

FLORIDA ASSOCIATION for BEHAVIOR ANALYSIS

NEWSLETTER

VOLUME 14, NUMBER 1

SPRING 1993

CHARLES KIMBER RETURNS TO HEAD DEVELOPMENTAL SERVICES

Kimber is named to head Developmental Services for a second time

Charles M. Kimber was named the Assistant Secretary for Developmental Services, effective December 1, 1993. Kimber previously served in this capacity from 1977 to 1984 and was well respected for his leadership during this time. He left in 1984 to take a position as Deputy Director for Mental Retardation in Georgia.



Charles Kimber,
Assistant Secretary for DS

Over the years he has developed an appreciation for behavioral approaches to helping persons diagnosed as developmentally disabled.

He jokingly states that, "he is the longest termed State Director in the Country, others have the intelligence to move on." He has devoted his career to making the lives of people who live in institutions better. Kimber accepted the position again after being approached by Secretary Towey.

The first priority for Kimber will be to understand the changes which have occurred over the past

nine years. His goals are to simplify complex systems within developmental services, enable individuals and families to have a choice in their self determination, provide more home-like settings for people in institutional settings and increase their independence, and to get services to those in need by expanding resources and using them more efficiently. Kimber believes these proposed changes in health care, if implemented, will have a positive impact on persons with developmental disabilities. The changes will help eliminate discrimination and remove the stigma of disabilities.

Kimber was a catalyst for some important changes in the mid 70's, including a summit which was held to improve conditions for developmentally disabled individuals in Florida. Kimber was concerned about the integrity of programming for these persons and invited behavior analysts to the summit to help shape the peer review process. Dr. Jerry Shook was appointed as Senior Behavior Analyst in 1984.

With these beginnings, Florida has become the only state in the country to create and implement a certification program for behavior analysts and leads the

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country in efforts to create a licensure for behavior analysts. Kimber supports FABAs' efforts to get formal recognition for behavior analysts.

FABA's first Cox Award recipient was Charles Kimber. This was in recognition of his tireless efforts to improve conditions for developmentally disabled individuals. He has received seven other awards for outstanding service.



Behavioral Prekindergarten Program Featured at National Conference of Child Abuse and Neglect

This innovative program combines disciplines to provide effective services to behaviorally challenging children

Patricia C. Davis

Mary R. Burch, Ph.D.

Leon County Schools Prekindergarten ESE Program

"Project Challenge," a program designed to meet the needs of behaviorally challenging prekindergarten children, was recently selected from over 600 submissions for a feature presentation at the National Conference on Child Abuse and Neglect.

Project Challenge, a Leon County Schools (Tallahassee) Exceptional Student Education (ESE) program, provides services to a significant number of children who have been physically or sexually abused. Many of the children enrolled in Project Challenge have been prenatally substance exposed and most are from low income families. The most common behavior problems treated include aggression, noncompliance, and hyperactivity.

Project Challenge began with three prekindergarten classes at Caroline Brevard Elementary School. Recognizing the need to develop a model for treating the increasing number of pre-k children with

behavior problems, Brevard's principal, Dr. Gloria Poole, provided the space and school resources to get the program underway. With the district level support of administrators Bev Loeffler and Beverly Blanton, Pre-K ESE Director Patricia Davis developed the conceptual

"Project Challenge is receiving national attention as a model for treating behaviorally challenging prekindergarten children."

framework for the model. Lead teachers Kathy Sherman, Denise Kearse and Dora Hittinger designed the original curriculum and activities for the project.

Project Challenge has been expanded to several other schools. Classes usually consist of a maximum of 10 children, a teacher, an instructional assistant, and a behavioral assistant. Each class has three to four children who are targeted for behavioral interventions. The remaining children in the class have been staffed into the program for speech/language needs. Some of the Project Challenge children also receive the services of a case manager provided by the Apalachee Center for Human Services.

Two years of data shows that the Project Challenge model is effective in treating prekindergarten children who are behaviorally challenging. Several of the children in the program began the first school year requiring a 1:1 staff person a good portion of the day. In all cases, 1:1 staff were faded so that children could function "normally" in the classroom. In the beginning of last year, some Project Challenge children had as many as 20 incidents of maladaptive behavior per day. By the end of the school year, maladaptive incidents averaged 1-3 incidents per day for most children. Behavior programs are implemented in the home setting as well and most of the parents of the targeted children reported that they are much easier to handle at home.

The Carolina Curriculum is administered at the beginning and end of each school year in order to measure developmental progress. Every child in Project Challenge has shown gains in Cognition, Communication, Social Adaptation, Fine Motor, and Gross Motor skills. Gains for the last school year range from .5 to 2.5 years with most children learning at least 100 new Carolina Curriculum skills.

In addition to treating behaviors such as non-compliance, aggression, and disruption, Project Challenge staff have successfully treated several more specialized behavior problems. Examples of the more atypi-

cal behavior problems that have been treated include 3 children who were diagnosed as electively mute. All three of these children are now verbal and graduated to regular kindergarten. Another child enrolled in the program was 4 years old and would not eat solid food in the school or home setting. She lived on Pediasure, a liquid dietary supplement. She now eats solid food at school and at home.

Project Challenge is receiving national attention as a model for treating behaviorally challenging prekindergarten children. Some of the work of Project Challenge has been published by the U.S. Department of Health and Human Services, demonstrating that behavioral practices are becoming more widely accepted in educational settings. Invited presentations have been given on Project Challenge at conferences in the United States, Canada, and Mexico. For further information, contact: Patricia C. Davis; PreK Diagnostic Center, 2750 Mission Road, Tallahassee, FL, 32303.



Developmental Services Update

*Michael Hemmingway,
DS Program Office*

Certification Program

The Behavior Analyst certification exam was again given in September. Approximately 650 candidates sat for the exam, of which 242 passed. Approximately 1120 persons have met the requirements for certification since the program's inception.

A behavior analyst job survey has been sent to over 1000 persons in Florida and across the U.S. The data from this survey will be used to finalize the content areas and related tasks that will be the basis for future exams. The 1994 exam will reflect the changes that will be made as a result of the rewriting of the job analysis.

Senior Behavior Analyst Position

As most of you know, this summer Dr. Steve Starin resigned his position as the Senior Behavior Analyst in the Developmental Services Program Office. Steve was instrumental in ensuring that the certification program continued to operate and to be improved. He also provided an incredible amount of technical assistance across the State, and in many less noticeable ways,

Jon Bailey Receives Cox Award

Dr. Bailey is the third recipient of this prestigious award

*Jennifer Austin
Florida State University*

The Charles H. Cox Award for Outstanding Service and the Advancement of Behavior in Florida was awarded to Dr. Jon Bailey at the FABA annual conference in September. Dr. Bailey, the founder, Past-President, and current Executive Director of FABA, is the third recipient of the prestigious award. He is preceded by recipients Charles Kimber (1983) and Jerry Shook (1990).

The award is named for one of the most influential Behavior Analysts in Florida. Charles Cox began his career in developmental services in 1965 as Director of Resident Care at Sunland Marianna, where he was responsible for the quality of life for 900 residents. In 1970, he became Superintendent of Sunland Marianna, and later became the Regional Retardation Director for District II-A. He was promoted to Interim Director for State Retardation Programs in 1974, and moved to Tallahassee. He later returned to Marianna to serve as a Service Network Manager, and in January 1981, he again became Superintendent of Sunland Marianna.

His dedication to spending time directly with clients was one of Charles Cox's most unique and admirable qualities. It was in this capacity that he met his untimely death in 1982, when he was involved in a head-on collision on his way to visit a former Sunland client.

Charles Cox is remembered as being kind, generous, and above all, dedicated to his clients and to the improvement of the quality of their lives through Behavior Analysis. The Charles H. Cox Award for Outstanding Service and the Advancement of Behavior Analysis in Florida seeks to remind others of his contributions to the field, and to honor the few who possess the optimism, generosity, and dedication of Charles Cox.

Jon Bailey, who has won numerous awards in the areas of Behavior Analysis and teaching, contends that this is the most prestigious honor he has ever received. "I am touched to have my name associated with someone like Charles Cox."

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Creating a "Renaissance" in Education for Severely Emotionally Disturbed Students

Inspired by the keynote address at FABA, a school in Tallahassee makes promising strides towards beginning a Renaissance.

Ginger Stodard

Apalachee Center for Human Services

Robin Blackwell

Pace Secondary School

After experiencing the rousing presentation given by Larry Biddle, the keynote speaker at the '93 FABA conference, we came away determined to launch our own version of the Renaissance motivational system. Renaissance, which is based on the principle that academic achievement should be reinforced in the same way that athletic achievement has traditionally been supported (i.e. with concrete tangible reinforcers), was especially appealing to us due to our involvement with Severely Emotionally Disturbed students in the public school system. The success of Renaissance hinges on teaching educators to take a business approach to education, and encouraging them to build partnerships with local businesses in the community in order to develop the resources necessary to support a strong incentive program.

In discussing Larry Biddle's presentation with others, one criticism which surfaced repeatedly was the lack of specifics with regard to the development and implementation of this motivational system. Rather than a weakness, however, we saw this lack of definition as an opportunity to tailor a system which would meet the needs of our particular population. While we already had a motivational system in place for helping our students to manage their inappropriate behaviors, aside from honor roll certificates and a special breakfast every six weeks, we had no other mechanisms for reinforcing academic achievement. What we found so exciting about Renaissance was that it made us keenly aware that

there are many additional ways that we could motivate our students academically and it inspired us to seek out the resources to make it happen.

Our first step was to contact the Renaissance Foundation for additional information. After reviewing the information, we formed a committee whose goal was to map out a plan for implementing Renaissance at our school. We then teamed up the Leon County Partners in Excellence Program. This is an established, district-wide program which sets up partnerships between schools and local businesses in order to promote community support for schools. After determining our needs, we established the criteria students would need to meet in order to attain the different levels of reinforcement. We then established four levels of reinforcement based on school attendance, academic achievement and self-be-

"Thus far, we have garnered commitments from at least 18 businesses who have donated over 1,000 individual items or discounts!"

havior management. Based on the previous year's enrollment, we were able to make projections about the number of students who were likely to attain each level of reinforcement for each grading period. We then identified the specific types and amounts of items which should be made available to the students. At this point, we began contacting local businesses and requesting their assistance as partners, and as supporters of the Renaissance project. Our efforts were met with considerable support from the business community. Thus far, we have garnered commitments from at least 18 businesses who have donated over 1,000 individual items or discounts!

Baseline data already exist on the students academic and behavioral goals. The empirical evaluation began on January 19, 1994 when we informed our students of the new incentives for achievement. We are looking forward to a "Renaissance" at our school.

From the Editor:

We are looking forward to regular updates from the PACE school as they implement this exciting program. If you are aware of any other schools implementing the Renaissance program or any other innovative systems, please contact me for inclusion in the FABA Newsletter.

New Group For Trainers Formed: The ABA Trainers Forum

This group is a stimulating mix of animal and human trainers working together to solve problems

Mary R. Burch, Ph.D.

Are you satisfied with your skills as a trainer? Would you like to learn more about training? The Association for Behavior Analysis (ABA) has recently formed a new special interest group called the Trainers Forum. ABA is the international behavior analysis organization that is the parent group to FABA and like FABA, holds an annual conference for members. At this year's annual conference, the special interest group on training was formed.

For the last three decades, there have been two groups in the field of behavior analysis that have been developing along parallel lines. Those two groups are behavior analysts who provide training for humans, and operant conditioners who provide training to animals.

"How do you get an African elephant to come in for medical treatment when he wants to stay outside?"

Both groups use the same behavioral technology involving concepts such as conditioned reinforcement, targeting, shaping, and chaining to teach new behaviors that range from teaching an autistic child to feed himself to having a killer whale play basketball for a cheering crowd.

As are trainers in human therapeutic settings, animal trainers are being faced with solving problems that do not arise in the controlled laboratory environment. Zoo animals are being shaped to cooperate with medical procedures and to have an increased compliance with daily routines. (How do you get an African elephant to come in for medical treatment when he wants to stay outside?)

The first meeting of the special interest group on training included many trainers who work with indi-

viduals with developmental disabilities. It also included dolphin trainers, dog trainers, a wolf behaviorist, and several trainers of zoo animals. The Trainers Forum will be sponsoring a panel discussion and symposium at the ABA conference in Atlanta in May, 1994.

The Trainers Forum newsletter provides trainers with questions from readers that test training skills. Anyone is welcome to submit a question or an answer to one of the questions. The following question from the recent newsletter is a sample of problems presented to the Trainers Forum:

"A six-year old developmentally disabled girl is not yet toilet trained. We have succeeded in getting her to wait up to six hours before urinating, which makes it possible for her to attend school in the mornings. However, she will not urinate on the toilet; even if she is required to sit there for long periods, she urinates when she is walking around again. There is a history of punishment from the family. What should we do?"

It is fascinating to learn how an expert operant conditioner of animals would go about solving this problem. If you want to expand your knowledge and develop your skills as a trainer, join the Trainers Forum. The group is currently co-chaired by Karen Pryor and Jennifer Sobie. To join, send \$10 to Lori Sash-Gail, 14 Sherman Street, Brooklyn, NY 11215.



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increased the accessibility of quality behavior analysis services to the citizens of the State. He is now working and enjoying the culture of South Florida and we all wish him the very best.

An aside to this matter is that the position that Steve held (and those who came before him over the past many years) was deleted. For those of you for whom this is an issue, letters to that effect to the Assistant Secretary for Developmental Services would be appropriate, 1317 Winewood Blvd., Bldg. 5, Room 215, Tallahassee, Florida 32399-0700.

Administrative Rules

The promulgation of administrative rules governing the practice of behavior analysis within the Developmental Services Program is still stalled at headquarters. Drafts of the rules have been written and there is some support for moving forward on the promulgation trail. Again, those for whom this is an issue are encouraged to write in with their concerns.



20th ANNUAL ABA CONVENTION IN ATLANTA

This is within a days driving distance for most FABAs members, a great opportunity to attend

This year's convention is Thursday, May 26 through Monday, May 30, 1994 at the Atlanta Hilton and Towers. Some selected highlights are listed below.

Presidential Address:

"Contingency" in Behavior Analysis" by Kennon A. Lattal, Ph.D.

Sample Invited Addresses:

"OBM as a profession: Threats and opportunities" by Willaim K. Redmon

"Verbal behavior at a non-verbal level" by Susan Savage-Rumbaugh

"Making a difference with behavior analysis in the education system of the State of Veracruz, Mexico" by Wilfredo Salas Martinez

"Studies of drug choice with animal subjects" by William L. Woolverton

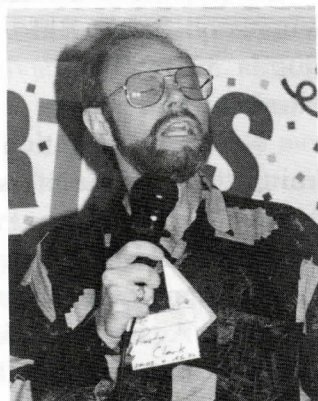
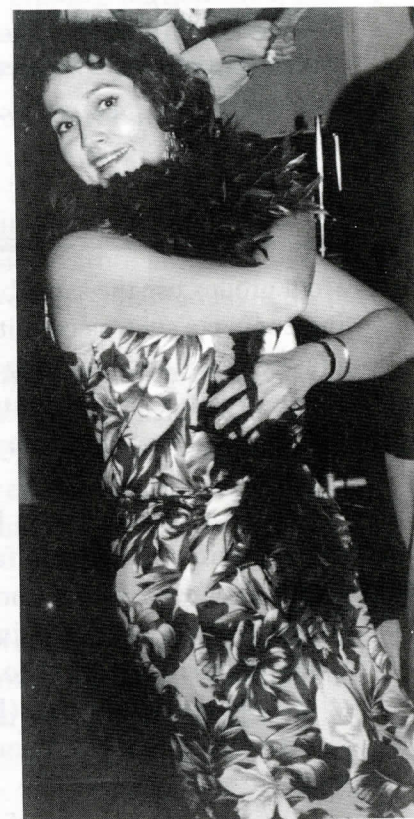
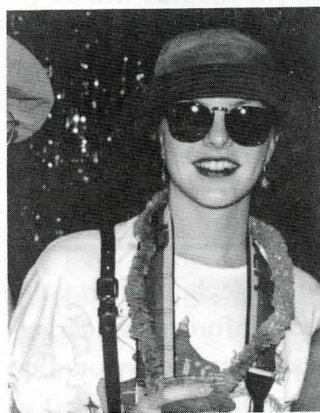
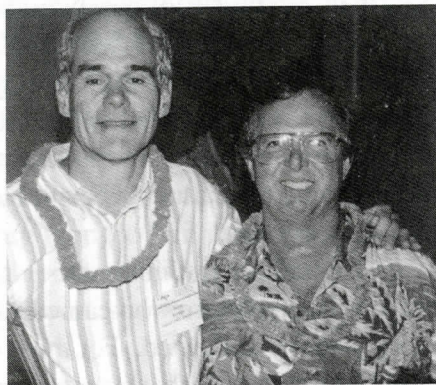
"Religion and human nature" by Nat Schoenfeld
"The penile plethysmograph: Fact or fiction?" by Henry Adams

Sample Workshops

- Introduction to Standard Celeration. Lindsley, Cooper, DesJardins, McDade, & Rosales
- Reducing Behavior Problems. Durrand.
- Behavioral Consultation. Larson & Thinesen
- How to Provide In-Home Behavioral Consultation. Partington
- Radical behaviorism. Williams
- How to Use Statistical Process Control. Pfadt
- Teaching Language. Sundberg & Partington
- Behavioral Diagnostics. Cipani & Taylor

Make plans now to attend. Be a convention volunteer and receive reduced fees. Call Susan Goeters at 616-387-4494 for more information about this option. A Roomate Matching service is also available. Write for more information to April Miller, University of Mississippi, Southern Station, Box 5115, Hattiesburg, MS 39406-5115

FABA '93



Scholarship Fund Established by Southernmost Chapter

Kevin Lantz
Woodhouse II

After a busy year planning for the annual FABA conference in Fort Lauderdale, the Southernmost Chapter wants to continue with an active role in our professional community. FABA Southernmost Chapter decided at their November 18, 1993 meeting to establish a scholarship fund for two individuals. This grassroots effort would fund the cost of the application fee to sit for the Certified Behavior Analysis Examination and help to defray the cost of travel to and from the examination site.

As professionals in behavior analysis, we need to develop and mentor young people in our field. To facilitate this objective, a Ways and Means Committee was formed to formulate ideas and plans to raise money for the scholarship fund. The Committee members consist of Kay Dodrill, Marie Campbell, Haydee Toro, and Kevin Lantz. ••••

CLASSIFIED

Habilitation Treatment Coordinator III

Qualifications: Graduation from a four-year college supplemented by graduate work at the master's level in psychology, vocational rehabilitation, social work, special education, or related field. Considerable (25-72 months) experience in working with the mentally retarded. Salary range: \$27,690 - 41,964. **Kind of work:** This is responsible professional programmatic work at a state mental retardation facility. Employee in this class assists in development and implementation of behavioral reduction programs for individuals of the facility and serves as QMRP in designated training areas. **Knowledge:** MR training procedures, behavior modification practices, and Title XIX standards. **Contact:** Personnel Office, Albert P. Brewer Developmental Center, P.O. Box 8467, Mobile, Alabama 36689-0467 **Note:** This ad has been edited due to space limitations. Contact the personnel office for a complete description.

Editor's Notes

Correction

The convenience of computerization can lead to inattention to details. The last two issues of the FABA Newsletter have contained errors in the volume number and issue. The last issue should have read: VOLUME 13, NUMBER 3, FALL 1993, and the issue previous to

that: VOLUME 13, NUMBER 2, SUMMER 1993 (changes are indicated by underlining). I apologize for any confusion this may have caused.

Florida Behavior Analyst Seeks ABA Post

Gerald L. Shook, Ph.D. a Behavior Analyst and private consultant in Tallahassee, is running for a Member-at-large position on the ABA Council. Ballots should be in the mail to all ABA members by the time you get this Newsletter.

Book Insert

Some issues of the Newsletter have an insert describing two books. An order card is not available in this issue, as the flyer states, however, ordering information is available from Jane Sparks at 1-800-223-6191.

Membership Application Form Florida Association for Behavior Analysis

Complete this form in full and mail with the appropriate dues to the address below.

Name _____

Address _____

City _____

State _____ Zip _____

Phone (____) _____ Date _____

Affiliation/Facility _____

CBA Certified? _____

Position Title _____

Highest Degree Earned _____

Degree Institution _____

Professional interests:

1. _____

2. _____

3. _____

Check one:

_____ Student Member - \$15 (Must be currently enrolled in a degree program.)

_____ Direct Care (non-degree) - \$15

_____ PhD/EdD Member - \$50

_____ MA/MS Member - \$35

_____ BA/BS Member - \$25

All members agree to abide by the FABA code of ethics. Be sure to review this document.

Mail to:

FABA
Department of Psychology
Florida State University
Tallahassee, Florida 32306

**Florida Association for
Behavior Analysis**

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Newsletter Policy

Submission of Copy

Readers are invited to submit articles and information of general interest to FABA members. Preference is given to submissions on disk, formatted for Macintosh in Macwrite II with an attached hard copy. Other submissions should be typed, double-spaced and not exceed two pages. Press release style writing is preferred. The Editor reserves the right to edit copy to conform with newsletter style and with space limitations. Please submit to address given below.

Submission/Publication Dates

December 20	January 20
April 20	May 20
August 1	September 1

Advertising Rates

Rates for camera-ready copy 3.5x3.5 inches is \$25 per issue. Contact the Editor for 3-issue special rates. The Editor reserves the right to refuse any advertising.

Submit materials to:

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