire profession to escape accountability for teaching. It provides and promotes a set of elastic standards.

But changes are in the wind. Discontent roams the land. Other options to public education systems, where funds are not tied to the district but to each student, are gradually evolving and expanding. Choice is becoming a factor. An increasing number of parents are forsaking public education altogether and teaching their children at home. Charter schools, which have clearer performance targets written into their charters to ensure more direct accountability, are springing up like mushrooms. Vouchers to support individual students are available in some states and may soon become more widely available as politicians respond to parent pressure for more influence over their schools. Religious and private schools are chock-full, further draining students from public schools and further reducing the funds that these schools have traditionally been awarded as part of their body count. The contingencies are changing.

Public schools now face the challenge of parents who can vote with their feet in such sufficient numbers that they can impact the school's budget and threaten staff tenure. Fewer students mean fewer staff and/or larger classes.

Sadly, the changes occurring as a result of reduced finances, due to fewer students, are not implemented on the basis of merit but rather on the basis of longevity. Unions see to it that old, useless teachers stay while new, energetic, and perhaps even effectively trained rookies are sacrificed. This culling is one of the few bottom-up phenomena of current public education. There are proportionally fewer directors and superintendents who get caught in the cutbacks than teachers and aides. Management sees to that. As a result, more dissatisfaction is created at the school level when parents see the effects of the most recent rounds of cuts.

*Continued on pg. 7*

## **Part-Time Master's Degree in Applied Behaviour Analysis**

### **What is the Part-Time Distance Education Degree in Applied Behaviour Analysis?**

The Department of Psychology, University of Nevada, Reno has been offering a distance education Master's program in ABA for a number of years at US locations. They are now prepared to offer this program in Toronto, starting in June 2002. The MA program takes three years to complete. A "mentorship" program is also available for those who already have a Masters degree and are looking for skill upgrading in ABA.

### **When and where are the classes?**

Classes are held on two consecutive days, one weekend a month during the fall and winter semesters and twice month during the summer semester (32 days a year). The summer semester runs from June to July, the fall semester from August to December, and the winter semester from January to May. Although the location has not been selected, the classes are likely to be held near the Toronto airport.

### **What is Required To Graduate?**

A total of 39 course credits are required to graduate. The course are as follows:

- Principles of Behaviour (3 credits)\*
- Ethical Principles for Behaviour Analysis (1 credit)\*
- Behavioural Assessment (3 credits)\*
- Behavioural Interventions (3 credits)\*
- Applied Behaviour Analysis (3 credits)\*
- Organizational Behaviour Analysis (3 credits)
- Behavioural Consultation (3 credits)
- Radical Behaviorism (3 credits)
- Applied Research Methods (3 credits)\*
- Practicum I: ABA (3 credits)
- Practicum II: OBM (3 credits)
- Graduate Research (3 credits)
- Behaviour Analysis Seminar (5 credits)

### **Who Can Apply?**

Applicants should have a bachelor's degree from an accredited university. Applicants with a Community College diploma and work experience may be considered for probationary acceptance if they have strong references, GRE's, grades, etc.

### **What is the Mentorship Program?**

The mentorship program is designed for individuals who already have their Masters Degree, but wish specific skill upgrading in applied behaviour analysis and/or eligibility for Board Certification as a Behaviour Analyst. The application process is the same, except GRE scores do not need to be sent. On acceptance, the student with guidance would select the courses s/he would like. For BCBA certification, course work in all asterisked areas is required

### **Who Are the Organizations Involved in This Training?**

The Department of Psychology, University of Nevada, Reno, is a well respected department with 22 faculty and an impressive record of research, scholarly publications, and active participation in professional societies. The Masters Degree program that is available on-campus is accredited by the Association for Behavior Analysis and the university is seeking accreditation for the three-year distant education Masters program.

The University of Nevada is entering into a contractual arrangement with Behaviour Institute (BI) as the "Sponsoring Organization" of this training. Behaviour Institute is a private agency that provides ABA treatment for young children with autism in southern Ontario and is the training organization for the Province of Ontario Autism Initiative. The Behaviour Institute is responsible for recruitment of students, coordination of the teaching, and payment of the costs of training to U of N.

*Continued on pg.7*

Continued from pg.6- Part-Time Masters Degree...

### **What is the Cost?**

The payment of tuition is with the Sponsoring Organization - the Behaviour Institute. We need at least 30 students enrolled to make this venture viable. The cost of the training is \$320 US for each credit. This would average to \$4,160 US each year or approximately \$1,386 per semester and a total of \$12,480 US for the entire three years of study.

### **What Would This Degree Enable Me To Do?**

Students receive a Masters Degree from the Department of Psychology in Behaviour Analysis with which one can apply for admission to a Ph.D. program. The Masters program also meets the training required for eligibility as a Board Certified Behavior Analyst.

### **How Do I Find out More?**

Contact: KC Scott, Behaviour Institute, 57 Young St, Hamilton, Ontario. L8N 1V1

Or visit the Behaviour Institute website at: <http://home.cogeco.ca/~binstitute>.

## **The ABA International Conference is in Toronto May 24-28, 2002**

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Continued from pg.5- Why Public Schools Don't Change

Public education is under threat. The threat is real. It will only be resolved when public educators:

- replace teacher attendance with teacher performance,
- replace 'evaluation' with measurement,
- replace promotion based on seniority with promotion based on repeated measures of student success,
- replace job security based on longevity with job security based on student learning.

It all starts with measuring observable behaviors of administrators, teachers, and students on a daily or more frequent basis to determine which educators are effectively delivering skills to students. Maybe we, as behaviorists, could be of some help to devise and implement observable metrics. Ogden Lindsley, his students and colleagues, have certainly provided us the tools to begin measuring such performances specifically, accurately, quickly and as frequently as needed. The empirically proven tools have existed for decades but remain largely unused. Maybe

someone will ask us to help. But then, if we analyze past behavior of public schools as an indicator, probably they won't. They are not yet finished arranging the deck chairs.

Perhaps we will have more success shaping the behaviors of their evolutionary replacements.

*Michael Maloney is a teacher, principal, best selling author, and award winning software producer. In the last 25 years, he has created behaviorally-based private schools and learning centres. He was recently awarded the 2001 Canada Post National Literacy Award (Educator), and heads the organization Teach Your Children Well Inc.*

### **Editors Note:**

This Article has been reprinted with permission from "Living & Learning: Effective Strategies for Behaviour Change", Volume 2, Number 1, Winter 2002. This is a publication of the Cambridge Centre for Behavioral Studies which you can visit at [www.behavior.org](http://www.behavior.org)

## Who's My Client, Anyway?

### Managing Third Party Relationships

Michael McQuaid

Distribution of professional services can put healthcare professionals at risk especially when there's the added complexity of a tripartite (three-party) relationship. Most often a rehabilitation professional will be engaged by a Third Party Benefit Provider (Insurance Company) to manage the rehabilitation of a disabled person (benefit claimant).

The simultaneous relationships proceed until issues of confidentiality and conflicts of interest surface, prompting the rehabilitation professional to ask the questions ***"Who is my client, anyway?"*** And ***"How can I serve two masters at the same time!"***

On one hand, the rehabilitation professional is an agent of the Insurance Company (The Principal), contracted to facilitate the rehabilitation and cost effective delivery of benefits for injured applicants. The Insurance Company further compensates the rehabilitation professional for services rendered. On the other hand, the rehabilitation professional has a ***fiduciary*** duty to the claimant whose successful and timely rehabilitation is the primary objective. Many professionals must deal with the nagging concerns about appropriate professional conduct when balancing these relationships. Ostensibly, an action, while serving the interests of one party will undoubtedly prejudice the position of the other. So how does one navigate the conflicting interests?

Much has been written on the injured party-rehabilitation professional relationship. The Code of Ethics & Standards and Practice Guidelines defines the client as ***"a person with a disability in receipt of the rehabilitation professional's services"***. The Code underscores appropriate moral, legal and professional standards to which members must always adhere to when serving disabled persons.

So, how does one keep both parties satisfied? In other words, how does a rehabilitation professional balance the needs of both?

Clarity at the onset in defining and attaining mutual understanding as to the scope of services to be performed by the rehabilitation professional. Certainty of purpose and effect will outline the professional's function and the reasonably expected objectives. It will also provide guidance when intervening circumstances may alter the initial understanding. A well-documented file with full disclosure of material information will go a long way in mollifying a disgruntled party when ***expectations*** of performance go astray.

Early detection and correction can truncate any misguided expectations from escalating into intransigent positions with litigation as the only apparent remedy. It's not always the easiest move at the time!

The law recognizes that we can serve two masters at the same time under certain circumstances. The legal concept is Dual Agency.

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Continued from pg.8- Who Is my Client, Anyway?

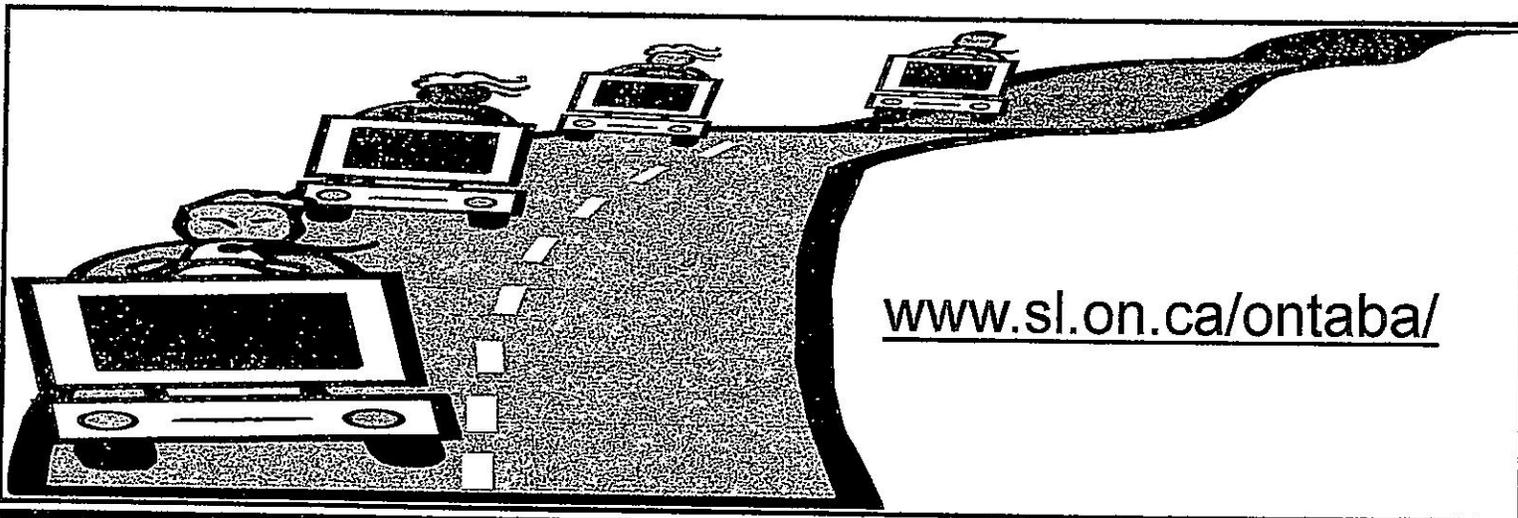
Although much of the focus has been on the claimant relationship, here are some tips outlining the duties owed to a principal:

- 1) **Duty of Loyalty:** Undivided loyalty to the principal. The agent must not undertake any activity that competes or interferes with the business of the principal. Emerging potential conflicts should be dealt with immediately and if severe enough, an evaluation as to whether it's in everyone's mutual interest to maintain or terminate the relationship.
- 1) **Duty of Obedience:** The agent must obey the lawful instructions of the principal.
- 1) **Duty of Reasonable Care :** The agent will exercise the duty of care that would be exercised by a reasonably prudent rehabilitation professional of similar skill under similar circumstance. Failure to act prudently would constitute a breach of duty. An agent may shift ordinary negligence to the Principal in contract, although it may be difficult to obtain in practice.
- 1) **Duty of Accounting:** An agent owes a duty of accounting for all property and money of the principal that comes into the agent's possession. This duty may shed light on who owns the claimant's files.
- 1) **Duty to Give Information:** An agent owes a duty to keep the principle informed and disclose all material facts. Any losses sustained by the principal from the non-disclosure may be imputed to the agent.

It should be noted that these are general guidelines only and not an exhaustive treatise on the subject matter. Each situation should be evaluated on its own merits and whenever in doubt, legal advise and/or guidance from any governing body should be obtained.

The role of the case manager is critical not only in the rehabilitation of a claimant but also in the timely and cost effective delivery of entitled financial benefits. The requirement of full disclosure will define the scope of the working relationships and allow each party to optimize their positions.

*Michael McQuaid is Vice President, Corporate & Executive Risk with PSA insurance Services Ltd. He is the Program Director of the Professional Liability Insurance Program for ONTABA members. Contact Michael at 1-888-772-4672. Email: [mmcquaid@psains.com](mailto:mmcquaid@psains.com) Website: [www.psains.com](http://www.psains.com)*



**MEMBER CONNECTIONS**

**The members of ONTABA have many colleagues who they see once or twice a year but would like to know or share accomplishments, new positions, personal joys and possibly sorrows with the membership. Sharing member information is one way to keep us connected! Submit your news TODAY!**

- **Dr. Adrienne Perry** (Sustaining Member), among her many accomplishments, received the 9th annual Amethyst Award from the Ministry of Community Services in the fall for her contributions in creating a groundbreaking early intervention program that is improving the lives of young children with autism and their families.
- **Dr. Maurice Feldman** (Sustaining Member), has been nominated and accepted to run for the International Representative Board position with ABA International. Congratulations!
- **Anne Cummings** (Student Member) co-authored a recent publication "Dixon, Mark, R., and Cummings, Anne. Self-control in children with autism: Response allocation during delays to reinforcement. *Journal of Applied Behavior Analysis*, Vol 34, No 4, 2001, 491-496."

*Continued from pg.2- From the President's Desk*

**Cost of registration:** All prices are quoted in American dollars. Unfortunately, the early bird registration date is now past, but there is still significant savings for our 2002 ONTABA members:

- Full or Affiliate member of ABA International: (\$109)
- Emeritus or student: (\$49)
- Chapter-adjunct (a 2002 member of ONTABA qualifies): (\$138)
- Non-member of ABA International (or ONTABA): (\$249)

A 2002 member of ONTABA can save **\$111 American dollars on registration** (with the letter indicating you are a paid 2002 member of ONTABA = chapter-adjunct, which ONTABA sends out with each renewal or new membership). If you know someone who is planning to attend the convention and is not currently an ONTABA member, encourage him or her to join as their \$30 Canadian ONTABA membership gets him or her the savings noted above. If you have misplaced or lost your letter indicating 2002 ONTABA membership, contact Angela Burgess (see back page) for a copy.

We hope to see an exceptional turn out from our memberships and our provincial and national colleagues. As I stated at the ONTABA AGM, if the conference planners from ABA International see the outcomes of this convention being held in Toronto as a success, then they will re-consider future conventions to be held here again or elsewhere in Canada.

The convention is being held at the Sheraton Centre Toronto. For room reservations call (416) 361-1000 or 1-800-325-3535. There is a special room rate for ABA Convention attendees. Book soon as they are expecting close to 2,700 attendees.

There is still time to volunteer and help with various activities around the convention. Volunteers can earn discounts on registration, purchases at the ABA bookstore, and on memberships. If interested in volunteering at the convention, check out the website listed above. Several weeks ago I contacted the ABA office to see how many volunteers came forward from Ontario and they had to tell me there were none. Volunteering is an excellent way for students to be able to afford the conference and go away with a priceless experience.

Hope everyone has a happy ABA, and look forward to seeing many of you there!

**Getting connected**

**ONTABA Analyst Submissions**

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**Your newsletter is only as good as your contributions.**

The *ONTABA Analyst* is a forum for us to stay connected in many ways. All members are encouraged to submit articles on topics related to behaviour Analysis; theoretical, practical or topical issues, perspectives from different regions of the province, jobs or schools, research accounts, news, announcements, your biography, reviews, student practicums, etc.

**Article submissions:**

We reserve the right to edit without changing the intent of an article, request further editing by the author, publish articles relative to the content of the current Analyst, publish them at a later date with due respect to the timeliness of a given article, or refuse an article. You will be informed of acceptance, rewrite or refusal of an article. Announcements will be published at the discretion of the editor. *ONTABA* will not be held responsible for the views and opinions of *ONTABA Analyst* contributors.

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**Submissions for the next ONTABA ANALYST , Spring Issue 8.2, must arrive to Gerald Bernicky at [gbernicky@sympatico.ca](mailto:gbernicky@sympatico.ca) by April 15, 2002 for the May 15th issue**

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**Conferences and Workshops- Spring 2002**

- April 3, OADD RSIG ( Research Special Interest Group), Sheraton Parkway North, Toronto. Visit the oadd web site and link to RSIG for more information.
- April 4 & 5, Ontario Association on Developmental Disabilities (OADD) Conference, Sheraton Parkway North, Toronto. Visit the oadd web site for more information.
- April 4 & 5, Behavioural Science Technology Conference, Donald Gordon Centre, Queens U., Kingston
- May 16 -18, 14th Annual Canadian Down Syndrome Society (CDSS) Conference, The Delta Winnipeg Hotel, call toll free 1-800-883-5608. For information; [dsinfo@cdss.ca](mailto:dsinfo@cdss.ca)
- May 24 -28, ABA International Conference, Sheraton Centre Downtown, Toronto. For information: [www.wmich.edu/aba/index.html](http://www.wmich.edu/aba/index.html)
- May 28 -June1, AAMR 126th Annual Meeting-"Rich and Resilient Lives", Wyndham Palace Resort and Spa, Orlando, Florida. For information; [www.aamr.org](http://www.aamr.org)

**IF YOU ARE AWARE OF ANY UPCOMING WORKSHOPS, CONFERENCES OR TRAINING EVENTS, CONTACT US!**



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**ONTABA, the Ontario Association for Behaviour Analysis,**  
is an affiliate Chapter of the Association for Behavior Analysis International.  
ONTABA currently has members from professions such as  
education, nursing, health care, and psychology.  
The objectives of ONTABA are to promote behaviour analysis in the province of Ontario,  
to facilitate interactions between professionals engaged in behavioural activities,  
to monitor and participate in legal and professional issues related to behaviour analysis,  
and to initiate standardized practices and certification of Behaviour Analysts.

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