

Important News from ONTABA



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
Bridgette Gauthier, Ross Violo
Associate Editors, Submissions

1. **Status of the Alternative Pathways:** The Alternative Pathways, an avenue for BACB certification of Ontarians continues to proceed and should be a reality this month. Members should keep their eyes on the ONTABA webpage for an online application for BACB certification through the Alternative Pathways option. A finalized memorandum of agreement between ONTABA and BACB is imminent and should be signed shortly with an application posted immediately following that signing. Questions regarding certification through the Alternative Pathways should be directed to the ONTABA President (jporter@kerrysplace.org).
2. **MCYS supports the development of a new certification level:** MCYS has approached ONTABA and initiated discussions about the development of a level of certification not included in the BACB certification. While the Transitional Certification Committee (TCC) continues to work within the boundaries of its mandate to develop an Ontario certification system, the President of ONTABA, in the best interests of the membership, is engaged in these discussions with MCYS. While MCYS has a special interest in this certification in the field of Autism, the ONTABA President continues to include those in other areas as well (e.g., ABI, Corrections, etceteras) and MCYS has recognized the value in including these other areas. This is a new and exciting proposition that holds promise for certification for those not covered by the BACB and TCC. Questions regarding this exciting new development can be addressed to the ONTABA President (jporter@kerrysplace.org).
3. **Registry for ABA providers working in the field of Autism in Ontario:** An online registry will soon be launched by the Autism Society of Ontario with the support of the Ontario Government. The Registry was developed by an advisory committee struck by the ASO and MCYS. The President of ONTABA sat on the advisory committee and provided input to the committee to assist in the development of the registry. It is a long overdue resource for consumers and aims to provide a self-regulating system for ABA providers in Autism in Ontario that seeks to inform consumers of benchmarks and other considerations for selecting a service provider.

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**INSERTS: Call for Papers EXTENDED ONTABA Conference
Nomination Forms for Elections 2006**

From the President's Desk

James C.K. Porter
ONTABA President



With the summer upon us I would like to take the time to just briefly reflect on the past few months and the months ahead. Following the conference in November 2005 there were two vacancies on the board that were not filled and so there are currently nine board members and an ex-officio member. We have met several times so far this year and have varied the location of board meetings to include Toronto, Etobicoke and Hamilton.

We have met to formalize and accept committee budgets and to also identify key goals or objectives for each committee to accomplish this year. We have also met to identify board level objectives as well. The meetings we have had so far this year have set the foundation for the activities of the board and committees in the coming months before the conference in November later this year.

I would also like to remind members that the time has come for submissions for the 2006 conference and so I would like to take the opportunity to encourage submissions by members for the conference. It is my expectation that this will be our best and most successful conference to date.

Looking at some of the activities of the past few months, the Transitional Certification Committee (TCC) continues to develop an Ontario-based certification process. Questions that ONTABA members may have regarding that process can be directed to the chair and board liaison Dr. Andrew McNamara.

In addition, the BACB certification through the Alternative Pathways initiative is on track to begin in July and I have been working with Dr. Jerry Shook to ensure we are ready when the final application form is completed. Once completed the application for BACB certification through the alternative pathways will be available online on the ONTABA Webpage in July. Any questions that members may have about the Alternative Pathways and BACB certification can be directed to me.

In my role as President of ONTABA I have also had opportunity to speak with MCSS and MCYS representatives at the request of the Ministries to discuss various issues of certification related to the Alternative Pathways, to work being done by the TCC and to discuss other certification issues not within the mandate of the TCC but of significance to the ONTABA membership.

By invitation of the Autism Society of Ontario, as President of ONTABA, I recently participated on the special project with the Autism Society of Ontario that was announced by the Minister of Children and Youth Services Mary Anne Chambers in a press release June 16th. The special project involved the development and soon to be implemented online registry of Applied Behavior Analysis providers in the province of Ontario. It was a great opportunity for the membership to have input on the registry and should be of great value to families and providers and move in the direction of reinforcing quality Applied Behaviour Analysis services in the province in the field of Autism.

An announcement will soon be made by the chair and board liaison (myself) of the Awards Committee about a new annual award to be presented by ONTABA to a member of

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ONTABA

President:
 2005-2007
 James Porter

Past Presidents:
 Rosemary Condillac
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 Bill Kirby
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 Maurice Feldman
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 James Hughes
 Andrew McNamara
 Darryl Nurse
 Carobeth Zorzos

**Student
 Representative:**
 Kaleigh Regehr

ONTABA Committee Updates

Conference Committee:

Conference Chair: Shiri Bartman
Volunteers are welcome to assist with the Conference November ! Contact Shiri to help out!

Elections Committee:

Co-Chairs: Shiri Bartman and James Porter
See Insert for Nominations for Board positions. Have your say about who is on your Board!
Also check out the Board Member Bios in this issue.

Membership Committee:

Chair: Amy Barker
Board Liaison: Kaleigh Regher
Membership summary as of June 22nd, 2006;
Total members: 302
New Members: 72
Renewing Members: 191
Members from Previous Years : 39
Affiliate: 8
Emeritus: 1
Full: 223
Student: 34
Sustaining: 36

The Membership Committee completed a draw (ONTABA T-Shirt) and the winner is Helen Courchesne, a Behaviour Consultant from the Ottawa Children's Treatment Centre (OCTC). Congrats!
Membership forms are available on the website at www.ONTABA.org

Recruitment Committee

Board Liaison/ Chair: Carobeth Zorzos
The Recruitment Committee is currently working on establishing an incentive program where we obtain commitment from at least 10 different individuals within the field to disseminate ONTABA recruitment information within their workplace. We are also in the process of contacting volunteers to assist in recruitment activities, such as presenting at local colleges/universities and conferences within the field of behaviour analysis. We are always looking for volunteers, please contact Carobeth Zorzos at carobethz@rogers.com for further information.

Transitional Certification Committee

Board Liaison: Andrew McNamara
See the front page for an update!

Newsletter Committee:

Editor: Caroll Drummond
Board Liaison: James Hughes
Thanks to James Hughes and Bridgette Gauthier for rounding up material for this issue. Special thanks to Annette Griffith for allowing us to print a summary of her literature review for her Masters Thesis. Check out excerpts on our Website! Send me your articles!
Our readers **are** our contributors, so do your bit today!

Webpage Task Force

Chair: Janet Valcourt
Board Liaison: Michelle Turan
The ONTABA web site is up and getting better every day! Portions of this newsletter are uploaded onto the web site and other timely information! Also check out Employment Opportunities on the site as not all are published in the Analyst! Check out the links to journals, educational institutions in Canada and the US offering ABA ! Check out the discussion site!
Stay tuned to www.ontaba.org for more!

Public Policy Task Force

Chair: Rosemary Condillac
Board Liaison: Carobeth Zorzos
The Public Policy committee of ONTABA strives to identify issues of policy development related to ABA and to assist the board with policy research and position development, as well as to communicate with Policy Makers on behalf of ONTABA as requested by the ONTABA Board. We are working to develop a list of experts in several areas relating to ABA who would be willing to periodically comment on policy issues that we are researching. The board has asked us to research the issue of member's using ONTABA as their affiliation on advertising flyers and the potential implications for the organization. We are reviewing by-laws from other organizations and disciplines, and will present our findings and recommendations to the board shortly. If you have any interest in assisting us with issues pertaining to Public Policy, please contact Rosemary Condillac (chair) dr_condillac@yahoo.com or Carobeth Zorzos (board liaison) carobethz@rogers.com.

Awards and Recognition Task Force

Board Liaison/Chair: James Porter
See President's Desk for update!

The International Certificate Program in Dual Diagnosis



Congratulations to Brock University for hosting another informative and enjoyable Program this spring. With each new year, The International Certificate Program in Dual Diagnosis has continued to grow and attract more professionals from across the continent, interested in learning more about new research and applications of behavioural supports from a well put together group of speakers.

The first week this year covered Management and Leadership Issues with information presented by; Carol Sales, Ph.D., Professor, Faculty of Business, Brock University (Course Coordinator). The second week explored Demystifying the Mental Health Diagnostic Criteria for Persons who are Developmentally Disabled and was presented by Ruth Ryan, M.D. the Chief Medical Officer for Grafton, Virginia.

The third and final week covered, Advances in Behavioural Interventions for Children, Adolescents and Adults with Mental Health and Behavioural Problems Related to Autistic Spectrum Disorders with presentations from a well selected group of people on a variety of topics. On the first day Mary Louise Kerwin from the Department of Psychology at Rowan University opened the week with an informative presentation on Interventions for Feeding problems. On the second day Edward G. Carr from State University of New York at Stony Brook on Understanding and Treating Problem Behaviour in Autism Spectrum Disorder. On the third day Kimberly A Shreck from the Department of Psychology at Pennsylvania State University kept everyone awake when she discussed Behavioural Treatments for sleep problems in Autism. William I. Gardner of the University of Wisconsin arrived on the fourth day to discuss Anxiety and Autistic Spectrum Disorders. Finally, Peter Sturmey from the University of New York wrapped things up on Friday with an informative talk on the Mood disorders in Autism and Intellectual Disabilities.

Anyone who is interested in finding out more about The International Certificate Program in Dual Diagnosis can visit the website at: www.brocku.ca/dualdiagnosis/info.html

Course dates and descriptions for 2007 are already available!

Bridgette Gauthier



Using pictorial prompts to teach complex tasks: A review of the literature Annette Griffith MA, BCBA

The following is a brief summary of a research paper completed as part of the requirements for a masters program with the University of Nevada, Reno. It has been significantly condensed and revised for this format. A full reference list can be obtained by contacting annetekgriffith@hotmail.com

The acquisition, generalization, and maintenance of functional daily living, social, play, and vocational skills are important for individuals with developmental disabilities for a variety of reasons. These skills can increase levels of independence both at home and in the community, and can aid in the reduction of negative behaviours such as self-injury and aggression (Lancioni & O'Reilly, 2001). The increase in levels of independence and the reduction of negative behaviours can, in turn, improve the quality of life for the individual with the disability, reduce the responsibility of teachers and caregivers, and facilitate an increased acceptance of the individual with disabilities by his or her non-disabled peers (Sisson et al., 1988; Lancioni & O'Reilly, 2001).

Often, functional skills are complex behavioural chains that are comprised of a number of smaller, discrete behaviours organized in a particular sequence (Griffen et al., 1992). For several reasons, instructing individuals with disabilities to perform chained behaviours can be a difficult task for teachers and caregivers to undertake. Individuals with disabilities may have difficulty acquiring, generalizing, or maintaining extensive chains of behaviours and, also, the prompts used in teaching may acquire control over the skills (McDuff et al., 1993; Copeland & Hughes, 2000). When stimuli other than the naturally occurring discriminative stimuli have control over the behaviour, the individual may be prevented from engaging in tasks in the absence of the instructor or without prompting from another individual.

One teaching and prompting method intended to overcome these difficulties is the use of sequential pictorial prompts or picture activity schedules. Both sequential pictorial prompts and picture activity schedules organize pictures in a sequential fashion to indicate the steps required to complete a task (Copeland & Hughes, 2000). Individuals are taught to follow the steps using a variety of teaching methods, including graduated guidance (e.g., Bryan & Gast, 2000; Morrison et al., 2002), verbal instruction (e.g., Copeland & Hughes, 2000; Sowers et al., 1985), and physical prompts (e.g., Lancioni et al., 1995; Mechling & Gast, 1997). The pictures can then acquire stimulus control, cueing the individual to perform a particular task within the chain in the absence of a teacher or caregiver (Copeland & Hughes, 2000). Picture prompts and picture activity schedules have been used to teach a variety of skills, including self-care skills (e.g., Salovita & Tuulkari, 2000), household tasks (ex., Martin et al, 1982; Sanders & Parr, 1989), computer use (e.g., Frank et al., 1985), play skills (e.g., Morrison et al, 2002), and vocational skills (e.g., Lancioni et al, 1999; Wantanabe & Strumey, 2003).

In a review of the research between 1980 and 2005, 45 studies were identified that examined the use of sequential pictorial prompts or picture activity schedules as interventions to teach or prompt individuals with disabilities to independently complete complex behavioural chains. The majority of the studies examined reported that the use of sequential pictorial prompts and picture activity schedules as primary interventions, or as components of larger intervention packages, were successful in training individuals with developmental disabilities to complete complex behavioural chains, increasing levels of performance of the dependent variable(s) to rates of at least 75%. Only one study reported negative results, in that the use of a pictorial system was significantly less effective than another prompting method, with levels of performance of the dependent variable(s) below 27% (Lalli et al., 1994), and only five studies reported mixed results, indicating that, while increases in levels of performance of the dependent variable(s) may have occurred, they were below a level of 75% (Bevil et al., 2001; Copeland & Hughes, 2000; Johnson & Miltenberger, 1996; Steed & Lutzker, 1997; Wantanabe & Sturme, 2003).

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Each of the studies examined reported information about the participants in a different manner, using different criteria; however, there appeared to be 3 key skill areas that were reported in several of the studies that have a bearing on the ability to utilize the sequential pictorial prompts and picture activity schedules used in the interventions; previous experience with a similar pictorial system, picture-object correspondence and receptive and expressive language skills.

Regardless of participant characteristics, the use of sequential pictorial prompts and picture activity schedules appears to be a promising approach for teaching complex behavioural chains to individuals with developmental disabilities, although the ways in which these systems are developed, organized, and trained, often remain unclear, varying from study to study. To assist in the development of sequential pictorial prompts and picture activity schedules, Mesibov, Browder, and Kirkland (2002) have developed a list of 6 guidelines based on the Treatment and Education of Autistic and Communication Handicapped Children (TEACCH) approach. The TEACCH program is housed within the Department of Psychiatry of the Medical School of the University of North Carolina at Chapel Hill. The guidelines are based upon the methods employed by TEACCH, as well as the literature in the area of activity schedules, and are intended to offer assistance to practitioners who are teaching use of schedules.

The first guideline offered by Mesibov et al. (2002) is to define the purpose of the schedule. They suggest that the purpose of the schedule (e.g., to teach an individual to perform a series of tasks independently, to teach an individual to follow a sequence of activities, or to teach an individual to organize their time) will influence the way in which the schedule is developed, organized, and trained.

Second, they suggest that the components of self-determination that will be incorporated into the schedules be defined. They say that decision-making, problem solving, choice making, risk taking, and self-observation, are all components which can be included within a schedule, depending on what the purpose is.

Third, the schedule should be formatted in way which takes into consideration the literacy skills of the individual who will be trained to use it. Often pictures are used because an individual is unable to read, however, by organizing the system so that words are incorporated into the pictures, and so that the pictures are organized in a manner similar to text (i.e., left to right, top to bottom), the individual will be acquiring some pre-reading skills. Forth, the user must be taught to decode and comprehend the pictures which are used within the schedule. Some individuals may already have picture-object correspondence skills, however, for others this skill must be taught. This can be done using mass trials or by embedding the teaching into the general schedule-following training.

Fifth, the length of the schedule and the way in which it will be organized must be determined. These features are likely to be customized for each individual, however, common ways of organization include the use of booklets and albums, placing one picture per page. The length of these schedules are primarily determined by the number of steps each tasks must be divided into for comprehension.

The last guideline suggested is to teach the schedule user to initiate activities. According to Mesibov et al. (2002), focus is often placed onto teaching picture-object correspondence, to the neglect of teaching task initiation. Despite this, the primary goal of teaching schedule use is often to teach individuals to become more independent in the initiation and completion of activities.

Rehfeldt et al. (2004) also provide recommendations on the development of pictorial systems, however, their article focuses on the use of Microsoft® PowerPoint® to develop computerized picture activity schedules. They suggest that initial training should focus on traditional card systems organized into notebooks or albums prior to the use of a computerized system. They also suggest that the individual being trained to use the system should have already mastered the following skills: a) discrimination of pictures from background, b) matching identical objects, c) picture-object correspondence, d) tolerance to manual guidance. Once these skills have been mastered and initial training on traditional card systems has been completed, computerized training can begin. The article provided step-by-step instructions on how to develop a computerized system using PowerPoint®, creating and modifying sounds, inserting and editing pictures, creating video, and adding forward/backward buttons and timers.

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Continued from Pg. 6 "Using Pictorial Prompts..."

The teaching of complex chains of behaviour to individuals with developmental disabilities can be quite a challenging task for mediators. As many important functional daily living skills, which are directly related to levels of independence and social acceptance, are comprised of complex behavioural chains, this difficulty in teaching creates a predicament, which mediators must strive to overcome. Based upon the studies reviewed, it appears as though the use of both sequential pictorial prompts and picture activity schedules, as at least one component of an intervention program, are an effective means of (a) increasing independence in complex chains of behaviour which are familiar to individuals, but which, nonetheless, require the intervention of a mediator to complete, and of (b) teaching new complex chains of behaviour, the components of which are unfamiliar to the individuals. Overall, the use of both sequential pictorial prompts and picture activity schedules appear to be useful tools, as they have been demonstrated to be effective for increasing the independence of a variety of skills, both novel and familiar, to individuals with varying degrees of disability (e.g., Griffen, Wolery, & Schuster, 1992; Sanders & Parr, 1989; Dauphin, Kinney, & Stromer, 2004).

Continued from Pg. 2 "President's Desk"

ONTABA in recognition of their outstanding contribution to the field of Behaviour Analysis in Ontario. The Recruitment and Membership Committees both continue to work hard to recruit new members from various fields and interests.

This year will see the end of the term for 3 member at large positions, treasurer and Graduate student representative. Start thinking now of potential candidates, complete a nomination form and mail it back to ONTABA. I would encourage as many new faces as possible and encourage members from diverse fields and regions.

The Webpage committee is working on establishing a method for credit card payment of membership and conference fees through the ONTABA website.

This is just a brief summary of some of the committee and board activities that we have been working on and will continue to work on in the upcoming months.

I wish everyone a safe, pleasant and relaxing summer.

**13th Annual ONTABA CONFERENCE
November 9th and 10th
Holiday Inn Hotel Markham, Ontario**

**Submit your presentation or poster
with Call for Papers in this issue!**

**There are Early Bird Registration Offers and Discounted Conference
Fees for Current Members of ONTABA**

So join up , participate, and come out!

2006 Board Bios



James C.K.Porter- President

In November 2005, I completed a 2- year term as President-elect and assumed the role of current ONTABA President. I am currently working in the field of Autism after having returned to Canada from the United States where I completed a Ph. D. and an M.A. in psychology. I also hold an M.A. in Biopsychology from Lakehead University and an undergraduate degree from the University of Toronto. My academic experiences include teaching in Canada at the undergraduate level at Brock University and George Brown College and at the graduate level in the Toronto satellite UNR distance education program. Teaching in the United States included teaching at the undergraduate level at the University of Nevada in Reno. I have also worked in the fields of Acquired Brain Injury, Behavioural Gerontology, Developmental Disabilities and conducted research in psychoneuroimmunology, gambling behaviour, developmental disabilities and dementia. I have publications on gambling and on mental health issues in the elderly and I have presented at international conferences on a variety of topics. When engaged in private practice (on hold while I continue to register with the College of Psychologists of Ontario) I include individual, couples, family and sex counselling and therapy in my practice. I also recently became a Certified Hypnotherapist and intend to pursue additional courses in hypnosis.

I have been associated with ONTABA since its earliest inception. In my role as President I have the task of guiding the board through chairing board meetings and liaising and actively working with committees while ensuring board governance of bodies struck by the board. I also assist in developing a course of action for the board and committees and task forces. I am also often required to act as a representative of the membership in a manner that serves the best interests of the ONTABA membership in various ways beyond the representation of committees, task forces and other bodies of the board.



James Hughes- Member at Large

I am a scientist-practitioner working within a paradigm of Radical Behaviourism. I completed my Honours Bachelor of Arts degree in Psychology at York University and my Master's of Arts in Applied Behaviour Analysis from the University of Nevada, Reno. I am a long standing member of ABA and OntABA as well as a recently elected 2 year member at large for the OntABA Board of Directors. In this capacity I will also be acting as Board Liaison with the Newsletter Committee. These responsibilities include the transfer of Board Update information to be published in the newsletter as well as general assistance in the provision of potential content for the newsletter. I am the coordinator of a Behavioural Clinic within a community hospital in the GTA mandated to provide assessment and treatment to individuals with a developmental disability. Throughout my career it has been my privilege to support, learn from, and be inspired by individuals who have a developmental disability. My professional interests include Behaviour Momentum, community based applications of empirically sound behavioural strategies and the broad application of Behaviour Analysis for social responsibility.



Andrew McNamara- Member at Large

Dr. McNamara has been working with individuals with autism and/or intellectual disabilities and individuals with acquired brain injury in the clinical application of applied behaviour analysis since 1980. In addition, Dr. McNamara has supervised Behaviour Therapists providing behavioural services to individuals with an acquired brain injury in an inpatient setting and an outreach program since 1995. Dr. McNamara has extensive experience in the following areas:

(Cont on pg.9)

(Cont from pg.8 "Board Bios")

skill training, interventions for maladaptive behaviours (i.e., aggression, self-injury), direct instruction, discrete trial training, and parent and staff training (i.e., individual, group, workshops). Since 2002, Dr. McNamara had been the coordinator of the Behavioural Science Technology program at George Brown College where he taught courses in Behavioural Assessment, Behavioural Techniques and Applications, Behaviour and Cognition, Statistics, Research Design, and several specialty courses. Recently he has accepted a professorship at St. Lawrence College BST Program in Kingston, Ontario. Dr. McNamara received his Ph.D. in Special Education from the department of Human Development and Applied Psychology at the Ontario Institute for Studies in Education, University of Toronto. He is one of the founding members of the Ontario Association for Behavior Analysis (ONTABA) and serves on the ONTABA Transitional Certification Panel Certification and a Full Member of the Association for Behavior Analysis International.

We know she
was in the crowd!
Maybe next time!



Carobeth Zorzos- Member at Large

Currently, I am a Sr. Behaviour Therapist with Surrey Place Centre. I have recently received my MA in behavior analysis and I am also a Board Certified Behavior Analyst (BCBA). I was elected to a 2 year member at large term in 2004, and in this role I am responsible for attending and participating in board of director meetings and committees.

As chair/board liason of the recruitment committee, I am responsible for completing the following tasks: developing committee goals for the year with the board of directors, providing an update for each board meeting on tasks completed, providing an update for the newsletter, delegating tasks to volunteers, participating in recruitment activities, and reporting on progress on goals at the AGM.

In addition, I am the board liason for the public policy committee, which requires me meet with the chair of the committee on a regular basis and report on the activities of the committee to the board of directors.

Darryl Nurse- Member at Large



I am a Supervising Therapist with the Toronto Preschool Autism Service at Aisling Discoveries Child and Family Center. We provide intensive behavioral intervention (IBI) services for children with ASD. I am currently pursuing a master's degree in Behavior Analysis from the University of North Texas to add to my B.A. in psychology from Mount Allison University. I have been in the field for 7 years and look forward to seeing the development and advancements of behavior analysis in Ontario.

I am currently serving a 1 year term as Member-at-Large with the Board of ONTABA.

Kaleigh Regehr- Graduate Student Representative



I am a student at Brock University taking my Master's degree in Child and Youth Studies with Dr Maurice Feldman. I am in the process of finishing my thesis, which is addressing what services parents are utilizing when they detect signs of autism or ASD in their at-risk infants (due to their older siblings already having a diagnosis) as well as validating a few of the instruments that are being used with the ASD-CARC prospective study, currently underway at Queen's University (PI: Dr Jeanette Holden), of which my entire thesis is a part of. I plan on graduating in October of this year. I am also a senior therapist working with children with autism at Behavior Institute. My role within ONTABA is the graduate student representative as well as being board liaison for the membership committee.

MORE BIOS TO COME in your next issue of the ONTABA ANALYST!

Peter Wyngaarden (President -Elect), Shiri Bartman (Secretary), and Michelle Turan (Treasurer)

Employment Opportunity



Surrey Place Centre

**Autism Spectrum Disorder (ASD) Consultants
English and Bilingual (French/English)
36.25 hours/week
\$53,332 - \$67,590/annum**

Surrey Place Centre is a community-based organization that provides a range of services including complex assessment, diagnostics, and treatment for people living with developmental disabilities. We are dedicated to helping every client reach their potential – at every stage in life. With highly skilled staff and dedicated teams, we're making a real difference through inspired leadership, service and research excellence, community collaboration and creative capacity building.

POSITION SUMMARY:

Working in collaboration with Educators and school board staff at the Toronto and French (Elementary and Secondary) Public and Separate School Boards, you will provide consultation, training and resource support to Teachers and school board staff relating to children and youth with Autism Spectrum Disorder.

QUALIFICATIONS:

A Master's degree in Education or a health related field (or an equivalent combination of education and experience), as well as a demonstrated and broad understanding of Autism Spectrum Disorders and the education system, are required. The ideal candidate has extensive experience working with children and/or youth with autism and has additional training in applied behaviour analysis, special education, or other relevant courses.

Interested candidates should forward their resume to: Attn: Human Resources, Surrey Place Centre, 2 Surrey Place, Toronto, Ontario, M5S 2C2; fax: (416) 925-5645, or email: hr@surreyplace.on.ca

**Surrey Place Centre fosters diversity in the workplace and
welcomes applicants from the communities we serve.**

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 practicum, 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 will be posted on the *ONTABA* website for up to 30 days for free with an *ONTABA Analyst* Ad for 1 month. Website ads only are 50.00 for the first month and 30.00 thereafter (subject to change)

Submissions for the next *ONTABA ANALYST, Issue* must arrive to Carol Drummond at carolld@sympatico.ca or ontabanews@yahoo.ca or Bridgette Gauthier at bridgette.gauthier@surreyplace.on.ca or Ross Violo at sifuross@rogers.com by Sept 1 for the Sept 15th mail out.



CHECK out our WEBSITE

www.ONTABA.org

Upcoming Conferences

October 25-27 "Autism 2006 Geneva Centre for Autism International Symposium ", Metro Toronto Convention Centre. www.autismontario.com

November 5-8, 2006; CMHA Ontario's 4th Annual Conference " Making Gains in Mental Health and Addictions" Delta Toronto East Hotel. www.ontario.cmha.ca

November 9-10 13th Annual ONTABA Conference; Holiday Inn Hotel, Markham, Ontario. Contact Shiri Bartman for more info. sbartman@shiningthrough.ca

ABA International Information

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Phone: (269) 492-9310 **Fax:** (269) 492-9316

Address: 1219 South Park Street, Kalamazoo, MI 49001



Contact: ONTABA Board Members, Committee and Task Force Chairs

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Committees

**Membership:
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ONTABA's Vision: *Fostering a culture of excellence, integrity, and expertise for the advancement and promotion of the science of behaviour analysis.*

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