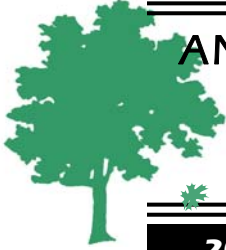


OCTOBER 14-15, 2010 at the UNIVERSITY OF MASSACHUSETTS, AMHERST



ANNUAL CONFERENCE October 14-15, 2010
**THE BERKSHIRE ASSOCIATION FOR
BEHAVIOR ANALYSIS AND THERAPY**

Affiliate Chapter of ABAI and Affiliate Association of APBA



2010 BEST VALUE FOR PROFESSIONAL EDUCATION AND NETWORKING—

• Judah Axe, *Simmons College* • Charles Catania, *University of Maryland, Baltimore County* • Philip N. Chase, *Cambridge Center for Behavioral Studies* • Brian Deer, *London Sunday Times* • Peter Gerhardt, *The McCarton School* • Gina Green, *Association of Professional Behavior Analysts and San Diego State University* • Gregory P. Hanley, *Western New England College* • Philip N. Hineline, *Temple University* • Dorothea Lerman, *University of Houston, Clear Lake* • Julian C. Leslie, *University of Ulster, Belfast, Northern Ireland* • Mark O'Reilly, *Meadows Center for Preventing Educational Risk, University of Texas at Austin* • David C. Palmer, *Smith College* • Cathleen Piazza, *University of Nebraska Medical Center* • Dennis H. Reid, *Carolina Behavior Analysis Support Center* • Joel Ringdahl *University of Iowa Children's Hospital* • Richard G. Smith, *University of North Texas* • Mark W. Steege, *University of Southern Maine* • Bridget Taylor, *Alpine Learning Group* •

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ANNUAL CONFERENCE

THE BERKSHIRE ASSOCIATION FOR BEHAVIOR ANALYSIS AND THERAPY

An affiliate chapter of The Association for Behavior Analysis International
An affiliate association of The Association of Professional Behavior Analysts

*Your premier regional conference! As always: top speakers, continuing education, and networking with other professionals and organizations. And new this year: **BABAT MEMBERS enjoy DISCOUNT registration, CE, and workshop fees.** Not a member? **JOIN** when you register. Don't forget—Last year was sold out, so **REGISTER ON-LINE TODAY!***

<http://www.umassconferenceservices.com/registration/>

OUR PROGRAM: Thursday, October 14, 2010

7:30-8:45
Concourse

REGISTRATION

8:45-9:00
Auditorium

OPENING REMARKS—

Welcome to the 31st Annual BABAT Conference—JOSEPH RICCIARDI, *BABAT President & Seven Hills Clinical Associates*

In Memorium: Dr. Ivar Lovaas—JOSEPH RICCIARDI, *BABAT President & Seven Hills Clinical Associates*

Welcome from the Association for Professional Behavior Analysts—GINA GREEN, *Association of Professional Behavior Analysts and San Diego State University*

9:00-5:00
Concourse

PROGRAM EXPOSITION—Exhibitors from various agencies, open daily on the concourse level.

9:00-9:50
Auditorium

KEYNOTE ADDRESS—Evidence-Based Supervision for Promoting Quality Human Services: Training and Maintaining Critical Supervisory Skills.

DENNIS H. REID, *Carolina Behavior Analysis and Support Center*

10:00-10:50
Room 163C

INVITED ADDRESS—Behavior Analysis and Evidence-based Practice with Adolescents and Adults with Autism: Applications to Promote Improved Quality of Life.

PETER GERHARDT, *The McCarton School*

Room 174

INVITED ADDRESS—On the Interpretation of Generalized Operants.

DAVE C. PALMER, *Smith College*

Room 804
8th Floor

PAPER SESSION—Assessing the Role of Peer Attention on Responding.

Improving Compliance by Teaching Preschoolers to Help Each Other Respond Effectively when Their Name is Called. LAUREN BEAULIEU, and Gregory P. Hanley, *Western New England College*

An Assessment on the Prevalence and Qualitative Characteristics of Peer Attention. KYLIE ROBERTS, Jessica Sassi, and Jason Bourret, *The New England Center for Children*

10:00-11:20
Room 917
9th Floor

SYMPOSIUM: Behavior Analysis for Weight Control and Optimal Health.

Chair: MICHAEL J. CAMERON, *Simmons College*

Discussant: RUSSELL W. MAGUIRE, *Simmons College*

Behavior Analysis for Weight Control and Optimal Health. MICHAEL J. CAMERON, *Simmons College*

Toward an Analysis of Food Satiety Values. KATHRYN BASSETT and Michael J. Cameron, *Simmons College*

The Role of Verbal Behavior in Dietary and Exercise Adherence. JESSICA LICHTER and Michael J. Cameron, *Simmons College*

The Impact of Deprivation and Satiation on Food Preferences and Choice. LEA BISHOP and Michael J. Cameron, *Simmons College*



Thursday, October 14, 2010

10:00-11:20
Room 101

SYMPOSIUM—Clinical Case Forum: Intervention Evaluation With High-Risk Challenging Behaviors.

Chair: JAMES K. LUISELLI, *The May Institute*

Graduated Exposure to Overcome Setting and Activity Avoidance. JONATHAN SCHMIDT, James K. Luiselli, and Hanna C. Rue, *The May Institute and May Center for Child Development, Randolph*

Effects of Protective Equipment on Frequency, Topography, and Intensity of Aggression-Provoked Staff Injury. Kelly Davis, JAMES K. LUISELLI, and Stephanie N. Child, *The May Institute and May Center for Child Development, Randolph*

Effects of Fixed-Time Release Fading on Frequency and Duration of Seclusion Time-Out. HANNA C. RUE, Shannon Garvey, Noah Borgondy, and James K. Luiselli, *The May Institute and May Center for Child Development, Randolph*

Room 904
9th Floor

SYMPOSIUM: Effective Instructional Procedures for Individuals with Autism Spectrum Disorder.

Chair: JULIE S. WEISS, *The New England Center for Children*

Differential Reinforcement of Prompted and Independent Responses: An Alternative Procedure to Decrease Prompt Dependency. CATIA CIVIDINI-MOTTA, Kathy Clark, and William H. Ahearn, *The New England Center for Children*

Evaluation of a Response Prompt Assessment. JESSICA L. SEAVER, and Jason C. Bourret, *The New England Center for Children*

A Comparison of Prompting Procedures in the Acquisition of Play Skills. JULIE S. WEISS, Kerri Shanahan, Julie McKay, and William H. Ahearn, *The New England Center for Children*

Comparing Echoic and Textual Prompts for Teaching Intraverbal Behavior. TIFFANY N. COOK and William H. Ahearn, *The New England Center for Children*

Room 168

SYMPOSIUM: New Developments in Stimulus Control Research: Implications for Effective Teaching of Children Diagnosed with Autism.

Chair: PAULA R. BRAGA-KENYON, *The New England Center for Children*

Conditional Relations Among Abstract Stimuli: Outcomes from Three Procedures - Variations of Go/No-go and Match-to-Sample. KIMBERLY WALTER, *The New England Center for Children & Northeastern University* and Paula Braga-Kenyon, *The New England Center for Children*

Failure to Acquire Stimulus Control as a Function of Discrimination Difficulty and Training Sequences. PAULO GUILHARDI, *The New England Center for Children & Brown University*

Differential Pausing Between Different Transition Types in Multiple Schedules by Children with Autism Spectrum Disorder. KAREN M. LIONELLO-DENOLF, Max Jones, *University of Massachusetts Medical School, Shriver Center*, Chata Dickson, and Paulo Guilhardi, *The New England Center for Children*

Expanding Equivalence Classes with Class-Specific Reinforcement. ELIZABETH MORRISON and Cammarie Johnson, *The New England Center for Children*

Room 162

WORKSHOP—Developing and Utilizing Instructional Matrices as an Aid To Achieving Generative Language.

DAVID GALLAWAY and DIANE DEAN, *The Institute of Professional Practice*

Positive outcomes for young learners with autism can partially be tied to variables such as the frequency, flexibility, and function of their verbal behavior. Selection of appropriate instructional targets and modalities can be challenging. Instructional matrices aid teachers and clinicians in matching targets (e.g., combinations of language elements) with modalities (instructional stimuli and settings). They also help instructors to conceptualize the overall scope of curriculum and teach in a thorough and efficient manner. This workshop will demonstrate how language matrices can be employed as part of a comprehensive language instruction program. It will emphasize their function as an organizational tool, a strategy for matching targets with teaching modalities, and a means for monitoring progress.

Room 165

WORKSHOP: Clinical Behavior Analysis: Psychiatric Symptoms as Discriminative and Establishing Stimuli.

JEFFREY J. SKOWRON and Jennifer Goodale, *Sullivan & Associates, Inc.*

Behavior analysts are providing services to a broad range of clients, with varied and complicated behavioral and diagnostic profiles. As a result, it is increasingly likely that clients receiving behavior analytic services are also being treated for psychiatric disorders. This workshop will provide an overview of psychiatric diagnoses and symptoms commonly observed in populations receiving ABA services. Specifically, we will focus on the role of psychiatric symptoms as discriminative and establishing stimuli. Participants will receive instruction on incorporating psychiatric symptoms into behavioral assessment (e.g., functional assessment; preference assessment), and accounting for psychiatric diagnosis when designing and implementing ABA treatment and teaching program. We will discuss case examples and systems level data from the presenter's current clinical program, as well as methods for incorporating psychopathology related topics into ABA training programs.

REGISTER ON-LINE TODAY! <http://www.umassconferenceservices.com/registration/>

Thursday, October 14, 2010

11:30-12:30
Student Union
Ballroom
Amherst Room

LUNCH—Join us for complimentary lunch!
Like last year, lunch will be available in two locations:
The Student Union Ballroom and The Amherst Room

Dukes Room

BABAT Board of Directors Meeting.

12:30-1:20
Auditorium

KEYNOTE ADDRESS—Faking the Link—MMR and Autism.
BRIAN DEER, *Investigative Reporter, London Sunday Times*

1:30-2:20
Room 163C

INVITED ADDRESS—What Practices are Best When Teaching Children with Autism? Evaluating Common Variations in Prompting and Data Collection Methods.
DOROTHEA LERMAN, *University of Houston, Clear Lake*

Room 174

INVITED ADDRESS—Reinforcement: Perhaps Not What You Thought it Was.
JULIAN C. LESLIE, *University of Ulster, Belfast, Northern Ireland*

1:30-2:50
Auditorium

PANEL DISCUSSION—APBA: Autism Insurance Legislation: A Tide Sweeping the Nation.
Chair: WILLIAM H. AHEARN, *The New England Center for Children*
Panelists: WILLIAM H. AHEARN, *The New England Center for Children*, NAN LEONARD, *Developmental Disability Policy Advocate*, JUDITH URSITTI, *Autism Speaks*, GINA GREEN, *Association of Professional Behavior Analysts and San Diego State University*

Room 101

SYMPOSIUM—Reducing Restraints: Some Practical Strategies for Children with Severe Challenging Behavior.
Chair: JONATHAN P. SEAVER, *The New England Center for Children*
Reducing Physical Restraint Through the Use of Alternative Interventions. JONATHAN P. SEAVER, Shawn E. Kenyon, and Richard B. Graff, *The New England Center for Children*
Reducing Physical Restraint through Systematic Fading. KELLY L. MCCONNELL, and Paula R. Braga-Kenyon, *The New England Center for Children*
Reducing Physical Restraint through Behavioral Programming and Medication. MAEVE G. MEANY and Allen J. Karsina, *The New England Center for Children*
Reducing Physical Restraint through Simply Not Doing It: Risks and Benefits. SORREL RYAN, Shawn E. Kenyon, and Myrna E. Libby, *The New England Center for Children*

Room 917
9th Floor

SYMPOSIUM—Educational Applications of Novel Stimulus Equivalence Methodologies.
Chair: RUSSELL W. MAGUIRE, *Simmons College*
Discussant: MICHAEL J. CAMERON, *Simmons College*
The Development of Geography Relations via Equivalence Class. JOYCE PERSSON, Russell W. Maguire, and Michael J. Cameron, *Simmons College*
The Formation of Equivalent Classes of Geometric Stimuli Following Group Instruction. CLAIR SUMNER, Russell W. Maguire, and Michael J. Cameron, *Simmons College*
The Formation of Coin-Value Equivalences Following Tact Training. L. NUNES, *Simmons College*, K. Capuccio, L. Von Thaden, Russell W. Maguire, and Michael J. Cameron, *Simmons College*

Room 804
8th Floor

SYMPOSIUM—Systems Analysis and Intervention in Behavioral Healthcare.
Chair: JAMES K. LUISELLI, *The May Institute*
Descriptive Analysis of Therapeutic Restraint (Protective Holding) Among Community-Living Adults with Intellectual Disability. JAMES K. LUISELLI, James M. Sperry, and Christine Magee, *The May Institute and May Centers for Adult Services*
Evaluation of Supervisory Interventions to Improve Physical Appearance and Organization of Special Education Classrooms. JONATHAN SCHMIDT, Kelly Davis, James K. Luiselli, Caroline Harrington, and Cheryl White, *The May Institute and May Center for Child Development-Randolph*
Behavioral Systems Analysis and Intervention for Staff Injury Reduction and Prevention. JAMES K. LUISELLI, *The May Institute and May Center for Child Development-Randolph*

Room 168

SYMPOSIUM—Evaluating Performance on Pivotal Skills for Best Outcomes in Children with Autism.
Chair: REBECCA MACDONALD, *The New England Center for Children*
Assessing Performance on Delayed Imitation: A Critical Skill for Learning through Video Modeling. MEGHAN ROBINSON, Chata Dickson, and Rebecca MacDonald, *The New England Center for Children*
Assessing Preference for Social Interaction in Children with ASDs. HILLARY BOLDUC, Rebecca MacDonald, William H. Ahearn, *The New England Center for Children*, Emily Wheeler, and William Dube, *UMass Medical School/E.K. Shriver Center*
Improving Accuracy of Joint Attention Assessment by Extending the Observation Period after Toy Activation. CATHERINE PARRISH, and Rebecca MacDonald, *The New England Center for Children*

ADA COMPLIANT AND NONDISCRIMINATORY. All educational programs or activities of the sponsoring organization are in accordance with applicable provisions of federal law regarding nondiscriminatory practices and ADA compliance.

Thursday, October 14, 2010

1:30-2:50
Room 904
9th Floor

PAPER SESSION—Recent Research on Response Allocation and Performance.

Chair: RICHARD B. GRAFF, *The New England Center for Children*

- An Evaluation of Efficacy and Preference for Fixed Versus Variable Schedules of Reinforcement. ELIZABETH GOLINI, Corey S. Stocco, and Stacie L. Bancroft, *The New England Center for Children*
- Effects of a History of Differential Reinforcement on a Preference for Choice. ALLEN KARSINA, *The New England Center for Children*, Rachel H. Thompson, and Nicole M. Rodriguez, *Western New England College*
- Stereotypical Behavior and Play. JUDITH MCCARTY, *Western Connecticut State University*
- The Effects of Self-monitoring and Feedback on the Customer-service Performance of Registration Employees. AMANDA S. MENTZER, *Queens College and The Graduate Center, City University of New York* and Alicia M. Alvero, *Queens College, City University of New York*

Room 162

WORKSHOP—Effective Consulting: Strategies for Working with Staff When You Are Not the Boss. PART 1.

DENNIS H. REID, *Carolina Behavior Analysis and Support Center*

(This is PART 1. Must register for PART 2, Thursday 3:00-4:20) This workshop will present strategies for working with staff when in a consulting capacity. The information is intended for clinicians who design behavior support plans, teaching plans, and therapy procedures, yet have no direct supervisory authority over implementing staff. It is likewise intended for therapists working with home-based programs for individuals with autism. Strategies to be presented are based on existing research on behavioral consulting procedures, and the author's three decades of consulting experience. Topics to be covered include specifying respective consumer groups in a consulting process, establishing one's presence and attention as a reinforcer, selecting most critical staff-performance targets at the beginning of a consulting arrangement, identifying situations in which one's consulting is not likely to be effective and subsequent actions, correcting staff performance in ways acceptable to staff, and focusing on consumer interventions that are efficient for staff to implement while maintaining the essential evidence base of the interventions.

Room 165

WORKSHOP—Evidence-based Practice and Autism: Outcomes of the National Standards Project.

SUSAN M. WILCZYNSKI, *National Autism Center*

Evidence-based practice begins with the identification of treatments that work. The National Standards Project is a comprehensive systematic review of the literature that identifies the level of research support for educational and behavioral interventions specifically for the school-aged ASD population. This workshop briefly identifies the methodology of the National Standards Project. Interventions that have the strongest level of research support are described. The extent to which these interventions are associated with favorable outcomes are identified based on (a) the skill/behavior that is targeted for improvement, (b) the age of the individual with ASD, and (c) the diagnostic population to which the individual with ASD belongs. The importance of interpreting these outcomes in the context of evidence-based practice is considered. Specifically, the role of (a) professional judgment and data-based clinical decision-making, (b) the values and preferences of families, and (c) capacity, in treatment selection are discussed.

3:00-3:50
Room 174

INVITED ADDRESS—Behavior Analysis of Low Rate/High Intensity Behaviors and Private Events.

MARK W. STEEGE, *University of Southern Maine*

Room 163C

INVITED ADDRESS—Variables Affecting the Response Strength of Severe Problem and Appropriate Replacement Behavior: Some Demonstrations and Implications.

JOEL RINGDAHL, Kelly Vinquist, and Patrick Romani, *University of Iowa Children's Hospital*

Room 804
8th Floor

PAPER SESSION—Conceptual Issues in Behavior Analysis.

Chair: PAUL NEUMAN, *Bryn Mawr College*

- Intention Attribution and the Functional Analysis of Psychological Terms. PAUL NEUMAN, *Bryn Mawr College*
- The Confounding of the Transitive Conditioned Motivating Operation as a Function of Matching. PAUL E. JOHNSON, *University of Maine-Presque Isle* and Patrick W. McCloskey, *State of Nevada, Rural Regional Center*

3:00-4:20
Room 168

SYMPOSIUM—Advances in Assessing Preferences and Reinforcers for Individuals with Developmental Disabilities.

Chair: EILEEN M. ROSCOE, *The New England Center for Children*

Discussant: GARY M. PACE, *The May Institute*

- Survey of Reinforcer Identification Practices in Education and Treatment of Individuals with Disabilities. Richard B. Graff, *The New England Center for Children*, and AMANDA M. KARSTEN, *Western New England College*
- Evaluation of a Self-Instruction Package for Conducting Stimulus Preference Assessments. RICHARD B. GRAFF, *The New England Center for Children* and Amanda M. Karsten, *Western New England College*
- Evaluation of Assessment Methods for Identifying Preferred Topographies of Attention. MAUREEN A. KELLY, Eileen M. Roscoe, and Katurri Phillips, *The New England Center for Children*

Thursday, October 14, 2010

3:00-4:20
Room 101

SYMPOSIUM—Examining Effective Interventions for Decreasing Problem Behavior of Children and Adolescents Diagnosed with an Autism Spectrum Disorder.

Chair: KATHLEEN CLARK, *The New England Center for Children*

The Effects of Response Interruption Redirection and Differential Reinforcement of Other Behavior on Motor Stereotypy. RACHEL FARBER, Carolyn Sanchez, Pamela Sinclair, *The New England Center for Children and Northeastern University*, and William H. Ahearn, *The New England Center for Children*

Assessing and Treating Motor Stereotypy in Children with Autism: A Comparison of Two Redirection Treatments. DIANA PARRY-CRUWYS, *The New England Center for Children*, Zara McCambridge, *University of Ulster*, and William H. Ahearn, *The New England Center for Children*

A Longitudinal Study of Stereotypy as Reinforcement to Increase Functional Play Skills in Children Diagnosed with Autism. JACQUELINE N. POTTER, *The New England Center for Children*, Gregory P. Hanley, *Western New England College*, Meredith C. Phelps, and MatoTopa Augustine, *The New England Center for Children*

A Comprehensive Social Validation Process: Identifying Effective, Preferred, and Acceptable Interventions for Adolescents with Autism. MAGDA STROPNIK, *The New England Center for Children*, Gregory P. Hanley, *Western New England College*, and Stacy Edinburg, *The New England Center for Children*

Room 904
9th Floor

SYMPOSIUM—Using Data to Make Informed Decisions in School Settings.

Chair: JOHN D. MOLTENI, *Saint Joseph College*

Developing a Public School Based Feeding Intervention Program for Children with Autism. KRISTINE M. PLANKEY, *Manchester Public Schools* and John D. Molteni, *Saint Joseph College*

An Analysis of the Direct and Collateral Effects of Functional Communication Training in a Public School Setting using a Voice Output Communication Aid (VOCA). CHRISTINA DELAURA, *Plainville Public Schools* and John D. Molteni, *Saint Joseph College*

Utilizing Staff Reported Data as a Measure of Procedural Integrity. TARA BELLEFLEUR, *The Gengras Center and Saint Joseph College* and John D. Molteni, *Saint Joseph College*

Utilizing Daily Data Collection and Environmental Modification to Conduct Functional Analyses in an Alternative School Setting. SARAH WAGAR, Christine A. Glabau, *The Gengras Center and Saint Joseph College*, and John D. Molteni, *Saint Joseph College*

Room 162

WORKSHOP—Effective Consulting: Strategies for Working with Staff When You Are Not the Boss. PART 2.

DENNIS H. REID, *Carolina Behavior Analysis and Support Center*

(This is PART 2. Must register for PART 1, Thursday 1:30-2:50) See Thursday 1:30-2:50 for complete description.

Room 165

APBA Professional Development Series WORKSHOP—Multiple-respondent Anecdotal Assessments: Nuts and Bolts of Administration and Interpretation.

RICHARD G. SMITH, *University of North Texas*, and Duy Le, *Child Study Center, Ft. Worth TX*



Anecdotal functional assessment offers a methodology for identifying the operant functions of problem behaviors without necessitating presenting the conditions that evoke and maintain those behaviors. However, research on anecdotal assessment has called into question the reliability and validity of these procedures. A variation of anecdotal assessment using multiple-respondents may offer a promising approach to rapid and safe identification of operant functions of problem behavior. The current workshop introduces participants to multiple-respondent anecdotal assessment procedures, including detailed instructions on administration and interpretation of the outcomes of multiple-respondent anecdotal assessments.

4:30-5:30
Auditorium

THE 6TH ANNUAL MURRAY SIDMAN AWARD FOR ENDURING CONTRIBUTION TO APPLIED BEHAVIOR ANALYSIS PRESENTED TO DR. PHILIP N. HINELINE

On Discovering What Our Science is About.

PHILIP N. HINELINE, *Temple University*



After completing his Ph.D. at Harvard University, Philip N. Hinline spent three years at the Walter Reed Army Institute of Research before moving to Temple University, where he is now a Professor. He has received several awards for excellence in teaching. Dr. Hinline is a recipient of the Fred S. Keller Behavioral Education Award from Division 25 of the American Psychological Association. He has served as editor of the *Journal of the Experimental Analysis of Behavior*. He has been President of the Association for Behavior Analysis, International, as well as of Division 25 of the American Psychological Association, and the Society for the Experimental Analysis of Behavior. He is a recipient of the Award for Distinguished Service from the Association for Behavior Analysis, International, and the Award for Outstanding Contributions to Basic Research, from Division 25 of the APA. His conceptual writing has focused upon the characteristics of explanatory language and the role of those characteristics in controversies that have confronted behavior analysis. A longstanding theme of his empirical research has been that of temporal extension in behavioral / psychological processes, as in choice between predictable and unpredictable outcomes and between immediate vs. delayed consequences.

Thursday, October 14, 2010

5:30-7:00
Room 163C

POSTER SESSION—Join colleagues to share their work, exchange ideas, and meet up with friends. The BABAT Student Poster Award will be given. Light refreshments available.

Friday, October 15, 2010

8:00-9:00
Concourse

REGISTRATION

9:00-9:50
Auditorium

KEYNOTE ADDRESS—Behavior Analysis and the Ethics of Human Cultures.

A. CHARLES CATANIA, *University of Maryland, Baltimore County*



Dr. A. Charles Catania is, without question, one of the major figures in the history of behavior analysis, recognized for his enormous range of contributions to both experimental and applied domains. He is the author of three of the top 30 most cited articles in JEAB and has edited or authored ten books, including *Learning*, a major text in behavior analysis (now in its 4th Edition).



10:00-10:50
Room 163C

INVITED ADDRESS—Examining the Influence of Motivating Operations in the Assessment and Support of Children with Autism Spectrum Disorders.

MARK O'REILLY, *Meadows Center for Preventing Educational Risk, University of Texas at Austin*

Room 174

INVITED ADDRESS—Twelve Common Mistakes Made by Applied Behavior Analysts and Ways to Avoid Them.

GREGORY P. HANLEY, *Western New England College*

10:00-11:20
Room 101

SYMPOSIUM—Advances in the Assessment and Treatment of Problem Behavior in Autism.

Chair: JESSICA L. SASSI, *The New England Center for Children*

Assessing Problem Behavior Evoked by Noise. ALLISON J. CASTILE, and Jason C. Bourret, *The New England Center for Children*

Analysis of the Effects of Psychotropic Medication on the Behavior of Children Diagnosed with Autism.

MATOTOPA AUGUSTINE, Jason C. Bourret, and Casey Clay, *The New England Center for Children*

A Comparison of Standard-Duration and Extended-Duration Functional Analyses. NIKKI R. SENKOWSKI, Jessica Sassi, and Sarah H. Buckingham, *The New England Center for Children*

An Evaluation of Preference Stability and Problem Behavior during Preference Assessments. AMANDA L. VERRIDEN, Eileen M. Roscoe, and Sibeal Nic Ginnea, *The New England Center for Children*

Room 168

SYMPOSIUM—Basic Science Meets Real-world Environments: Topics in Translational Research.

Chair: JASON C. BOURRET, *The New England Center for Children*

Behavioral Economic Manipulations in a Closed Token Economy: Examination of Methods for Rapid Generation of Work and Demand Functions. KATHRYN G. HORTON, and Jason C. Bourret, *The New England Center for Children*

Assessing the Effects of Matched and Unmatched Stimuli on the Persistence of Stereotypy. JACQUELYN MACDONALD, Diana Parry-Cruwys, and William H. Ahearn, *The New England Center for Children*

Describing Naturally Occurring Schedules: Analysis of Feedback Functions for Shooting During Basketball Games. NICHOLAS VANSELOW, Jason C. Bourret, and Casey Clay, *The New England Center for Children*

Descriptive Assessment of Problem Behavior in Transitions Between Activities. BERGLIND SVEINBJORNSDOTTIR, Chata A. Dickson, Paulo Guilhardi, *The New England Center for Children*, Karen Lionello-Denolf, Brent M. Jones, *UMASS Medical School, Shriver Center*, and William H. Ahearn, *The New England Center for Children*

Room 917
9th Floor

SYMPOSIUM—Equivalence Classes: Basic, Applied, and Translational Research.

Chair: LANNY FIELDS, *Queens College of the City University of New York and the Graduate School of the City University of New York*

Equivalence Based Instruction of Neuroanatomy. DANIEL FIENUP, *Queens College of the City University of New York and the Graduate School of the City University of New York*, Kim Reyes, and Jeffrey Hamelin, *Graduate School of the City University of New York*

Equivalence Class Formation by Presenting One Stimulus at a Time: One Comparison is Enough. ERICA DORAN, *Queens College of the City University of New York* and Lanny Fields, *Queens College of the City University of New York and the Graduate School of the City University of New York*

Differential Relatedness of Stimuli in Equivalence Classes: Post Class Formation Preference Testing. PATRICIA MOSS, *Westchester Institute of Child Development* and Lanny Fields, *Queens College of the City University of New York and the Graduate School of the City University of New York*

The Measurement of Joint Control by Elements of Complex Graphs and their Textual Descriptions. JACK SPEAR, *The Graduate School of the City University of New York* and Lanny Fields, *Queens College of the City University of New York and the Graduate School of the City University of New York*

REGISTER ON-LINE TODAY! <http://www.umassconferenceservices.com/registration/>

Friday, October 15, 2010

10:00-11:20
Room 804
8th Floor

SYMPOSIUM—Precision Teaching and Leaps Forward in the Planned Evolution of an Evidence-Based Autism Program.

Chair: DEIRDRE LEE FITZGERALD, *Eastern Connecticut State University*
Discussant: IAN SPENCE, *Ben Bronz Academy*

Developing Goals and Objectives for Organizational Change and Measuring Outcomes with Precision. DEIRDRE LEE FITZGERALD, *Eastern Connecticut State University*

The Use of the Standard Celeration Chart for Tracking Behavioral and Curriculum Data in an Autism Program. ROBERT W. WORSHAM, *EASTCONN*

Room 162

APBA Professional Development Series WORKSHOP—Credentialing Professional Practitioners of Applied Behavior Analysis: Some Myths, Facts, and Implications.

GINA GREEN, *Association of Professional Behavior Analysts and San Diego State University*



Professional credentialing of ABA practitioners is the subject of considerable debate and controversy, both within and outside of the field of behavior analysis. The aim of this workshop is to dispel some widespread myths and misconceptions regarding certification and licensure by describing how those types of credentials are similar and different, the pros and cons of each, the structure and functions of the Behavior Analyst Certification Board, the current status of the recognition of our profession in laws and regulations, and the implications of various approaches to recognizing the profession for ABA practitioners and consumers.

Room 904
9th Floor

WORKSHOP—Increasing and Maintaining Spontaneous Manding for Students with Autism in a Comprehensive ABA Intervention Program.

KATHLEEN I. DYER, Arlene Kaye, Denise Emma, Tracy Eissa, and Susan Bonitsky, *River Street Autism Program at Coltsville*

This workshop provides participants with field-tested procedures for increasing manding in behavioral intervention programs. Participants will learn to identify the forms and modes of manding to be used by the children, and then how to train staff to facilitate these mands in the context of a school day using evidenced-based practices. Hands-on strategies to insure maintenance of these gains through ongoing data collection, staff feedback, and data review systems by supervision teams. Finally, specific strategies to generalize of treatment gains to family members and same-aged peers will be described.

Room 165

WORKSHOP—Administering the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP).

JUDAH B. AXE, *Simmons College*

The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) is a new assessment for identifying language and learning delays using Skinner's analysis of verbal behavior. The assessment contains 170 learning and language milestones taken from normative child data across three age ranges: 0-18 months, 18-30 months, and 30-48 months. The barriers assessment of the VB-MAPP identifies defective repertoires across the primary verbal operants and other learning processes. The transition assessment detects strengths and weaknesses of repertoires relevant to succeeding in inclusive educational environments. Finally, the VB-MAPP contains a section on curriculum placement and writing IEP goals. The purpose of this workshop is to provide a brief overview of Skinner's analysis of verbal behavior, orient participants to the sections and main components of the VB-MAPP, and provide training on administering and scoring the VB-MAPP and using it to inform instruction.

11:00-11:20
Room 174

PAPER PRESENTATION—What it Means To Be An Ambassador of ABA in Our Rapidly-Growing Field.

THOMAS KITCHEN, *Mercyhurst College*

11:30-12:30
Student Union
Ballroom
Amherst Room

LUNCH—Join us for complimentary lunch!

Like last year, lunch will be available in two locations:
The Student Union Ballroom and The Amherst Room



LATE REGISTRATION (AFTER 9/29/10) WILL BE ASSESSED AN ADDITIONAL \$40.00 LATE FEE. Individuals registered on-site will also be charged a late fee. Cancellations received in writing by September 29, 2010 will receive a full refund, less a \$40.00 cancellation fee. No refunds will be honored after September 29, 2009. Checks returned for insufficient funds will be charged \$40.00. Upon receipt of your registration form, University Conferences Services will send confirmation via e-mail or to the address written on the form. For further information, call University Conference Services, Office of the Registrar, at (413) 577-8102.

RESERVE YOUR HOTEL ROOM: Register on line at: <https://hotel.aux.umass.edu> . Or call (413) 577-8000. (Be sure to request block BABATC). Hotel rooms are expected to fill up very fast. Reserve your room quickly.

Friday, October 15, 2010

12:30-1:00 Auditorium **WINNER'S PRESENTATION: BABAT STUDENT PAPER COMPETITION—The Influence of Motivating Operations on Generalization Probes of Mand.**

CHRISTINA L. FRAGALE, *University of Texas*

1:00-1:50 Auditorium

KEYNOTE ADDRESS—Assessment and Treatment of Feeding Problems in Autism.

CATHLEEN C. PIAZZA, *University of Nebraska Medical Center Munroe-Meyer Institute*

2:00-2:50 Room 174

INVITED ADDRESS—Public Awareness of Evidence: The Role of the Cambridge Center.

PHILIP N. CHASE, *Cambridge Center for Behavioral Studies*

Room 163C

INVITED ADDRESS—Reducing Risk During Functional Assessments: Procedural Variations and Refinements.

RICHARD G. SMITH, *University of North Texas*

2:00-3:20 Room 804 8th Floor

SYMPOSIUM—What We Can Learn from Big Piles of Data: Benefits of Maintaining and Analyzing Data from a School-wide Sample.

Chair: RENEE MANSFIELD, *The New England Center for Children*

Validating the Core Skills Assessment[®]. CHATA A. DICKSON, Renee Mansfield, Meca Andrade, and Nikki Campbell, *The New England Center for Children*

What Can I Do With This Big Pile of Data? MECA ANDRADE, Renee Mansfield, Chata A. Dickson, and Utah Nickel, *The New England Center for Children*

Assessing Outcome of Early Intensive Behavioral Intervention for Children with Autism using a Direct Observation Assessment Battery. DIANA PARRY-CRUWYS, Sally Dupere, *The New England Center for Children*, Amanda Karsten, *Western New England College*, Meghan Robinson, and Rebecca MacDonald, *The New England Center for Children*

Room 101

SYMPOSIUM—Recent Research on Teaching Critical Skills to Children.

Chair: JUDAH B. AXE, *Simmons College*

Effects of Tactile Prompts on Eye Contact and Responding to Faces with Children with Autism. JUDAH B. AXE, *Simmons College* and Christine J. Evans, *Simmons College*

Training Prerequisite Skills for Small Group Instruction. SUSAN LANGER, Sorrel Ryan, and Theresa Cerrone, *The New England Center for Children*

The Effect of Musical Nursery Rhymes on Learning Tacts. JUDITH MCCARTY, *Western Connecticut State University*

Engineering Early Critical Thinking: How Headsprout Teaches Reading Comprehension. JANET S. TWYMAN, *Headsprout*

Room 168

SYMPOSIUM—The Challenges of Running Behavior Plans: Can't We All Just do What's Written?

Chair: SHAWN E. KENYON, *The New England Center for Children*

Discussant: SHAWN KENYON, *The New England Center for Children*

Evaluation of Group E-mail Feedback on Data Entry Performed by Residential Staff. UTAH NICKEL, *The New England Center for Children* and Paula Braga-Kenyon, *The New England Center for Children & Western New England College*

The Effects of Procedural Integrity Data Collection on the Implementation of a Behavior Program. KYLIE ROBERTS, Jon Seaver, and Shawn Kenyon, *The New England Center for Children*

Increasing Procedural Integrity of Behavior Management Programs Through Group Feedback. JESSICA ALVERSON and Sorrel Ryan, *The New England Center for Children*

Room 917 9th Floor

SYMPOSIUM—Staff Training in Applied Behavior Analysis.

Co-Chairs: JAMES M. SPERRY and JAMES K. LUISELLI, *The May Institute*

Teaching Applied Behavior Analysis Knowledge Competencies to Direct-Care Service Providers: Outcome Assessment and Social Validation of a Training Program. James K. Luiselli, JAMES M. SPERRY, *The May Institute*, Jennifer D. Bass, *Cincinnati Children's Hospital Medical Center*, and Sara A. Whitcomb, *University of Massachusetts*

Component Analysis of Behavior Skills Training for Teaching Staff Functional Analysis. JOHN C. WARD-HORNER, *The Graduate Center and Queens College*, *City University of New York*

The Use of a Group Delivered Behavioral Skills Training Package to Teach Graph Analysis to Community Based Teachers. GINA M. FELICIANO, *All About Kids*, and Lindsay Maffei-Almodovar, *Queens College*, *City University of New York*

Auditorium

PANEL DISCUSSION—Considerations on Reducing Restraint for the Management of Dangerous Behavior.

Chair: ALLEN J. KARSINA, *The New England Center for Children*

Panelists: GINA GREEN, *Association of Professional Behavior Analysts and San Diego State University*, SHANNON KAY, *The May Institute*, HEATHER MORRISON, *The New England Center for Children*, JOSEPH N. RICCIARDI, *Seven Hills Clinical Associates*.

REGISTER ON-LINE TODAY! <http://www.umassconferenceservices.com/registration/>

Friday, October 15, 2010

2:00-3:20
Room 162

APBA Professional Development Series WORKSHOP—Look at that!: Improving Joint Attention in Children with Autism.

BRIDGET TAYLOR, *The Alpine Learning Group*



A core deficit in children with autism is their lack of spontaneous seeking to share enjoyment, interests or achievements with other people. Joint attention involves two people actively sharing attention with respect to an object or event. Young children with autism may fail to develop this meaningful skill. For example, children with autism may not point to objects of interest or show toys to their parents. This workshop will review a behavior analysis of joint attention, responses that comprise joint attention, and outline research-based strategies to teach these important skills. Videotaped examples will illustrate responses and teaching interventions.

Room 165

WORKSHOP—Promoting Academic and Behavioral Success in Regular Education: Blending Response to Intervention (RTI) with ABA.

MICHAEL A. COCCHIOLA, *The River Street Autism Program*

Federal legislation encourages the implementation of research-based interventions that facilitate the success in the general education setting for a broad range of students. This process is known as Response to Intervention (RTI), and state education departments incorporate this into the framework of general education practice for all students. While RTI requires general educators to concretely define, quantitatively measure and empirically analyze effective outcomes to meet the needs of all students who struggle academically, the majority of general educators are not trained in this process. These procedures form the foundation of ABA approaches to education, behavior analysts can support districts in use of RTI. This workshop will define and discuss current requirements for education systems using the RTI model, and provide a field-tested package to assist school districts to build capacity in the use of RTI.

Rom 904
9th Floor

WORKSHOP—Transition Planning for Adult Placement.

TRACEY TORAN and MICHAEL MCSWEENEY, *The New England Center for Children*

This workshop will review the factors that influence a successful transition of individuals to adult placement. The adult placement process, Individual Transition Planning (ITP), and adult support options available in Massachusetts, will be discussed. This workshop will assist the clinician or parent to identify and prioritize critical skills necessary to facilitate the most successful transition to adult placement settings. Particular emphasis will be given to IEP planning for clinical, vocational, educational and domestic objectives for individuals ages 16 and older. In addition to the IEP planning this workshop will review the transition planning process including legal (e.g., guardianship) medical (e.g. insurance) and financial (e.g. SSI) considerations to address when preparing individuals for placement to adult service settings.

Auditorium
3:30-4:20



KEYNOTE ADDRESS—"Do this," But Don't Do That: Observational Learning and Children with Autism.

BRIDGET TAYLOR, *The Alpine Learning Group*

It is commonly recognized that children with autism present with significant deficits in imitation and observational learning. Most contemporary curricula for children with autism incorporate instruction in a variety of imitative response topographies. Less common in applied research and practice, however, are procedures to ensure that children with autism learn to acquire novel responses through observational learning. Observational learning encompasses generalized imitation, yet exceeds it, requiring subtle discriminations about observed actions and their outcomes. To shift from learning in a one-on-one context to a group setting, for example, a child must identify contingencies as applied to another, and then incorporate into their own repertoire novel responses related to that contingency without directly contacting it themselves. While complex, observational learning is essential for the child with autism to learn more intricate social and academic repertoires. This presentation will outline instructional programs that move beyond direct imitation to the skills essential for observational learning. Specific procedures to increase observational learning in children with autism across a variety of responses will be reviewed.



REGISTER ON-LINE TODAY! <http://www.umassconferenceservices.com/registration/>

BOARD CERTIFIED BEHAVIOR ANALYSTS: Continuing education credit is available for Board Certified Behavior Analysts attending workshops, and invited addresses; and symposia, paper, and panel discussion sessions. BABAT is approved by the BACB to sponsor continuing education for Board Certified Behavior Analysts. **PSYCHOLOGISTS:** Continuing education credit MAY BE available for psychologists attending workshops. Approval is presently pending. Psychologists who pay a CE fee and do not take BCAB CE credits would be entitled to a refund of any CE fees, but not workshop fees.

BABAT: October 14-15, 2010 CONFERENCE REGISTRATION



Name: _____
 Affiliation: _____
 Address: _____
 City, State _____ Zip: _____
 Telephone (Daytime EST): _____
 Email: _____

FOR OFFICE USE ONLY

Payment: _____
 Date/Initials: _____
 REF #: _____
 Case #: _____
 Confirmed: _____

HOW TO REGISTER: Five Easy Steps

Registration is simple... ONE: Membership Option. This year BABAT is pleased to offer low-cost one-year membership to all conference attendees. Your membership is good until September, 1, 2011. Re-apply when you register next year. There is no obligation to continue membership. Benefits include professional advocacy and multiple conference savings. (Membership costs \$5.00, and you save \$5.00 off registration, plus \$5.00 off CE fees and \$5.00 off workshop fees.) **TWO: Conference Registration.** Select the appropriate conference fee (one day or two? Professional, student or parent?) **THREE: Register for CE's.** Check the box if you would like CE's. **FOUR: Workshop Registration.** Make your selection from the list below. Some workshops are two-part—you must register for both parts. **FIVE: Payment and Submission.** Submit on-line, by mail, or fax.

ONE: MEMBERSHIP OPTION. This year, The Berkshire Association for Behavior Analysis and Therapy is pleased to offer low cost one-year membership to all conference attendees. Your membership is good until September, 2011. Re-apply when you register next year. There is no obligation to continue membership. Benefits include professional advocacy and significant conference savings.

- Yes, I would like a 1-year BABAT membership. I understand that my membership expires September 1, 2011. (By becoming a member you save \$5.00 off your registration fee, \$5.00 off CE fees, and \$5.00 off all workshops.)
- No, thank you. Do not enroll me as a member of BABAT.

TWO: CONFERENCE REGISTRATION. Select the appropriate conference registration for you—

	MEMBER	NON-MEMBER
Professional registration	<input type="checkbox"/> BOTH days \$195.00 <input type="checkbox"/> THURSDAY only \$135.00 <input type="checkbox"/> FRIDAY only \$135.00	<input type="checkbox"/> BOTH days \$200.00 <input type="checkbox"/> THURSDAY only \$140.00 <input type="checkbox"/> FRIDAY only \$140.00
Full-time Graduate Student	<input type="checkbox"/> BOTH days \$135.00 <input type="checkbox"/> THURSDAY only \$135.00 <input type="checkbox"/> FRIDAY only \$135.00	<input type="checkbox"/> BOTH days \$140.00 <input type="checkbox"/> THURSDAY only \$140.00 <input type="checkbox"/> FRIDAY only \$140.00
Full-time Undergraduate	<input type="checkbox"/> BOTH days \$55.00 <input type="checkbox"/> THURSDAY only \$55.00 <input type="checkbox"/> FRIDAY only \$55.00	<input type="checkbox"/> BOTH days \$60.00 <input type="checkbox"/> THURSDAY only \$60.00 <input type="checkbox"/> FRIDAY only \$60.00
Parents	<input type="checkbox"/> BOTH days \$55.00 <input type="checkbox"/> THURSDAY only \$55.00 <input type="checkbox"/> FRIDAY only \$55.00	<input type="checkbox"/> BOTH days \$60.00 <input type="checkbox"/> THURSDAY only \$60.00 <input type="checkbox"/> FRIDAY only \$60.00

THREE: REGISTER FOR CE'S. Continuing education credits for all workshops and select symposia will be available for Board Certified Behavior Analysts and Psychologists (workshops only). One fee covers ALL—as many workshops or select symposia as you attend. Check ONE:

- Member CE fee \$25.00
- Non-Member CE fee \$30.00
- I'm not interested in CE's

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FOUR: WORKSHOP REGISTRATION. Select your workshops from the list below. **Space is limited.** Indicate workshop choices below with **check mark**. You may also **WRITE IN "ALT"** for an alternative in the event a selected workshop has been filled. Workshop fees are not included in conference registration.

THURSDAY, OCTOBER 14, 2010 **FRIDAY, OCTOBER 15, 2010**

THURSDAY 10:00-11:20 Developing and Utilizing Instructional Matrices as an Aid To Achieving Generative Language. DAVID GALLAWAY & DIANE DEAN, *Institute of Professional Practice*
 Member \$30.00 Non-Member \$35.00

FRIDAY 10:00-11:20 APBA Professional Development Series: Credentialing Professional Practitioners of Applied Behavior Analysis: Some Myths, Facts, and Implications. GINA GREEN, *Association of Professional Behavior Analysts*
 Member \$30.00 Non-Member \$35.00

THURSDAY 10:00-11:20 Clinical Behavior Analysis: Psychiatric Symptoms as Discriminative and Establishing Stimuli. JEFFREY J. SKOWRON & JENNIFER GOODALE, *Sullivan & Associates*
 Member \$30.00 Non-Member \$35.00

FRIDAY 10:00-11:20 Administering the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP). JUDAH B. AXE, *Simmons College*
 Member \$30.00 Non-Member \$35.00

THURSDAY 1:30-2:50 Effective Consulting: Strategies for Working with Staff When You Are Not the Boss. DENNIS H. REID, *Carolina Behavior Analysis and Support Center* (This is PART 1. Must register for PART 2, Thursday 3:00-4:20)
 Member \$30.00 Non-Member \$35.00

FRIDAY 10:00-11:20 Increasing and Maintaining Spontaneous Manding for Students with Autism in a Comprehensive ABA Intervention Program. KATHLEEN I. DYER, ARLENE KAYE, DENISE EMMA, TRACY EISSA, & SUSAN BONITSKY, *River Street Autism Program at Coltsville*
 Member \$30.00 Non-Member \$35.00

THURSDAY 1:30-2:50 Evidence-based Practice and Autism: Outcomes of the National Standards Project. SUSAN M. WILCZYNSKI, *The National Autism Center*
 Member \$30.00 Non-Member \$35.00

FRIDAY 2:30-3:50 APBA Professional Development Series: Look at That!: Improving Joint Attention in Children with Autism. BRIDGET TAYLOR, *Alpine Learning Group*
 Member \$30.00 Non-Member \$35.00

THURSDAY 3:00-4:20 Effective Consulting: Strategies for Working with Staff When You Are Not the Boss. DENNIS H. REID, *Carolina Behavior Analysis and Support Center* (This is PART 2. Must register for PART 1, Thursday 1:30-2:50)
 Member \$30.00 Non-Member \$35.00

FRIDAY 2:30-3:50 Promoting Academic and Behavioral Success in Regular Education: Blending Response to Intervention (RTI) with ABA. MICHAEL A. COCCHIOLA, *The River Street Autism Program*
 Member \$30.00 Non-Member \$35.00

THURSDAY 3:00-4:20 APBA Professional Development Series: Multiple-respondent Anecdotal Assessments: Nuts and Bolts of Administration and Interpretation. RICK SMITH, *University of North Texas*, & Duy Le, *Child Study Center, Fort Worth, TX*
 Member \$30.00 Non-Member \$35.00

FRIDAY 2:30-3:50 Transition Planning for Adult Placement TRACEY TORAN & MICHAEL MCSWEENEY, *The New England Center for Children*
 Member \$30.00 Non-Member \$35.00

FIVE: PAYMENT & SUBMISSION. Registration cannot be processed without full payment by check or credit card. Register by September 29, 2010 to avoid \$40.00 late fee.

Did you join BABAT? (If so, start with \$5.00 here): _____

Your registration fee from previous page (Members discount): _____

Seeking CE Credits? If so, add in CE fee (Members discount): _____

Number of workshops _____ X fee (Members \$30.00 each, Non-Members \$35.00): _____

Late fee for registration after September 29, 2010 (add \$40.00): _____

CREDIT CARD TYPE (✓one): Visa MC
 Discover AMEX

TOTAL DUE:

Name on card: _____ Number: _____

Signature: _____ Expiration date: _____

SUBMIT ON-LINE: On-line registration available at <http://www.umassconferenceservices.com/registration/>

SUBMIT BY FAX: For credit card or purchase order payment, you may FAX your registration form (both pages) to (413) 577-8130.

SUBMIT BY MAIL: Mail payment and registration form (both pages) to University Conference Services, CS 11-34, 918 Murray D. Lincoln Campus Center, 1 Campus Center Way, University of Massachusetts, Amherst, MA 01003. Registration forms cannot be processed without full payment by check or credit card. Please make checks payable to UMASS Conference Services. For registration information call (413) 577-8102.

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