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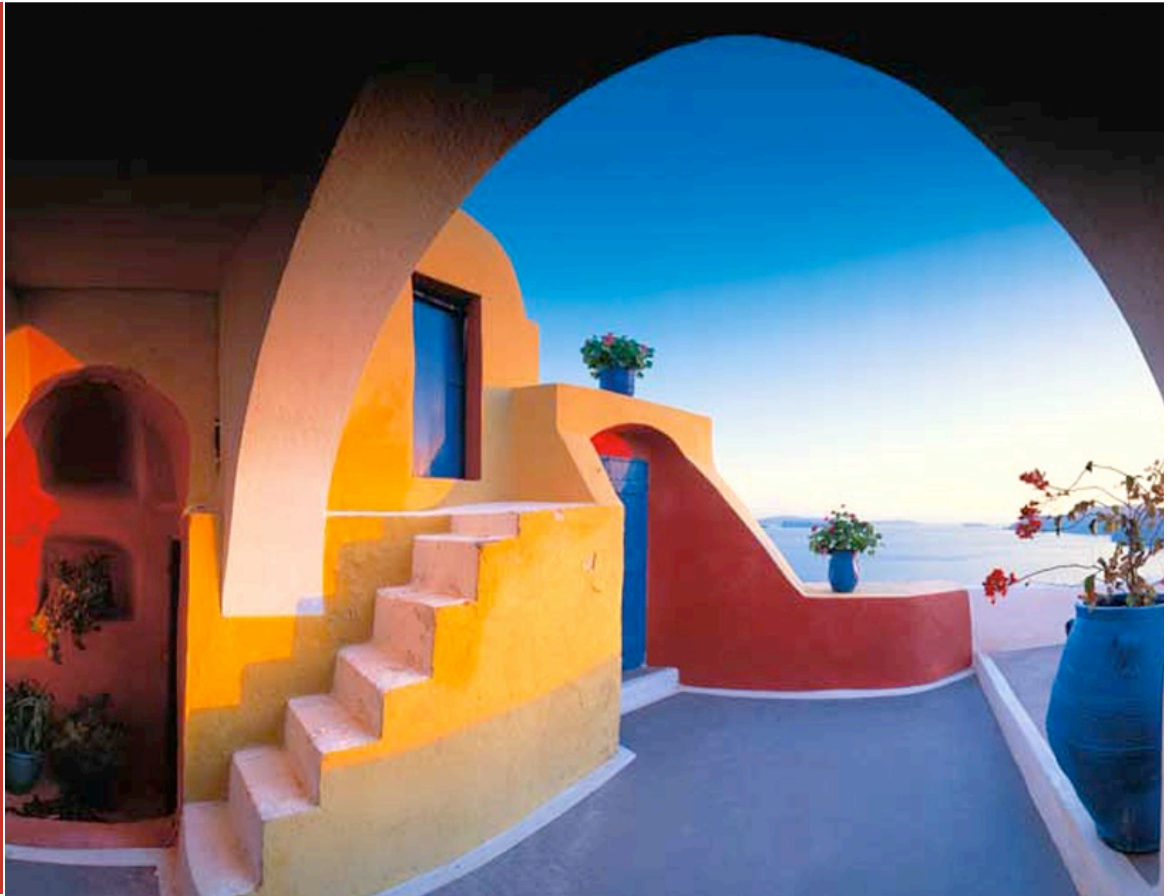
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EABA Newsletter

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President's message EABA Newsletter

By Erik Arntzen

It is an immense pleasure to present the first issue of the EABA newsletter. It will be published twice a year. We will bring out to the members pertinent information about different issues within EABA. There are some advantages with a newsletter like this, i.e., being touch with the members, keeping the members updated, increasing interaction with the members of EABA, and catching new members. Hopefully, everyone will appreciate the newsletter.

A number of changes have happened within EABA as an organization over the last two years. Currently, there is a need to develop the EABA as an organization. For example, by

having the national organizations as chapters of EABA we will continue to disseminate behavior analysis all over Europe.

The focus on empirically supported treatments has put behavior analysis in the front line. Even though, very much attention has been on individuals with autistic spectrum disorder, which of course is extremely important work, but we do not have to forget that behavior analysis is immensely useful within a number of other areas.

The increasing number of master programs and also doctoral program in behavior analysis are crucial for the development and dissemination of behavior analysis.

EABA Newsletter

January, 2011

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EABA Conference 2010 Crete, Greece

By Erik Arntzen

Some thoughts after the 5th EABA conference in Crete 2010: Behavior analysis has a relatively long history in Europe. For example, the Norwegian Association for Behavior Analysis (NAFO) was founded in 1973, and the Experimental Analysis of Behaviour Group (EABG) was founded in 1963. In the late nineties, different meetings were arranged in which the establishment of an organization in Europe, i.e., in Seville (1998), London (1999/2000/2001), and Venice (2001). Arne Brekstad (Norway), together with Fergus Lowe, (Wales), and Paolo Moderato (Italy) were the promoters for EABA. After some time with discussions, EABA was officially established in Venice, in 2001, therefore it is a rather young organization. The four first EABA conferences were located in Parma (2003), Gdansk (2005), Milan (2006), and Madrid (2008).

The 5th EABA conference was held in Rethymno or Ρέθυμνο in Crete from September 21 to 24, 2010. The city is located on the Northern coast of Crete and has a population of about 40.000 people; a really charming city. There we met friendly people all over. Personally, I found the small Venetian harbor and narrow streets in old town quite

“It was interesting to notice that we had contributions within conceptual, experimental, and applied behavior analysis, which is crucial for the development of a behavioral science.”

Erik Arntzen

thought it was quite good with this break during the day. We had presenters from 20 different countries. It would of course be nice with even more representatives from additional countries, especially from Europe. The content of the conference program has gradually increased since the beginning in Parma, and I think we had a really exciting and varied program in Crete. It was interesting to notice that we had contributions within conceptual, experimental, and applied behavior analysis, which is crucial for the development of a behavioral science. The number of participants was 172. It seems like the interest for this type of conference is growing. It is also worth noting that the interest in behavior analysis in general in Europe is flourishing. The first issue in 2011 of European Journal of Behavior Analysis is planned to be a special issue from the conference in Crete. Finally, I have said it before, and I will do it again: Thanks a million to Robert Mellon and his assistants for their invaluable help with the conference.

Opening event at Rethymno Odeon

of the presentations took place at the while after a break the lectures in the were given downtown in the old town. think the participants at the conference

Fusce ac leo

Purus, in consectetur Proin in sapien. Fusce urna magna, neque eget lacus. Maecenas felis nunc, aliquam ac, consequat vitae, feugiat at, blandit vitae, euismod vel.





EABA Membership

We are a growing community of professionals interested in the dissemination of Behaviour Analysis in Europe. Currently, EABA has 175 members from 21 countries.

EABA Membership

Welcome to our most recent members!!

- Cherice Cardwell (France)
- Aspasia Pizga (Greece)
- Charlotte Crudden (Ireland)
- Julian Salerno (Slovenia)
- Toshihiko Yoshiko (Japan)
- Carol Murphy (Ireland)
- Jennifer Austin (UK)
- Randolph Grace (New Zealand)
- Saulo Velasco (Brazil)
- Cristiano Dos Santos (Mexico)
- María Rebillar (Spain)
- Jens Erik Skår (Norway)
- Pauline Horne (UK)
- Rudi Junger (Norway)
- Terge Gundhus (Norway)
- Celine Clement (France)
- Foteini Midoucha (UK)
- Paolo Moderato (Italy)
- Terrence Layng (USA)
- Camilla Kallenback (Sweden)
- Francesco Pozzi (Italy)
- Aisling Walsh (Ireland)
- Hanna Steinunn Steingrimsdottir (Norway)
- Gunnar Ree (Norway)
- Anette Brogård Antonsen (Norway)
- María Antonia Padilla Vargas (Mexico)

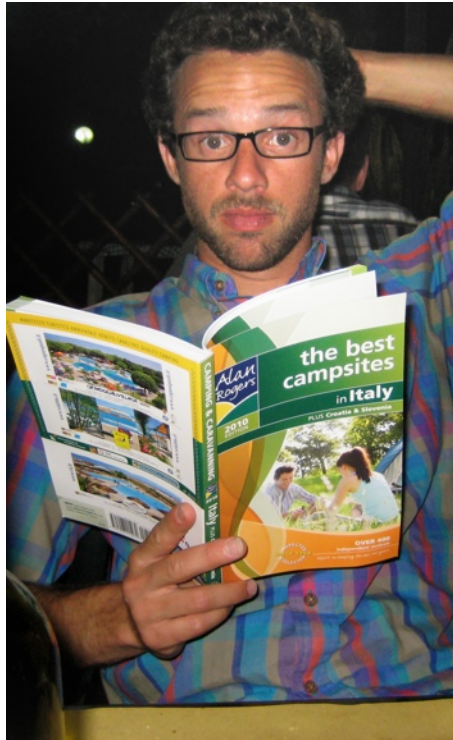
**Danny Hurwitz
Featured Member**

By Danny Hurwitz

I am a BCaBA and I work in southwestern Germany for a company called Institut Knospe-ABA. We provide in-home ABA services for children with autism (and their families) in Germany and several European countries. Our company is run by Robert Schramm, BCBA. We currently have five BCBA's on staff.

I have been working in the field of ABA since 2005. I received training and earned my certification while working as a one-on-one instructor at an educational clinic in New York. I came to Germany in August 2009 to work for Knospe-ABA. My role in the company is to provide services to American military families living in Germany. Although ABA is considered the gold standard for education and therapeutic treatment of kids with autism in the United States, many of the families I work with had not heard of ABA until they learned about our company. In addition to working with families, I often get the chance to work with teachers, speech therapists, and occupational therapists and to share with them the behavior analytic approach. I consistently find that parents and professionals appreciate and make use of practices from the field of ABA.

Beyond the American military community, our company employs ten consultants who work with German families. Institut Knospe-ABA is the only

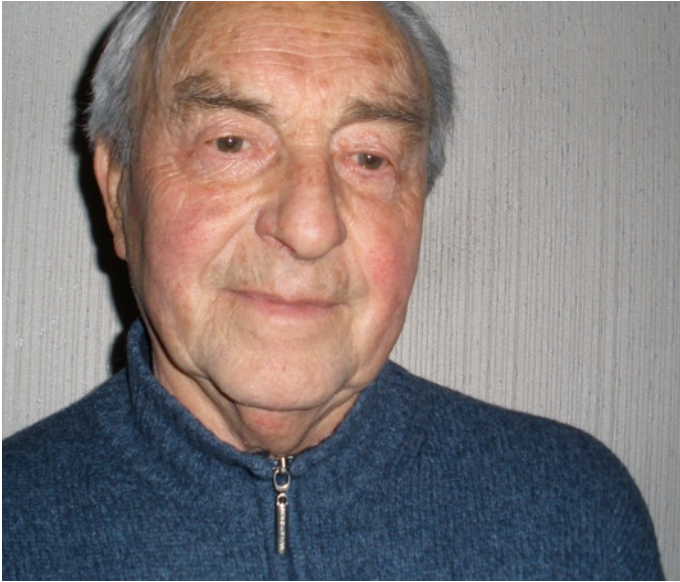


“I was thrilled to have the chance to attend the 2010 EABA conference in Crete this September. It was wonderful to be part of a community of scholars and practitioners who are passionate about their work and eager to build connections and spread behavior analytic practices throughout Europe.”

Danny Hurwitz

company that I know of providing services to families in Germany. In an effort to empower parents and professionals, we present a series of introductory and hands-on ABA training workshops. For more information, please go to: www.knospe-aba.com

I was thrilled to have the chance to attend the EABA conference in Crete this September. It was wonderful to be part of a community of scholars and practitioners who are passionate about their work and eager to build connections and spread behavior analytic practices throughout Europe.



“At the Fourth International Congress on Behaviorism and the Sciences of Behavior, held in Seville in Spain in 1998, I held a lecture where I said: “We have had a cognitive revolution, why not have a behavioural revolution, why not go for an European Association for Behaviour Analysis?”

Arne Berkstad

The Interview

Dr. Arne Berkstad

By Javier Virués Ortega

Javier Virués Ortega: Could you give us some details of your background and professional career?

Arne Berkstad: I graduated from the Institute of Psychology at the University of Oslo in 1957. Here, as in many other universities at the time, psychodynamic psychology had a dominating position. Behaviourism was mostly ridiculed. For a number of years after graduation I was engaged in research projects relating parental treatment to personality development in their children. It was in this work that I soon discovered the uselessness of a psychodynamic approach. In 1965 I became a member of the staff at the Institute of Psychology at the University of Oslo. At this time I started holding lectures on Bandura’s Social Learning Theory, with my professional orientation gradually moving over to Skinner’s radical behaviourism –verbal behaviour in particular.

JVO: When talking about Norway, the name of O. Ivar Lovaas comes to mind. Although he developed most of his career in the US, what was his impact in behaviour analysis in Norway?

AB: In 1969 Ole Ivar Lovaas made a dramatic appearance on the Norwegian scene. He came to the psychology department at the University of Oslo and held a series of lectures with dramatic film demonstrations. He spent much time in my office, and I came to know him well. His way of lecturing was very inspiring. Earlier I had heard behaviourism being ridiculed. Now I could hear Lovaas ridiculing

psychodynamic psychology in a most amusing way. He had a great influence on my teaching of applied behaviour analysis. Many of my students became very interested in behaviour analysis, and a Skinner club was founded at the Institute of Psychology.

JVO: How did Akershus University College program on behaviour analysis and the Norwegian Association of Behaviour Analysis initially come about?

AB: Gradually behavioural treatment programs popped up across Norway, especially at institutions and schools for mentally handicapped persons, with Akershus University College gradually becoming the academic center for behaviour analysis in Norway. By 1973 the Norwegian Association for Behaviour Analysis (NAFO) was founded. NAFO soon became a member of the European Association for Behaviour Therapy (EABT) –an umbrella organization for national behavioural organizations in Europe. However, EABT soon became too cognitivistic for the radical behaviouristic NAFO. So Norway cancelled its membership in EABT. At the Fourth International Congress on Behaviorism and the Sciences of Behavior, held in Seville in Spain in 1998, I held a lecture where I said: “We have had a cognitive revolution, why not have a behavioural revolution, why not go for an European Association for Behaviour Analysis?” I think that was the first step in the direction of creating the present EABA. I am pleased to see that EABA finally is up and running. Congratulations and good luck.

Behavioural Interventions for Post-coma Persons

with Minimally Conscious State and Extensive Motor Disabilities

Invited Article

By Giulio E. Lancioni, Nirbhay N. Singh, Mark F. O'Reilly, and Jeff Sigafoos

Post-coma persons with minimally conscious state and extensive motor disabilities pose serious questions to any rehabilitation effort aimed at tackling their situation. On the one hand, they require carefully arranged physiotherapy. On the other hand, they need special intervention programs allowing them to interact with their immediate surrounding and enrich their stimulation input in an active manner. A way to set up these programs may rely on the use of learning principles and assistive technology, such as microswitches and Voice Output Communication Aids (VOCA). The goal is to help the participants develop and consolidate small responses as means through which they can access stimulation and request caregiver's attention/mediation on their own.

The most basic programs are those that involve only one microswitch. For example, Lancioni et al (2009b) helped a man of 26 years of age to access brief periods of preferred music through eyelid closures. These closures were detected through an optic microswitch fixed on an eyeglasses frame that the man wore during the sessions. The results showed that the man increased the frequency of his eye closures during the intervention phases of the study (i.e., when they allowed stimulation access).

Other programs have included two microswitches for two different responses, which allowed the participants to access different sets of stimuli. For example, Lancioni et al. (2010b) carried out a study with two men of 56 and 53 years of age. The first man was initially taught to use minimal finger movements (detected through a touch-sensitive microswitch) to access brief periods of preferred musical items. Subsequently, he was taught to make a small chin movement (detected through a mini-tilt microswitch) to access brief film clips. Finally, sessions with one microswitch/response and related stimuli were alternated with sessions with the other microswitch/response and stimuli. The second man (a) started with the use of an eyelid response and an optic microswitch, then (b) used a hand stroking response and a pressure microswitch, and eventually (c) alternated sessions with the two-response/microswitch combinations and related stimuli. Both participants showed successful learning with response strengthening and stimulation increases.

Other types of programs have included the combination of one microswitch and one or two VOCA(s). For example, Lancioni et al. (2009a) reported a study with a man and a woman of 35 and 60 years of age, respectively. The participants were initially led to acquire microswitch response. This

consisted of a hand movement activating a pressure microswitch or a simple hand closure activating a touch/pressure microswitch and allowing access to brief periods of preferred musical stimulation. Subsequently, the participants were taught to use VOCA devices through a hand response (man) or a foot response (woman). The activation of the VOCA served to request contact with the caregiver who would then ensure interaction with the participants and provide them with the opportunity to watch magazine, photographs, or television clips. Eventually, the participants had the simultaneous availability of the microswitch and the VOCA and

“The goal is to help the participants develop and consolidate small responses as means through which they can access stimulation and request caregiver's attention/mediation on their own.”

could perform any of the two forms of responses previously acquired (each leading to a specific set of consequences). The results were highly encouraging with both participants remaining active with improvements in stimulation input and social interaction.

Although the literature available is still rather limited (Lancioni et al., 2010a), the evidence on hand suggests that post-coma persons with a minimally conscious state and extensive motor disability can largely benefit from behavioural programs based on environmental contingencies and assistive technology. Assistive technology is critical to enable the participants to pursue stimulation and social interaction with small responses (e.g., eyelid or chin movements) typically present also in persons with pervasive motor impairment.

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ABA in the United Kingdom Featured Country

By Neil Martin



Behaviour analysis has been alive and well in the UK since the 1960s, predating the publication of the *Journal of Applied Behavior Analysis*. The Experimental Analysis of Behaviour Group (EABG) first met in 1963 (there are still some behaviour analysts around who are old enough to remember this), and was, and still is, an interdisciplinary group of academics, professionals and students interested in the experimental and applied analysis of behaviour. The EABG has hosted small, but much loved, conferences over the last four decades and more recently (over the last 15 years) these have been at University College London and attended by behaviour analysts from all over the world. However, the number of individuals in the UK who would describe themselves as behaviour analysts, and their practice as behaviour analytic, has remained relatively small although the number is steadily growing.

From the 1960s through the 1980s, behaviour analysis remained very much within the realm of academia – or rather, individuals who were brave enough to call themselves behaviour analysts, worked within a academic (predominantly psychology) departments. The advent of the deinstitutionalization movement of adults with developmental disabilities in the UK brought with it a concomitant realisation of the importance of a behaviour analytic approach to working with individuals with significant challenging behaviour. For example, the Special Development Team was a groundbreaking initiative from the Tizard Centre at the University of Kent (formerly the Centre for the Applied Psychology of Social Care), and was created in order to design community services for individuals with developmental

disabilities and seriously challenging behaviour. Interventions for challenging behaviours were based on functional assessments of these behaviours and used (the still relatively new at that time) experimental functional analysis procedures developed by Brian Iwata and colleagues. New courses were created at the University of Kent in order to help train the new staff who would lead services in the community and some of these courses were heavily focused on applied behaviour analysis.

It was not until the mid 1990s when the next (r)evolutionary wave of behaviour analysis began to emerge in the UK and the main catalyst for this was the publication of a book by Catherine Maurice in 1993. By 1998 there were approximately 250 home-based *ABA* programs for children with autism in the UK – the use of italics is intended to emphasize the high degree of heterogeneity in terms of the quality of the description, delivery and overall supervision of these programs – and the term ‘ABA’ very quickly became, erroneously, a synonym for (not always) early and (not always) intensive behavioural intervention for autism. The majority of these home-based ABA programs imported their expertise (i.e. those that called themselves consultants) from overseas including the US and Norway. At that time there were no credentialing programs for behaviour analysts (other than in Florida) – the BACB was not established until 1998 and it was another three years until the first handful of Board Certified Behaviour Analysts were credentialed – and consultants were defined (or at least should have been defined) by their prior experience of running similar programs. A UK wide study (Bibby et al., 2001) was given high expectations in terms of being able to demonstrate the utility of such ABA

programs, particularly with regard to the replication, or partial replication, of the results published by Lovaas and colleagues in 1987. The less than optimum results suggested a distinct lack of quality control across the programs and paved the way for the introduction and acceptance of training and standards related to the delivery of applied behaviour analytic services.

In 2001, there were no BACB approved course sequences in the UK. Indeed, there were no behaviour analysis degree programs in the UK at all at either postgraduate or undergraduate levels. There was, however, an acute need for professional training courses for individuals; particularly given the still growing number of ABA autism-related services (the majority being home-based programs). The need for training in relation to autism specific services in general was highlighted by a survey conducted by the UK’s National Autistic Society (Barnard et al., 2001) that suggested that only 22% of schools surveyed had received any autism specific training and that the majority of this group reported their training as averaging only one to four hours! Set against the growth in the number of ABA autism services, a pressing need to train those working on such programs was identified and such individuals became a target audience for good quality training.

Given the limited number of appropriately trained and qualified individuals available and accessible to offer ABA training, those individuals that did exist, and who were scattered across the UK and Ireland, formed The ABA Lecturers Co-operative in 2001. This group initially comprised Oliver Mudford, Simon Dymond, Mecca Chiesa, Steve Noone and Ken Kerr and aimed to offer BACB approved training that met the

coursework requirement for eligibility to sit the BACB's Board Certified Associate (now assistant) Behavior Analyst (BCaBA) examination. The ABA Lecturer's Co-operative submitted a course syllabus to the Florida Department for Children and Families (on behalf of the BACB) and the course sequence was approved with the considerable help of the late Michael Hemingway (to whom we will be forever indebted) in March 2002. Of the 11 students in the first cohort (March 2002-August 2003), 10 went on to take the BCaBA examination and all passed. Changes in the requirements for course approval (necessitating that courses were university based) meant that the following year, the course was based at Anglia Polytechnic University, and because the Florida courses were being phased out, the course became approved by the BACB. The second phase of the Co-operative lost Oliver Mudford (who returned to his native New Zealand to set up the first non-US, BACB approved masters program in applied behaviour analysis) and Ken Kerr, and gained Neil Martin, Kristin Grandner, Deb Carr, Peter McGill and Emma Hawkins. Of the 15 students in the second cohort (January 2004 - January 2005), 14 went on to take the BCaBA examination and all passed.



The Co-operative ran one final course sequence (February 2005-December 2005) with a cohort of 15 students – three students dropped out,

but 10 went on to take the BCaBA examination and passed. Various members of the Co-operative had, by this point, set up their own specific postgraduate or undergraduate training programs at the universities where they were based.

There are currently five

“BACB certification has had a hugely positive effect on the growth of behaviour analysis in the UK and has also contributed significantly to consumer recognition of services based on a quality control marker that previously did not exist.”

universities offering BACB approved course sequences in the UK. The Tizard Centre, University of Kent (Canterbury, England), offers a Graduate Diploma in Applied Behaviour Analysis and meets the coursework requirements for eligibility for the BCaBA examination. Cardiff University (Wales) offers a Postgraduate Certificate in Applied Behaviour Analysis and Challenging Behaviour and meets coursework requirements for eligibility for the BCaBA examination. Cardiff University has also recently had a BCBA course sequence and a BCaBA distance learning course sequence approved. Bangor University (Wales), Swansea University (Wales) and the University of Ulster, Coleraine (Northern Ireland) all offer a masters degree in Behaviour Analysis that meets the coursework eligibility criteria necessary to sit the BCBA exam.

As a result of the training courses that have been on offer in the UK since 2002, (as of April 2010) there are now 45 BCBA and 37 BCaBAs listed on the BACB certificant registry for the UK – these figures rise to 71 and 59 respectively if one includes the numbers of certifiants in Ireland. Many of the BCBA's reside within academic institutions and would probably describe themselves as academics and researchers first and foremost rather than applied behaviour analysts. There are now also several organisations in the UK

that have BACB approved continuing education (ACE) provider status: the Experimental Analysis of Behaviour Group (EABG), the European Association for Behavior Analysis (EABA), the University of Ulster (Coleraine Campus), Queens University Belfast, the Centre for Early Autism Treatment (Northern Ireland) and Jigsaw CABAS school (England). There is no doubt that the BACB certification has had a hugely positive effect on the growth of behaviour analysis in the UK and has also contributed significantly to consumer recognition of services based on a quality control marker that previously did not exist.

It is unfortunate that the steadily, but slowly growing number of credentialed behaviour analysts in the UK (as elsewhere presumably) has not kept up with the faster growing demand for quality services – most evident, still, within the field of autism education. The number of ABA home-based programs for children with autism in the UK has probably peaked and such provision is slowly being replaced by the burgeoning number of schools and centres purportedly providing ABA services. The lack of suitably experienced, trained and credentialed individuals running such services remains a serious concern and a priority for all.

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Note: This article was previously published on the June 2010 Newsletter of the Association for Professional Behavior Analysis (reprinted with permission).

News from the EABA Community

From our members

- A certificate program in ABA has been established at the Deree College, the American College of Greece, in Athens. The college intends to obtain approval from the The Behavior Analyst Certification Board, Inc. (BACB). The certificate is an extension to the Developmental Track of the graduate program in psychology. We thank Dr. Lilian Pelios for providing this information.
- Dr. F. J. Barrera, C. Psych, BCBA-D, would like to share his lecture on self-injurious behavior (SIB) which will be available on the www.autism.uwo.ca website in the near future, should anyone wish to use it for educational purposes.

From the EABA Committee

- A Facebook Page for the association has been created. In this forum you will be able to post information and updates on behaviour analysis in Europe. We encourage you to contribute to our growing community and network with other professionals interested in behaviour analysis. Follow the link below to our page: <http://www.facebook.com/pages/European-Association-for-Behaviour-Analysis/144073318974784>
- Magiko Sympan is a new program in Greece specialized in Behavior Analysis directed by the BCBA certificant Katerina Dounavi. This program focuses on children, adolescents and families with a special interest in children with autism and other pervasive developmental disorders. For more information: <http://www.facebook.com/pages/Magiko-Sympan-Applied-Behavior-Analysis-ABA/180600511968586?v=wall>

Upcoming ABA Events in Europe

In January

- TreeHouse, Bangor University and the Experimental Analysis of Behaviour Group (EABG) are delighted to announce the conference "ABA: Where are we now and where are we going?" January 20th, 2011 in London. Visit www.treehouse.org.uk/conferences for more information.

In February

- A meeting for behavior analysts from Spain will take place at the University of Seville, Department of Psychology. Date: Feb 11th, 2011, Time: 11:00 hrs. Contact Andrés García García at andresgarcia@us.es for more information.

In April

- The Division of Behaviour Analysis, Psychological Society of Ireland will be having its fifth Annual Conference in Dublin next April 8-9 2011. This is the successor organisation to Behaviour Analysis in Ireland. Contact Julian Leslie at jc.leslie@ulster.ac.uk for more information.
- The London Conference of the Experimental Analysis of Behaviour Group (EABG) will be held at University College London, 18th-20th April 2011. Visit eabg.bangor.ac.uk/ for more information.

Kudos for EABA members accomplishments

In Northern Ireland

- A pioneering training program for autism treatment that was developed in Northern Ireland has been recognised as an example of excellence by the European Commission's Life-long Learning Programme. STAMPPP – Science and the Treatment of Autism: a Multimedia Package for Parents and Professionals was discussed in one of a number of workshops hosted by the Leonardo da Vinci Programme on 9 November in Brussels on the 15th anniversary of the programme which supports vocational, educational and training projects. The package is called Simple Steps and is made up of a DVD, a comprehensive booklet and a CD-ROM. Lead researcher on the project is Dr Mickey Keenan BCBA-D, who is from the School of Psychology at the University of Ulster and is a Fellow of the British Psychological Society. Drs. Karola Dillenburger, BCBA-D and Neil Martin, BCBA-D are involved in the project.

In Romania

- Dr. Neil Martin has obtained approval from the Behavior Analyst Certification Board, Inc. (BACB) for a BCaBA course sequence in Bucharest. This will be the first behaviour analysis course in Romania, to start in 2011.