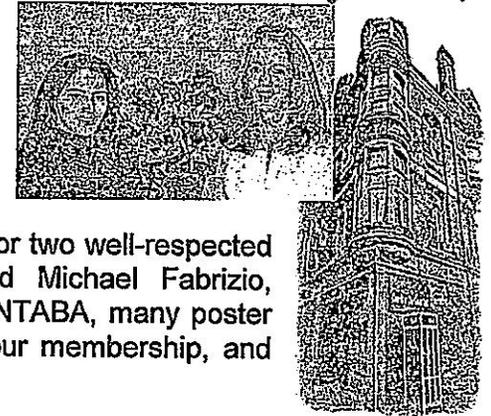


THE 11th ANNUAL ONTABA CONFERENCE

A Great Success!



The 11th Annual Conference was held November 6th and 7th at The Great Hall in Toronto. Special thanks to **Rosalina De Sa** and **Kimberly Harris**, pictured here, for organizing such an excellent conference with all the details in place. They arranged for two well-respected Key Note speakers, Dr. Gary Pace and Michael Fabrizio, informative presentations by members of ONTABA, many poster contributions representing the diversity of our membership, and some really great food!

In this edition of the *ONTABA ANALYST* you will find a summary of Dr. Gary Pace's presentations, the Status of Certification Summary and Draft 2003 Annual General Meeting Minutes (inserts), election results, two poster presentations on education in ABA in Ontario as well as pictures from the event. Further information on the outcomes of the conference will be provided in the next edition of the *ONTABA ANALYST*.

ONTABA Conference Featured Presentations:
 Treatment of Children with an Acquired Brain Injury
 Gary Pace, PhD.

Gary Pace gave the featured presentation at the 11th annual ONTABA Conference for the Community Forum on Thursday evening and returned for the featured address on Friday morning for a more in depth analysis of treatment implications for behaviour analysis in head injury. Dr. Pace described the epidemiology of head injury in the pediatric population. He distinguished between non-traumatic caused by degenerative processes in the brain and traumatic head injuries caused by an assault to the brain. Further distinctions

Continued on pg 9

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, Submissions

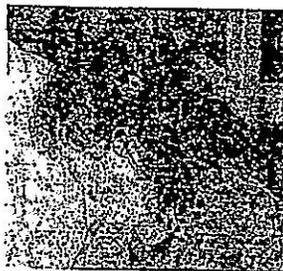
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- INSERTS:**
1. Status of Certification Meeting Summary
 2. Draft 2003 Annual General Meeting Minutes

From the President's Desk

Rosemary Condillac
RACK Consulting
ONTABA President

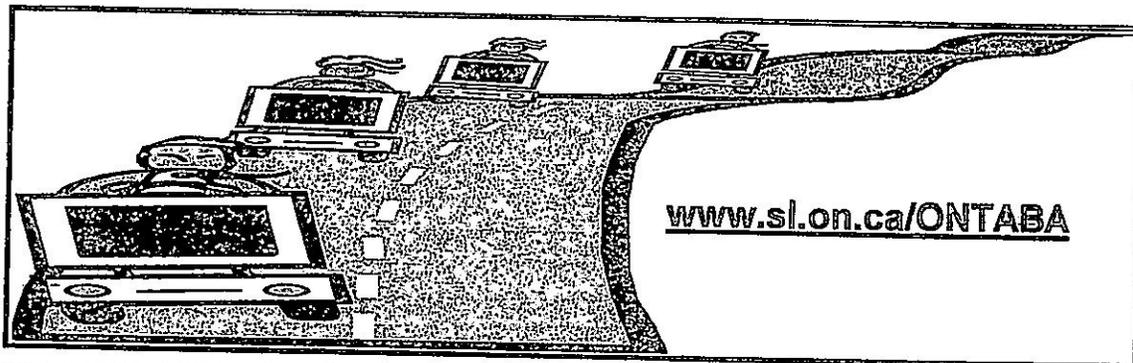


As I begin my term as President of ONTABA, I would like to take a minute to recall the history of the organization, and recognize the hard work of the presidents that has been done by those who came before me, Wanda Smith, Maurice Feldman, Joel Hundert, Bill Kirby, and most recently Gerry Bernicky. ONTABA was created to bring behaviour analysts in the Province of Ontario together to increase the presence of ABA in health care and social service delivery, and to offer opportunities to research, learn, network, and socialize together. From the first meeting at Surrey Place Centre (and the Hop & Grape) in 1992, we have obtained official affiliate chapter status, we have become incorporated, and we have grown to an annual membership of over 300 behaviour analysts. In this ever-changing political, economic and clinical landscape we need to pull together as a profession to increase the profile of Applied Behaviour Analysis in Ontario. We need to distinguish ourselves from the under-trained, and under-qualified individuals who are offering alleged ABA services that are ineffective, and in some cases causing more harm than good. We need certification.

I believe that it is our responsibility as a professional organization to work towards defining our practice, and to develop a meaningful Ontario-based system for certifying a basic level of knowledge & competence in ABA. The blueprint for this process has been accepted by the membership and we are about to embark on developing an implementation plan for certification. It will not be perfect, and it will not please everyone, but it will be starting point that will continue to evolve in the future. Some members have said that certification will divide our organization. This can only happen if members actively take part in divisiveness. Instead I urge you to take part in the planning & construction of this initiative.

In addition to certification, there are other important initiatives that this board will undertake in the coming year including increased recruitment efforts, regional conferences, the development of a new web page, and efforts to increase our profile with various branches of government. If you are interested in any of these activities, please email me directly, and I will put you in touch with the relevant committee.

In closing, I wish you all the very best in this holiday season, and look forward to working with you in the New Year.



www.sl.on.ca/ONTABA

ONTABA

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2003-2004

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Bill Kirby
Joel Hundert
Maurice Feldman
Wanda Smith

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Adrienne Pery
Sheila Swartz
Liane Tackabery

**Student
Representatives:**
Betina Clancy
Dorothy Wemer

ONTABA Committee Updates

ONTABA COMMITTEE UPDATES:

Membership and Recruitment Committee:

Chairperson: Angela Burgess

As of September 15th, 2003, there was a total of 281 members. From the Conference we have 45 Members for 2004. 31 Renewing Members from 2003, 8 Returning Members who missed 2003 but have returned, and 8 New Members to ONTABA.

Of the 45 Members, 8 are Sustaining, 30 are Full Members, 6 are Students and 1 Emeritus (Dr. Larry Williams).

There was a T-Shirt draw at the conference for those signing up for membership. Congratulations to the winner- Mary MacMillan!

Please note that if your contact information changes, please let us know so that we can forward your ONTABA materials to you.

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

Conference Committee:

Chairperson: Shelly Hockley; Conference Co-Chairs: Kimberley Harris & Rosalina De Sa

See the next edition of the ONTABA analyst for the Conference participant feedback.

Check out the pictures of the Conference in this Analyst!

Education Committee:

Chairperson: Adrienne Perry.

See article in this issue " ONTABA Education Task Force"

Certification Committee:

See Insert

Communications Committee:

Chairperson: Rosemary Condillac

Elections Committee Update:

Thank you to those members who took the time to nominate candidates and to vote in this year's election. The members of the new board are:

Rosemary Condillac (President)

James Porter (President-elect)*

Shiri Bartman (Secretary)*

Scott Bark (Treasurer)

Mary MacMillan (Member-at-Large)*

Katrina McDonald (Member-at-Large)*

Adrienne Perry (Member-at-Large)

Sheila Swartz (Member-at-Large)*

Lianne Tackaberry (Member-at-Large)

Betina Clancy (Student Representative)*

Dorothy Wemer (Student Representative)

* denotes newly elected/acclaimed board member

For this year's elections (2004) we will be looking for nominations for Treasurer, 3 member-at-large positions, and 1 student representative. Please start thinking about running for a position, or about who you would like to nominate to your board of directors.

We would like to receive your input regarding elections. We need to increase the number of members that vote at election time. If you are interested in serving on the elections committee this year, please email Rosemary Condillac (rackconsulting@sympatico.ca).

Newsletter Committee:

Chairperson: Caroll Drummond

This is our fourth edition of the ONTABA ANALYST this year in keeping with our goal! Due to the post-conference delay and pre-holiday rush for everyone, we have been scrambling to get this to you. Complete reports on outcomes of the Conference will be in the next edition of the ONTABA ANALYST. Thanks to all of you who sent in your articles and updates and also to Gerry Bernicky for assisting me with some transitional problems in getting this one in the mail.

As always, we encourage you to send in your article submissions and hope to see more authors of posters and presentations from the 2003 ONTABA Conference share their work in the ANALYST in the upcoming year.

Have a safe and joyous holiday season!



ONTABA EDUCATION TASK FORCE

Adrienne Perry

One of the purposes of ONTABA is to promote Behaviour Analysis in Ontario and this includes concerns about educational opportunities in this field. This year, a small Education Task Force was given a mandate to collect information on what behavioural training opportunities currently exist in Ontario Colleges and Universities, with a view to identifying needs and gaps and proposing strategies that the next ONTABA Board could use to address these so as to encourage greater quantity and quality of behavioural training at all levels in the Ontario post-secondary system.

We conducted a web survey of 39 educational institutions, 22 colleges and 17 universities in Ontario, searched their online calendars for relevant programs and courses. Training opportunities were divided into "*dedicated programs*" and individual courses. In the dedicated programs category, there are 2 BST programs at community colleges (St. Lawrence and George Brown), 1 (new) undergraduate degree program (St. Lawrence), 1 or 2 college programs under development, and 1 graduate program under development.

In terms of *individual courses*, we categorized these post-hoc as falling into the following categories: ABA/Behaviour Modification; Advanced/Specific Topics in Behavioural Intervention; Behaviour Management/Positive Behavioural Support; Behaviour Therapy; Learning & Conditioning/Animal Learning; Survey Intervention/ Therapy/Counselling Approaches (including behavioural). Results are shown in Table 1.

Fig. 1 Summary of Survey Information re Individual Behavioural Courses

Types of Behavioural Courses

ABA/behaviour modification	Community College	4
	University Undergrad	8
	University Graduate	4
Advanced/specific topics in behavioural intervention	Community College	8
	University Undergrad	5
	University Graduate	3
Behaviour management/ Positive behavioural support	Community College	16
	University Undergrad	1
	University Graduate	0
Behaviour therapy/CBT	Community College	3
	University Undergrad	2
	University Graduate	8
Learning & Conditioning/ Animal Learning	Community College	2
	University Undergrad	21
	University Graduate	0
Counselling Theories/ Survey Courses	Community College	12
	University Undergrad	5
	University Graduate	?

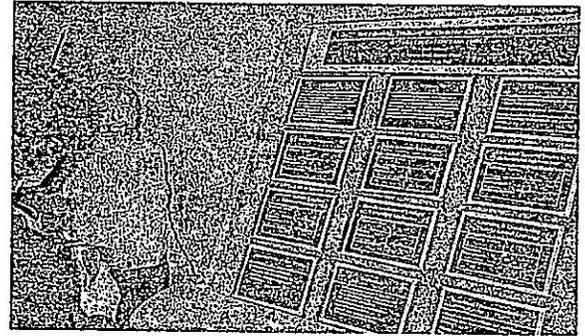
Continued on pg 5

Continued from pg 4 - ONTABA Education Task Force

Prior to conducting the survey, we consulted other potential sources of information, including the previous ONTABA survey done by Joel Hundert several years ago (which was of universities across Canada), the colleges which have dedicated behavioural science programs, and the websites of ABA and AABT which list training programs. We also did an informal survey of colleagues to try to determine how many people are attending U.S. based training programs. There are 42 people working on the University of Nevada distance education Master's in ABA via the Behaviour Institute and several people doing the on-line ABA program of the University of North Texas, both of which make one eligible for BCBA Certification.

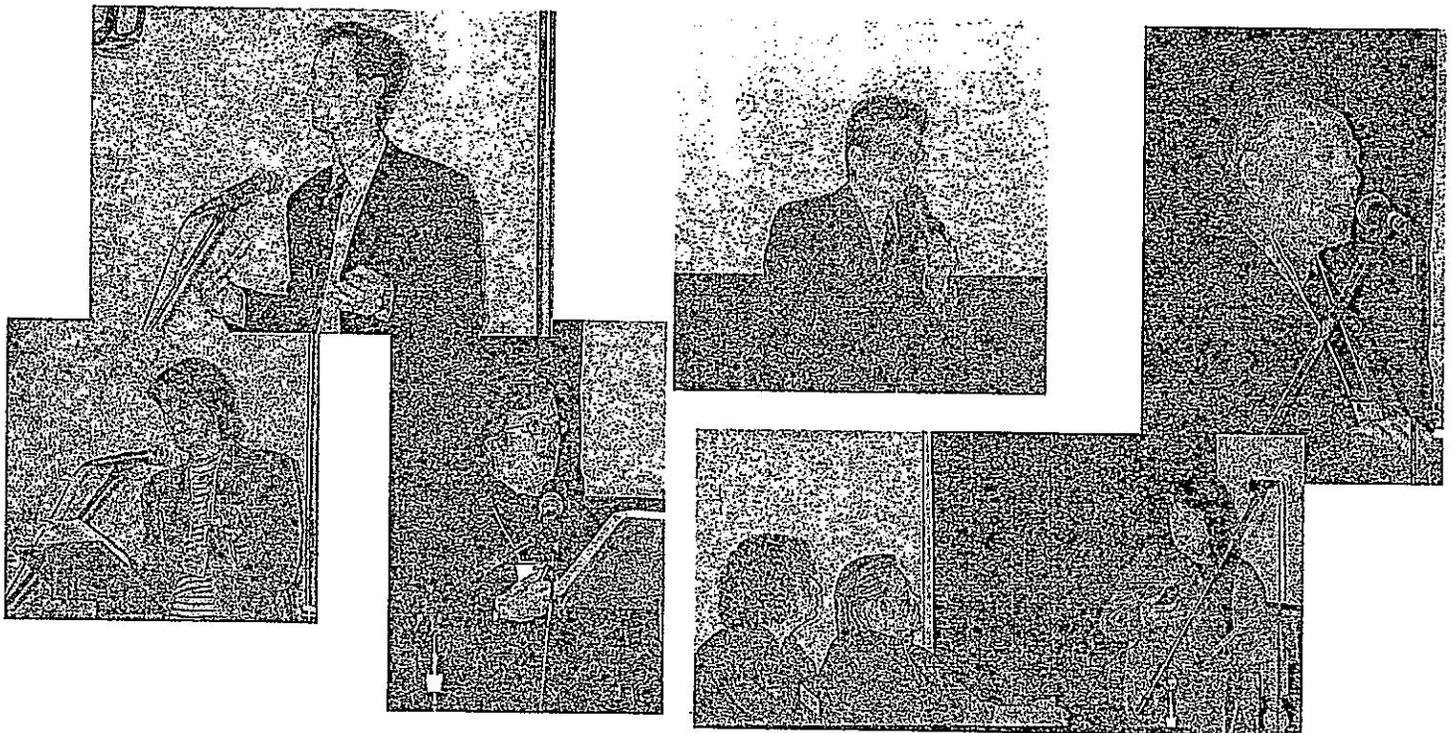
Thanks to Dorothy Wemer for sharing the responsibility for this task force. We appreciate the following volunteers from the membership who readily agreed to help: Pat Veleno, Rudy Vogt, and April Sullivan, who collected the data on all the courses. April also graciously agreed to work on a poster presentation of the results for the ONTABA Conference.

ONTABA members are invited to provide their feedback about where we should go next on this issue. Should we approach colleges and universities and encourage them to do more/better behavioural teaching? Should we focus on trying to have dedicated behavioural programs developed? At what level is the greatest need? We welcome your thoughts on these questions. These will be shared with the next Board and will inform planning and goal-setting for next year's activities. Please contact Dr. Adrienne Perry: perry@yorku.ca or (416) 736-5115 ext. 33765.



April Sullivan presenting the Task Force Results

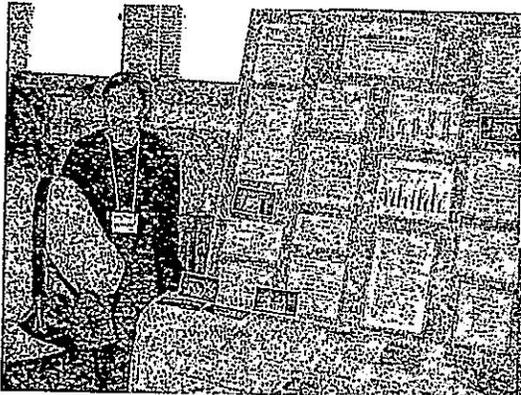
Conference 2003 Pictures



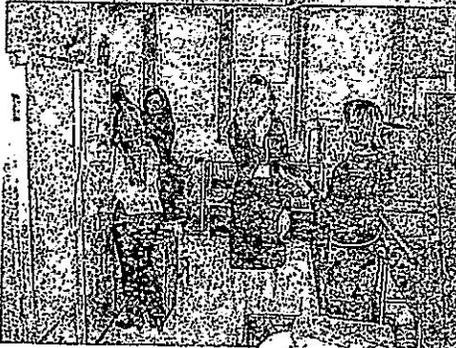
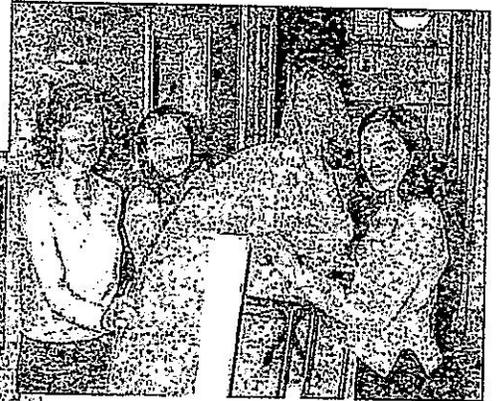
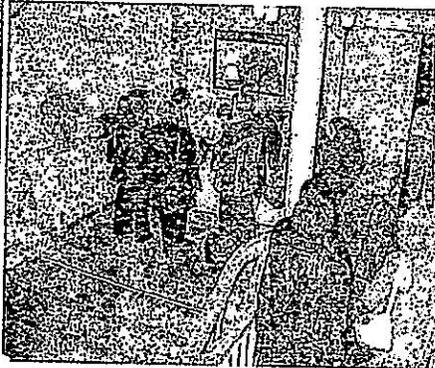
PRESENTATIONS

Clockwise from top left: Dr. Gary Pace, Michael Fabrizio, Dr. Joel Hundert, Dr. Rosemary Condillac, Gerry Bernicky and Scott Bark, Janet Valcourt, Dr. Marcie Desrosier

Conference 2003 Pictures



POSTERS



PREPARATION, PAYING, PRIZES, AND PARTYING

Poster Presented at the 11th Annual Conference of the
Ontario Association for Behavioural Analysis, Toronto, 2003

ONTARIO'S APPLIED DEGREE IN BEHAVIOURAL PSYCHOLOGY

Gary Bernfeld* , Bill Kirby**, David McKay**, & Marcie Desrochers **

***Contact:** Dr. Gary Bernfeld, Coordinator, via phone [544 5400, ext. 1676], fax [613-634 8458]
or email: gary@bernfeld.com

**The first and fourth authors' are faculty with the: Behavioural Psychology Degree Program, School of Human Studies and Applied Arts, St. Lawrence College, King & Portsmouth, Kingston, Ontario, Canada K7L 5A6
The second and third authors are faculty with the Behavioural Science Technology Diploma Program , St. Lawrence College.

OVERVIEW

St. Lawrence College in Kingston, Ontario Canada has been granted government approval to offer a new **Bachelor of Applied Arts Degree in Behavioural Psychology degree**. This is the first undergraduate degree in Canada, second in North America, specializing in Behavioural Psychology. Commencing in fall, 2004, this four-year degree will provide both classroom instruction as well as 1,100 hours of supervised placements in three different community agencies.

Consulting with provincial experts as well as the work originally developed for certification of Behaviour Analysts in the United States, the curriculum will be both comprehensive and applied in focus. Based on surveys, graduates are expected to be in great demand in such growth areas as Provincial Preschool Autism Initiative, Acquired Brain Injuries, Correctional Service of Canada as Program Delivery Officers, Mental Health programs etc. Graduates will also be able to pursue additional post-secondary education (e.g. graduate school in this area, teaching, law, social work, etc).

The proposal received strong support from past presidents of the Association for Behavioral Analysis as well as recognized leaders in both research and applied settings in Canada and the United States.

This four-year degree program leads Canada in providing a comprehensive program of studies in the newly emerging field of Behavioural Psychology. Students trained in behavioural psychology will have the knowledge and skills to develop, and carry out, accountable, effective and efficient treatment programs in a variety of populations. Appendix B presents an overview of the curriculum. This approach has been shown to significantly contribute to the development of self-regulatory, social and vocational skills in a wide diversity of individuals both in community and institutional settings. St. Lawrence College has been leading this training in Canada for 30 years.

This new program builds on the proven track record of the three year Diploma in Behavioural Science Technology [<http://www.sl.on.ca/fulltime/bst/>] offered by the College. It has been inspired by the success of hundreds of graduates who came to the Diploma program with a previous B.A. Graduates in the new degree program have the best of both worlds-- a traditional university degree *plus* the 'hands-on' focus of a college, which provides students with a new educational pathway. They will be 'career ready' after graduation like those in Bachelor's programs in nursing, occupational and physical therapy, teaching, and social work. The training within this degree will provide graduates with this expanding set of complex and highly effective skills at a degree level now demanded by more and more employers.

A Needs Survey was mailed out to the following professionals and from our survey it was determined that:

- 98% of survey responses by 49 employers said there is a demand for a full time degree in this field
- 64% said at least 40 or more jobs would be created annually
- 48% said 80 or more jobs annually over the next 5 to 7 years
- 89% of the respondents stated that their agency have a need for degree - based educational services for existing staff
- 100% of the respondents said they would be willing to provide and supervise field placements for students in the applied degree

Continued from pg 7 - Ontario's Applied Degree Program...

LEARNING OUTCOMES

1. Design, write, implement and evaluate advanced, empirically based multidimensional behavioural assessments across a variety of settings and populations.
2. Design, write, implement and evaluate advanced, empirically based programs in applied behaviour analysis across a variety of settings and populations.
3. Conduct, with appropriate behavioural supervision, empirically based individual behavioural counselling sessions in one or more of educational applied and clinical settings.
4. Co-facilitate group behavioural counselling sessions in one or more of educational, applied and clinical settings incorporate a multilevel systems perspective on program integrity and implementation - at the client, program, organization & societal levels of analyses.
5. Integrate behavioural concepts and psychological knowledge across domains in all areas of practice.
6. Apply his/her social, professional and skills in the context of an interdisciplinary setting with a variety of clients, their support networks, professionals and the community.
7. Effectively communicate a behavioural perspective, both orally and in writing, as an informed stakeholder in educational, applied and clinical settings.
8. Conduct themselves in a professional and ethical manner in educational, applied and clinical settings.
9. Display with individuals and in teams, the clinical, professional and interpersonal skills needed for effective behavioural practice and ongoing professional development.
10. Understand, critically analyze and synthesize issues in society.
11. Engage in higher order conceptual thinking and demonstrate personal effectiveness in a wide variety of settings.
12. Demonstrate knowledge of computer hardware and software.

STUDENTS AND FACULTY

In year one an intake of 70 is planned, 120 students by second year, 160 by year three and a total enrolment of 200 by year four. By year four, 6 full time faculty are expected to be dedicated to teaching in this degree program.

Dr. Marcie Desrochers has come aboard as a new faculty member. She has been teaching Applied Behaviour Analysis at the College of Charleston for 12 years and is a graduate of the University of Manitoba. She joins Dr. Gary Bernfeld, who is the Coordinator of the new degree program. He has been teaching in the Diploma program for the last 4 years and has 20 years experience in the Human Service field.

FIELD PLACEMENTS

A dynamic interaction between classroom based courses and three field placements totalling 1,100 hours will further assist in the integration and mastery of this approach. To date we have commitments for 165 placements across 87 programs.

ADVANCED STANDING

Standards are being developed for applicants with who wish to be admitted to an upper year of this program. These applicants have degrees or diplomas from recognized post-secondary institutions. Others may wish to be able to transfer credits in individual courses from other institutions. Please check the paragraph on Advanced Standing, at the 'Admission Requirements' link on the program's web site in September 2004 for more details.

FOR FURTHER INFORMATION

To access the webpage go to <http://www.sl.on.ca/fulltime/bachelor/index.htm> and click on our program. Note that the detailed 4 page-handout in Adobe Acrobat or pdf format on the 'Description' page of this site answers many key questions. EDITORS' NOTE: The course outline was omitted here as it is available at the website by clicking on "Courses".



Dr. Gary Bernfeld &
Dr. Marcie Desrochers

***This article is the first in a series of featured educational opportunities available in Ontario.**

Continued from pg.1- ONTABA Conference Featured Presentations

were made between expected outcomes of individuals with open and closed head injuries with an open head injury having a more predictable and better outcome. Closed head injuries in which the brain is ripped or sheared against bony protrusions can cause the brain to swell and produce less predictable and more expansive types of injury patterns.

He reported that 165,000 children in the US would acquire a head injury every year. Of those injured annually, 5,000-10,000 will die and 20,000 to, 30,000 will suffer life long challenges due to their injury. The leading causes of childhood head injury are physical abuse and neglect in infants, physical abuse and falls in preschoolers, falls and pedestrian/car collision in Early elementary age children, bike accidents, sports injuries and pedestrian/car collisions in late elementary children. Teenagers and young adults are most likely to be head injured in Motor Vehicle accidents of which many involve drugs and alcohol. Generally, the data indicates that adult onset head injury may have better outcomes. It is thought that this is because adults can compensate with other developed areas of the brain. Consequences of similar head injuries in children may be more severe due to less brain development and lack of pre-established neural connections. The ability to compensate with the developed rather than undeveloped brain changes our view of brain plasticity.

Head injuries affect the individual in three distinct and interrelated domains: Cognitive abilities, Physical abilities and Behaviour. Cognitive consequences affect attention, concentration, memory for new information, organization and planning skills, communication, judgment and decision-making, reasoning and slowed information recovery. Physical implications can affect any of the sensory systems like speech, hearing, vision, strength, coordination, and equilibrium, speed of responding and muscle tone. Behaviour can be affected by anger, low frustration tolerance, oppositional behaviour, limited awareness or interest of others needs.

These behaviours can make choosing appropriate reinforcers difficult as patients may self-report reinforcers that have lost their value due to the nature of the injury. For example, someone who loved to read pre-head injury may no longer have the attention to read or the memory to retain the information, which then leads to higher frustration and possibly aggression. The historical reinforcer has not only failed to increase the behaviour but it has also become a negative consequence. The research showed that staff and caregivers are no more effective in predicting reinforcers. For this reason, Dr. Pace advocates for a full observation based preference assessment along with other antecedent modifications to address behaviour problems in this population.

Since self-reports are unreliable and the research shows we need to do a formal preference assessment, how does one decide between single stimuli (presentation of one potential preference at a time), paired stimulus (presentation of two potential preferences to choose between) or multiple stimulus (presentation of several potential preferences together) methods? Your method will depend on your needs. How many reinforcers do you need to identify? What your tolerance is for false positives or negatives? How much time you have? Pace advocates using the simplest method that meets your needs.

Pace compared Free Operant and Limited free operant preference assessments. The free operant approach has you display all the items to the individual and measure the duration of the choices. In this reliable and time efficient approach, the individual could spend all their time with one item resulting in one possible reinforcers with no ranking of preference (false negatives). Behaviour Problems are minimized. In a limited free operant ten-minute preference assessment, items are removed when they have been selected for more than 2 minutes consecutively. This method allows for multiple preferences and possible reinforcers to be identified. In the study of 8 children, both methods accurately identified the most preferred item. However, the limited free operant procedure also identified several other reinforcers with no increase in behaviour problems in some of the subjects. Both methods led to accurate identification of reinforcers (s) when at least one item was preferred. This study was replicated with 5 children in which 4 of the 5 identified multiple reinforcers in the limited free operant condition. With no increase in behaviour problems as well as quick and accurate potential identification of multiple reinforcers, the limited free operant approach seems to be the clear winner.

**Michele Popynick,
Surrey Place Centre, Toronto**

EMPLOYMENT OPPORTUNITY



SURREY PLACE CENTRE is dedicated to improving the quality of life for people with developmental disabilities. We are currently recruiting for the following position:

Sr. Behaviour Therapist
36.25 hours/week
\$43,402 - \$55,006/annum

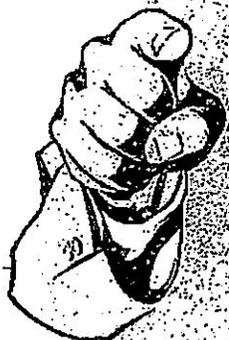
We are seeking an individual with demonstrated education and experience in applied behaviour analysis to work with young children with developmental disabilities and their family using a mediator model. You will have an independent working style and the ability to operate as a member of an interdisciplinary team. Your work will be guided by a Registered Psychologist and will require you to provide quality functional assessment, behavioural intervention and parent training to families with young children assigned to you.

Qualifications for this position are usually acquired through graduate level education in psychology or the equivalent. You will have experience with a wide range of global developmental disabilities and specific syndromes linked to disability. You have demonstrated knowledge, experience and expertise in using innovative, non-intrusive approaches to change behaviour as well as an extensive understanding of mediator training methods. You also have a broad range of experience in educating caregivers, teachers and other professionals in the uses of behavioural science and developmental approaches to produce long lasting adaptive skills. You will be up to date on trends across the field of behaviour analysis applied to young children.

You have provided courses, workshops and information sessions in early identification of problem behaviour and understanding behaviour problems. Experience with multi-cultural environments and fluency in languages other than English would be an asset as our clients are members of diverse ethnic backgrounds. Membership in the Ontario Association for Behaviour Analysis (ONTABA) is an asset. File #0334-740

Interested applicants should submit their resumes in confidence to Human Resources, Surrey Place Centre, 2 Surrey Place, Toronto, Ontario M5S 2C2 or fax: (416) 925-5645, or e-mail at frances.taxidis@surreyplace.on.ca quoting file number 0334-740 by January 9, 2004.

Surrey Place Centre is committed to diversity in the workplace and welcomes applications from the communities we serve.



**If you know who you need...
why go any further?**

**The ONTABA Analyst
is the place to advertise your available ABA positions**

Getting connected

PHOTOGRAPHS

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

ONTABA HOME PAGE

Internet address:
<http://www/sl.on.ca/ontaba/>

CONTACTING ONTABA

If you have questions, information you want to share, or need to contact ONTABA-

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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*, Spring Issue must arrive to Caroll Drummond at carolld@sympatico.ca by March 1st, 2004 for the March 15th, 2004 issue.

EMPLOYMENT OPPORTUNITIES

If you know who you need...
why go any further?

The *ONTABA Analyst* is the place to advertise your available ABA positions

ABA International Information

ABA website: <http://www.abainternational.org>
ABA Email: mail@abainternational.org
ABA Phone Number: (269) 492-9310
ABA Fax Number: (269) 492-9316
ABA Address: 1219 South Park Street, Kalamazoo, MI 49001

**ONTABA
T-Shirts
\$20.00**



Membership and Recruitment
Sells: ONTABAWEAR



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TBA

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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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