

# *The ABA Newsletter*

## International

Volume 19      1996      Number 2 (Spring)

### *A Message from the SABA President*

#### **Planned Giving, Pledges, and the Endowment of the Society for the Advancement of Behavior Analysis (SABA)**

Recently, all members of ABA were sent a brochure describing SABA's organization and activities. The brochure is the latest in a history of attempts by the SABA Board of Directors to develop a long-term, firm financial base to support the programs and activities of ABA. SABA is a non-profit organization dedicated to the advancement of behavior analysis through supporting the activities of ABA. SABA supports

ABA activities in the same way that many university foundations support the programs of the university with which they are identified. Unlike donations to ABA, because of its corporate structure most donations to SABA are tax deductible to the donor.

SABA's greatest need is to increase our currently very small endowment. As the endowment grows, so grows the actual dollars available to be channeled into ABA activities that we all wish to support.

Funds designated for the endowment, of course, are never to be spent as such, and only that portion of the endowment's earnings will be allocated to programs in behavior analysis that exceeds the rate of inflation in a given year. The Board of Directors of SABA also may earmark a certain additional amount of yearly earnings to ensure continued growth in the endowment. As noted, the amount available to spend currently is small, but our goal is to have the fund to grow with time and additional contributions.

I am asking that you dig out the brochure sent to you by SABA or, if you no longer have it, call 616-387-8341 for another - our operators are standing by), read about SABA, and consider how you might help build our endowment.

**"SABA is a non-profit organization dedicated to the advancement of behavior analysis through supporting the activities of ABA."**

In particular, please consider SABA's planned giving program as a way of adding to the endowment. Planned giving programs are used successfully by many universities and nonprofit organizations as a way of ensuring the long-term viability of their organizations and the Board of Directors sees a similar benefit to SABA. Such planned gifts as cash and equities, insurance

policies, personal property, real estate, and other assets also can yield substantial tax benefits to the giver as well. Space precludes elaboration of the details of such planned gifts here and their benefits to donors, but either Maria Malott (telephone: 616-387-8360) or I (telephone: 304-293-2001, extension 608) will be happy to discuss such planned giving

arrangements with you. We can put you in contact with experts who can help you in making arrangements for a planned gift to SABA.

Establishing a planned gift, or making a total donation or pledge of \$1,000.00 over a five-year period will result in special recognition by SABA. If you wish to contribute via a pledge, contact Maria Malott at the above telephone number and she will work out with you the details of fulfilling your pledge.

Please join me in helping to ensure a positive future for ABA, and thereby for behavior analysis, through a generous gift to SABA through either a pledge or a planned gift.

*Kennon A. Lattal  
West Virginia University*

## Table of Contents

A Message from the SABA President .....	1
General Information .....	2
Notes from the Executive Director .....	3
Student Committee News .....	4
The Behavior Analysis Association of Michigan: Our First 10 Years .....	4
12th Annual EAHB-SIG Outstanding Student Paper Awards .....	5
Introduction to the Standard Celeration Charting SIG and the Standard Celeration Society .....	6
"Available from ABA" Order Form .....	7
The Analysis of Verbal Behavior Order Form .....	8
Measuring Behavior '96, International Workshop on Methods and Techniques in Behavioral Research .....	10
The WHO Programme on Mental Health Publishes Behavioural Science Learning Modules .....	10
Correction from the ABA Office .....	11
Position Announcements .....	11

## General Information

*The ABA Newsletter* is ABA's primary means of communicating with its members about association activities and developments, the activities of ABA chapters and special interest groups, upcoming events, and other items of general interest to the behavioral community.

### Diversity Statement

The Association for Behavior Analysis seeks to be an organization comprised of people of different ages, races, nationalities, ethnic groups, sexual orientations, health status, religions, abilities, and educational levels.

### Submitting to *The ABA Newsletter*

*The ABA Newsletter* is published by the Association for Behavior Analysis three times per year. The publication dates and submission deadlines are as follows:

Mailing Date	Deadline for submissions
January 2 .....	November 1
May 1 .....	March 15
September 15 .....	August 1

## Subscriptions

All members of the Association for Behavior Analysis receive *The ABA Newsletter* as part of their membership benefits. Institution and nonmember subscriptions may be obtained at a cost of \$30/year. Single issues may be purchased for \$12/each.

## Articles and Advertisements

All advertisements are accepted and published on the representation of the advertiser and its agency that they are authorized to publish the entire contents thereof and that, to the best of their knowledge and belief, all statements made therein are true. The advertiser and the agency agree to hold the publisher harmless from any and all claims arising out of advertising published. Publication of articles, announcements, or acceptance of advertisements in *The ABA Newsletter* does not imply endorsement by ABA. ABA reserves the right to reject any advertisement or copy that ABA for any reason deems unsuitable for publication in any association publication.

Articles and announcements must be submitted to the ABA office for consideration. Articles should consist of information of general interest to the behavioral community, and should not be reports of empirical research or conceptual developments, as such articles are more appropriate to refereed journals. Announcements and other advertisements must be relevant to behavior analysis science and/or practice.

Classified advertisements may be submitted in hard copy or faxed, and will be entered at the ABA office. The fee for classifieds is \$50 for the first 25 lines and \$2 for each additional line (approximately 35 characters/line). ABA reserves the right to edit all copy.

Display advertisements should be submitted on camera-ready, laser-quality copy. The following table shows the standard pricing structure for display advertisements.

Display Size	Cost
Full Page ..... (7" wide x 10" deep) .....	\$500
Half Page ..... (6-1/2" wide x 4-1/2" deep) or (3-1/4" wide x 9-1/2" deep) .....	\$350
Quarter Page ..... (3-1/4" wide x 4-1/2" deep) .....	\$200

Organizations with ten (10) or fewer employees receive a 10% discount on all advertisement prices.

Any questions, concerns, or submissions related to *The ABA Newsletter* may be sent to the ABA office.

ATTN: Matthew L. Miller  
Association for Behavior Analysis  
213 West Hall  
Kalamazoo, MI 49008-5052

Phone: (616) 387-8341/8342  
Fax: (616) 387-8354  
E-Mail: 76236.1312@Compuserve.Com

# Notes from the Executive Director

## Association for Behavior Analysis Strategic Plan

Accepted by the ABA's Executive Council  
on September 30th, 1995

In the Fall of 1995, ABA President, Richard Foxx, Past-President, Kennon A. Lattal, President-Elect, Marc Branch, and Executive Director, Maria Malott, revised ABA's strategic plan. The new proposed strategic plan was reviewed and approved by the ABA Executive Council. The following is the approved plan:

### *Mission Statement*

To develop, enhance, and support the growth and vitality of behavior analysis through research, education and practice.

### *Convention*

**Objective:** Provide an opportunity for a forum for behavior analysts to gather and exchange scientific and professional advancements that feature experimental, applied and conceptual interests in behavior analysis.

**Measures:** a) Attendance; b) Program composition.

### *Professional and Scientific Development*

**Objective:** Provide for professional and scientific development.

**Measures:** a) Number of accredited programs; b) Number of advanced degrees granted; c) Number and quality of educational opportunities provided; d) CEU credits generated.

### *Membership*

**Objective:** Recruit and maintain a membership sufficient to support the actions and goals of the organization and further the development of behavior analysis. Facilitate the establishment and maintenance of affiliated chapters.

**Measures:** a) Composition and number of members; b) Growth, stability and viability of affiliated chapters.

### *Professional and Scientific Issues*

**Objective:** Identify and monitor issues that affect or potentially affect behavior analysis and provide a forum to address them.

**Measure:** Actions taken.

### *Outreach*

**Objective:** Acceptance and use of behavior analysis by others.

**Measure:** Positive representations and uses of behavior analysis by professionals and the general public.

### *Leadership and Management*

**Objective:** The mission and strategic objectives of the organization are achieved.

**Measure:** Objectives met.

## *Financial Management*

**Objectives:** (a) Maintain a financially successful organization that has funds sufficient to meet the goals of the strategic plan. (b) Have sufficient funds to guarantee the long-term stability of the organization by having reserve funds equal to one year's operating budget.

**Measures:** a) Balanced budget; b) Net worth (assets-liabilities); c) Investment performance; d) Amount of funds in reserve.

### *Publications*

**Objective:** Publish or facilitate the publication and/or distribution of scholarly materials relevant to behavior analysis.

**Measures:** a) Quality; b) Subscriptions and sales.

## Society for the Advancement of Behavior Analysis Strategic Plan

Accepted by SABA's Board of Directors on May 29th, 1995

In the Fall of 1995, SABA's President, Kennon A. Lattal, and Executive Director, Maria Malott, revised SABA's strategic plan. The proposed strategic plan was revised and approved by the SABA Board of Directors. The following is the approved plan:

### *Mission Statement*

Provide financial support for the advancement of behavior analysis.

### *Project Development*

Identify and develop projects important to the advancement of behavior analysis.

### *Financial Support*

Provide financial support for ABA activities and serve as a clearinghouse for outside funding of ABA activities.

### *Fund Raising*

Generate and manage funds necessary to attain SABA's other goals.

## Upcoming ABA Executive Council and SABA Board of Directors Meetings

The 1996 ABA Executive Council and SABA Board of Directors meetings have been scheduled. The Spring meeting will be conducted as follows: The SABA Board of Directors will meet on May 23rd and the ABA Executive Council will meet on May 24th and 28th at the San Francisco Marriott. In the Fall, the SABA Board of Directors will meet on September 20th and the ABA Executive Council will meet from September 21st to 22nd at the Chicago Sheraton.

Maria E. Malott,  
Executive Director

## Student Committee News

Preparations are well underway for the 22nd Annual ABA Convention which will be held this May 24 through May 28 in beautiful San Francisco, California. Last years convention was well attended by ABA student members and we are confident that this years attendance will again be distinguished by a strong student presence.

The Student Committee has arranged several student related events for the convention and would like to invite and encourage all students to participate in these events. Here is a listing of the upcoming student related activities.

1. The Student Committee Poster: ABA Expo Saturday, May 25 from 9:00 p.m. to 11:00 p.m.
2. Student Breakfast: Sunday, May 26 from 7:30 a.m. to 9:00 a.m.
3. Student Committee Business Meeting: Sunday, May 26 from 8:30 a.m. to 9:30 a.m. (This meeting will be held in conjunction with the Sunday student breakfast.)
4. Student Breakfast: Monday, May 27 from 7:30 a.m. to 9:00 a.m.
5. Student Sponsored Symposium: Monday, May 27 from 9:00 a.m. to 10:20 a.m.

A special thanks is due to the organizations which are sponsoring the student breakfasts at the convention: Aubrey Daniels & Associates of Tucker, GA and the Spectrum Center for Educational and Behavioral Development of Berkeley, CA. We would like to extend our gratitude to these organizations for their ongoing support of student activities.

Also, a reminder. The student members of ABA have a great opportunity to get involved by voting in the student elections. Further, students members have an opportunity to be intimately involved in the executive structure of ABA by running for the student representative position. This is a golden opportunity for students to get themselves involved in the actual workings of the association by becoming a voting member of the ABA Executive Council. Our last student vote which determined the nomination for the student representative ballot was marked by low voter participation. Given this fact, your student vote becomes an even more potent source of input toward the election of the student representative. We encourage all student members to vote and to consider the option of running for the student representative position.

Finally, we are looking forward to a strong student contingent at this years annual conference. We have some interesting events scheduled and look forward to seeing you in San Francisco.

*Mark A. Swain  
Student Committee Chair  
University of Nevada, Reno*

## The Behavior Analysis Association of Michigan: Our First 10 Years

### BAAM Officers:

Carl Johnson, President; Max Brill, Past President; Peter Holmes, President-Elect; James Todd, Secretary Treasurer; Krissy Dunn, Rick Fox, & Gina E. Truesdell-Todd, Members at Large.

BAAM completed its tenth year in March 1996 with a conference attended by almost 400 different persons over two days. The conference featured eight workshops, eighteen invited programs, and a poster session. The first BAAM conference in 1987 was hastily arranged in response to a request from the Eastern Michigan University administration. Eastern had developed a Corporate Education Center with staff interested in getting into the conference business. They wanted to practice with local volunteers and they wanted to practice with moderate to large conferences. Around this time Jon Bailey and Gerald Shook from the Florida Association for Behavior Analysis delivered talks in Michigan and both mentioned how well FABA was coming along. They even offered a Guide to Putting on a Conference based on their experience. It was evident that an educational conference on behavior analysis could attract a good-sized audience.

The FABA guide introduced a very innovative strategy. Instead of aiming a conference at persons already in Behavior Analysis, the FABA conferences welcomed persons working in mental health settings such as direct-care staff who were being asked to use behavioral interventions. FABA even developed a special classification for direct-care staff. In Michigan we have lots of direct-care staff and even a few behaviorists. It seemed like we were ready to go. In fact, the first conference was amazingly easy to present. Every detail from conception of the idea for the conference until the conference was held took just three months. The University Corporate Education Staff offered to cover our costs in case we lost money. The University Dining Commons offered us some rooms provided that everyone who came would receive a paid lunch. Every behaviorally-oriented person who was asked to present at the conference agreed to do so. University printing helped design a simple brochure and the Psychology Department agreed to pay for postage for mailing out the brochures. The mailing list included all persons who received routine mailings from the Michigan Department of Mental Health and local rosters of group homes from all over the southern half of Michigan. Two thousand brochures yielded a registration of nearly 240 people. The charge for the first conference was a mere \$15 (which included lunch) and we ended up making over \$650. The only thing that went terribly wrong was that our keynote speaker from out of state called 48 hours before the conference was to begin with the news that he was in the hospital with a back problem. Don Thomas, from Minnesota, very graciously agreed to fill in and rushed plane reservations to arrive on time and make a very worthwhile presentation.

A lot has changed since 1987 and we have learned a lot about putting on conferences. After our second year it became obvious

that BAAM needed officers, by-laws, volunteers, perhaps a newsletter, and better accommodations (we were outgrowing the student union). We borrowed ideas again from FABA and modeled our by-laws on their organization. We also became incorporated as an official nonprofit organization.

We believe a major function of BAAM is to put on conferences. Conferences permit people to interact, keep up old acquaintances, learn about employment opportunities, learn about university programs, and hear others try out new ideas. Conferences also can be very educational for people new to behavioral approaches.

Our officers are less united about what else a chapter should do. Newsletters rely on newsletter editors who know how to get

others to submit articles. The content of many newsletter articles are of dubious value and a mailing costs around \$500. Legislative issues are sometimes critically important, as Florida, Texas, and California have learned, but it is also true that years can go by where there is little legislation of interest to behavioral psychologists. Our officers have focused on an annual conference as our main task, but we remain alert to trends in managed care, licensing issues, and regulation of behavioral procedures.

We have come to believe that the following practices may apply to other chapters as well as ours. Our experience has shown us that:

1. Keynote speakers don't always draw audiences. As famous as we may think we are, people outside of behavior analysis have never heard of us. We no longer invite keynote speakers, instead we invite speakers doing interesting work and we try to make their visit worthwhile.
2. A sit down lunch for all attendees is too much work. It was a nice custom that took a lot of strategic planning and cost a great deal of money. A modest lunch in a hotel costs about \$14 per person with a 10% margin of error on orders. A lot of people procrastinate about registration and then appear for lunch. It just didn't work out.
3. It is important to know your audience and the economy. Our attendance began to decrease in the early 90's. A review of who was coming indicated that less and less direct-care staff were attending. Mental Health is undergoing big changes and one of them seems to be having less money to release staff for conferences. We have moved to broaden our base by offering sessions on private practice, autism, dog training, school problems, normal adolescents, controlled drinking, depression, and self-control. We also charge students only \$10 per day when regular admission is \$30.

Our future plans are to make education credits available to those who attend BAAM. Many professions require continuing education credits and some persons won't attend unless they are available. We look forward to working closely with ABA. Arrangements where members of state chapters get reductions in national dues could increase ABA membership and encourage more persons to pay local dues. State certification of behavior analysts in Michigan remains an interesting possibility for the future.

We no longer wonder if there will be another year of BAAM, but rather who will do it. State chapters are typically too small to afford staff to run the organization and watch over all the conference details. It takes a lot of volunteer time to plan and run a conference. We fortunately have a core of individuals who do a lot of the work and plan to continue doing so. This is a very important part of keeping a state chapter healthy. BAAM will take place in 1997 on March 20th and 21st at the Marriott Hotel in Ypsilanti, Michigan. We will put out a call for papers on the internet. Please contact us if you would like to participate.

*Peter Holmes*  
*Eastern Michigan University*

## **12th Annual EAHB-SIG Outstanding Student Paper Awards**

Three Student papers were selected for recognition in the 1995-96 Student Paper Competition sponsored by the Experimental Analysis of Human Behavior Special Interest Group (EAHB-SIG). Awards were recommended by reviewers consisting of established members of the EAHB-SIG. The following winners will present summaries of their work at an awards symposium at the ABA Convention in San Francisco:

### ***Scott Lane, Auburn University***

Equivalence class formation and complex stimuli:  
Emergent arbitrary match to sample via identity  
matching to complex samples.

Sponsor: Tom Critchfield

### ***Julie McEntee, University of Kansas***

Response allocation to stereotypy: Systematic  
replication of Green & Striefel (1988) with students  
with mental retardation.

Sponsor: Richard Saunders

### ***Andrea Peuster, University of North Texas***

The effects of a point loss contingency on  
equivalence.

Sponsor: Sigrid Glenn

Reviewers for the 12th Annual Competition were: Charles Catania, Thomas Critchfield, Michael Dougher, William Dube, Ted Hoch, Cloyd Hyten, James Johnston, Glen McCuller, Michael Perone, Carol Pilgrim, Howard Rachlin, Kate Saunders, Sherry Serdikoff, Joe Spradlin, and Robert Stromer.

# Introduction to the Standard Celeration Charting SIG and the Standard Celeration Society

I appreciate the opportunity to introduce a new SIG -- the Standard Celeration Charting Special Interest Group (SCC-SIG), and the Standard Celeration Society. The SCC-SIG and the Standard Celeration Society share many common elements. They both welcome the involvement and participation of all ABA members who use standard celeration charting, or support its use. Membership in the Standard Celeration Society, however, extends beyond the ABA membership to all persons regardless of profession or memberships who use standard celeration for guiding decision making, and doing research or evaluation. The SCC-SIG and Society will share a meeting time at the Annual Conventions of ABA.

The SCC-SIG and Standard Celeration Society are:

- ☐ Collegial organizations for persons who use Standard Celeration Charting in education, psychology, human services, business, performance management, child rearing, and science.
- ☐ A SIG and society to encourage the development and use of the science of behavior and the Standard Celeration Chart.
- ☐ A SIG and society to create functional applications derived from the science of behavior.
- ☐ Networks for users of the Standard Celeration Chart.
- ☐ A SIG and society dedicated to creating a more loving, less fearful world.

Benefits of memberships include:

- ☐ A year's subscription to the Journal of Precision Teaching and Celeration (Society only).
- ☐ Reduced conference fees for retired and student members at International Precision Teaching Conferences (Society only).
- ☐ Periodic communications about developments with standard celeration activities (SIG and Society).
- ☐ Collegial homes for those dedicated to enhancing human behavior (SIG and Society).
- ☐ Regular meetings during the conventions of the Precision Teaching Conference (Society only) and the Association for Behavior Analysis (SIG and Society).

The SCC-SIG and the Society now expand the professional development opportunities that the Journal of Precision Teaching and Celeration, and the International Precision Teaching Conferences provide for users of standard celeration charting. The Twelfth International Precision Teaching Conference will meet at the University of Washington, Seattle, WA, October 9 - 12, 1996. Persons interested in subscribing to the Journal of

Precision Teaching and Celeration, receiving a membership application for the Standard Celeration Society, or additional information concerning the Precision Teaching Conference contact Dr. McDade at the following address:

Claudia E. McDade  
Treasurer, Standard Celeration Society  
Center for Individualized Instruction  
Jacksonville State University  
Jacksonville, AL 36265-9982  
(205) 782-5570  
e-mail: CMcDade@jsucc.jsu.edu

To register with the SCC-SIG, send your name, address, telephone number, and e-mail address to:

John O. Cooper  
357 Arps Hall  
Department of Educational Services and Research  
Ohio State University  
Columbus, OH 43210  
e-mail: cooper.17@osu.edu

*John O. Cooper*  
*Ohio State University*

## Postdoctoral Research Fellowship in Substance Abuse:

Three research fellowship positions (2-3yrs) are available in a stimulating and productive laboratory and clinic.

*The first position* -- responsibilities will be to participate in studies on the behavioral and pharmacological treatment of opioid and heroin dependence. Includes research on new pharmacotherapy, buprenorphine, as well as behavioral treatment. For this position contact: Warren K. Bickel, Ph.D.

*The second position* -- is to conduct laboratory self-administration studies in humans and/or treatment studies of smoking cessation. For this position contact: John R. Hughes, M.D.

*The third position* -- entails participating in the development, conduct, and publication of studies on behavioral treatments for cocaine dependence. Participation in conducting laboratory studies examining factors influencing human cocaine self-administration is also possible. For this position contact: Stephen T. Higgins, Ph.D.

For all positions, applicants must have completed doctoral training in psychology or pharmacology and have research experience. Individuals from disadvantaged groups are encouraged to apply. Competitive stipend. Send letter of interest, vita, and letters of reference to the individual named above at: The University of Vermont, Dept. of Psychiatry, Human Behavioral Pharmacology Laboratory, 38 Fletcher Place, Burlington, VT 05401-1419



PARENTS PRESS  
Post Office Box 2180  
Bowling Green, KY 42102



## SOS — A Practical, Multicultural Parenting Program



Korean SOS



English SOS



Chinese SOS

"The multi-media approach [of the SOS Parenting Program] makes the information accessible to parents and children at all levels of adjustment and functioning."  
— *Journal of Marital And Family Therapy*

"I utilized your book with excellent results with children and their parents when I was in Connecticut. Currently I am in Istanbul, Turkey and have found your book quite helpful with Turkish parents as well."  
— Yanki Yazgan, MD, Child Psychiatry, Marmara University, Istanbul, Turkey

## SOS Parenting Announcements

Please share this announcement with family counselors, psychologists, physicians, social service professionals and educators.



# What is *SOS! Help For Parents*?

SOS is a book and parent education program which helps children, ages two to twelve, to improve their behavior and emotional adjustment. SOS is widely recommended and used by psychologists, pediatricians, teachers, and other professionals as well as parents.

The full SOS Program includes: **SOS Help For Parents** book, "**How To Use Time-Out Effectively**" audiotape program, **SOS Help For Professionals** materials kit, and **The Video SOS Help For Parents** package. The SOS book teaches over 20 methods for helping children and offers the most complete instructions available for using time-out.

The 1996 Revised 2nd Edition of **SOS Help For Parents** book is now available. The First Edition of SOS was widely accepted and sold over 140,000 copies. **The Video SOS Help For Parents** package is extensively used and has sold over 5,000 copies to schools, agencies, hospitals, psychologists, and other professionals both nationally and internationally. Spanish parent handouts may be reproduced. The SOS book is now available in English, Korean, and Chinese.



## About the Author



The author of *SOS! Help For Parents* and the SOS parenting program is Dr. Lynn Clark, a clinical psychologist who lives in Bowling Green, Kentucky. He is a Professor of Psychology at Western Kentucky University and manages Parents Press, a publisher of parent education and parent counseling materials.

Dr. Clark has extensive experience in community mental health centers, hospitals, counseling centers, and community agencies. He is listed in the National Register of Health Service Providers in Psychology and is a member of the American Psychological Association.

As a parent Dr. Clark has used all the methods of behavior management recommended in the SOS Program with his own two sons.



## What Others Say About *SOS! Help For Parents*

"SOS is an extremely comprehensive book...an excellent book. We highly recommend it."

— *Journal of Clinical Child Psychology*

"Lynn Clark...drew from his 20 years of working with parents and children when he wrote *SOS! Help For Parents*."

— *USA Today*



"It's a wonderful book...easy to read, simple, and based on sound research."

— *Emel Summer, MD, Clinical Director, Child and Adolescent Psychiatry, DePaul Health Center, St. Louis, Missouri*

SOS books — "great teaching tools for our staff as well as parents."

— *Director of Hospital Child Unit, Augusta, Georgia*

"SOS turned our family around...I really regained my self-confidence as a parent."

— *Mother of two, Riverview, Michigan*

"...easy to read and it's content is excellent."

— *Contemporary Psychology Journal*

The National Association of School Psychologists also distributes SOS books and the SOS parenting program.

"...a superb book for parents (and for professionals)."

— *Dr. David DeLawyer, Psychologist, Tacoma, Washington*

"SOS...cannot help but make a parent's life easier and more enjoyable. I endorse it with enthusiasm!"

— *A. J. Moser, Director, Center For Human Potential*





240 pages with 100 illustrations

A practical and comprehensive book for effectively handling common everyday behavior problems



## CONTENTS

### Introduction

### Section One

#### FUNDAMENTALS OF IMPROVING BEHAVIOR

- 1 Why Kids Behave and Misbehave
- 2 Clear Communication Promotes Effective Parenting
- 3 Ways of Increasing Good Behavior
- 4 What Is Time-Out? When Do Parents Use It?
- 5 Major Methods For Stopping Bad Behavior

### Section Two

#### BASIC SKILLS OF THE TIME-OUT METHOD

- 6 Getting Started With Time-Out
- 7 Picking A Boring Place For Time-Out
- 8 Explaining Time-Out To Your Child
- 9 Quickly Getting Your Child To Time-Out
- 10 The Timer And Waiting In Time-Out
- 11 Talking With Your Child—After Time-Out
- 12 Common Time-Out Mistakes

### Section Three

#### FURTHER APPLICATIONS OF YOUR PARENTING SKILLS

- 13 Managing Bad Behavior Away From Home
- 14 Using Points, Tokens, And Contracts
- 15 Timing-Out Two Children
- 16 Timing-Out A Toy *Instead Of The Child*
- 17 Handling Aggressive And Dangerous Behavior
- 18 Helping Your Child Express Feelings
- 19 More Problem Behaviors—Questions And Solutions

### Section Four

#### MORE RESOURCES FOR HELPING YOUR CHILD

- 20 Teachers And Parents As Partners
- 21 Helpful Classes For Parents
- 22 When And How to Get Professional Help
- 23 Controlling Your Own Anger
- 24 Quizzes And Answers For Parents

### APPENDICES

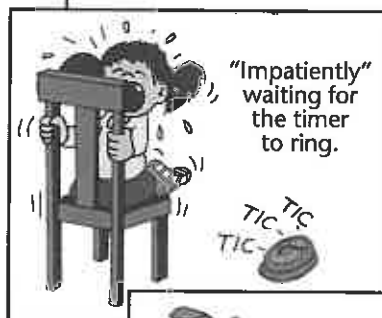
- A SOS Video And Professional Materials
- B SOS Summary Sheets For Parents

### REFERENCES

### INDEX 46 Problem Behaviors

The following methods and skills for helping children are discussed in SOS using non-technical language:

Positive reinforcement  
Extinction  
Social reinforcers  
Parents as models  
Practicing the behavior  
Giving effective instructions  
Common discipline mistakes  
Active ignoring  
Logical consequences  
Natural consequences  
Response cost  
Encouragement  
Time-out variations  
Time-out mistakes  
Token rewards  
Grandma's Rule  
Controlling parent anger  
Point-reward calendars  
Parent-child contracts  
Racing the timer  
Reflective listening  
Expressing feelings  
Working with the teacher  
Other Methods and Skills



PARENTS PRESS

## Audiotape Program



Artist's conception of Todd in Time-Out.  
Demonstration of Time-Out  
With Todd, Age Two.



Interview With Todd,  
Age Nine.



Interview With Lisa,  
Age Eleven.



## How To Use Time-Out Effectively

Audiotape Program

*How To Use Time-Out Effectively* demonstrates and teaches time-out skills. You'll learn how to avoid 9 common time-out mistakes. Time-Out is demonstrated with a two-year old child. Todd and Lisa describe their feelings and reactions regarding time-out.

Many parents hesitate to use time-out because they fear that it might be emotionally damaging to their child. Listening to Todd and Lisa will reduce their concern.

This audiotape program is suitable for individual listening or parent workshops. Brief manual and illustrated time-out chart are included.

### Program Content (67 minutes)

- Introduction
- Basic Child Rearing Rules
- Basic Steps For *Initially* Using Time-Out
- Demonstration of Time-Out With Todd, Age Two
- Interview With Todd, Age Nine
- Time-Out Mistakes Parents Make
- Interview With Lisa, Age Eleven
- Time-Out Questions Parents Ask
- Time-Out For Two and Time-Out For Toys
- Concluding Comments

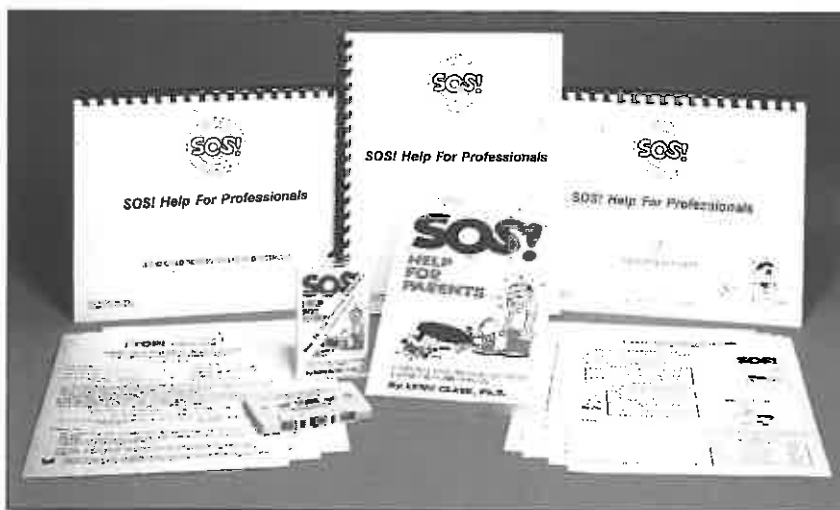
## Kit for Professionals

### SOS! Help For Professionals

A Kit for Parent  
Education  
and  
Parent Counseling

### SOS Kit Contents

- 67 minute audiotape demonstrates and teaches time-out skills. Two children tell their feelings about time-out. Suitable for individual or group listening. Brief manual included.
- Flip-over cards teach "Basic Child Rearing Rules And Methods." 16 illustrated cards (8 1/2" x 11").
- Flip-over cards teach "Basic Time-Out Steps." 11 cartoon illustrated flip cards (8 1/2" x 11"). Coordinated with SOS book and audiotape.



### Also included in the kit, *SOS! Help For Professionals*

- Four reproducible handouts teach basic child management skills.
- One copy of *SOS! Help for Parents* book.
- Time-Out Parent Inventory (TOPI). Reproducible Record Form and Manual. (Reliability  $r = .89$ )
- Quizzes for parents; reproducible.
- Professional Manual provides suggested outlines for parent education classes and counseling.

## SOS! Help For Parents Video

**T**his unique child management video is enjoyable and user-friendly. It helps provide easy-to-offer parenting classes and behavior management workshops. You don't need extensive preparation to effectively present this video program.

### Child Management skills and concepts presented:

- Reward good behavior
- Social rewards
- Activity rewards
- Material rewards
- Point rewards
- Grandma's rule
- Active ignoring
- Scolding
- Natural consequences
- Logical consequences
- Time-Out
- Time-Out for toys
- Behavior penalty
- No harsh punishment
- Giving instructions
- Reflective listening
- Building self-esteem
- Be a good model
- Three rules to follow
- Four errors to avoid



**Color Video with 43 live Action Scenes Illustrate Over 20 Skills and Methods for Managing Children**

**Available Now!**



### *The SOS Video Includes:*

- 65 minute videocassette
- Video Leader's Guide
- Handouts (reproducible)
- SOS! Help For Parents book

### **SOS Video Users** *already include:*

Johns Hopkins University, Baltimore, MD  
 University of California, Pediatrics, San Francisco  
 Cape Breton Hospital, Sydney, Nova Scotia  
 King Faud University, Dhahran, Saudi Arabia  
 University of Ulster, Londonderry, N. Ireland  
 John F. Kennedy Medical Center, Edison, NJ  
 Kaiser Permanente, Oakland, CA & Fairfield, CA  
 Harborlight Montessori School, Beverly, MA  
 Texas Children's Hospital, Houston, TX  
 University of Chicago, Chicago, IL  
 Florida Hospital, Orlando, FL  
 Tideland Mental Health, Savanna, GA  
 Long Island Jewish Medical Center, NJ  
 North Coast Psychiatric Center, Seaside, OR  
 Broward County Schools, Ft. Lauderdale, FL  
 University of Florida, Gainesville, FL  
 Methodist Hospital, Indianapolis, IN  
 Ten Indian Tribes including:  
     Yerington Paiute Tribe, Yerington, NV  
     Quechan Indian Tribe, Fort Yuma, UT  
 Corpus Christi Schools, Corpus Christi, TX  
 University of New Brunswick, New Brunswick  
 University of South Alabama, Mobile, AL  
 Western New England College, Springfield, MA  
 Edmonton Board of Health, Alberta, Canada  
 Loma Linda University Medical Center, CA  
 Miami Children's Hospital, Miami, FL  
 and  
 5,000 other users including counselors, physicians, schools, special education programs, Head Start Centers, etc.

# Methods and Skills Presented in *The Video SOS! Help For Parents*

## Three Child Rearing Rules

### 1. **Reward good behavior (and do it quickly and often)**

(Positive reinforcement of appropriate behavior)

Social rewards (Social reinforcers)

Praise

Descriptive praise

Attention

Activity rewards (Activity reinforcers)

Material rewards (Material reinforcers)

Point rewards

Grandma's Rule (Premack Principle)

### 2. **Don't "accidentally" reward bad behavior**

(Extinction of inappropriate behavior)

Fail to reward the bad behavior

Active ignoring

### 3. **Punish some bad behavior (but use mild punishment only)**

(Punishment of inappropriate behavior)

Time-out

Time-out for toys

Time-out for two

Scolding and disapproval

Natural consequences

Logical consequences

Behavior penalty (Response cost)

Don't use harsh punishment

## Four Child Rearing Errors To Avoid

### 1. **Parents fail to reward good behavior**

(Error—extinction of appropriate behavior)

### 2. **Parents "accidentally" punish good behavior**

(Error—punishment of appropriate behavior)

### 3. **Parent's "accidentally" reward bad behavior**

(Error—positive reinforcement of inappropriate behavior)

### 4. **Parents fail to punish bad behavior (when mild punishment is indicated)**

(Error—failure to punish inappropriate behavior when mild punishment is indicated)

## Other Child Management Methods and Skills Presented:

Giving instructions and commands; reflective listening (i.e., active listening); increasing self-esteem; being a good model for your child; negative reinforcement (in contrast to punishment); and parents and children teaching each other behaviors.

*You can offer*  
**Workshops and Presentations**

**for:**

Parent Groups

Staff Development

In-Service Training

Teachers

Churches

Child Care Workers

College Courses

***A Practical and Effective  
Tool for  
Parent Counseling  
and  
In-Home Visits & Training***



# Video Leader's Guide and Handouts

Part Two of The SOS Video shows 43 scenes of parents and children interacting. The user-friendly Video Leader's Guide and Handouts will help you to easily guide group discussion of these scenes.



## Scene #14

### POTTED PLANT AND TIME-OUT #5-06

Rule #3 Punish some bad behavior (but use mild punishment only).

The bad behavior is digging in the potted plant. The punishment is time-out.

#### Script:

Nicole, who is three in the dirt. Mother enters.

Mom:

Nicole:

#### Questions, Answers, Note to Presenter:

Do not encourage participants. Do not encourage time-out. Later, consider.

Q: Which rule or error?

A: Rule #3 Punish

Q: What is the bad behavior?

A: Overturning

Q: What is the punishment?

A: Time-out, use

Q: How many of you?

Q: Is Nicole more or less likely?

A: Less likely.

Q: What else should be discussed?

A: Discuss various

about not p

then a warn

#### Technical Comments:

Scene demonstrates

placing children two

#### Trivia:

A couple of months

potted plant. In arrange

and then be placed in

ready to return and a



## Clark's Introductory Comment

#### Script:

Miranda is putting away

Mom: "Thank you"

Miranda: "You're welcome"

#### Questions, Answers, and Comments:

Q: Which rule or error?

A: Rule #1 Reward

Q: What is the good behavior?

A: Putting away the

Q: What is the reward?

A: A social reward

Q: What social reward?

Like."

A: A Smile, pat, and

Q: Is the child more or less likely?

A: More likely.

#### Point To Make:

Social reinforcement

of the three kinds of reinforcement

#### Technical Comments:

Scene illustrates positive

reinforcement

## Scene Part One

### PUTTING DISHES AWAY #3-09

Rule #1 Reward good behavior (and do it quickly and often).

The child's good behavior is putting away the dishes and helping out with the work. The reward is a social reward (praise).



## Scene #3

### COOKIES AT GROCERY STORE #3-06

Error #3 Parents "accidentally" reward bad behavior.

The child's bad behavior is making demands and disobedience.

The reward is a material reward (cookies).

Introductory Comment By Clark: "Let's look at some more scenes. Note the child's behavior and what the parent does. You decide the rule, error, or methods of child management each scene demonstrates."

#### Script:

Mother and Mitchell are shopping at a grocery store. Mitchell demands cookies and then throws them in the shopping cart.

Mitchell: "Get me some cookies! I want some cookies!"

Mom: "No! We've got cookies at home. You put those back because I don't want to buy any more cookies."

Mitchell: "I want these cookies!" (He throws two boxes in their shopping cart.)

Mom: "Oh, all right! But nothing else!"

Mitchell: "Where are the M & Ms? We need some M & Ms too!"

#### Questions, Answers, And Comments:

Q: Which rule or error did mother follow?

A: Error #3 Parents "accidentally" reward bad behavior.

Q: What is the bad behavior?

A: Demanding behavior and disobedience.

Q: What is the reward?

A: A material reward (cookies) as well as power and control over mother.

Q: Is the child more or less likely to be demanding and disobedient when he wants something in the future?

A: More likely.

Q: What should mother have done or said? What are some possibilities? What would you do?

A: Discuss various alternatives with participants.

(1) Refuse to keep the cookies and place them back on the shelf. However, be prepared to immediately deal with a major power struggle. Permitting the son to keep the cookies strengthens his demanding behavior.

(2) Before going to the grocery, mother should state her expectations for his behavior. She could offer to let him select a treat (such as cookies or M & Ms) if he behaves at the grocery, but make this offer before going to the store.

Don't give in after he begins his demanding behavior.

#### Technical Comments:

Scene illustrates positive reinforcement of son's undesirable behavior, with a material reinforcer. Mother's behavior of permitting her son to keep the cookies is negatively reinforced by the son temporarily discontinuing or lowering the intensity of his aversive demanding behavior.





Order by Phone **1-800-576-1582** toll free  
Monday to Friday, 9:00am to 3:00pm Central Time  
To order by mail complete the Mailing Label  
Or fax your order to **502/796-9194**  
Pay by check, credit card, or purchase order

Credit Card Expiration Date \_\_\_\_\_

Check one: ☐ VISA ☐ MasterCard

Account # \_\_\_\_\_

Print name as appears on card \_\_\_\_\_

Daytime Phone (\_\_\_\_\_) \_\_\_\_\_  
(Telephone number is necessary if credit card is used.)

### "How To Use Time-Out Effectively" Audiotape (67 minutes)

This tape demonstrates and teaches time-out skills. Todd (age nine) and Lisa (age eleven) tell how they feel about time-out. You'll hear answers to common time-out questions and learn to avoid nine common time-out mistakes. Brief manual and illustrated time-out chart included. For individual or group listening.



### The Video SOS Help For Parents A Video-Discussion Parent Education Program

This video parent education program is based on the book, **SOS Help For Parents**, and includes the 65 minute video-cassette, Video Leader's Guide, parent handout, and **SOS Help For Parents** book.

The SOS Video is used by counselors, parent groups, educators, churches, and social service professionals and is intended for parenting workshops, staff development, in-service training, teacher training, and classroom use.

Part One may be viewed in a group or individually. For Part Two, a group leader should guide the discussion following each of the parenting scenes. The easy-to-use Video Leader's Guide offers discussion questions for each scene. The brief SOS Sampler-Preview Video demonstrates how you can use The SOS Video to educate others in more than 20 SOS parenting skills and methods. The SOS Video is enjoyable and user-friendly!



### SOS Help For Professionals A kit of parent education and counseling materials

The SOS Help For Professionals kit includes the following: (1) **SOS Help For Parents** book, (2) How To Use Time-Out Effectively audiobook and manual, (3) Child Rearing Methods flip cards, (4) Time-Out Steps flip cards, (5) Time-Out Parent Inventory, (6) Parent Handouts, (7) Quizzes for parents, (8) Professional Manual, and (9) other materials.

Each professional person educating or counseling parents will find the SOS Help For Professionals kit useful.



## Order Form

This order form may be photocopied



## Parents Press

Post Office Box 2180-EE, Bowling Green, KY 42102

Order SOS from the above address  
or through bookstores.

- \_\_\_\_\_ Copies of **SOS Help For Parents** book 2nd Edition for \$12.00 plus \$1.50 shipping. (Book ISBN 0-935111-20-4)
- \_\_\_\_\_ Copies of "How To Use Time-Out Effectively" audiobook (67 minutes) for \$11.50 plus \$1.50 shipping. (Audiobook ISBN 0-935111-32-8)
- \_\_\_\_\_ **SOS Help For Professionals** kit for \$53.95 plus \$3.00 shipping. For counselors, educators, and social service professionals. Includes **SOS Help For Parents** book, How To Use Time-Out Effectively audiobook, flip cards, and other materials. (Kit ISBN 0-935111-24-7)
- \_\_\_\_\_ **SOS Sampler-Preview Video** for \$14.00, shipping included. Includes \$14.00 coupon which can later be applied to the price of the full video described below. (Sampler-Preview Video ISBN 0-935111-37-9)
- \_\_\_\_\_ **The Video SOS Help For Parents** education program for \$160.00, shipping included. The SOS Video is used by counselors, parent groups, educators, churches, and social service professionals. Program includes 65 minute videocassette, Video Leader's Guide, parent handout, and **SOS Help For Parents** book. (SOS Video ISBN 0-935111-44-1)

Orders from individuals must be prepaid by check or credit card. Agencies may fax their purchase orders. We pay any taxes. Federal Tax ID #61-1225614.

If not satisfied, I understand that I may return any of the materials for a refund.

### Mailing Label — Please Clearly Print

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

**Shipping:** Include only \$1.50 shipping for first SOS book or SOS audiobook and .50¢ shipping for each additional SOS book or SOS audiobook.

**Quantity Discounts:** If you are ordering at least five books and/or audiobooks, deduct 20% from the cost of the books or audiobooks.

I can't wait 2 weeks for Book Rate shipping. Enclosed is \$2.50 total shipping per book or audiobook for **Air Mail**.

I am a professional working with parents and/or children. Please send a professionals' eight page SOS Catalog of parent education materials.

**Foreign country orders:** All orders must be prepaid in US funds (checks on US banks). For Canadian shipping double US shipping rates. The SOS Help For Professionals kit is too heavy to ship by air mail. It is shipped to foreign countries only by Surface Book Rate.

# "Available from ABA" Order Form

Mail form and payment to: 213 West Hall, Western Michigan University, Kalamazoo, MI 49008-5052  
Telephone: 616-387-4495. FAX: 616-387-4457

Prices include shipping and handling

Publications	Unit Cost		Quantity	Total Cost
	Domestic	Foreign		
<b>ABA General Publications</b>				
ABA Newsletter (nonmember or institution) .....	\$30.00	\$40.00	x_____ = \$_____	
ABA Membership Directory (1995) .....	\$16.00	\$21.00	x_____ = \$_____	
Directory of Graduate Training Programs in Behavior Analysis .....	\$15.00	\$20.00	x_____ = \$_____	
Recommendations of the Task Force on Regulatory Issues .....	\$4.00	\$5.00	x_____ = \$_____	
Recommendations of the Task Force on the Right to Effective Behavioral Treatment .....	\$4.00	\$5.00	x_____ = \$_____	
<b>Journals</b>				
Analysis of Verbal Behavior: .....				
Institution	\$52.00	\$58.00		
Individual	\$22.00	\$28.00		
Student	\$15.00	\$23.00	x_____ = \$_____	
The Behavior Analyst: .....				
Institution	\$85.00	\$95.00		
Individual	\$35.00	\$50.00		
Student	\$15.00	\$23.00	x_____ = \$_____	
<b>Keller, Fred S.</b>				
Pedagogue's Progress .....	\$15.00	\$20.00	x_____ = \$_____	
<b>Keller, Fred S. &amp; Schoenfeld, William N.</b>				
Principles of Psychology .....	\$25.00	\$30.00	x_____ = \$_____	
<b>Michael, Jack</b>				
Concepts and Principles of Behavior Analysis .....	\$17.00	\$22.00	x_____ = \$_____	
<b>Pryor, Karen</b>				
Don't Shoot the Dog! The New Art of Teaching and Training .....	\$8.00	\$10.00	x_____ = \$_____	
Lads Before the Wind: Diary of a Dolphin Trainer .....	\$17.95	\$22.95	x_____ = \$_____	
If I Could Talk to the Animals (video) .....	\$69.95	\$69.95	x_____ = \$_____	
Super Training! The Art and Science of Training (video) .....	\$89.95	\$89.95	x_____ = \$_____	
<b>Skinner, B. F.</b>				
The Behavior of Organisms .....	\$25.00	\$30.00	x_____ = \$_____	
Verbal Behavior .....	\$25.00	\$30.00	x_____ = \$_____	
<b>Other</b>				
Designs for Excellence in Education: The Legacy of B. F. Skinner ..	\$34.95	\$39.95	x_____ = \$_____	
National Public Radio: Interview with B. F. Skinner (audio) .....	\$4.00	\$6.00	x_____ = \$_____	
<b>SUBTOTAL</b> .....				\$_____
<b>6% Sales Tax (Michigan Residents Only)</b> .....			SUBTOTAL x .06 =	\$_____
<b>TOTAL (Make Checks Payable to ABA)</b> .....				\$_____
Name: _____ Affiliation: _____				
Street Address: _____				
City: _____ State: _____ Country: _____ ZIP Code: _____				
Credit Card #: _____ Expiration: _____				
<input type="checkbox"/> Visa <input type="checkbox"/> MasterCard <input type="checkbox"/> American Express      Signature: _____				



# The Analysis of Verbal Behavior

## ORDER FORM

**Volume 13 will be ready in soon. Subscribe now!**

Please write in **price** associated with each item that applies to your order.

### PRICE

- \_\_\_\_\_ Volume 13 (\$20)
- \_\_\_\_\_ Separate Volume Total (check which volumes you are ordering & enter total here:  
[\*\*\* Libraries & Institutions: \$50 per back issue ordered])
- |  |                       |                        |
|--|-----------------------|------------------------|
| _____ Volumes 1,2, & 3 Bound Together (\$20) | _____ Volume 8 (\$20) | _____ Volume 11 (\$20) |
| _____ Volume 4 (\$15)                        | _____ Volume 6 (\$20) | _____ Volume 9 (\$20)  |
| _____ Volume 5 (\$20)                        | _____ Volume 7 (\$20) | _____ Volume 10 (\$20) |
- \_\_\_\_\_ **Complete set (Volumes 1-11) (\$99)** \* This offer does not apply to libraries/institutions  
**Shipping and Handling for a complete set** (\$15 US: \$60 Overseas AirMail: \$35 Overseas SurfaceMail/Boat)
- \_\_\_\_\_ Library and Institution subscriptions (\$50 per year)
- + \_\_\_\_\_ **Shipping and Handling for each issue ordered** (\$2 US: \$9 Overseas AirMail: \$4 Overseas SurfaceMail/Boat)
- = \_\_\_\_\_ **TOTAL ENCLOSED** [Make check payable to: The Association for Behavior Analysis (ABA)]

Send AVB order form to:

Association for Behavior Analysis  
213 West Hall  
Western Michigan University  
Kalamazoo, MI 49008-5052  
Fax: 616-387-8341

**Save 20% on Subscriptions!**

## Behavioral Interventions

### Theory and Practice in Residential & Community-Based Clinical Programs

Editor in Chief: Frederick J. Fuoco, New Orleans

Editor: Richard M. Foxx, Pennsylvania State University

*Behavioral Interventions* primarily publishes reports of research involving the utilization of behavioral techniques in applied settings. These techniques may include behaviorally-oriented strategies used in the assessment and treatment of clients, as well as behavioral assessment/evaluation, training and management methods used with staff. The applied settings may include residential facilities/programs and other treatment programs that provide services to clients on an outpatient basis.

Volume 11 1996 4 issues Special personal subscription for ABA members: \$56 (Regular price: \$70.00)

#### Ordering details

Write to Tracy Clayton/BIN, John Wiley & Sons Ltd, Baffins Lane, Chichester, West Sussex, PO19 1UD, UK.

Alternatively, phone/fax your credit card order on: Tel: +44 1243 770634; Fax: +44 1243 770638.

Please make cheques payable to John Wiley & Sons Ltd.

# Journal of the Experimental Analysis of Behavior

## EDITOR

Richard L. Shull

## EXECUTIVE EDITOR

Victor G. Latties

## ASSOCIATE EDITORS

Nancy A. Ator  
James E. Mazur  
Carol Pilgrim  
John Wixted

## EDITOR FOR BEHAVIORAL PHARMACOLOGY

William H. Morse

## REVIEW EDITOR

Philip N. Himeline

## BOARD OF EDITORS

Brent Alsop  
Alan Baron  
James E. Barrett  
William Baum  
Derek Blackman  
John W. Donahoe  
James Dougan  
William V. Dube  
J. Gregor Fetterman  
Gregory Galbicka  
Gina Green  
Leonard Green  
Gene Heyman  
Stephen T. Higgins  
Leonard Howell  
Kennon A. Lattal  
Alexandra W. Logue  
Armando Machado  
Anthony P. McLean  
Frances McSweeney  
Ralph Miller  
J. Grayson Osborne  
David C. Palmer  
William L. Palya  
Michael Perone  
Ray A. Preston  
Alliston K. Reid  
Kathryn Saunders  
Robert Stromer  
Thomas A. Tatham  
Barbara Wanchisen  
K. Geoffrey White  
Ben Williams  
Thomas R. Zentall

Consider a subscription to the journal for original research relevant to the behavior of individual organisms. Review articles and theoretical papers also considered for publication. Six issues published yearly by the Society for the Experimental Analysis of Behavior.

### – MARCH 1996 –

**Scott D. Lane and Thomas S. Critchfield.** Verbal self-reports of emergent relations in a stimulus equivalence procedure.

**Diana J. Walker and Mark N. Branch.** Effects of cocaine on briefly signaled versus completely signaled delays to reinforcement.

**Benjamin C. Mauro and F. Charles Mace.** Differences in the effect of Pavlovian contingencies upon behavioral momentum using auditory versus visual stimuli.

**Richard A. Bauman, Thomas G. Raslear, Steven R. Hursh, David Shurtleff, and Laurence Simmons.** Substitution and caloric regulation in a closed economy.

**B. Maxwell Jones and Michael Davison.** Residence time and choice in concurrent foraging schedules.

**Douglas Elliffe and Brent Alsop.** Concurrent choice: Effects of overall reinforcer rate and the temporal distribution of reinforcers.

**Kim Kirkpatrick-Steger, Edward A. Wasserman, and Irving Biederman.** Effects of spatial rearrangement of object components on picture recognition in pigeons.

### – BOOK REVIEW –

**Mark L. Sundberg.** Toward granting linguistic competence to apes: A review of Savage-Rumbaugh et al.'s Language Comprehension in Ape and Child.

### – MAY 1996 –

**Samuel H. Snodgrass and D.E. McMillan.** Drug discrimination under a concurrent schedule.

**Ben A. Williams and Matthew C. Bell.** Changeover behavior and preference in concurrent schedules.

**Carl E. Mathis, Deanne F. Johnson, and George Collier.** Food and water intake as functions of resource consumption costs in a closed economy.

**David N. Harper.** Response-independent food delivery and behavioral resistance to change.

**Brent Alsop and Rachael Rowley.** Types of responding in a signal-detection task.

**Yacoub Khallad and Jay Moore.** Blocking, unblocking, and overexpectation in autoshaping with pigeons.

**Leonard Green and Howard Rachlin.** Commitment using punishment.

**C.D.L. Wynne, J.E.R. Staddon, and J.D. Delius.** Dynamics of waiting in pigeons.

**Wendy A. Williams and Edmund Fantino.** Response-dependent prechoice effects on foraging-related choice.

**Thomas J. Spencer and Philip N. Chase.** Speed analyses of stimulus equivalence.

### – BOOK REVIEW EDITORIAL –

**A. Charles Catania and Philip N. Himeline.** Postscript to An Anthology of Reviews.

Enter your personal subscription NOW and receive all six 1996 issues. And make certain your library subscribes. Individuals (personal use only), \$26.00; institutions, \$110.00. Subscribers outside the U.S. should add \$10.00 for postage. Please send orders and checks (payable to JEAB) to

JEAB, Devonia Stein  
Psychology Department  
Indiana University  
Bloomington, IN 47405-1301 USA

*VISA and MasterCard orders are accepted.*

# Measuring Behavior '96, International Workshop on Methods and Techniques in Behavioral Research

*Wageningen, The Netherlands - April 1996*

Utrecht University and Noldus Information Technology now announce *Measuring Behavior '96*, to be held from 16 to 18 October at Utrecht University. The Workshop provides an Opportunity for the exchange of information and ideas among people interested in the methodological and technical aspects of behavioral research.

## *Advances in Observational Methods*

The last decade has seen a great deal of advancement in methods for the collection and analysis of behavioral data. Paper and pencil methods have been replaced by computer event recorders. We can now integrate observational data with physiological measurements and input from other sensors. With the advent of digital image processing and pattern recognition, will human observers become redundant? Automated systems are highly time-saving and more consistent in their operation than humans. However, they can generate more data than any observer can ever register manually. How do we keep this information flow under control? What are the true benefits from these automated methods? Given that human observers and automated systems each have their advantages and drawbacks, which recording procedure is best for a given behavioral paradigm? Where are we heading for, and what can we expect from the future?

## *Interactive Forum*

In order to provide an interactive forum to discuss these exciting aspects of our research field, we are organizing an international workshop around this theme. The meeting is co-organized by Utrecht University and Noldus Information Technology, manufacturer of software and instrumentation for behavioral research. Utrecht University and Noldus have a history of collaboration which illustrates that modern behavioral research cannot do without adequate technology, while software and instrumentation companies need to listen closely to the needs and wishes of their customers. An example is the Eureka project in which Utrecht University, Noldus and several European pharmaceutical companies participate. This project is aimed at the design of techniques for computer-aided recognition of behavioral patterns, in order to automate behavioral tests in the development of new drugs.

## *Bridges Between Disciplines*

The diversity of behavioral research makes it a very exciting market. The development of generic software tools can form a bridge between disciplines, which are often unaware of techniques already available in other fields. Thus, we have noticed that data analysis methods stemming from ethology are now being used by applied psychologists, and that path analysis

techniques originally designed by entomologists are equally useful for behavioral pharmacologists studying rodents. Along this line, we hope that *Measuring Behavior '96* will serve as a common ground for cross-fertilization of behavioral research disciplines.

# The WHO Programme on Mental Health Publishes Behavioural Science Learning Modules

The WHO Programme on Mental Health undertakes a broad range of activities related to mental health and among them recognizes the importance of there being good communication between health workers and their patients or clients. The skills for such communication should be taught to students in all the health professions. The skills for such communication should be taught to students in all the health professions. As a start in this field, WHO has produced a document on *Doctor-Patient Interaction and Communication*, but the principles set out are applicable to all health workers. Such teaching is advocated in all medical schools and other schools for health workers.

In addition, WHO has produced a number of Learning Modules aimed primarily at physicians, concerning specific aspects of communication, such as *Communicating Bad News* (telling patients they have an incurable or potentially fatal disease), *Introducing Parents to their Abnormal Baby* (talking to parents about a baby who may have been born with an abnormality), and *Improving Adherence Behaviour with Treatment Regimens* (suggestions for improving patients' adherence to treatment). *Preparation for Invasive Procedures* is a module to be used for preparing patients psychologically for surgery. This is known to reduce the amount of time that patients spend post-operatively in hospital, and so can be an attractive intervention from the point of view of a hospital administration. However, an improvement in the patient's mental well-being is a proper end in its own right and such interventions should still be carried out even if they could not be justified in this way for financial reasons.

The aim of these modules is to promote the mental health and well-being of patients within any area of health care, by teaching health workers to be sensitive to their patients' mental health needs and to provide sympathetic and useful communication.

The above modules form part of a series of *Behavioural Science Learning Modules* produced by the Programme on Mental Health. By behavioural science, is meant looking at both the behaviour and skills of the health workers (e.g. communication skills) as well as the behaviour of patients, as it is relevant to the prevention or management of their condition. Behavioural science in this context can also include behaviours which should be prevented because they have an adverse influence on health.

The modules are aimed at medical students. They are only available in English at the moment. Other modules are also available, but the focus is on clinical material: Promoting Non Pharmacological Interventions to Treat Elevated Blood Pressure, Psychological Interventions for Patients with Chronic Back Pain,

Self Management of Recurrent Headache and Insomnia. The aim of all these is to convey to the students that pills, surgery and physical medicine are not the only solution to medical problems.

The documents referred to above are available upon request from the WHO Programme on Mental Health. WHO encourages the evaluation of this material.

*Mental Health Promotion  
Programme on Mental Health  
Division of Mental Health and Prevention of Substance Abuse  
World Health Organization  
CH-1211 Geneva  
27-Switzerland*

## Correction from the ABA Office

A few months ago I was working on the ballot for Student Representative to the ABA Executive Council. I made an unfortunate error and would like to correct that error at this time. One of Mark Dixon's recent publications should have been listed as "Not Yet Published" rather than "In Press." The correct reference should be as follows: Dixon, M. R., Rehfeldt, R. A., & Hayes, L. J. (Not Yet Published). Outcomes of a human services organization.

*Matthew L. Miller  
Layout Editor*

---

## Position Announcements

---

### **Intensive Home-Based Learning -**

Early childhood program for children with PDD/Autism seeks experienced behavior analyst for administrative and clinical leadership of expanding program. Doctorate preferred; Masters considered. Vitae to Robert F. Littleton, Jr., President, Center for the Development of Human Services, Inc., 345 Fortune Blvd., Milford, MA 01757 AA/BOE

### **Lovaas (ABA) Teacher Wanted -**

Central Minnesota. We are looking for an experienced and dedicated Lovaas (ABA) teacher for Central Minnesota. This is now somewhat beyond the preliminary stage. The salary will be around \$23,000 to start. This is for a school-and-home based program for which there is no teacher per se in place. The Me Book principles and techniques are applied. We are looking to hire someone to fulfill the teacher role. As we envision the job description, it would include: conducting the 1:1 drills personally, planning and revising the daily drill schedule, overseeing the teaching assistants, acting as the homeroom teacher, advocating for the student. The school district will be involved in the actual design, approval, and hiring. Anyone with an interest in looking in looking at this, and providing input as to the overall role, please let me know. We have come a long way with this program and are eager to keep it on track with a quality teacher. I think this person would find the "quality of life" pretty good here. Contact Gerry Hasbink: Phone/Fax (612) 363-4569; e-mail: glwminn@aol.com.

### **Coordinator of Behavioral Services -**

Responsibilities include the development, implementation and maintenance of behavioral programming and training / supervision of behavioral technicians. Requirements for position include Masters Degree in Behavior Analysis or related field, excellent computer skills, and expertise / interest in research / publications. Experience with brain injury population is preferred. Timber Ridge Ranch NeuroRehabilitation Center in Benton, Arkansas, is a post-acute residential facility for adult and pediatric survivors of brain injury, and offers a competitive salary and excellent benefits package. For further information, please send a resumé or call Diane Kogut, Ph.D., Director of Clinical & Behavioral Services or Sharon Burleson, Ed.S., Program Director, Timber Ridge Ranch, P.O. Box 90, Benton, AR 72018, or call 1-800-697-5350.

### **Doctoral Study -**

The Department of Special Education at Utah State University offers a specialization in early childhood. This program has an interdisciplinary focus and an emphasis on methods of applied behavior analysis. It provides opportunities for applied research, internships, and field experiences. Fellowships and living stipends are available for the 1996-97 year. Utah State University is committed to equal access in education, services, and employment. Contact: Sarah Rule, CPD, Utah State University, Logan, UT 84322-6800; (801) 797-1987. E-mail: s\_rule@cpd2.usu.edu

### **Residential Manager -**

The Groden Center / Behavioral Associates of MA, a therapeutic program for adults with autism / behavior disorders, seeks experienced manager for group home in Wrentham, MA. Clinical and administrative responsibilities. Training provided in realization and self-control procedures. Must have strong supervisory skills and prior experience with DD population. BA required, MA preferred. Nationally recognized organization. Excellent benefits. Similar openings due to growth in RI and CT. Direct care opportunities also available. Send resumé to: The Groden Center / Behavioral Associates of MA, 86 Mt. Hope Ave., Providence, RI 02906. Equal Opportunity Employer.

### **Clinical Services Coordinator -**

Ph.D. in Applied Behavior Analysis or Behaviorally-Oriented Experimental Psychologist with applied experience to assist Clinical Director in the development and implementation of programming for autistic and developmentally disabled populations in a vocational and community-based residential setting. Supervise BA & MA-level behavior analysts and carry a caseload. An exciting opportunity for an applied behaviorist. Two positions available one each in Delaware and Maryland. Competitive salary and benefits. Send or FAX resumé to: Director of Personnel, Chimes Delaware, 514 Interchange Blvd., Newark, DE 19711; FAX 302-452-3407. EOE/M/F/H/V.

213 WEST HALL  
WESTERN MICHIGAN UNIVERSITY  
KALAMAZOO, MI 49008

BULK RATE  
US POSTAGE  
**PAID**  
KALAMAZOO, MI  
PERMIT NO. 478



*Association for Behavior Analysis*  
*An International Organization*