Volume 8, Issue 2, Summer 2002

the ONTABA ANALYST

Ontario Association for Behaviour Analysis

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Ontaba

The Ontario Association for Behaviour Analysis

An Affiliate Chapter of The Association for Behavior Analysis International

Caroll Drummond
Editor, Production Manager
Gerald Bernicky
Associate Editor, Submissions

Contents:

Send in your Nomination Ballots for Board Elections
Nominations must be recieved by September 30th, 2002

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Who is the Board?

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Board Bios

In this issue you will meet and learn a little more about your Board members.

Gerald Bernicky - President

Gerald graduated from the Behavioural Science Technology program in Kingston, Ontario. He has over 14 years experience as a Behaviour Therapist/Consultant working with individuals, parents, and professional staff caring for individuals with autism, developmental disabilities, and acquired brain injury. For 4 years he provided consultation services in designing and implementing organizational behaviour management systems and the delivery of many staff training projects within the Behaviour Research Division of Surrey Place Centre. Since 2000 he has worked as a Supervisor/Manager for the Toronto Preschool Autism Service, Surrey Place Centre, an intensive behavioural intervention program for young children with autism. Gerald was a founding member of ONTABA and has always been actively involved on committees and volunteering for the association in a variety of positions: Board of Directors, Associate Editor the ONTABA Analyst, Membership & Recruitment committee, and the Certification committee. Gerald has made many presentations across North America pertaining to work in the field of applied behaviour analysis. He is currently the Board Coordinator for Affiliate Chapters of the Association for Behavior Analysis International, and sits on the working committee developing a Behavioural Science Program at George Brown College in Toronto.

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Shelly Hockley

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Jennifer Nichol

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Rosemary Condillac – President Elect

Rosemary A. Condillac, M.A. is the President-elect of ONTABA and has served on the board as student representative and member-at-large (conference chair). She has worked in the field of developmental disabilities for the past 13 years in a variety of clinical capacities including direct-care residential staff, behavior consultant, psychometrist, and researcher. She has provided numerous training sessions and workshops in the areas of behavioural assessment & treatment, crisis intervention, and assessment & diagnosis of autism and other developmental disorders. Rosemary is a doctoral candidate at the University of Toronto. She is in the process of completing her dissertation, which examines discrimination skills in individuals with autism from both a behavioural and developmental perspective.

Scott Bark – Treasurer

Scott Bark has an undergraduate degree in psychology from Queen's University and is a graduate of the Behaviour Science Technologist Program at St. Lawrence College. He has worked for the past ten years as Behaviour Therapist/Consultant with individuals with a developmental delay in the Toronto area. Presently, he works in the Adult Services Division at Surrey Place Center. Scott has previously served as the Chairperson of the Membership and Recruitment Committee and as Secretary for ONTABA. Presently, he is serving as the interim Treasurer for ONTABA.

Nancy Freeman – Secretary

Nancy Freeman is a registered psychologist, currently working at the Toronto Preschool Autism Service at Surrey Place Centre. She joined ONTABA in 1998. Nancy has worked clinically with children with autism and other developmental disabilities for 19 years, beginning with the Autism Society of Ontario, the Clarke Institute of Psychiatry, and TRE-ADD (Thistletown Regional Centre), and more recently at the Child Development Service (Children's Hospital of Eastern Ontario) and in the Infancy and Early Childhood Services Division at Surrey Place Centre. Her initial position at TRE-ADD included providing behavioural intervention as an instructor-therapist in a classroom for children with autism. Subsequently she was a co-principal investigator for the TRE-ADD Parent Training Program, which taught parents of young children with autism how to provide early behavioral intervention, and she also served as a one-to-one behavioural worker. Nancy has been closely involved with the provincial intensive behavioural intervention initiative for preschoolers with autism, first serving on the Toronto proposal bid team, and is now on the permanent staff at TPAS.

Nancy has published and presented widely in the area of autism for the past 13 years. Her most recent work has focused on the preliminary outcomes for young children with autism receiving behavioural intervention from their parents, and early diagnosis of autism.

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Contact: Angela Burgess
(see back for contact info.)

Back
"Oh Behave!"

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Amy Barker – Member At Large

Amy is a graduate of the Behavioural Science Technology program of St. Lawrence College in Kingston. She has worked at ABI Behaviour Services, West Park Healthcare Centre as a Senior Rehabilitation / Behaviour Therapist assisting individuals, their families, and professional staff providing services to individuals with an acquired brain injury and presenting with significant behavioural challenges. Amy has developed and participated in presentations of her work in applied behaviour analysis both in Canada and the United States. Amy has been an active member of ONTABA since 1995 and has been involved with and sat as the Chair of the Membership and Recruitment Committee for many years. Amy has recently become a mother giving birth to a bright bouncy boy this year and both the Board and Membership & Recruitment Committee eagerly awaits her return and continued involvement. (Bio written by Gerry Bernicky)

Gary Bernfeld – Member At Large

Gary is a professor in the Behaviour Science Technologist program at St. Lawrence College. There, he teaches future front-line staff how to use "best practices" to treat youth and adults with serious behaviour problems.

He is a clinical psychologist with 20 years experience as a manager, trainer, evaluator and program developer in the Human Services field – in both community and residential settings. His background is in developmental disabilities, Adult and Youth Forensics, Mental Illness, and Child Welfare. He has spent over 8 years developing and refining one of the first cognitive-behavioural and ecological family preservation programs in Canada for high-risk young offenders. Gary is a community educator with over 100 presentations to his credit and an Adjunct Professor in the Psychology Department at Queen's University.

Gary is passionate about advancing the behavioural paradigm and evidence-based practice. Moreover, Gary is a strong advocate for college-trained front-line staff who has the functional / professional skills necessary to effect behaviour change in their clients and improve the quality of their lives.

Jessica Brian – Member At Large

Jessica Brian is a psychologist at the Child Development Centre at the Hospital for Sick Children, where she also co-directs the Autism Research Unit. She received her Ph.D. in Psychology from York University in their Clinical-Developmental program. Jessica's main area of interest is in autism spectrum disorders and related developmental disorders. Her research interests include identification of basic, underlying neural disruptions, as well as early identification and intervention in autism. Jessica completed her pre-doctoral internship at the Princeton Child Development Institute, which is an internationally recognized centre of excellence in behavioural intervention for children and adults with autism. She has been a board member since 2000, and has recently become involved in establishing a new Board directed Education Committee.

Kevin Cauley – Member At Large

Kevin Cauley is a Board Certified Associate Behaviour Analyst, and a member of both ONTABA and ABA International. He received his B.A. from Temple University in Philadelphia, with a strong emphasis on behaviour analysis. During his university studies, he presented posters at two consecutive ABA conferences. Kevin worked closely with Dr. Phillip Hineline studying the experimental aspects of operant conditioning, was appointed lab coordinator, and also had the unique opportunity of being a teaching assistant for a lab course on research methods in behaviour analysis. During the past five years, since completing his degree, he has worked at both The Bancroft School and at the Princeton Child Development Institute, providing intervention to children and adults with acquired brain injuries, developmental disabilities, and autism. Currently, Kevin works privately developing and coordinating ABA programs for young children with autism. He has become an active member of the ONTABA 2001 Conference Committee, and is spearheading a journal club for interested members.

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Shelly Hockley – Member At Large

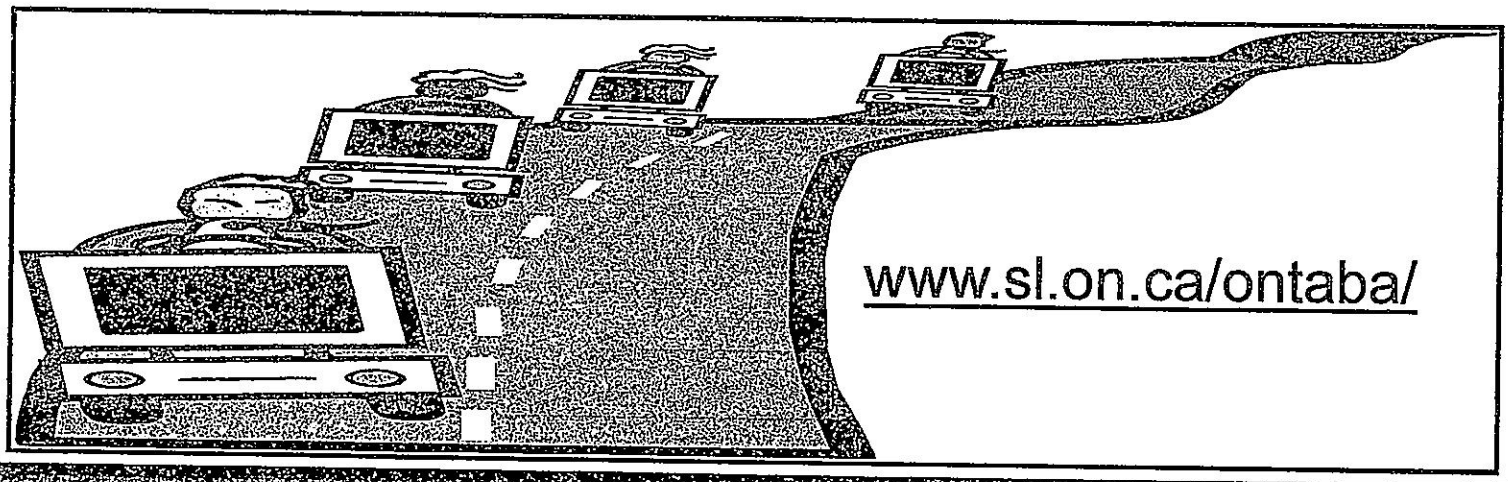
Shelly Hockley has completed her Bachelors of Arts Degree and is a recent graduate of the Behavioural Science Technology program in Kingston (2001). She is currently a Behaviour Therapist at Surrey Place Centre in the Children and Youth Services Division. At Surrey Place Centre she works with individuals who have been diagnosed with a developmental disability. She also works with individuals who have acquired a brain injury at Westpark Health Care Centre as a therapist and at Peel Halton Acquired Brain Injury Services as a Client Programme Facilitator. She is very enthusiastic about being both a Board member and the Conference Chair for ONTABA in 2002 & 2003.

Sarah Lambert – Student Representative

Sarah has just completed her third and final year of the Behavioural Science Technology Program at St. Lawrence College, expecting to graduate with distinction in 2002. She also has 2 years completed of her Degree in Psychology at Wilfrid Laurier University. Sarah has an interest in a career working with individuals who have special needs and has recently accepted a position as a Rehabilitation Therapist with Neurologic Rehabilitation Institute of Ontario. Sarah's past related experience has been in working with children and adults with varying developmental disabilities. She completed four college placements, implementing behavioural techniques at St. Mary's School in Trenton, ON., at Plainfield Community Homes in Belleville, ON., The Robin Easey Center in Ottawa, ON., and at Neurologic Rehabilitation Institute of Ontario in Mississauga, ON. She has also provided care for families and their children with Conduct Disorder, Cerebral Palsy, Autism and Learning Disabilities.
She has served as a volunteer for Regional Community Brain Injury Services, planning recreational events for a man with a brain injury. She was also a member of the team introducing the new Acquired Brain Injury Facilitator Program at St. Lawrence College.

Jennifer Nichol – Student Representative

Jennifer is currently entering her third year of the Behavioural Science Technology Program at St. Lawrence College. Jennifer is an active member in her community and volunteers at the local public school and as a member of the parent advisory council. Jennifer recognized that a deficiency existed in the number of trained, qualified and experienced professionals working within the school and the community. Jennifer has a keen interest in working with children at risk within the public school and surrounding community in areas such as child abuse recovery, Reactive Attachment Disorder, conduct and behaviour disorders. As a trained Life Skills Coach and potential B.S.T. graduate, Jennifer would like to encourage and promote positive, self-determined behavioural change in the client population, facilitated by accredited applied behaviour analysts and professionally managed behavioural programs. Jennifer believes that in order to fill the void that exists in the mental health support field, the contribution of college-trained staff is essential. Jennifer would like to see multi-disciplinary teams set up to work in the community. Staff trained in Applied Behavior Analysis would be a key element to the success of these teams.



Should We Be Measuring Effect Size in Applied Behavior Analysis?

By Sigurdur Oli Sigurdsson & John Austin, Ph.D.
Western Michigan University

One of the most persistent debates in applied behavior analysis is the extent to which descriptive and inferential statistics can be useful analytic tools. Effect-size (ES) measurements, however, have received little attention from behavior analysts. Effect-size (Cohen's *d*) for between-groups research designs is the difference between two groups (experimental and control) in the metric of standard units (Rosenthal, Rosnow & Rubin, 2000). (Although there are other measures of ES than Cohen's *d*, ES and Cohen's *d* will be treated as synonymous in this article).

Effect-size estimations (and statistical power analyses) are enjoying increased attention in statistical circles. In fact, there is a discernible shift away from traditional hypothesis testing among mainstream psychologists as such analyses cannot ever be demonstrations of ES or provide information on probabilities of effect replications. Effect-size demonstrations for applied data can therefore provide a common ground for behavior analysis practitioners and mainstream practitioners, and can lead to a more widespread appeal of our work.

Whereas statistical hypothesis testing is often misunderstood and incorrectly applied, the *d* statistic is a straightforward and simple measure of difference in standard units. The formula is easily applied as the calculations are quite straightforward to conduct. In its simplest form, the effect-size statistic (*d*) is calculated as follows:

$$d = \left(\text{Experimental mean} - \text{Control mean} \;/\; \text{Standard deviation of control} \right)$$

One might ask: How can it be beneficial for applied behavior analysts to report ES? The goals of this article are: (a) To describe 3 reasons why calculating ES would be beneficial to applied behavior analysis, and (b) to describe 6 technical issues in need of further discussion before behavior analysts move ahead with ES calculations.

Three reasons why calculating and reporting ES could be beneficial to the behavior analytic community:

1. Calculating ES for behavior analytic interventions provides us with a quantifiable measure of the effects of interventions on dependent variables. Such a measure can be used by practitioners to predict the effectiveness of an intervention. For example, if a review of the literature on feedback indicated that supervisory feedback given to sales persons consistently yielded an ES over 0.8, a smaller effect reported in a new study could suggest a breakdown in the implementation of feedback procedures (i.e., a low degree of independent variable integrity). Reports of ES can also be used to compare the effectiveness of various interventions, for example, daily versus weekly feedback, or feedback versus feedback and reinforcement.

During a recent review of feedback in organizational behavior management interventions, Alvero, Bucklin, & Austin (2001), had difficulty in characterizing the efficacy of the many varieties of feedback encountered in the empirical literature (A.M. Alvero, personal communication, October 31, 2001). Alvero, et al., used the same criteria as were used by the authors of the original review of the organizational behavior management feedback literature (Balcazar, Hopkins, & Suarez, 1985). Balcazar, et al. developed a system in which each study reviewed was categorized as having consistent, mixed and/or no effects across the applications of feedback in the study. Variations of feedback applications (e.g., feedback with goals; feedback with reinforcement; feedback alone) were then identified and the consistency of effects were summarized by feedback variety. Clearly, this is a cursory approach to identify the most effective varieties of feedback. However, because the authors did not have the data they needed to conduct more quantitative analyses (e.g., reports of ES), this was a reasonable approach. Reports of ES for these studies would have made the authors' task more feasible, and perhaps would even have made the results more interesting and useful.

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2. Calculating ES for our data would aid in evaluations of the monetary value of applied behavior analysis interventions. How much a certain amount of behavior change (*d*) will benefit an organization can be calculated and used to predict future gains if the change is maintained. For example, if an ES of 1.0 is recorded during an intervention over a certain period, it can be demonstrated that the intervention is cost-effective, in terms of money saved (e.g., because of a reduction in injuries) or earned (e.g., because of increased productivity), as compared to baseline. If the behavior change is maintained, the benefits of the intervention can easily be calculated for a certain period of time. Although calculating a percent change between experimental phases may yield similar information, the ES measure also takes variation in behavior into account. Variation is an important aspect of behavior that is not captured by simply calculating a percent change.

3. Calculating ES for our data would make applied behavioral data more accessible and convincing to practitioners from other fields (e.g., traditional psychology and business. No matter how impressive the data, the statement, "behavior analytic interventions have consistently been reported to demonstrate improvements in variable X" would not necessarily impress a mainstream psychologist. Instead, consider the statement, "behavior analytic interventions have consistently demonstrated ES ranging from 0.5 to 2.5 (mean = 1.6, standard deviation = 0.5) for improvements in variable X". The second statement includes a quantification of results, and offers an opportunity of comparison with other types of interventions.

However, before ES calculations are conducted indiscriminately for behavioral data, some issues regarding the elements of the calculations themselves have to be addressed:

Should we use baseline standard deviation (*sd*) or pooled (baseline plus control) *sd*?

The rationale for using the *sd* of the control group in between-group comparisons is based on the assumption that the population variance of the control and experimental groups are equal. When applying the *d* statistic to applied behavioral data, it is unclear whether the homogeneity of variance assumption is met when considering different conditions. We can assume that consecutive baseline and intervention conditions have equal variance and therefore use the baseline standard deviation when calculating the *d* statistic. However we must understand how this assumption affects the *d* statistic. Using only the baseline *sd* would most likely lead to a more conservative estimate of ES. This is the product of an effect of many behavioral interventions referred to as reduction in variability. In such cases, using only the baseline *sd*, as opposed to using the pooled *sd*, could therefore result in a smaller *d* (because the standard deviation is the denominator in the equation). Another option for calculating *d* would be to pool the *sd* of baseline and intervention phases. If the *sd* is indeed smaller for intervention data than baseline data, a larger ES would then be obtained.

How many data-points per experimental phase are needed to calculate ES?

When conducting applied research, it is sometimes unrealistic to ask researchers to conduct lengthy baseline periods. A cursory review by the first author of the applied organizational behavior management literature revealed that many conditions have fewer than five data points. This may contribute to an inaccurate measure of the variance, which could be corrected if a greater number of data points was available. It is also evident that interventions in applied behavior analysis are not carried out in a manner that facilitates ES calculations. That is, rather than using some numerical criterion to determine when to change phases, conditions in applied behavior analysis are continued until the data appear to be stable. An unequal number of data points for baseline and intervention is therefore often unavoidable, even though an equal amount of observations for baseline and intervention phase would have been preferred.

The stability criterion for the introduction of a new experimental phase can also lead to a relatively small number of data points. A small number of data points in an experimental phase can, for example, lead to an inflated measure of sd that is not representative of the variability in the behavior.

Should the means for the same applications of the independent variable be pooled?

For example, in an A-B-A-B design, should the means for both intervention phases be combined for the sake of simplicity? This approach would yield only one measure of ES. On the other hand, calculating a separate *d* for each intervention phase may be a better alternative to demonstrate the reliability of an effect. If we select the latter approach, we would essentially be treating each replication of an effect as an additional example of the effects of the independent variable.

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Given that applied behavioral data typically will show several intervention effects for the same group of participants over time, is it appropriate to treat each effect separately, as we would do when evaluating ES in group designs? The issue of ES comparisons between single-subject designs and between-group designs is further addressed below.

What are the concerns relevant to the unit of analysis?

In between-group designs, the mean and *sd* are calculated by combining scores from numerous participants. In single-subject designs, the mean is an aggregate of an individual's responses, and the *sd* is based on the variability of those responses. These two kinds of data sets are different in the sense that variability in an individual's responses is not taken into account in group data. How this difference affects ES comparisons between the two designs remains to be evaluated. Moreover, data from single-subject designs may be auto correlated (see below).

How does autocorrelation affect ES measures?

Autocorrelation is defined by Johnston and Pennypacker (1993) as "a description of data that indicates the extent to which values in one subset of a series predict values of another subset" (p. 363). Autocorrelation in behavioral data would lead to a reduction in variation, which leads to an inflated *d*, suggesting that effects are larger than they actually are. It must be noted, however, that autocorrelation is not a mysterious aspect of behavioral data or that it is inherent in the data by definition. The extent to which autocorrelation is present in a dataset can be analyzed through statistical procedures (Huitema, 1985). In fact, Huitema (1985) demonstrated that autocorrelation probably does not present as big a problem as often is feared. Huitema's results reveal that autocorrelation is extant in behavioral data, but not in a manner that precludes ES calculations.

How do we report ES?

Effect-size calculations demand a change in the way we report results. If ES is to be calculated for behavioral data, it must also become a standard for behavior analysts to report means and standard deviations. Reporting this information is an important aid to researchers interested in conducting meta-analyses of behavioral interventions. For example, the dearth of such information contributed, in part, to the small number of articles included in the meta-analysis of organizational behavior modification interventions by Stajkovic and Luthans (1997) . Stajkovic and Luthans set a number of criteria for inclusion in their analysis, but only included 19 articles out of the 125 that were initially identified through a search of the literature.

These issues, and no doubt more, will have to be discussed, especially if meta-analyses are to be carried out for applied behavior data. Some decision rules have to be agreed upon, and advanced statisticians and behavior analysts will undoubtedly find faults with the reasoning put forth here. However, the utilization of the effect-size measure in behavior analysis seems to be an important issue.

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Please send questions or comments to Sigurdur at: sigurs296@aol.com

ONTABA Members Review ABA International Presentations

ABA Invited Event: A Therapeutic Workplace for the Treatment of Heroin and Cocaine Addiction.

This presentation by Kenneth Silverman of Johns Hopkins University School of Medicine reviewed a unique and innovative approach to reducing cocaine and heroin use in subjects seeking treatment for substance abuse by employing an operant approach in conjunction with standard addiction based treatments involving opiate antagonist therapy and drug counselling. Based on previous research by Higgins involving abstinence reinforcement treatment using operant reinforcement principles, Dr. Silverman, through Federal grant funding, has established an outpatient treatment service in Baltimore focusing on providing money vouchers of increasing value contingent upon drug abstinence in patients seeking treatment for substance abuse. Initial treatment showed marked reductions in drug use (as evidenced by drug free urine samples) in subjects provided with monetary vouchers as compared to control groups (subjects tended to be single, unemployed, and subsisting on state welfare). What is innovative about Silverman's approach was to add a vocational skills training component. A data entry business was established in conjunction with Johns Hopkins in which select subjects were provided increasing monetary vouchers for not only remaining drug free, but also for participating in vocational skills training in data entry (PHASE I) and eventually, by working as data entry personnel for the company (PHASE II). Results of a three year follow-up of 50 subjects reveal rates of abstinence higher for subjects in the treatment group as opposed to the control group. The promise of this approach lies not only in providing an additional, operant treatment for individuals with a substance abuse problem, but in its applications for workplaces seeking non-traditional routes to assisting employees with substance abuse problems remain on the job, as well as assisting the chronically unemployed in obtaining work skills.

Attended and reviewed by Scott Bark, ONTABA Board Member

Symposium #351: Establishing and Maintaining Proactive Discipline Systems at the School, Classroom, and Individual Student Levels within the Schools.

- School-wide Behavior Support: Taking Applied Behavior Analysis to the Systems Level. Robert H. Horner, George Sugai, Teri Lewis-Palmer, and Anne Todd (University of Oregon)
- Classwide Behavior Support Interventions: Using Functional Assessment Practices to Design Effective Interventions in General Classroom Settings. Robert F. Pullman, Marcie H. Handler, Janette Rey, and Colleen O'Leary-Zonarich (May Institute)
- A Systems Approach to Facilitate the Implementation of Function-Based Support within Public School Settings. Teri Lewis-Palmer and George Sugai (University of Oregon)

Much of the past use of applied behavioural analysis (ABA) in schools has been working with individual students in particular classrooms. While this has consistently been effective in the short run, it is neither an efficient way to meet the needs of the many students, nor is it an approach that has had a sustainable impact in the long run. What is now apparent is that we must not just provide mediators with behavioural tools and expertise for individual clients, but that we must impact the broader support structure in the school system as a whole and develop the requisite behavioural technology in order to make such interventions possible.

The importance of a *'multilevel systems perspective'* on the delivery of human services is not a new idea. It has, for example, been utilized to understand the successful implementation and systematic dissemination of the Teaching-Family model across a variety of settings and populations (Bernfeld, Blase, & Fixsen, 1990). As well,

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the application of this model to adult and young offender populations is the focus of the recent book by Bernfeld, Farrington, & Leschied (2001).

This symposium provided examples of systems approaches to school-wide discipline at the school, classroom, and individual student level. First, Pullman et al. presented data from 75 classrooms on the impact of using class wide behavior support interventions on student on-task behavior, disruptive behavior and antisocial behavior as well as measures of teacher instructional time, praise to error correction and active monitoring of student behavior.

The next two papers were from the University of Oregon, where both Horner and Sugai have established track records in the field. The reader can contact them to receive extensive lists of reprints that can be ordered on the use of positive behavioural supports' in schools. Horner at al.'s data showed not only a decrease in maladaptive student behaviour, but changes in organizational systems (adult behaviors) used to address discipline in the schools, and changes in office discipline referrals (adult behavior and child behavior). Palmer and Sugai described interventions at the school and district levels to sustain implementation of 'function-based support' within schools. As an example, a 'Systems-Wide Evaluation Tool describes key administrative practices in each school that facilitate effective behaviour support. Most importantly, three broad levels of school-wide behaviour support are utilized to build the capacity of the entire schools system to implement their 'brand' of ABA:

- Universal interventions, aimed at all students for primary preventions;
- Specialized group interventions, to prevent problems in 'at risk' youth; and
- Specialized individual interventions for identified students, to treat students with persistent problems.

This symposium is noteworthy, as it presented a series of models, measures and ABA practices focused on increasing the behavioral capacity of schools to support all students, especially those with chronic problem behaviors—and did so from a multilevel systems perspective.

Attended and reviewed by Gary Bernfeld, ONTABA Board Member

ONTABA Conference- November 7th & 8th, 2002

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The ONTABA Conference is being held at the Holiday Inn on King, 370 King Street, Toronto, ON.
Book your room before October 7th, 2002 and get a special discounted group rate (quote " BOHNN").

***Keynote Speaker: David Wacker , Ph.D. (University of Iowa)**
- Conducting Functional Analysis and Functional Communication Training in Home Settings
- Applying Functional Analysis Procedures in Outpatient Clinics

***Symposium: Errorless Approaches to the Remediation of Childhood Disorders**
Chair: Joe Ducharme Ph.D., C.Psych (University of Toronto)
Discussant: Maurice Feldman, Ph.D, C.Psych (Queens University)

+ Many other presentations and posters including topics on Preference Assessment, Enhancement of Functional Skills, Assessment of Basic Learning Skills, Parent Training for Young Offenders, Promoting Peer Interaction in Children with Autism, Designing Interventions, Assessment and Treatment of Problem Behaviours...

Conference and Volunteer information: contact Shelly Hockley at 416-925-5141 ext. 422 or shelly.hockley@surreyplace.on.ca to register.
Membership information: contact Angela Burgess at 416-243-3600 ext. 2357 or abugess@westpark.org to become a 2002 member.

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ONTABA Analyst Submissions

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*, *Winter Issue 8.3*, must arrive to Gerald Bernicky at gbernicky@sympatico.ca by November 15, 2002 for the December 15th issue.

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ONTABA Conference- November 7th & 8th, 2002

Student Volunteers Needed

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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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