CURRENT DIMENSIONS

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News From the President's Desk

Lori Bechner

It has been another exciting year for NJABA! In March, we were pleased to host our annual spring workshop at Caldwell College. Dr. Brian Iwata presented on the topic of functional analysis and treatment of problem behavior. Dr. Iwata was very well received, with over 140 people in attendance.

Plans are now in progress for our annual summer conference, which will be held July 17-18, 2009 at Rutgers University. Friday's program will include data-based symposia, workshops, and invited presentations. We are honored to have Dr. Patricia Krantz and Dr. Lynn McClannahan present the keynote address. On Saturday, we are happy to announce that Dr. Murray Sidman will present a full day workshop entitled "Errorless Learning and Programmed Instruction: The Myth of the Learning Curve."

In other news, NJABA recently formed a Public Relations Committee. We are currently developing a series of press releases on autism and applied behavior analysis in an effort to inform the larger community about effective treatment. Our first endeavor in this area, a letter to the editor regarding support for evidence-based treatment co-authored by NJABA and Autism NJ, was published in the *Trenton Times* in April.

Our Government Affairs Committee continues to explore options for state recognition of credentialed behavior analysts for the purpose of consumer protection. We are happy to report that our parent organization, the Association for Behavior Analysis International (ABAI) supported exploration of this process by providing a leadership training session at the annual convention in May in Phoenix, AZ. Dr. Ray Fowler, Past President and CEO of the American Psychological Association, spoke with chapter leaders about APA's process of obtaining licensure. From APA's experience with this process, Dr. Fowler was able to share insights and suggested considerations as Behavior Analysts consider licensure.

As the year comes to a close, I would like to thank our current officers and appointed board members: Dr. Marlene Cohen (Past-President), Dr. Greg MacDuff (President-Elect), Dr. Patrick Progar (Secretary), Dr. Tina Sidener (Treasurer), Dr. Ken Reeve (Representative-At-Large & Publications Chair), Dr. John Brown (Representative-At-Large), Dr. Linda Meyer (Representative-At-Large), Dr. Mary Beth Walsh (Consumer Representative), Dr. Sharon Reeve (Membership Chair), Dr. Suzanne Buchanan (Government Affairs Chair), and Dr. Kathy McCabe-Odri (Public Relations Chair). We are truly fortunate to have such a dedicated and knowledgeable group of professionals working on behalf of NJABA!

It has been an honor to serve as the President of NJABA this past year and I am sure that you share in my excitement as we welcome Dr. Greg MacDuff as the new NJABA President this summer.

Please visit our website at www.njaba.org for more information and updates on the annual summer conference.

Lori Bechner, M.A., BCBA is the President of the New Jersey Association for Behavior Analysis. She is Clinical Director at the Educational Partnership for Instructing Children (EPIC) in Paramus, NJ.

Inside this issue:

An Interview with Dr. Murray Sidman

A complete behavior analyst, Dr. Murray Sidman has been in the forefront of the field since its inception. He has been a fundamental mover and shaper of its direction through his conceptual writings and extensive programs of research in such fundamental and broad-sweeping areas as scientific methods, avoidance behavior, stimulus control and errorless learning, the social impact of coercion in society, and so much more. For these and his numerous other stellar achievements, he has been the recipient of numerous awards, including, among others, the award for International Dissemination of Behavior Analysis, EAHB SIG Distinguished Career Award, the Dole Award, and Lifetime Achievement Award. Dr. Sidman received a Ph.D. in psychology from Columbia University in 1952 and went on to make contributions of enormous significance to the field of behavior analysis. He has held positions as a Research Psychologist at Walter Reed Army Institute of Research and the E.K. Shriver Center for Mental Retardation and Developmental Disabilities, where he served as director of the Behavioral Sciences Department. Dr. Sidman has taught countless students at Columbia University, Harvard Medical School, University of Nevada, Northeastern University, and Johns Hopkins University. His influence is international, as Dr. Sidman has held academic appointments at the University of São Paulo in Brazil, Keio University in Tokyo, Japan and the University of Canterbury in Christchurch, New Zealand. Dr. Sidman's publications in peer-refereed journals number close to 100 and have defined much of our current understanding of stimulus control, stimulus equivalence, and avoidance behavior. His 1960 text, *Tactics of Scientific Research*, is considered the first primer on within-subject research methodology. It is a classic that is still used today. Other contributions have extended to important social problems. The second edition of his book *Coercion and Its Fallout* was published in 2000, and his treatment of "Terrorism as Behavior" is in press in *Behavior and Social Issues*. Dr. Sidman is currently at work on his newest text, *Applied Behavior Analysis: How and Why*.

What brought you into the field of behavior analysis?

Actually, when I started, there was no field of behavior analysis. I was a student in the Columbia pschology department and we all thought we were going to contribute to the development of psychology through research in what was then called "operant conditioning." Of course, we did know that we were doing something different but we did not realize at that time that we were starting a new field. We just thought we were going to remake psychology. It was only later, when psychology proved inhospitable, that we realized we were involved in something so different that it would constitute a new field of study. As I recall, we did not actually give the new field a name until we started the new journal, which we named the *Journal of the Experimental Analysis of Behavior*. I think that is where the name, "behavior analysis," came from.

Who most influenced you professionally?

My major teachers at Columbia were Fred Keller and Nat Schoenfeld. These were the ones who introduced me to operant conditioning via Skinner's *The Behavior of Organisms* and the pioneer introductory lab course that was based on Skinner's work. Another important teacher was Ralph Hefferline, who introduced me to potentially exciting applications of operant conditioning even in areas that Skinner had not developed, like anxiety-induced muscular tension and avoidance behavior generated by internal and unconscious (i.e., nonverbalizable) muscle tensions. Hefferline's work led directly to my own dissertation on unsignalled avoidance behavior. A third important member of the Columbia faculty was Clarence Graham, who was a famous researcher in vision and visual psychophysics but who was also appreciative of and involved in experimental studies and theoretical implications of operant conditioning. Graham taught me much about scientific method and how our research methods were consistent with methodology in the physical and biological sciences in general.

With these faculty members providing the background, I was probably influenced most directly and profoundly by several of my fellow students. We did experiments together, argued over our findings and over readings that we had discovered for ourselves, formulated critiques of competing theorists who took different approaches to the same kinds of problems that interested us—Clark Hull, Kenneth Spence, Edward Tolman, Edwin Guthrie, Kurt Lewin. Among the students who influenced me the most was Donald Cook, who taught me the virtue of constructive skepticism.

What led you to authoring your books?

My first book, *Tactics of Scientific Research*, began when I was asked to write a critique of Verplanck's analysis of B.F. Skinner's theoretical system. In the process of writing that critique, I realized that even Verplanck, who unquestionably appreciated the significance of Skinner's theoretical contributions, still did not really understand the significance of Skinner's methodological approach to experimentation. It occurred to me that if someone of his stature needed instruction in scientific method, then less sophisticated students must need it even more, and so the book was born. I never regarded *Tactics* as a presentation of a new set of experimental principles and procedures but, rather, as a description of methodologies that characterized the practices of all kinds of experimental scientists.

The second book was *Neuroanatomy: A Programmed Text*, coauthored with my brother, Richard. In the process of writing the book, he taught me neuroanatomy and I taught him behavioral programming, but we actually did the book because he had already learned enough about errorless learning to realize that this was the way to go in writing a text that would effectively teach neuroanatomy. We therefore collaborated and the reactions of students during the next 40+ years have more than justified my brother's appreciation of the teaching technique.

The third book, *Coercion and Its Fallout*, attempted something that it failed to achieve, which was to present a popularly appreciated interpretation of what my many years of research had taught me about the aversive control of behavior. Although the general public did not come to regard the book as a "must read," students of behavior analysis have evidently found it sufficiently instructive to have kept it in the academic curriculum. The topic, a description of the ways coercive forms of behavioral control have affected and continue to affect every aspect of human intercourse, was actually what brought me originally into behavior analysis. I was looking for research techniques that would permit me to elucidate how coercion in social interactions was responsible for many of the behavioral problems that were evident in all societies, problems like those described so poetically by Freud but that still awaited experimental investigation.

The fourth book, *Equivalence Relations and Behavior: A Research Story*, was an attempt to bring together the experimental results, theoretical significance, and methodological features of approximately 25 years of research. I felt that the wide interest that research had generated warranted such a recapitulation, summary, and description of many previously unwritten stories about the experimental and interpretative processes.

What needs to be done to improve and broaden the field of applied behavior analysis?

There is no area of applied behavior analysis that would not benefit from continuing research on basic principles and on the development of new methods of applying those principles. There are, however, several areas of potentially effective application of behavioral principles that have not yet received much attention at all from behavior analysts. Within their own field is the development of programmed instruction in all areas of education. New behavioral areas of general concern to which behavior analysts have contributed little are aging and Alzheimer's disease, teaching the extraordinarily gifted, understanding and contributing to both creative and appreciative participation in the worlds of music, art, dance, and theater, and conflict resolution in families and communities, both national and international.

Are you optimistic about the future of behavior analysis?

Yes, I am indeed optimistic. I see more and more bright young people coming into behavior analysis. They are the ones who are going to determine the paths along which both the applied and basic areas will develop. I also see more and more areas in which behavior analytic services are being recognized and valued.

Do you have any advice for young professionals in behavior analysis?

I hope that young behavior analysts will maintain their understanding of the basic principles of the science and will appreciate the need for the continued development of those and of yet undiscovered principles. If the basic science stagnates, so will the applied science.

Article Review: *Using Analog Assessment Procedures for Determining the Effects of a Gluten-free and Casein-free Diet on Rate of Problem Behaviors for an Adolescent with Autism* (Irvin, 2006).

Reviewed by Kathleen Moran

Most readers of this newsletter are aware that autism is a growing diagnosis, affecting 1 in every 94 children in New Jersey. Despite the fact that applied behavior analysis has a proven track record for effectively developing skills and reducing problem behaviors in individuals with autism, many parents and practitioners continue to implement other treatments that are not empirically supported. A number of these non-supported interventions involve dietary restrictions. One of the most popular is a gluten- and casein-free diet which consists of the avoidance of foods containing gluten, a protein found in wheat, and casein, a milk-based protein.

Those who use such diets endorse them as being effective in reducing symptoms of autism, such as aberrant behaviors. Apart from these anecdotal reports, however, there had been no controlled studies conducted that demonstrate the behavioral effects of a gluten/casein-free diet. This was the purpose of a study by Irvin (2006). An analog assessment protocol was used to measure the behavioral effects of a gluten/casein-free diet on an adolescent boy with autism named Aleck who displayed several forms of high frequency problematic behaviors including self-injury, physical aggression, and property destruction. Aleck also displayed self-restraint at high levels, by wrapping his arms into his shirt. Problem behavior and self-restraint occurred at such a high frequency, that it interfered with common activities of daily living.

The primary focus of the study was to determine whether the diet would reduce Aleck's problem behaviors. An analog assessment consisting of attention, demand, play, and self-restraint interruption conditions was conducted within two diet phases: gluten/casein-free and regular diet. Assessment sessions were conducted in a room located at Aleck's treatment setting.

To implement the diet, a registered dietician developed nutritional balanced menus and a list of snack foods compatible with each treatment phase. The dietician also oversaw all kitchen staff responsible for preparing Aleck's meals and provided staff a written copy of Aleck's menu. Staff were instructed to make certain that all meals from the kitchen matched the items on the menu. Staff were also responsible for blocking Aleck from consuming any non-approved food. Staff documented which food items were consumed or refused. After meals, staff estimated the total amount of food Aleck ate using a 5-point scale ranging from none to all. This data showed increases in meal refusals within the gluten/casein-free diet phases, with 42% to 58% of meals refused. However, in the regular diet phase, only 0% to 6% of meals were refused.

Each condition (attention, demand, play, and self-restraint interruption) was run once per session for 5 minutes. One session was conducted per day. Each phase consisted of a different number of sessions. The gluten/casein free diet phase ran 4 sessions in both its phase, with one follow up point. The regular diet ran 6 sessions in both its phases to ensure stability of behavioral trend. The initial phase was the gluten/casein-free diet, because it had already been in effect for 1 year. In this phase the average rate of target behavior per minute was 3.4. The first regular diet phase was in effect for 12 days, with the first analog session completed on the third day and the last session completed on the twelfth day. The average rate of target behaviors per minute was 1.9. In the second gluten/casein-free diet phase, the diet was in effect for 10 days. The first analog session was completed on the fifth day and the final session on the tenth day. The average rate of target behaviors per minute was 2.5. In the last and final phase of the regular diet, analog sessions began on the fourth day of the phase and the last session took place 21 days later. The average rate of target behavior per minute was 2.0. A follow-up analog session was conducted 30 months following completion of the study. At this point, Aleck was receiving a regular diet that was consistent with the final phase of the study and problem behavior was at 0%.

Results showed that the gluten/casein-free diet had no effect on the frequency of Aleck's behavior problems as measured within any of the analog conditions conducted. These results suggest an absence of behavioral benefit derived from the consumption of a gluten/casein-free diet. Although there are limitations to the generalizability of these findings since only a single participant was assessed, the procedure used could easily be replicated with other individuals. Future studies could also include a longer duration of phases, since there is currently no evidence regarding the amount of time required for a gluten/casein-free diet to take full effect.

Reference

Irvin, D. (2006). Using analog assessment procedures for determining the effects of a gluten-free and casein-free diet on rate of problem behaviors for an adolescent with autism. *Behavioral Interventions, 21,* 281-286.

Kathleen Moran holds a BA in Psychology from Caldwell College and is completing her Master of Art Degree in Applied Behavior Analysis at Caldwell. She is currently employed in Bernards Township Public Schools working with children with autism during school and home instruction. She plans to pursue a degree in Special Education and Speech and Language Pathology.

Behavior Analysis Training at Rutgers University

By Mary Jane Weiss

Editor's Note: This article is the 2nd in a series describing behavior analysis training in higher education in New Jersey.

Rutgers University offers a sequence of courses that fulfills the educational requirements for the Board Certified Behavior Analyst (BCBA) credential. In fact, Rutgers was among the first universities to offer such a course sequence, and to have their course sequence approved by the Behavior Analyst Certification Board (BACB).

Rutgers has always been supportive of the efforts at credentialing, and we were eager to support the BACB as it developed and disseminated criteria for educational coursework in behavior analysis.

Our courses are offered through the Center of Applied Psychology of the Graduate School of Applied and Professional Psychology, and are taught by faculty members from the Douglass Developmental Disabilities Center. Students in our program come from diverse backgrounds. Some of our students in the course sequence are graduate students in education or psychology at Rutgers University. Others are community professionals who possess advanced degrees and are returning to school for the BCBA credential (many of these professionals work in public schools.) Each cohort of students, therefore, is comprised of both current graduate students as well as veteran clinicians from the field. This creates a mix of clinicians, with tremendous history and experience from many disciplines across a wide variety of learners, and students immersed in the research literature and in the analysis of the theoretical and empirical bases of clinical practice. The two groups expand and deepen the understanding each has of the broader field of behavior analysis and clinical practice.

The courses emphasize both the basic and applied aspects of the science of behavior, and the specific topics of each course are described below.

Course 1: Basic Principles of Behavior Analysis

Course 2: Introduction to Analysis and Single- Case Design

Course 3: Applications of Behavior Analytic Principles – Changing Behavior

Course 4: Applications of Behavior Analytic Principles: Ethics and Functional Assessment

Course 5: State-of-the-art Strategies for Teaching Children with Autism and Related Disorders

Rutgers does not currently offer the supervised experience that is also required for eligibility for the BCBA certification examination to the outside students. Such supervision, however, is provided to both staff members at the DDDC and full-time Rutgers University graduate students. The outside students generally either fulfill these requirements at their places of work or by hiring an outside supervisor.

The courses have been offered since 2001, and a new cohort begins each year. Approximately 30 students complete the course sequence each year. We have graduated approximately 200 students since the inception of the program. Many of those individuals have gone on to provide behavior analytic services to children in public schools in New Jersey. Our program, along with those offered by other colleges and universities in New Jersey as well as on-line programs that are available, has tremendously increased the number of professionals with behavior analytic training. It is our hope that this has improved services to students with autism and other disabilities, especially those that are served in public schools.

Faculty members who regularly teach courses in the sequence are Drs. Lara Delmolino, Robert LaRue, and Mary Jane Weiss. In addition, other faculty members from the DDDC (including Dr. Marlene Cohen) regularly serve as guest lecturers on relevant topics, and outside experts also deliver presentations on their areas of expertise. While the core faculty members have clinical and research interests related to autism, the emphasis on instruction is the broad field of applied behavior analysis. We introduce students to the science of behavior and to the applications of ABA across multiple populations.

Mary Jane Weiss is Director of Research and Training at the Douglass Developmental Disabilities Center and a Research Associate Professor at the Graduate School of Applied and Professional Psychology at Rutgers University. She teaches graduate courses in applied behavior analysis at Rutgers.

Mark Your Calendars for This Exciting NJABA Event!

NJABA's 5th Annual Conference

Friday and Saturday, July 17-18, 2009
Rutgers University Busch Campus Center

Friday, July 17

Keynote: "Getting Our Feet Wet as Administrator-Researchers"

by Dr. Patricia J. Krantz and Dr. Lynn E. McClannahan

Workshops

Applied Behavior Analysis Programs in Public School Settings

Behavior Analyst Certification Board (BACB) and Introduction to Certification

Advances in Stimulus Control Technologies to Teach Leisure Skills and Independence

Assessing Staff and Program Competence

Designing and Presenting Posters at Premier Conferences

Promoting Speech and Language in Children with ASD

Teaching Procedures for Play and Academic Skill Development for Young Learners with Autism

Decreasing Vocal Stereotypy and Increasing Language in Children with Autism

Peer Mediated Tactics and the Induction of Observational Learning

Making Informed Choices about Autism Treatment

Research in Choice Behavior and Preference Assessments

Saturday, July 18

Workshop: "Errorless Learning and Programmed Instruction"

by Dr. Murray Sidman

Visit www.njaba.org for registration details

Book Review

Effective Practices for Children with Autism: Educational and Behavioral Support Interventions That Work by Luiselli, Russo, Christian, & Wilczynski (Eds.) (2008)

Reviewed by Sandra Gomes

As readers of this newsletter are aware, obtaining the most effective intervention for individuals with autism is crucial, but can be challenging without valid information. A new book, *Effective Practices for Children with Autism*: *Educational and Behavioral Support Interventions That Work* (edited by Luiselli, Russo, Christian, and Wilczynski), is a valuable resource for meeting this challenge. The book consists of 19 chapters grouped into four sections, and is written by experts on topics related to children with autism.

Section 1 (chapters 1 through 4) highlights the importance of evidence-based practice and guidelines for the treatment of autism. In chapter 1, *Evidence-Based, Empirically Supported, or Best Practice?* by Detrich, a thorough explanation of the controversial term *evidence-based practice* is provided. The author describes in detail the emergence of evidence-based practice within the field of psychology, education, and medicine. The author highlights the three roles of a scientist practitioner, with an overview of 12 imperative guidelines. This clearly written chapter helps the reader recognize that it is not sufficient to just implement an intervention. Rather, it is the practitioner's responsibility to also evaluate the integrity of the implementation and significance of outcomes.

In chapter 2, *Practice Guidelines for Autism Education and Intervention* by Romanczyk and Gillis, the authors provide an historical overview of the development of practice standards for autism treatment. They highlight guidelines for best practice that inform consumers and practitioners about optimal care for autism. The authors also emphasize the need for agreed-upon guidelines for best practice for the treatment of autism spectrum disorders (ASD). The scope of the material presented in this chapter is impressive.

In chapter 3, *The National Standards Project* by Wilczynski and Christian, the importance of promoting evidence-based practice in ASD is reviewed. The authors discuss the need for comprehensive analysis of peer-reviewed studies supporting procedures targeted for the treatment of ASD. In detail, they describe the process that the National Standards Project undertakes in examining the scientific literature for the treatment of ASD. To illustrate this process, this chapter includes the scoring system used to evaluate the quality of articles (i.e., Scientific Merit Rating Scale) and how individual articles are coded (i.e., Strength of Evidence Classification System).

Chapter 4, *Single-Case Research Methodology to Inform Evidence-Based Practice* by Wacker, Berg, and Harding, briefly reviews the different types of single-case research designs. In addition, the authors highlight the importance of each research design, data collection and analysis. "Descriptive," is a good summary for this chapter.

The next four chapters address essential components needed for program development. Frea and McNerney report on *Early Intensive Applied Behavior Analysis Intervention for Autism* in chapter 5. In short, the authors advise what components an early intensive intervention program should include. The focus of this chapter, however, is intervention comparisons (e.g., intensive versus nonintensive, or eclectic; 40 versus 30 hours).

In chapter 6, *Essential Components for Effective Autism Educational Programs* by Dunlap, Iovannone, and Kincaid, the authors describe the need for indisputable guidelines for school programs for students with autism. This chapter is devoted to describing the key guidelines developed by Iovannone and colleagues. This wonderful chapter covers fundamental components for effective autism programs in an accurate and clear manner that readers will appreciate.

Ghezzi and Bishop report on *Generalized Behavior Change in Young Children with Autism* in chapter 7. This chapter focuses on nine guidelines to promote stimulus, response, and temporal generalization. Appropriately, Ghezzi and Bishop also discuss the conditions under which programming for generalization should take place and emphasize that there is no cookie-cutter approach to achieve generalized behavior change. Rather, clinicians should customize programs to meet the needs of each individual.

In chapter 8, *Best Practice Methods in Staff Training,* Sturmey provides a thorough discussion of the challenges associated with staff training. As the number of staff working with students with ASD increases, the need for effective staff training becomes more apparent. Thus, Sturmey describes in detail four components typically used in staff training that have been effective. In addition, Sturmey outlines future directions in staff training and suggestions for future research in this area.

The third section of the book addresses the application of procedures for increasing skills in children with autism. Tarbox and Najdowski describe the five parts that make up a discrete trial in chapter 9, *Discrete Trial Training as a Teaching Paradigm*. Additionally, the authors

Book Review (continued)

discuss the advantages and disadvantages of DTT as a teaching paradigm. Notably, Tarbox and Najdowski end the chapter emphasizing that DTT is only one aspect of ABA, but is not synonymous with ABA.

In chapter 10, *Skill Acquisition, Direct Instruction, and Educational Curricula*, Weiss describes rate-building and direct instruction as procedures that should be incorporated into students' programming. More specifically, Weiss clearly points out that, historically, behavior analysts have not focused on speed of response as an important aspect of behavior. Weiss appropriately suggests excellent modifications to direct instruction for individuals with autism.

In chapter 11, Allen and Cowan report on *Naturalistic Teaching Approaches*. In the span of less than 25 pages, the authors provide a refreshing illustration of naturalistic teaching procedures, including incidental teaching and pivotal response training. The unique contribution of this chapter is that it clearly describes these procedures in a way that sparks interest for the reader.

Darden-Brunson, Green, and Goldstein describe the importance of observational learning in chapter 12, *Video-Based Instruction for Children with Autism*. Specifically, a comparison among the different types of video-based instruction is discussed in detail. In addition, Darden-Brunson and colleagues compare the use of video models versus in vivo or live models and examine the advantages and disadvantages of each. This excellent chapter provides the reader with a greater understanding of the different types of video modeling.

In chapter 13, Machalicek and colleagues provide a thorough discussion of the interventions used in school settings to teach social skills to children with autism. By dividing these skills into five categories (e.g., conversational skills, pivotal behaviors, etc.), the reader will emerge with a comprehensive overview of the social skills that have been addressed in the intervention literature.

Lifter reports on *Developmental Play Assessment and Teaching* in chapter 14 and provides a framework for understanding the developmental progressions in play. Although this is a solid chapter, the author could have also addressed the importance of establishing much-needed prerequisite skills (e.g., imitation, eye contact) before the implementation of play interventions.

In chapter 15, Schlosser and Wendt conclude this section with a review of *Augmentative and Alternative Communication Intervention for Children with Autism*. This chapter is a treat to readers as the authors extensively review the current research base of various AAC methods for children with autism (e.g., PECS).

The last major section of the book, titled *Behavior Support and Intervention*, begins with a chapter by Luiselli on *Antecedent (Preventive) Intervention*. The author highlights how antecedent and setting events can be arranged to prevent problem behaviors from occurring. This chapter provides a cogent reminder of the importance of antecedent manipulations.

In chapter 17, Kern and Kokina address the use of *Positive Reinforcement to Decrease Challenging Behavior*. The authors provide an overview of specific strategies that rely on positive reinforcement to increase appropriate behavior (e.g., DRO, DRL, NCR). This chapter is a great overview of these terms.

In contrast to the previous chapter, Dorothea Lerman discusses the use of punishment in chapter 18. Particularly, Lerman reviews procedures that have been deemed safe and effective (e.g., time-out), highlights research findings, and offers guidelines for selecting and using punishment effectively.

In the final chapter, Symon and Boettcher address the importance of *Family Support and Participation* as necessary key elements for the treatment of individuals with ASD. Unfortunately, in their description of applied behavior analytic programs, the authors describe discrete trial training programs and naturalistic behavioral programs as separate entities within ABA. A comprehensive ABA program does not just include discrete-trial teaching as a method to treat autism. It also includes other effective methods including naturalistic approaches such as incidental teaching. This chapter is somewhat contradictory as compared to other chapters.

Effective Practices for Children with Autism: *Educational and Behavioral Support Interventions That Work* is an informative and an excellent book that promotes behavior analysis. The editors managed to put together a well-written, comprehensive book that is a great addition to the library of both consumers and practitioners of behavior analytic services. Although this is not a shortcoming of the book, some chapters may seem somewhat redundant as different authors described the same terms in different chapters. All in all, the book is an essential and indispensable tool.

References

Luiselli, J. K., Russo, D. C., Christian, W. P., & Wilczynski, S. M. (2008). *Effective practices for children with autism: Educational and behavioral support interventions that work*. New York: Oxford University Press.

Sandra R. Gomes is an Assistant Director of the Somerset Hills Learning Institute, a private nonprofit organization serving children with autism spectrum disorders in Bedminster, NJ. She is currently pursuing a Master's degree in applied behavior analysis from Caldwell College.

www.njaba.org

NJABA MISSION STATEMENT

The New Jersey Association for Behavior Analysis (NJABA) was founded to promote the advancement of the discipline of behavior analysis. NJABA's mission is to:

1. Promote the ethical and effective application of sound behavior analytic principles in meeting the educational and habilitative needs of persons within New Jersey.
2. Promote the activities related to conducting and disseminating basic and applied research in behavior analysis.
3. Support the activities of the International Association for Behavior Analysis.
4. Support and encourage the certification process of behavior analysts by the Behavior Analyst Certification Board™.
5. Provide informational resources in basic and applied behavior analysis to professionals, families, and the community at large.
6. Support and promote the development of higher education certificate and degree programs in basic and applied behavior analysis.
7. Advocate for the implementation of behavior analysis services.
8. Promote and provide professional development activities for behavior analysts.
9. Sponsor an annual meeting of NJABA to disseminate information about the activities of the chapter as well as to provide a forum for discussion.
10. Sponsor an annual conference to serve as a forum for the presentation of research, application, and issues related to behavior analysis.
11. Publish and distribute a newsletter devoted to dissemination of research, application, issues and achievements related to behavior analysis, and other matters of interest to the NJABA membership and community.
12. Develop and maintain a web site to provide information about NJABA, its activities, and resources relevant for behavior analysts and the community.
13. Advocate for the fair representation of behavior analysis in the media and in professional materials outside of the field of behavior analysis.
14. Form an alliance between the fields of behavior analysis and education to bridge the gap between research and practice.

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