

THIS ISSUE:

**ELECTIONS 2003
NOMINATION FORM**

*Two
Student
Posters
Inside*

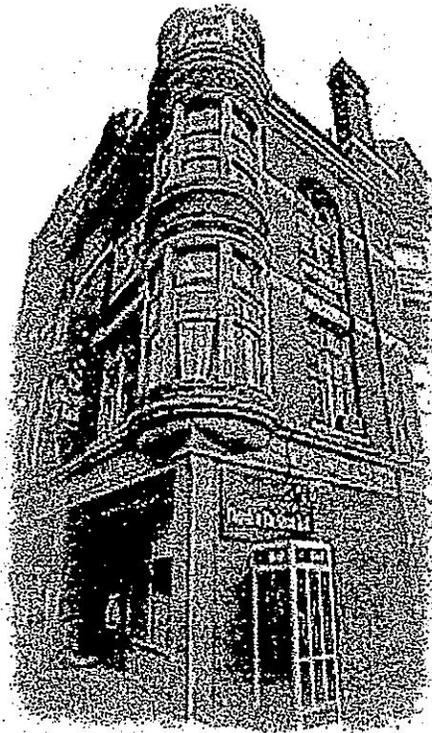
the **ONTABA** **ANALYST**

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



**THE 11TH ANNUAL ONTABA
CONFERENCE: PLANS**

We are excited to announce that we have secured the **Great Hall Centre** as the location for our conference, on **November 6th and 7th, 2003**. Constructed in 1889, as Toronto's first West End YMCA, The Great Hall is one of the city's historical treasures. Because of its unique design, the hall can comfortably seat up to 300 people. The hall boasting 40-foot vaulted ceilings, hardwood floors, a stage, and a balcony with sweeping wrought iron railings and seating for an additional 100, is likely to provide a memorable backdrop for this year's gathering. The conversations room adjacent to the hall, with its large picturesque windows, a turret with curved glass windows, and 14-foot ceilings will act as an elegant reception room for refreshments, food, and socializing.

We are also in the process of compiling a roster of renowned researchers and practitioners to speak at the conference. Our major goal is to cover the range of topics that will appeal to the diverse interests of the membership. We are delighted that **Michael Fabrizio** has confirmed that he will be one of our keynote speakers for the conference.

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INSERTS

1. Nomination Form and Instructions for Elections 2003

From the President's Desk

Gerald Bernicky

Supervisor, Toronto Preschool Autism Service, Surrey Place Centre

2003 is starting out as another banner year for the association in terms of memberships. As noted by the Membership and Recruitment committee we are already at or near 216 memberships. It would appear that those first few years of trying to reach, and then maintain 100 ONTABA members are long behind us. This is positive evidence of the work that occurs 'behind the scenes' by all of our committee members and other associated volunteers. It is the work done by these individuals that has helped the association to become what it is today.

The Board of Directors has been busy since the 2002 AGM. This new Board has already met three times since forming, and will meet again April 15, 2003.

Some of our activities:

- The Board participated in a training seminar called Accountability and Liability of Non-Profit Boards, delivered by Esther Shainblum, a lawyer who was recommended based on her experience working with and educating non-profit boards. This training included responsibilities of Boards, distinctions between governance, management and operations activities, duty of care in acting in the best interest of the association, etc., and then a brief question and answer period regarding our by-laws and current structures. All who attended found the workshop to be very beneficial and the Board will be considering if such training should become mandatory to all new ONTABA Boards and Committee members.
- Reviewing and approving all ONTABA Committees and Ad Hoc Groups for 2003 including summarizing expected outcomes of each, which will act as ONTABA operational objectives for 2003, and assigning Board Liaison or Chair positions to each.
- Developing, reviewing and implementing operational procedures for this and future ONTABA Boards.
- Reviewing and approving an ONTABA 2003 operations budget while acknowledging that some additional costs may not be able to be determined as yet.
- Approving to Co-sponsor with the St. Lawrence College Behavioural Science Technology program a training workshop on Conducting Functional Analyses in Naturalistic Settings delivered by Dr. Stephanie Peterson on April 24, 2003, in Kingston.
- The Board has been dedicating a great deal of its time to review all of the work completed and submitted by the Certification Committee to develop an ONTABA Certification model. This work will be soon shared with all ONTABA members to seek and review your feedback towards this model.

Please note that this issue will have important information regarding the upcoming elections to replace the 6 exiting Board members with terms ending at this year's AGM. There are a number of positions to be filled, so please start considering this important and necessary endeavour within our association.

Thanks also to the 2 BST students who not only made poster presentations at the 2002 ONTABA Conference, but have submitted them for this issue to share with all of our members.

ONTABA

President:

Gerald Bernicky
2002-2003

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Maurice Feldman
Wanda Smith

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Larry Williams

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Shelly Hockley
Adrienne Perry
Liane Tackaberry

Student

Representatives

Jennifer Nichol
Dorothy Werner

Continued from pg.1 - 11th Annual ONTABA Conference Plans

Michael Fabrizio received his Bachelor's Degree and Master's Degree in Educational Psychology from West Virginia University. He is currently a Board Certified Behaviour Analyst. He specializes in staff training and instructional design. He has worked with children with autism and other special needs throughout his career, serving as a Senior Educational Specialist for the West Virginia training Centre at Marchall University, a Clinical Specialist for the Spectrum Centre for Educational and Behavioral Development, Head Teacher for Morningside Academy, and Lead Trainer for Morningside Academy's Public School Improvement Project. He will give a theoretical discussion on the complementary roles of free operant (i.e., when students are free to respond at their own pace without having restraints placed on them by the limits of the materials or the instructional procedures of the teachers) and restricted operant instructional arrangements can play in children's education programs. This talk will be a precursor to a workshop on the practical applications of precision teaching.

Precision Teaching is a procedure that is based on direct and daily measurement of student skills. It is a tool to monitor student performance and it assists the teacher in making effective decisions about student learning. The daily process consists of students taking one minute timings in a selected skill area and charting their progress. The aim is for students to reach a level of proficiency at which the skill becomes easy to perform. Training in Precision Teaching is offered several times a year in various formats. These procedures are not restricted to persons with Developmental Disabilities but can be applied to effectively enhance the learning of all individuals.

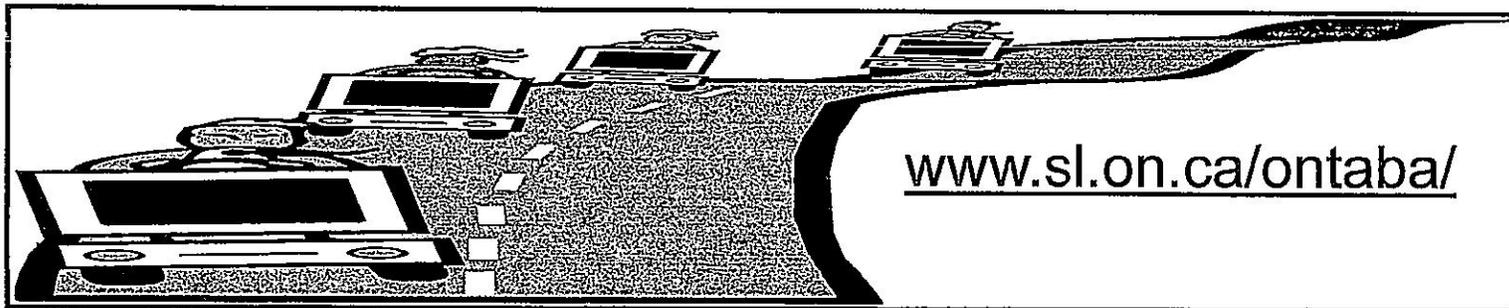
Please note, we are also interested in recruiting local researchers and practioners working in the fields relevant to Applied Behaviour Analysis:

- Ø Acquired Brain Injury
- Ø Criminology/Offenders
- Ø Developmental Disabilities
- Ø Dual Diagnosis
- Ø Education
- Ø Geriatric
- Ø Health
- Ø Industrial/Organizational
- Ø Mental Health
- Ø Program Evaluation
- Ø Staff Training

Rosalina De Sa and Kimberly Harris

conference co-chairs

Be sure to watch upcoming newsletters for our Call for Papers and for more information on the conference.



ONTABA Committee Updates

Membership and Recruitment Committee:

Chairperson: Angela Burgess

As of March 28, 2003, we have received and processed the information for a total of 216 members. This total is broken into 157 Renewing Members from 2003, 16 Returning Members who missed 2002 but have returned, and 43 New Members to ONTABA.

Since the 2002 ONTABA conference, this committee has completed 2 mailings. Both included renewals notices, application forms, and the December 2002 mailing also included the 2002 Membership Directory to those 2002 members who did not pick it up at the 2003 Annual Conference and AGM. Membership related mail now is sent directly to the committee. So far this seems to be working well. We will be attending the BST conference in April in Kingston to do some recruiting of new members. Please note that if your contact information changes, please contact us to let us know so that we can forward your ONTABA materials to you.

The Membership committee had a draw for the prize of an ONTABA t-shirt for paid 2003 members to date. The lucky winner was Beverly Blaney. Beverley is a BST grad, and currently works as a Behaviour Therapist at the Hotel Dieu Hospital in Kingston.

A reminder to all: if you are asked by a colleague about membership forms, these are now available on the ONTABA website (www.sl.on.ca/ONTABA).

ONTABA has a packaged presentation for introduction to the Association. If you or your staff, colleagues are interested in this, please contact Angela at Aburgess@westpark.org.

Education Committee:

Adrienne Perry

The ONTABA Education Committee is finally getting underway! The purpose of this short-term task force over the next few months is to collect data regarding post-secondary educational programs and courses in ABA and related fields. Knowing what exists already

and where the gaps are will provide us with good background for future advocacy efforts on behalf of various kinds of behavioural training in Colleges and Universities in Ontario. We could use a few more volunteers to assist with electronic and telephone information gathering. There are no actual meetings, so this is a great way to help ONTABA even if you are busy or far away (as long as you have email and a telephone). If you are interested, please contact Dr. Adrienne Perry at perry@yorku.ca.

Conference Committee:

Co-Chairs: Rosalina De Sa and Kimberly Harris
See pg.1 and 3 for the 2003 Conference update.

Elections Committee:

Chairperson: Shelly Hockley
See nomination and instruction insert.

Newsletter Committee:

Chairperson: Caroll Drummond

Sorry for the delay in publishing this newsletter. We did not have sufficient submissions until now- Thanks to the student articles!

We submitted our 2003 Newsletter operating budget to the Board for review and approval in January.

We look forward to all of your submissions and related contributions to the 2003 ONTABA ANALYST (See pg. 15).

Don't forget to let us know if you or your employer are posting positions and would like to advertise in this profession-specific publication

Communications Committee:

Chairperson: Rosemary Condillac

Certification Committee:

Chairperson: Jim Reaume

Poster Presented at the 10th Annual Conference
Of the Ontario Association for Behaviour Analysis, Toronto, 2002

**Treatment of Off Task Behaviour in a 12-Year-Old Male
Using a Token Reward System**

*Amber Dooks**

Behavioural Science Technology Program
St. Lawrence College, Kingston

***Note:** The author of this program was a 2nd year student in the Behavioural Science Technology program when the program was written. The program was implemented while on a six-week placement at Calvin Park Public School, Kingston, Ontario, under the supervision of Charmaine Wood, BST faculty.

All names in the document have been changes to protect the participant's confidentiality.

REASON FOR REFERRAL & BACKGROUND INFORMATION:

J.B., a 12 year old male in grade 7, was referred by his teacher concerning his 'class clown' behaviour, and trouble focusing as well as completing his assigned work.

TARGET BEHAVIOUR:

On Task Classroom Behaviour (Accelerate): J.B. will be said to be on task when:

- a) He sits in his assigned desk with his back facing the back of the chair
 - b) He begins working on desk work within 30 seconds of being asked to start working
 - c) He follows the procedure given for the assignment he is working on
 - d) He listens during class lessons (looks at teacher, responds to questions asked, has out appropriate work books, is not drawing)
 - e) He comes to class prepared for the day (brings all necessary items, has bathroom breaks before class)
- On Task behaviour ends when the above are not done for more than 5 sec.

ASSESSMENT PROCEDURES AND RESULTS:

- 1) **Children's Reinforcement Survey Schedules** (March et al, 1999) (20/03/02): J.B.'s strong dislikes included: stuffed toy animals, animal stories, being alone, being better then his peers at something, and showing others his schoolwork.
- 2) **Self-Ratings Interview** (20/03/02): J.B answered four questions of this self-ratings interview (Godin, 2001) with a rating of 6 (never). with a rating of 6 (never). These answers pertained to questions regarding feeling ignored in class, speaking out more then others, interrupting his peers, and whether verbal reprimands from the teacher concerned him.
- 3) **Baseline Assessment:** J.B.'s classroom time spent on task was compared to his time spent off task using direct observation: Baseline was collected over a three-day period, and has a level (mean) of 46.3% on task. The on task data presented in baseline shows a level trend. The data shows that J.B. is significantly off task on a daily basis.
- 4) **Functional Assessment Checklist for Teachers and Staff** (25/03/02): The antecedents that were discovered using the F.A.C.T.S. checklist (March et al 1999) included being with his peers in class, schoolwork, hard tasks, and boredom. Problem behaviours exhibited included talking, distracting others, and not completing his work. The consequences that seem to maintain these problem behaviours are getting peer attention, and avoidance of schoolwork.

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Continued from pg 5- Treatment of Off-Task Behaviour...

HYPOTHESES:

Antecedents to J.B.'s off task behaviour typically include a class lesson, peers, or assigned deskwork. As a consequence J.B. avoids doing his work during school hours, and gets peer attention. Therefore J.B. typically escapes from schoolwork, and gains peer attention. This suggests that a behavioural program should provide attention as a reward for on task behaviour and contingent consequences for escape.

GOALS AND OBJECTIVES:

1. A minimum of 55% of the day on task, for 3 consecutive sessions
2. A minimum of 65% of the day on task, for 3 consecutive sessions
3. A minimum of 75% of the day on task, for 6 consecutive sessions
4. A minimum of 80% of the day on task, for 3 consecutive sessions
5. A minimum of 65% of the day on task, for 1 consecutive sessions
6. A minimum of 80% of the day on task, for 2 consecutive sessions

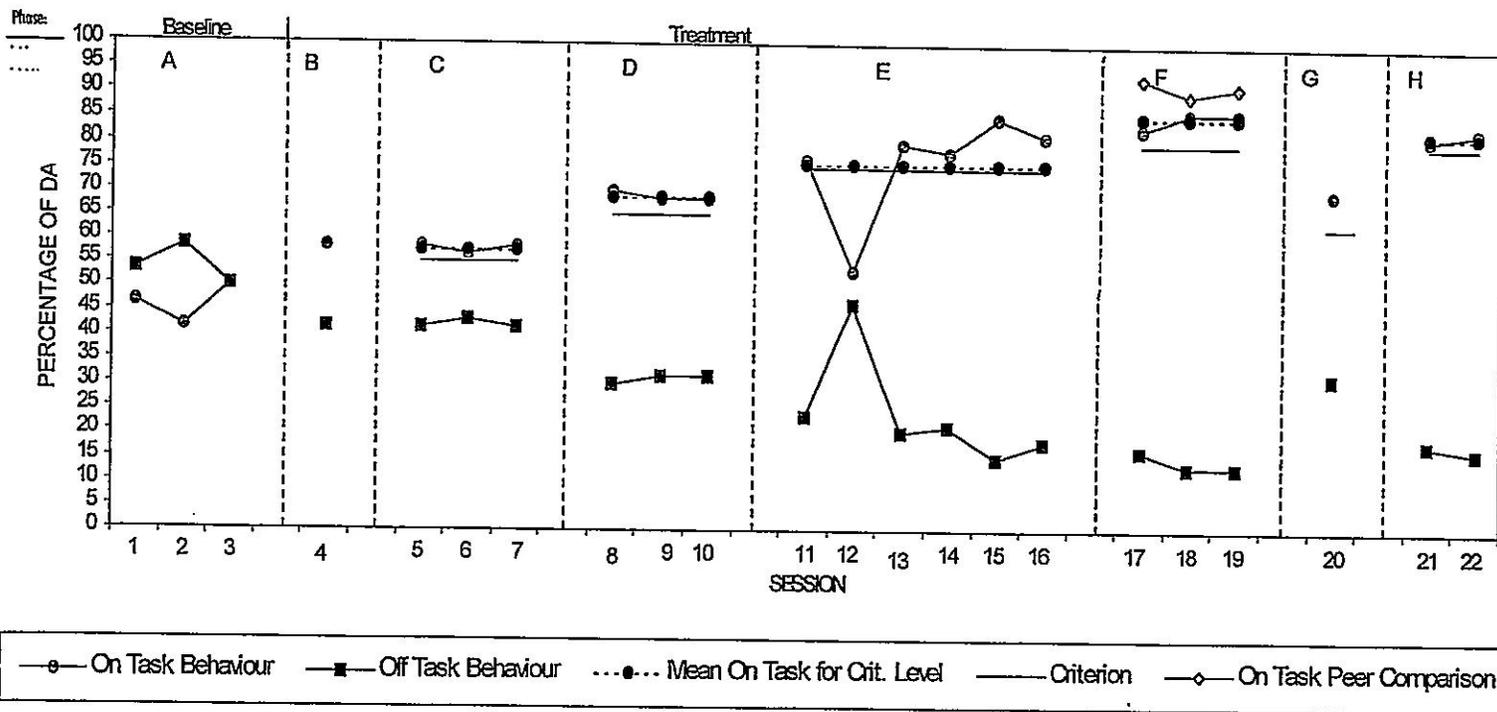
INTERVENTION PROCEDURES:

1. **Defining appropriate in class behaviour:** A poster, containing the 5 keys criteria for being on task, was made and placed at the front of the classroom for use with this and other in-class programs taking place. The criteria were reviewed with the whole class and with J.B. in an individual prep session.
2. **Recording Procedures:** Throughout baseline and intervention J.B. was observed for 12 consecutive minutes (randomly) each hour of the school day (total of 60 minutes in 5 hours).
3. **Token Reinforcement:** Each morning J.B. was reminded of his objective for that day. J.B. is highly reinforced by being with his peers, so as reinforcement we chose to allow him to sit with his peers when he met his daily objectives. If at the end of the day J.B. had met his objective then the next morning he was allowed to sit with his friends during class time. J.B. was allowed to remain in this seat with his peers until a daily goal was not met, at which time a response cost was issued. If all objectives were met then a permanent seat change would be arranged for J.B.
4. **Response Cost:** The response cost for not meeting criterion was that the next morning he had to return to his permanent desk and remain there until he showed that he was on task for 3 consecutive (12-minute) recording periods in a day. When this was shown J.B. was allowed to go back to his seat with his friends.
5. **Self-Monitoring:** Self-monitoring cards were introduced to J.B. during session 17. The cards had the criteria for being on task on one side and a marking scheme on the other. J.B. was instructed on their use before class. J.B. needed to look at the card once an hour (at the times written on the card) and mark off whether or not he had been following the on task rules for that hour. At the end of the day J.B. would hand in the card, and it would be compared to the data that was collected by direct observation. If both sets of data matched then he was praised for being self-aware. If he were to mark himself too harshly (i.e. the data shows him on task, but he marks himself as off task) then the definitions and objectives were to be discussed with J.B. and he was to try again the next day. J.B. was allowed to remain sitting with his friends if this occurred. On the other hand, if the data showed J.B. off task, and he marked himself on task then he would sit back in his own seat the next day. Once J.B. accurately recorded himself for three consecutive days, he was allowed to monitor himself, without comparison to direct data.

Continued on pg 7

Continued from pg 6- Treatment of Off-Task Behaviour...

J.B.'s Classroom Time Spent On & Off Task



INTERVENTION RESULTS

The token reward program implemented for 19 sessions was successful in gradually increasing J.B.'s on task performance in class. When compared to his peers, who have a mean rate of 91.6% on task behaviour in sub-phase F, J.B. is very close to matching their average in class achievement. At baseline J.B. had a mean rate of 46% for on task behaviour, this, while during treatment, almost doubled to an average of 82%. According to the Kazdin's method of visual analysis, this intervention had produced a significant change in both magnitude and in rate. During session 12 J.B. experienced a relapse back to his baseline rates of behaviour due to the presence of a supply teacher. The only response cost J.B. received followed session 12, and it resulted in an immediate return to criterion. The lengthened panel (sub-phase E) and the mini reversal (sub-phase G) illustrate both stability and opportunity for bi-directional change.

PROGRAM CHANGES: After the first week, J.B.'s primary reinforcer was changed from participating in a baking club to being allowed to sit with his friends during class time.

MAINTENANCE AND GENERALIZATION: J.B. has generalized his self-monitoring to all areas of school activities, and successfully learned how to self-monitor.

REFERENCES:

Bender, W. & Mathes, M. (1995) Students with ADHD in the Inclusive Classroom: A Hierarchical Approach to Strategy Selection. *Intervention in School and Clinic*, 30, 226-234

Adelman, H. S. & Taylor, L. (1998) Involving teachers in collaborative efforts to better address the barriers to student learning. *Preventing School Failure*, 42, (2) 55.

March, R., Horner, R.H., Lewis-Palmer, L., Brown, D., Crone, D., & Todd, A.W. (1999). *Functional assessment checklist for teachers and staff (FACTS)*. Educational and Community Supports. University of Oregon, Eugene, Oregon.

Continued on pg 8

Continued from pg 7- Treatment of Off-Task Behaviour...

MEDIATOR INSTRUCTIONS FOR INTERVENTION PROCEDURES

CLIENT NAME: J.B.

MEDIATOR: Mr. Marks

PROCEDURE: Self-Monitoring

LOCATION: Public School

TARGET BEHAVIOUR:

On Task Classroom Behaviour (Accelerate): J.B. will be said to be on task when:

1. He sits in his assigned desk with his back facing the back of the chair
 2. He begins working on desk work within 30 seconds of being asked to start working
 3. He follows the procedure given for the assignment he is working on
 4. He listens to Mr. Marks during class lessons (looks at teacher, responds to questions asked, has out appropriate work books, is not drawing)
 5. He comes to class prepared for the day (brings all necessary items, has bathroom breaks before class)
- On Task behaviour for J.B. ends when the above are not done for more than 5 seconds.*

STEPS

DESCRIPTION:

- 1. Supplies**

All that is needed for this procedure is self-monitoring cards. A number of these cards have been prepared in advance and are available on the bookshelf behind the teacher's desk. Only one card is needed per day, and J.B. is fully trained on how to use them. J.B. can be instructed to get himself one each morning, or the teacher can give one to him. When the pre-made cards run out, there is a master photocopy sheet in the envelope also.
- 2. Method**

The expectation for J.B. is that he maintains being on task for a minimum of 80% of each day. Eighty percent is equal to forty-eight minutes out of each hour in the school day. J.B. should be checking off all of the boxes on his self-monitoring card on a daily basis. When boxes are not checked off, it is important to acknowledge this and get J.B. to think about what he needs to change in order to get back on track. The cards should be given in to the teacher at the end of the day; the teacher should also sign them if he agrees with what J.B. has marked.
- 3. Achievement**

J.B. has achieved and maintained an average of 80% daily on task behaviour, and is aware of the expectation that he maintain that achievement.
- 4. Prompts**

Verbal redirection should be used through out the day by the teacher and peers if J.B. begins to stray from his focus. J.B. should also be prompted occasionally to check his card and make sure that he is on time with his marking. If J.B. is to get himself the monitoring cards each morning, prompts may be needed to remind him until he gets into the routine.
- 5. Response Cost**

If J.B. is unable to check off all of the boxes on his self-monitoring card for more than four consecutive days, then he should be moved back beside his old seatmate until he is back on track. Then he may be allowed to move back beside his friend.

To contact the author:

Amber Dooks: dooks@georgian.net

NOMINATION PROCEDURE FOR 2003

Well ONTABA, it's that time of year again. Time to have a say in your organization and nominate members to fill the positions that will fulfill the following functions: **President Elect, Secretary, three Members at Large positions and one Student Representative.** These positions are for a 2-year term.

All nominees for the positions on the Board of Directors must be ONTABA members. Moreover, all Board of Directors must be members of ABA International at the time of assuming office or become a member within 2 months of assuming office and maintain membership throughout their term of office.

INSTRUCTIONS:

- Any Voting member in good standing is eligible for nomination and election to any elective office. **Student members** may only be elected to the Student Representative positions.
- Each Voting member may propose four names, but may not nominate the same person for more than one office. Each Student member may propose four names for the office of Student Representative. **Please feel free to copy the nomination ballot for more nominations.**
- Once your nominee agrees to stand for election, have them complete (or you may complete) the nomination ballot and mail to Shelly Hockley at Surrey Place Centre, 2 Surrey Place, Toronto, M5S 2C2 or fax to Shelly Hockley at (416) 92308476 by June 1st, 2003. **Please note that the nominee must sign the nomination ballot.** If you wish to email your nomination, please include all information requested on the nomination ballot. In addition, we must receive an email directly from your nominee as proof of their agreement to stand for election. Please email Shelly Hockley at shelly.hockley@surreyplace.on.ca
- No Voting member may allow her/his name to stand for more than one office.
- Once all nominations are received, election ballots will be sent out in the mail. Voting will be permitted up to the AGM, and Board members will be determined by a plurality vote of the membership and declared elected at the AGM.



NOMINATION BALLOT: 2003

Deadline: June 1st, 2003

Name:

Address:

Phone Number:

Fax Number

Email Address:

Nominated By:

Position(s):

- President-Elect
- Member at Large (2 years) *Three positions available
- Student (2 years)
- Secretary

Please provide a brief biography for the election ballot:

I agree to stand for election for the ONTABA Board of Directors Position(s) checked above.

Nominee's Signature: _____ Date: _____

Please return this nominee information form to Surrey Place Centre, 2 Surrey Place, Toronto, M5S 2C2 or fax Shelly Hockley at (416) 923-8476. Must be submitted by June 1st, 2003.

Poster Presented at the 10th Annual Conference
of the Ontario Association for Behavioural Analysis, Toronto, 2002

Treatment of a 22-Year-Old Male with Developmental Delays Using Differential Reinforcement of Alternative Behaviour (DRA)

*Jeni-Lynn Closs**
Behavioural Science Technology Program
St. Lawrence College, Kingston

NOTE: The author was a second year student in Behavioural Science Technology when the program was designed and implemented. The program was carried out during a six-week field placement with Lanark County Support Services in Smiths Falls Ontario, under the supervision of Charmaine Wood, BST part-time faculty.

All of the names in this document have been changed to protect the clients right to confidentiality

Reason for Referral/Background Information:

John Dowe* is a 22-year old man with developmental delays. He has a history of non-compliance when asked to perform various tasks by the staff since he began attending Smiths Falls Life Skills. It is important to note here that Lanark County Support Services encourage every client's free will. Clients are always given the choice of whether or not to participate in activities. It is when other client's rights are being infringed upon when non-compliance is a concern. John's noncompliant behaviour can be very problematic, especially when it infringes on the rights of others (for example, not respecting others personal space at their request etc.), or when on a job placement cite out in the community. John's caregivers, Debbie* and Brian Dowe*, felt that he would benefit from a program that would address his non-compliance.

Target Behaviours:

1. Non-compliance (Decelerate): The behaviour of non-compliance occurs when John Dowe verbally or physically rejects a staff persons request (hides his face in his hands, bows his head, closes his eyes, says, "No", hits the computer with his hands etc.) and fails to follow through on the directions given (fails to let others have a turn playing on the computer, stop invading others personal space, etc.). An exception will be made if the non-compliance does not lead to infringements on the rights of others or breaking "house rules" (agreed upon expected behaviour of all clients and staff). In such a case, this behaviour is no longer referred to as an instance of non-compliance.

2. Compliance (Accelerate): John will be said to be compliant when he begins to follow staffs request within 10 seconds or less on the first request given (makes a physical motion towards task, nods head, says, "Yes", "ok", etc).

Rationale:

When John is noncompliant it causes him a great deal of anxiety. This is especially true during job placements and other community interactions. By increasing compliance, it is hoped that this anxiety will subside. Another rational for treating John's non-compliance is the effect that the behaviour has on other life skill members as well as staff within the program. This is especially true when John is noncompliant in regard to requests to respect others personal space.

Continued on pg 10

Continued from pg 9- Treatment of 22 -Year-Old Male with D.D....

Assessment Procedures and Results:

Baseline

1. Recording of Behaviours Frequency Using Event Recording (March 19/02-March 22/02): John's compliant and non-compliant behaviour was recorded over the noon hour. The results indicated that John is demonstrated non-compliant behaviour an average of 42% during the observation period, and he is compliant an average of 58%. See Appendix A for a graph of the data.

2. Peer Comparison Using Event Recording (March 25/02): The recording of the peer's compliant and non-compliant behaviours followed the same format as that of the client's. The results indicated that the peer is demonstrating non-compliant behaviour an average of 17% during the observation period, and compliant behaviour 83% of the time.

Functional Assessment

The Student-Directed Functional Assessment (March 18/02):

The BST student administered the Student-Directed Functional Assessment (O'Neill et al., 1997) in an interview format. It provided information about the target behaviour, such as its function and setting events. It also provided information about possible environmental explanations for the inappropriate behaviour. This interview showed that John's non-compliance is positively reinforced by attention, and negatively reinforced by avoiding, escaping or delaying a disliked activity or task.

Hypothesis: John's noncompliant behaviour occurs because of attention from staff as well as avoiding, escaping or delaying undesirable tasks or activities. John's communication handicap is acting as a setting event for his non-compliance. Therefore, a behavioural program should provide attention contingent on compliance and minimize possibilities for avoiding tasks.

Goal #1:

Non-compliance (decelerate): John will be noncompliant a maximum of 17 % of the observation time for five consecutive observation periods.

Goal # 2:

Compliance (accelerate): John will be compliant a minimum of 83% of the observation time for five consecutive observation periods.

Intervention Procedures: Staff will be instructed to give specific verbal praise to John when he is compliant. The staff will issue a minimum of one warning to John before an activity change. An egg timer will be implemented during the last minute of computer time. If John is non-compliant, staff will repeat the command ten seconds after the initial command. When giving a command, the staff will be no more than one arms length away from John in a moderate voice with a neutral tone. The command will be repeated in this manner as needed until John complies.

Intervention Results: Treatment observations were done using the same format used during baseline. These observations took place eight times between Monday and Friday from April 4/02-April 15/02. John met all of his objectives. His average non-compliance during treatment dropped to 5%, and his average compliance rose to 95%. See Appendix A for a graph of the data.

Visual Analysis: There was considerable variability seen in the baseline data, although, the treatment data showed very little variability. A distinct change in the mean was seen between the baseline and treatment data for both compliant and non-compliant behaviour. There was also an immediate and marked affect seen in the transition from baseline and treatment observations.

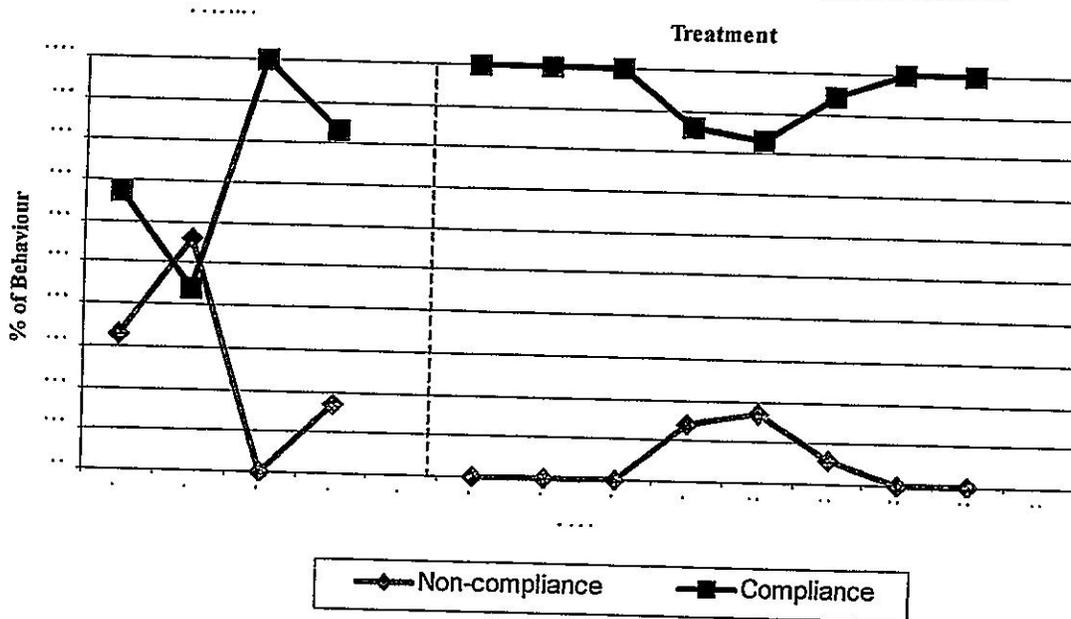
Continued on pg 11

Continued from pg 10- Treatment of 22 -Year-Old Male with D.D....

Program Changes: During the baseline data collection, the original definition failed to differentiate between the client's right to refuse staffs requests and problem non-compliance. As a result, the "exception" part of the definition was added. This insured that the agency's mission was upheld.

Maintenance and Generalization: The BST student gradually issued less verbal praise over her last two weeks of placement. The staff were instructed to give John praise on a regular basis, but to fade this process over the course of three weeks, until it reached a more natural level of occurrence. They were also instructed to keep giving John instructions in accordance with the treatment program as well as the corrective procedures for non-compliant behaviour. The staff was also given observation sheets to record instances the behaviours during one lunch hour a week. These observations will take place for 15 minutes. If John's performance drops below his objectives for five consecutive weeks, the staff will reintroduce the full program. When John reaches his objectives for five consecutive weeks, the maintenance procedures will be reintroduced. To insure generalization was achieved both during and after John's treatment, the staff incorporated this programming into all aspects of John's activities at life skills.

Appendix A: Frequency of Compliant and Non-compliant Behaviour



References:

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Continued on pg 12

Continued from pg 10- Treatment of 22 -Year-Old Male with D.D....

Appendix: B

The results of the baseline recording were the following:

<u>Date:</u>	<u>Average Noncompliance (%)</u>	<u>Average Compliance (%)</u>
March 19/02	33%	67%
March 20/02	56%	44%
March 21/02	0%	100%
March 22/02	17%	83%
Average	42%	58%

The results indicated that John is demonstrating noncompliant behaviour an average of 42% during the observation period, and he is compliant an average of 58%.

<u>Date:</u>	<u>Average Noncompliance (%)</u>	<u>Average Compliance (%)</u>
April 4/02	0%	100%
April 5/02	0%	100%
April 8/02	0%	100%
April 9/02	14%	86%
April 10/02	17%	83%
April 11/02	6%	94%
April 12/02	0%	100%
April 15/02	0%	100%
Average	5%	95%

As the data shows, John met all of his objectives. His average noncompliance during treatment dropped to 5%, and his average compliance rose to 95%

To contact the author: Jeni-Lynn Closs: [email:jenicloss@hotmail.com](mailto:jenicloss@hotmail.com)

Member Connections /Information/ Publications of Interest

Dr. Gary Bernfeld (Sustaining Member and Board Member-At-Large) gave a brief presentation at the 2002 ONTABA conference, based on his full day workshop at the 2002 Association for Behavior Analysis conference, entitled 'Implementing Effective Parent Training for Delinquents and Their Families: Application of the Teaching-Family Model'. An abstract of this presentation can be found at <http://www.sl.on.ca/fulltime/bst/garywkshop.html>. The workshop highlights a portion of a chapter entitled 'The struggle for treatment integrity in a "dis-integrated" service delivery', which was published in a 2001 book co-authored with Alan Leschied and David Farrington. The book is entitled 'Offender rehabilitation in practice: Implementing and evaluating effective programs' and is published by Wiley, UK. Both a draft of this chapter and the book outline can be found at <http://gary.bernfeld.com/wiley.htm>.

Elsbeth Bradley ^{1,2,3}, Lillian Burke ³, Caroll Drummond (ONTABA Sustaining Member, Editor)³, Marika Korossy ³, Yona Lunsky ^{1,2,3}, Susan Morris ^{1,2}. ¹ Department of Psychiatry, University of Toronto. ² Dual Diagnosis Program, Centre for Addiction and Mental Health (CAMH), Toronto. ³ Surrey Place Centre, Toronto.

Guidelines for Managing the Patient with Developmental Disability in the Emergency Room Clinical Bulletin of the Developmental Disabilities Program Vol.13-No.1. <http://www.psychiatry.med.uwo.ca/ddp>. This is a document prepared by the Developmental Disability Psychiatry Curriculum Planning Committee- Psychiatry Residency Year 1 (PGY1), University of Toronto, as a response to feedback, over several years, from the first year psychiatry residents as to what they felt they most needed to know about developmental disability in their first year as trainee psychiatrists.

Exceptional use, feedback and enquiries to Dr Elspeth Bradley, (416) 925-5141 or e.bradley@utoronto.ca

Employment Opportunity



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EMPLOYMENT OPPORTUNITY

Counsellor/Therapist I

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Position Description:

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Qualifications:

Individuals with a minimum of Community College or Bachelors degree or above and 3 years field experience in developing and implementing behavioural programs and strategies. Strong interpersonal and communication skills and experience in training are required. Knowledge and experience of clients with cognitive impairments and/or serious mental illness is an asset. A willingness to provide educational opportunities required.

Please note:

This full time permanent position is part of the OPSEU bargaining unit.

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Closing Date: April 18, 2003 - By 5pm

File Number: 03058

Upcoming Conferences, Workshops and Training Events

BST Program Annual Conference, Kingston, April 24 and 25, 2003, Contact Gary Bernfeld

"Positive Approaches to Solving Behavior Challenges." The seminars will be held in New Orleans April 29 – May 2, 2003; Gary LaVigna, Ph.D., Clinical Director of IABA will be the speaker.

Brochure: http://www.iaba.com/brochures/new_orleans.doc

American Psychological Association, 111th Annual Conference, Toronto, August 7-10, 2003, convention@apa.org

11th Annual ONTABA Conference: The Great Hall, Toronto Ontario, November 6th and 7th, 2003.

ABA International Conference May 23-27 in San Francisco Update

Remember that all presenters must register for the convention. Visit the registration page at <http://www.abainternational.org/conv2003/registration.asp> to register on-line, or print a registration form to mail or fax to the ABA office.

The ABA 2003 convention program is now available at <http://www.abainternational.org/conv2003/program.asp>. The program may be searched by day, author, area, and keyword. Please take a moment to visit the Web site and review the many fine events, presentations, posters, workshops, and exhibits that will be offered from May 23 - 27 in San Francisco.

ONTABA / St. Lawrence College, BST Program, Co-Sponsored Event

"Conducting Functional Analyses in Naturalistic Settings", by Stephanie M. Peterson, Ph.D, Ohio State University

This is a reminder about the upcoming April 24th Functional Analysis workshop. It has been confirmed that this workshop will be running so this is a note to let everyone know that the deadline for registration has been extended. Thanks to all who have already registered!

As There are Spaces Available for This Event, Registration Deadline for RECEIPT of All Monies is Extended to April 18, 2003

Go to ONTABA website at <http://www.sl.on.ca/ontaba/> for the registration form, in Adobe Acrobat.

Date: April 24, 2003.

Location: Donald Gordon Centre, Kingston, Ontario.

Thank you,
Dorothy Wemer
Conference Assistant

Getting connected

PHOTOGRAPHS

We could be using your pictures instead!
E-mail them to Gerry Bernicky or send them c/o ONTABA to the ONTABA ANALYST

ONTABA HOME PAGE

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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.

Advertising in the *ONTABA Analyst* is available for a fee payable to *ONTABA* (\$100.00 1/4 pg., \$200.00 1/2 pg., \$300.00 full pg.). Job ads may be posted on the *ONTABA* website for up to 30 days.

Submissions for the next ONTABA ANALYST, Summer Issue must arrive to Gerald Bernicky at gbernicky@sympatico.ca by June 15th, 2003 for the July 1st issue.

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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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