

The ABA Newsletter

International

Volume 18 1995 Number 3 (Fall)

A Message from the ABA President

The end of each ABA Convention is the beginning of the new president's term. The footprints left by my presidential predecessors represent a long trail of high standards and accomplishments. I shall do my best to continue this tradition until Marc Branch straps on his presidential shoes at the close of next year's convention in San Francisco. Andy Lattal will serve this year as SABA President which means the Executive Council will have access to his sagacity for another year.

At this year's convention we set all-time records for presentations and events, 871, and registrations, 1752. Many individuals worked long and hard to make the convention a success. As program coordinator, I can appreciate the amount of effort these people put in. Let us thank each for doing such a splendid job.



Convention Program Chairs--Greg Galbicka and Edelgard Wulfert

Program and Convention Management, Continuing Education Coordination--Maria E. Malott

Special Area Coordinators

Clinical & Behavioral Medicine, Robert D. Zettle
Ethical, Legal, and Social Issues, Richard F. Rakos
Theoretical, Philosophical, and Conceptual Issues, Sam Leigland

Community Corrections, Anthony Biglan
Developmental Disabilities and Autism, Kent R. Johnson
Human Development and Gerontology, Jacob L. Gewirtz
Experimental Analysis of Behavior, William Palya
Education, Dan Hursh

Performance Management and training, Richard Fleming
Pharmacology and Toxicology, Steven I. Dworkin and Sherry Serdikoff

Verbal Behavior, Tom Critchfield and Genae Hall
Society for the Quantitative Analysis of Behavior, William L. Palya

Student Scheduling Support, Tamara Burns, Sara B. Gifford, Shelly A. Faszczewski, Melissa S. Mindlin, Randi L. Steiner, Raine Riggs, and Robert Schnarrs

Scheduling Software Development, Henry Hames and Sylvia Dulaney

Convention Information, Kathleen Morrow, Carrie Schroeck, Warren Street, Corina Groeger, and Matthew L. Miller

Convention Assistants, Joe Keller and Judy Honeywell

Convention Staff, Tom Byrne, Karen Campbell, Jocelyn Cooledge, Beth Dorset, Rob Johnson, Sue Keller, Tobias LaFleur, Jeanne LaMere, Mark LeSage, Jan Miller, Kathleen Morrow, Tim Nolan, Pamela Radford, Jennifer Rudowske, Cristy Sullivan, and Pamela Vunovich

All of these individuals gave up precious amounts of their personal and professional time to ABA and its convention. The convention also benefited from the able assistance of Mary Jane Filarski and Jim Harmon of Conferon, Inc., a company that specializes in convention management. This was the first year we enlisted their services and the feedback has been excellent. We are looking forward to working with Conferon again in San Francisco.

I also would like to share with you some of the actions taken by the Executive Council at its pre- and post-convention meetings as well as some information related to the work of some committees.

Starting with Volume 19 in 1996, *The ABA Newsletter* will no longer have an Editor. Instead, it will be edited by the Executive Director, Maria Malott and the ABA staff. The reason for this change is that Council felt the intended purpose of the newsletter was to serve as an exchange of news for and among members rather than as a forum for the writings of members that should undergo the type of editorial review found in journals. Because

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General Information

Submitting to *The ABA Newsletter*

The ABA Newsletter is ABA's primary means of communicating with its members about association activities and developments.

The ABA Newsletter will be published by the Association for Behavior Analysis three times per year starting in 1995. The publication dates and submission deadlines are as follows:

Mailing Date	Deadline for submissions
January 2	October 15
May 1	March 15
September 15	July 15

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. Classified advertisements may be submitted in hard copy or faxed, as they 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) \$375
Half Page	(6-1/2" wide x 4-1/2" deep) or (3-1/4" wide x 9-1/2" deep) \$265
Quarter Page	(3-1/4" wide x 4-1/2" deep) \$150

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

ABA Address Change

Hooray! The ABA offices have moved to a new location on Western Michigan University's campus. We will be located at the new site for approximately two years. We'll keep you posted. The new address is: 213 West Hall, Western Michigan University, Kalamazoo, MI 49008, Phone: (616) 387-8341/8342, Fax: (616) 387-8354. Sorry for any inconvenience.

Notes About *The ABA Newsletter*

You may have noticed in the last issue of *The ABA Newsletter* that Kate Morrow has given up her position as layout editor and is now interning at Brown University. As luck would have it, Kate has passed the baton on to me. As this is the first issue to be printed from my desktop, I hope you will find it up to Kate's high standards. She will undoubtedly be missed.

I would like to give special thanks to Peter Lamal. As is mentioned in the "Message from the ABA President," *The ABA*

Newsletter will now be edited by the Executive Director, so this is the final issue edited by Dr. Lamal. Although I have only had the opportunity to work with him for a short time, I have quickly come to enjoy his comfortable, easy-going character. Thanks for making the transition as easy as possible.

Peace,

Matthew L. Miller,
Layout Editor

ABA Sustaining and Supporting Members

The following people are Sustaining or Supporting Members of the Association for Behavior Analysis. Through their contributions, Sustaining and Supporting Members help support the involvement of undergraduate and graduate students in behavior analysis science and practice. **Benefits:** Citation in the *ABA Newsletter* and the Annual Convention Program Book, subscriptions to the *ABA Newsletter*, *The Behavior Analyst*, and special convention registration fees. **Requirements:** The minimum of a Masters degree in Applied or Experimental Analysis of Behavior or contributions to the field of behavior analysis; vita and course records are required when requesting this status for the first time.

Sustaining Members

Anderson, Edward L.
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Littleton, Robert F., Jr.
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Mattaini, Mark A.
McMichael, James S.
McSween, Terry E.
Mechner, Francis
Michael, Jack
Morris, Edward K.
Pennypacker, Henry S.
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Thiermann, Claus
Weber, Judy

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Armstrong, Betty K.
Baron, Alan.
Barrett, Beatrice H.
Bernstein, Daniel J.
Bijou, Sidney W.
Bondy, Andrew S.
Brady, Joseph V.
Brigham, Thomas A.
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Carlson, Eric L.
Catania, A. Charles
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Cowardin, James H.
Cullen, Chris
Daniels, James E.
Davis, Michael L.
Dougher, Michael J.
Eacker, Jay N.
Farb, Joel
Farmer-Dougan, Valeri A.
Farris, Howard E.
Foxy, Richard M.
Gambrell, Eileen
Geller, E. Scott

Gentry, G. David
Goldiamond, Israel
Graf, Stephen A.
Green, Gina
Greer, R. Douglas
Harshbarger, Dwight
Heward, William L.
Holland, James G.
Hopkins, Bill L.
Hranchuk, Kenneth B.
Hummel, John H.
Iwata, Brian A.
Jensen, Craig
Johnson, Kent R.
Johnston, James M.
Korinko, Kristin J.
Krantz, Patricia J.
Kupfer, Anne S.
Kupfer, Jeffrey H.
Lachter, Gerald D.
Lamal, Peter A.
Langeland, Karen L.
Laties, Victor G.
Layng, T. V. Joe
LeBlanc, Judith M.
Linscheid, Thomas
Lloyd, Kenneth E.
Luce, Stephen C.
Lutzker, John R.
Mabry, John H.
Malott, Richard W.
Marr, M. Jackson
Mayer, G. Roy

McClannahan, Lynn E.
Miltenberger, Raymond G.
Moore, Jay
Neef, Nancy A.
Obrien, Floyd J.
Osborne, J. Grayson
Parsons, H. McIlvaine
Pokalsey, Connie
Polster, Richard A.
Rast, Jim
Redinger, Robyn
Reyna, Leo J.
Robb, Wayne S.
Salzinger, Kurt
Schiller, William J.
Schlinger, Henry D.
Schneider, Howard C.
Shook, Gerald L.
Shull, Richard L.
Sidman, Murray
Sloane, Howard
Smith, George A.
Staats, Arthur W.
Stephens, Kenneth R.
Stoddard, Lawrence T.
Stowe, Judith E.
Thompson, Travis
Ulman, Jerome D.
Vonseggern, H. Beth
Williams, Don E.
Wood, W. Scott
Wurzer, David J.
Zlutnick, Steven

("Message" continued from Page 1)

ABA has such a journal, *The Behavior Analyst*, it seemed to make sense to view the newsletter as a true newsletter and *The Behavior Analyst* as the vehicle for scholarly discourse and debate. Special thanks are due Peter Lamal, whose term as newsletter editor ends with this issue.

In addition to Chicago in 1997, the following sites were selected for our upcoming conventions.

1988 Orlando: Maria Malott has negotiated a contract with the Sheraton Dolphin (on the grounds of Epcot) that features great room rates during the convention (\$110/night) that also are available three days prior to and after the convention. These rates will permit families to stay in Orlando long enough to sample all of its delights. The Sheraton Dolphin is a fabulous hotel with state of the art AV in every meeting room.

1999 Chicago: In honor of our 25th anniversary, we return once again to the city of our birth.

2000 Washington, DC: A fitting selection given the year and this year's success.

The terms of two board coordinators expired this year. The council greatly appreciates the efforts of our outgoing chairs, Charles Catania, Publication Board, and Jack Marr, Public Policy and External Relations. To replace them, the following board coordinators were appointed:

Mike Perone, Publication Board

Howard Sloane, Public Policy and External Relations Board

The Public Relations Committee, chaired by Hank Schlinger, has worked hard the past few years to keep Council apprised of the importance of public relations to ABA and has generated a number of suggestions. The committee has completed its charge and its activities have evolved to a point where it can be most helpful now as a Presidential advisory board. Given the importance of public relations, the Council felt it was important to have it become a function and responsibility of the Executive Director.

ABA is a member of The Federation for Behavioral Psychological and Cognitive Sciences. This organization is a coalition of 18 scientific societies, university graduate departments, APA divisions, and regional psychology associations. It is dedicated to the advancement of scientific investigation. Joe Brady has graciously agreed to be ABA's representative to this important and powerful group.

With Marc Branch becoming President-Elect, someone was needed to serve the remaining one year of Marc's term as Experimental Representative. The Council felt that it made the most sense to ask Sigrid Glenn, who was rotating off Council as the ex-SABA president, to remain for an additional year as the experimental representative. Because she had been on council,

Sigrid was familiar with all of the current issues and hence could step right into Marc's position. A new representative will be elected next year to a full three year term.

The Council bid adieu to Karen Budd, At-large Representative and Laura Methot, Student Representative and welcomed Carol Pilgrim and Judy Honeywell in their respective places. The Council profited much from Karen and Laura's presence and they will be missed.

An International Strategic Planning session was conducted after the convention with the four most recent ABA Presidents, Judith Favell, Sigrid Glenn, Andy Lattal and myself, and representatives from eight countries. The session was quite productive and focused on increasing the influence of behavior analysis in countries outside the United States. I plan to schedule this session again next year.

The final contractual arrangements have been made for ABA to purchase and publish the journal, *Analysis of Verbal Behavior*. Mark Sundberg has agreed to remain as editor during the transition period.

Andy Lattal, Sigrid Glenn, and Maria Malott will be reviewing the ABA By-laws in order to determine if there are any parts that require change, additions, or deletions.

As I discussed in my presidential address, during the year I shall be appointing a Presidential Advisory Committee to study and develop a plan for evaluating and determining whether some of our behavioral nomenclature needs to be changed through a consensus conference. I shall keep you posted on the process and welcome your input, suggestions, comments, and concerns.

A few personal notes on the convention. I want to thank Andy Lattal for organizing the historical exhibit of scientific objects. I know this was a labor of love for Andy and it showed. Some of us who attended can remember drawing graphs with India ink, making VI tapes, or constructing our own chambers. We have come a long way.

Those who were fortunate enough to attend the Herrnstein Memorial Symposium witnessed the depth of respect that is accorded those rare individuals whose repertoires define integrity and scholarship. The reverence displayed by the symposium participants and audience were truly moving. I shall not forget Charles Murray quoting Herrnstein on what it meant to earn tenure at Harvard. "There is a catch, it means you must tell the truth." I have never heard tenure defined better or more clearly.

As Program Board Coordinator for this year's convention. I had the responsibility of selecting either an opening or closing symposium. When I learned of Dick Herrnstein's death it was clear that the convention should hold a symposium honoring his extraordinary contributions. I decided on an opening symposium to tie in with the Society for Quantitative Analysis of Behavior Meeting.

Upon making my plans public, some expressed concerns to me that Charles Murray's presence would create controversy and division within our organization. I never thought so. I had great confidence in our members and knew that they would recognize

that our purpose was to honor the enormous range of Herrnstein's accomplishments. Furthermore, when I asked Phil Hine and Tony Nevin to organize such a symposium, it was clearly their call on who they wished to have participate. I believed that Phil and Tony would know best who Dick would want to have speak at such a memorial. They did. I found the symposium extremely moving and was delighted by the audience's reception of all of the speakers.

I would like to close with thanks to Maria Malott for her continuing effective management of our organization. Her continued display of fiscal, administrative, and management acumen have resulted in ABA becoming more fiscally sound and serving its membership with greater efficiency.

Richard M. Foxx

Notes From the Editor

Note One

I have received a few communications over a little more than a year's time that prompt this note. The communications to which I refer expressed anger, embarrassment, and general displeasure that certain material had been published in the Newsletter. The authors of these communications either explicitly or implicitly were in favor of the form of censorship known as prior restraint. Prior restraint refers to the practice of preventing the publication of material deemed to be unsuitable by those in control.

It is safe to say that only a few persons in contemporary American society believe in an absolute freedom of speech. The standard example of speech that is beyond the pale is someone shouting "Fire!" in a crowded theater. I am one of the vast majority that does not subscribe to the notion of an absolute right of free speech. The interesting and sometimes difficult issue, however, is where to draw the line between permissible and impermissible verbal behavior. Most items that have come to me for publication in the Newsletter are uncontroversial with respect to the issue of free speech. In fact, I have only been concerned about two or three pieces during my tenure as editor. I predicted to myself that those pieces would probably prompt some negative correspondence to me, and my prediction was accurate. I had not attempted to exercise prior restraint because I firmly believe that people's verbal behavior should be constrained only in extreme cases.

I live in a state in which until relatively recently it was illegal for a communist to speak on a campus of any of the state-supported universities. At the same time, in societies in which the communists ruled, they were not known for their devotion to free speech. One of the defining characteristics of authoritarian and totalitarian regimes, as well as of most religions and all cults, is the prohibition of dissent and the expectation of a high degree of conformity to explicit and implicit rules. In contrast, the ideal, if not always the practice, of science is of a community characterized by vigorous debate and tolerance of dissent from the prevailing orthodoxy. Such debate and dissent are widely acknowledged as necessary conditions for the advancement of any scientific program. It might be responded that what is being

objected to is not the substance, but the "tone" of offending material. But even assuming that tone and substance can be reliably discriminated, the benefits of debate and discussion outweigh, in my view, the putative costs of publishing controversial material.

Note Two

A few respondents have been concerned that certain Newsletter materials to which they take exception will be read as reflecting official ABA policy. But the following statement in the Newsletter masthead is clear about this: "Publication of articles, announcements, or acceptance of advertisements in The ABA Newsletter does not imply endorsement by ABA."

Note Three

As a cost containment measure, ABA is reducing the number of Newsletter issues from four, to three per year. This issue will therefore be my last as Editor. Please join me in welcoming Maria Malott as the new Newsletter Editor.

I want to sincerely thank the ABA staff members for their competence and congeniality. They made my job much easier than it would otherwise have been.

In the vaguely remembered lyrics of an old standard, "This is not goodbye, it's just au revoir."

P.A. Lamal

The Development and Behavior Analysis SIG

Jack Gewirtz, Chairperson

The Development and Behavior Analysis Special Interest Group, now in its fifth year of existence, has had a five-fold conceptual focus:

1. Behavior-analytic topics that have been confounded routinely with youth or age in animals and/or humans (e.g., stimulus equivalence, conditioning in human infants, aging and learning);
2. Topics in traditional developmental psychology that ordinarily had not been approached in learning or behavior-analytic terms, but which could be conceptualized constructively and efficiently in those terms (e.g., attachment, morality and moral development, social referencing, environmental enrichment);
3. Traditional developmental topics (e.g., maturation, critical period, intelligence) that routinely have been related only grossly to environmental factors implying learning;
4. Behavior analysis as related to issues focused upon by classic developmental theories (e.g., of J. M. Baldwin, Freud, Kohlberg, Luria, Piaget, Vygotsky, Werner) and by alternative conceptual or methodological approaches (e.g., ethology); and

5. Generic issues of theory and method in behavior analysis (e.g., contextualism vs. mechanism; experimental vs. observational/naturalistic studies; evolutionary determinants of stimuli and behavior; behavior in the context of biological vs. cultural evolution).

SIG programs at ABA Conferences that have reflected our five-fold focus may have contributed to making more complete the behavioral approach to development and, as well, to making that approach more understandable to, and perhaps more appreciated by, our nonbehavioral developmental colleagues. From its beginning, our SIG has encouraged presentations on controversial topics, joint emphases on such human and animal considerations as training, and participation by nonbehavioral theorists/scientists in our conference programs. Our notion has been that these practices could sharpen issues behavior analysis must address, demonstrate the comparative advantages of behavior analysis, but also show possible compatibilities between behavior analysis and other conceptual approaches. Within behavior analysis, the SIG has made little distinction between "basic" and "applied" emphases or between nonhuman and human species.

To date, the Development and Behavior Analysis SIG has had five successful years. At the most-recent ABA Conference, that of 1995 in Washington, D.C., the SIG program consisted of 28 program sessions. The number of sessions involved has made it necessary for the ABA Program Committee to double (and sometimes triple) schedule concurrent program items. Hence, it is critical that submissions for our SIG's program be labeled and coded with care, so that SIG members might have the prompts to select optimally among concurrent SIG program alternatives.

Another positive feature of our SIG activities has been the routine participation in our annual programs of colleagues from outside the United States. Our excellent Mexican colleagues typically contribute heavily to our SIG program. In addition, colleagues from Canada, France, Italy, the United Kingdom, and Spain have contributed to our program in recent years. At each ABA Conference, the Development and Behavior Analysis SIG holds a dinner at a nearby ethnic restaurant, always on the first conference evening. We plan to continue this tradition at the 1996 San Francisco meeting as well, most likely on Saturday evening, May 25, 1996, from 6:30 to 8:30 p.m. The dinner details and a reservation procedure, as well as the complete 1996 SIG program, will be published in the Spring issue of *Behavioral Development*, the newsletter of the Development and Behavior Analysis SIG.

In this frame, we encourage ABA colleagues to submit suggestions of all sorts for the Development and Behavior Analysis SIG program at the 1996 ABA conference in San Francisco. Please mail or fax them to me at the Department of Psychology, Florida International University, Miami, FL 33199 (Fax 305-348-3879), by October 15, 1995. To join our SIG and to receive its quarterly newsletter *Behavioral Development*, please mail \$5.00 in the U.S.A. (US\$ 7.00 outside) with your name and mailing address to: Dr. Martha Pelaez, Editor, Department of Educational Psychology & Special Education, Florida International University, Miami, FL 33199, USA.

The International Development Committee

Mickey Keenan
University of Ulster at Coleraine

This committee met at the end of the recent ABA convention in Washington, DC. We discussed various concerns of members in their efforts to present behavior analysis in their respective countries. It was concluded that ABA might best be able to help if some sort of 'wish list' was constructed. This letter is one item in such a list.

In a recent paper Morris (1992) raised a number of issues about the obstacles that stand in the way of behavior analysis being more readily accepted. He suggested that

... we might ask what our critics see and hear or, perhaps more importantly, what they do not see and hear that causes their misunderstanding and mischaracterization. (p. 5)

As a teacher of behavior analysis in Ireland, I can point to a number of things that I have never actually seen, never mind what our critics have never seen. For example, I have never been trained in applied work. Yet, within my institution I have been forced to teach applied behavior analysis as part of my efforts to ensure a high profile of behavior analysis generally. Other colleagues in Ireland and in the UK find themselves in similar situations. We have to fill the role of "jack of all trades," and no doubt many of us would be terribly insecure about having a well-trained behavior analyst assess the competency of our achievements.

For behavior analysis to be presented accurately in any country, the teachers need to be properly informed. In this high-tech era in which we live I am bewildered as to why I am unable to obtain extra coaching for my teaching from video material. This would be less expensive than attending workshops at ABA conferences in the USA. Here, then, is one wish:

The international efforts of ABA would benefit greatly from a range of video material that not only shows basic principles of behavior in action, but also shows behavioral change techniques from a range of applied areas. Also, a series of master lectures by leaders in various special interest groups would be an invaluable teaching aid while being relatively inexpensive to produce.

The availability of such material would reduce stress levels for young teachers struggling to come to terms with the inanimate characters (words and figures) presented in a textbook. This material could also be archived and incorporated into computer-aided learning environments that employ multimedia techniques. The age of multimedia is here already, and if ever there was a topic that needs to be shown animated, it is behavior.

Video archives of behavioral principles as well as archives of the success stories of behavior analysis might also be used by television companies. In fact, I have already written to two companies in the UK. (the British Broadcasting Company [BBC] and Channel 4) about the possibility of devoting one of their science programs to behavior analysis. If made, such a program would constitute a valuable aid (free of charge to ABA) for

persuading the public at large that behavior analysis has much to contribute to our understanding of behavior. This point brings me to another wish:

A group of people who have access to examples of exciting developments in behavior analysis (even if these examples might be considered as 'old hat' to professional behavior analysts) might like to approach these two British TV companies to persuade them that an interesting program is there for the making.

If you would like to take up this interesting challenge, contact me and I will forward copies of the criteria laid out by these companies for producing a program.

The availability of video material would also be exceedingly useful in another way. I can not speak on the difficulties encountered by people in countries outside of Ireland and the UK, but mischaracterization of behavior analysis is rife in these islands. As a young teacher of our discipline, I didn't reckon on the intense fight I would have just to be allowed to teach this stuff! When teachers aren't given the opportunity to present proper courses within a traditional psychology degree (or some other degree course) how on earth can we undermine the damage by misrepresentation?

Within the British university system, joint decisions by members of a psychology department are required to establish the feasibility of incorporating a course in behavior analysis. These decisions are guided by regulations laid out by the British Psychological Society (BPS). These regulations provide scant regard for the existence of behavior analysis as an important branch of psychology. So, the BPS regulations have little regard for behavior analysis and colleagues who were never introduced to behavior analysis as undergraduate students have little regard for behavior analysis. This conspiracy of circumstances is nigh impossible to overturn by a handful of dedicated people. The only way that academic colleagues who are opposed to behavior analysis can be persuaded to 'see the light' is by enrolling in a course so that they learn the material properly. Fat chance of that, though, when they produce comments like this:

The ... intellectual force of behaviourism ... saw people as household dust - composed of minute elements and best ignored. (Howitt, 1989, p. 166)

However, think of the doors that could be opened if they were shown video material of successful applications of behavior analysis. Getting them to watch the material is a problem that poses less obstacles than getting them to learn the language of behavior analysis from textbooks and journal articles. Even if teachers can't get through to colleagues, the video material will undoubtedly help to stimulate a thriving interest amongst the student population. Student pressure might then be called upon when needed (cf. Keenan, 1993).

Imagine also how video material could be used to enchant people outside of academia and establish the need to run short courses in behavior analysis. These courses would provide job opportunities for students and they would ensure a more rapid spread of behavior analysis in the community. Behavior analysis generally is sufficiently mature to make this a viable enterprise. At the moment in Ireland and in the UK., even if students traveled to the

USA. for training, there would be few job opportunities for them when they returned.

A final point worth mentioning concerns the 'warmth factor', for want of a better term, that is possible with video material. For example, in a well known video called *Harry*, efforts were made to change the self-destructive behavior of a young man called Harry. It is a touching production in a number of ways. Most importantly, though, we see the care and attention that helped produce a "a new Harry" by the end of the program. When this material is compared to the printed version that was published in a professional journal, it is easy to see why so many critics of behavior analysis view our discipline as cold. It is difficult for many newcomers to warm to the scientific short-hand of a journal presentation when there isn't a human face with which to identify. A more technical way of saying this might be that the multiple stimulus components of a video production can exert more control over behavior of a novice than can words and static figures on a piece of paper.

Just to drum home this point have a look at Figure 1 below. Take a little time and create you own version of a bar graph, or whatever, showing the various shades of green in the landscape of Ireland, or your own country. Having created this figure, imagine that you had decided to open up a travel office. If these figures were all that were shown on your brochures, do you think your company would sell many tickets? The brochures for the land of ABA are similar to these figures. Scientific short-hand is fine for communication between professionals, but it is seriously limited on other ways.

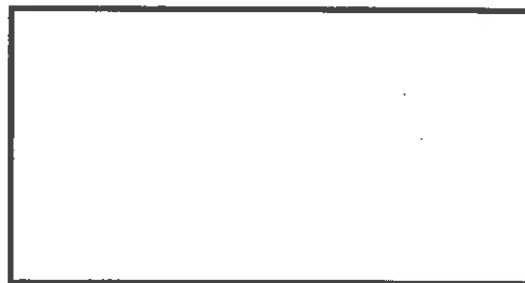


Figure 1

No combination of lines representing the frequency of shades of green in the Irish landscape will let you see what Ireland looks like.

To conclude, in an age of multimedia there is much to be said for seeing the behavior that is talked about rather than relying on one's imagination that is stirred by collections of words. We are constantly paying the price in terms of misrepresentation for the imprecise control that words, used alone, can engender.

References

- Howitt, D. (Ed.). (1989). *Social psychology: Conflicts and continuities. An introductory textbook*. Milton Keynes: Open University Press.
- Keenan, M. (1993). Thanks BAD. *Behavior Analysis Digest*, 5,6.
- Morris, E. K. (1992). The aim, progress, and evolution of behavior analysis. *The Behavior Analyst*, 15, 3-29.

SIG Update: BALANCE

BALANCE (Behavior Analysis League for Accuracy in News, Commentary, and Education) has been a special interest group of ABA since 1991. The purpose of BALANCE is to respond to representations and misrepresentations of behavior analysis on an organized basis, sharing and commenting on each others' work, and to proactively promote accurate representations. To this end, members have primarily focused on writing letters to publishers and authors of psychology textbooks and responding to articles and book reviews. Still being a rather small group of people, BALANCE is always looking for new ideas and members. For more information, contact W. Joseph Wyatt, Department of Psychology, Marshall University, Huntington, WV 25755, Phone: 304-696-2778.

During the 1995 ABA convention, the BALANCE SIG commenced the development of a newsletter to serve at least these functions:

1. Improve communication between members.
2. Serve as an organizational medium for the SIG.
3. Publish short papers on the representation of behavior analysis.

This third function will require the participation of BALANCE members and other interested parties. Please consider making a contribution. These papers can range from several paragraphs to two pages and address anything affecting the way behavior analysis is represented to academic or general audiences. Here are some suggested topics:

- ☐ Reviews of texts, papers, films, etc. that provide especially lucid or inaccurate representations.
- ☐ Tactics for improving the accuracy of behavior analysis' representations.
- ☐ Criteria, including checklists, for evaluating the accuracy with which behavior analysis is presented.

Papers on other issues of interest to the members would also be appreciated.

Deadlines for Submission:

October 1 for Winter edition
February 1 for Spring edition

Address Submissions to:

Roger F. Bass
3978 Hwy LL
Port Washington, WI 53074

New Book Announcements

(Editor's Note: The following may be the first handbook of operant learning in German.)

Wilhelm F. Angermeier, Peter Bednorz, Steven R. Hursh, (Herausgeber) [Editor], *Operantes Lerner Methoden, Ergebnisse, Anwendung [Operant Learning: Methods, Results, Application. A Handbook]*

Mit Beiträgen von [with contributions by] W. F. Angermeier, P. Bednorz, M. N. Couturié, J. A. Dinsmoor, S. Th. Elder, T. F. Elsmore, G. Galbicka, W. Hörster, St. R. Hursh, J. K. Lashley, Th. G. Raslear, W. K. Redmon, J.E.R. Staddon
Mit 214 graphischen Darstellungen [With 214 graphic presentations]

(c) 1994 by Ernst Reinhardt, Gmb H & Co, Verlag, München [Munich] ISBN 3-8252-8057-8

Lyle Grant and Annabel Evans, *Principles of Behavior Analysis*

Reviewer comments: "Grant and Evans have designed a text that sets a new standard for the field. Written for the student as well as the professional behavior change specialist, *Principles of Behavior Analysis* presents clear descriptions of behavioral procedures, analyzes how and why they work, advises on their limitations, and anchors the entire package to published and well-documented research. It makes for engaging and involving reading. The conceptual exercises are outstanding teaching tools."

Contents: 1. Behavior and Behavior Analysis. 2. Positive Reinforcement. 3. Decreasing Responding: Extinction, DRO and DRI. 4. Punishment. 5. Escape and Avoidance. 6. Shaping and Schedules of Reinforcement. 7. Stimulus Discrimination. 8. Prompting, Fading, and Chaining. 9. Generalization. 10. Modeling. 11. Rule-Governed Behavior. 12. Feedback. 13. Pavlovian Conditioning. 14. Stimulus and Response Classes: Conceptual Behavior, Generalized Response Classes and Equivalence Classes.

New York: Harper Collins ISBN: 0-06-500366-7

Improving Our Public Image

A new trade book presents behavior analysis in a way bound to impress any layperson. Subtitled "A Family's Triumph Over Autism", the book explores the author's search for good diagnosis and treatment for her two children. You see her struggle through the phonies and gradually accept behavioral methods despite her initial reluctance. It reads like a detective novel; you can't put it down even if your interest is not in autism per se. This is the best answer yet to our concern that we have bad public relations. "Let Me Hear Your Voice" by Catherine Maurice. Fawcett.

ISBN 0-449-90664-7. Paper \$12.

ABA '96 Membership Form

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- ☐ Development & Behavior Analysis
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- ☐ Experimental Analysis of Human Behavior
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- ☐ Interbehaviorists in ABA
- ☐ JABA Users Group
- ☐ Legal and Ethical Issues
- ☐ Organizational Behavior Management Network
- ☐ Rehabilitation & Independent Living
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NetSurfing for Behaviorists

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Psychology Department

Mankato State University

Mankato, MN 56002-8400

pkbrandon@msus1.msus.edu

<http://vax1.mankato.msus.edu/~pkbrandon/welcome.html>

This is an attempt to explain what the InterNet is, what its main functions are, and what it has to offer for behaviorists. This is not an exhaustive description (if nothing else, the 'Net changes daily), nor will I try to provide detailed instructions for users. That is best done by someone familiar with your particular setup.

To begin: what is known as the 'Internet' is not really a thing; there is no central office or director and nobody owns it. The 'Net began in the 1950s as a product of the Cold War. The idea was to design a way to link a handful of supercomputers in such a way that the link could not be destroyed. Thus, a protocol for sending messages was developed based on packets of information that would find their own way through the 'Net from origin to destination, taking advantage of whatever route was available. As a consequence it is impossible to predict how and when a message sent over the 'Net will arrive at its destination, as many of us have discovered :- (tilt your head sideways and you'll see a sad face! This is a convention for adding some context to verbal behavior on the 'Net ; -).

There are many ways and forms in which information can be transferred on the 'Net (and this is the only way in which behaviorists should use the term *information* }];-(-)> <--devilish grin). These methods of transfer are often linked to specific software packages. I'll make some recommendations based on my own experience, but the best choice is usually conditional upon the specific resources used by an individual to connect to the net.

There are two basic ways of connecting to the Internet.

Those of us in academic settings usually have a direct connection made available to us by our institution. We don't need a modem; we simply connect to the institutional mainframe computer from a microcomputer (most typical), workstation (most powerful) or terminal (there are still of few of those left).

The rest of us are dependent on a modem connection. The most common approach is one of the commercial on-line services; CompuServe and America OnLine (AOL) are supposed to be the best for 'Net connections. These services also provide a number of other services such as access to databases and bulletin boards (discussion groups) limited to those services. A recent addition is the emergence of commercial internet providers who provide a connection to the 'Net through a modem. In either case, of course, you need a computer. My personal preference is Mac; it's the simplest for a non-techie.

What the 'NET has to Offer

First came email: personal files and messages sent between individuals. This is still the heart and soul of the 'Net. It lets us

communicate quickly (as compared to 'phone tag') with colleagues any place in the world. It's invaluable for exchanging drafts of articles. My personal software preference is Eudora. It's available for the Mac, PC and Unix, and it's free!

The protocol for email addressing is illustrated in my address:

PKBRANDON@MSUS1.MSUS.EDU

The address starts with the individual's ID, then the '@' sign, and finally the address of the computer where the individual's email account resides. The suffix (in this case .EDU) denotes the type or location of the site (an educational institution in this case). Other common suffixes within the United States are '.GOV' for a government site (such as the National Science Foundation), '.MIL' for a military site, and '.COM' for a commercial site such as AOL or CompuServe. Outside of the United States, the suffix codes for the country, such as '.CA' (Canada), '.UK' (United Kingdom) and '.AU' (Australia). This site protocol is used for all of the forms of InterNet-based information transfer.

Listservers are an outgrowth of email. These are discussion groups based on lists of subscribers and are maintained by software that automatically forwards any message sent to the list to everyone who has subscribed to the list. The messages are received as email, and a reply to one of them is again forwarded to all members of the list. Of course, one always has the option of replying privately to a specific individual. Belonging to one of these lists can result in a large volume of electronic mail (I receive 50-100 messages a day)! In addition to discussion, these lists are an effective way to distribute announcements to a targeted group, such as exhortations to lobby Congress over NSF cuts.

Some Lists of Interest to Behaviorists are:

BEHAV-AN, an active discussion list maintained by Joe Plaud of North Dakota (send the message "SUBSCRIBE BEHAV-AN" <yourfirstname> <yourlastname> to LISTSERV@VM1.NODAK.EDU to subscribe to this list).

BEHAVIORANALYSIS, a lower-volume list for announcements and information requests maintained by myself (send the message "SUBSCRIBE BEHAVIORANALYSIS" to BehaviorAnalysis-request@Mankato.msus.edu), and

DIV28, the discussion list for the APA division of behavioral pharmacology run by Ron Wood of NYU (send the message: SUB DIV28 <yourfirstname> <yourlastname> to: listserv@gwuvvm.gwu.edu).

Another outgrowth of email are the News Groups (sometimes referred to as USE.NET). These are bulletin board type discussion groups which are available to all users of the InterNet, as opposed to the listservs, which are limited to subscribers. There are thousands of News groups (our site has over 6000 on its list) so there's something for everyone. A few of these focus on Psychology, and there has been discussion of setting one up for Behavior Analysis (stay tuned).

There are many ways of reading News Groups, depending on your particular type of connection. For the new user a Web browser (see below) is probably the best.

Another aspect of the InterNet is the transmission of documents (files) between sites. From the users' point of view, these are ways to download information. Starting from the most basic we have

TELNET

This is a way to make your terminal or computer a terminal connected to a remote site. It's often used to connect to libraries or databases, but increasingly the process is automated as part of more sophisticated software tools such as Gopher or the Web. One handy use for TELNET is to check your email from a remote site. My kids use it when they're home from college.

I use TELNET most frequently to connect to the UnCover database at TELNET database.carl.org. This is a journal article fax delivery service (which is expensive) that is strong in the sciences. Its real value is as a searchable source of the periodical literature. I use it to find articles on a topic, then have my own (much more limited) library get the articles for me. FTP stands for File Transfer Protocol. A technology for transferring large files between sites, it's a tool used by software such as TELNET, Gopher or the Web.

GOPHER

Software to automate the transfer of files between computers on networks. It's easier than using FTP directly, but it's old technology now being subsumed by (trumpets)....

The WORLD WIDE WEB (WWW)

This is the future (at least until next year). Invented at CERN (the European Physics lab), it's a graphics based tool for making information available on the InterNet. Its strength is the ease with which documents can be connected to each other seamlessly, even when they're on computers halfway across the world. One can view on-line graphics, sound, and moving images. The Web is based on the HyperText concept of linked documents. Typically, one navigates through the links by clicking on underlined words on a Web page.

Web addresses are often referred to as 'URLs' (Universal Resource Locaters). These are expanded versions of the standard InterNet addressing format. The URL for my home page, for example, is:

<http://vax1.mankato.msus.edu/~pkbrandon/welcome.html>

VAX1.MSUS.MANKATO.EDU is a site where I have an email account. The prefix HTTP:// indicates that this particular address is for a Web page. /~PKBRANDON/WELCOME is the subdirectory and file name for my Web page. Finally, the suffix HTML refers to the HyperText Markup Language used to create documents that can be displayed by Web browsers (the software packages such as NetScape or Mosaic used to navigate the Web) running on any computer system. This software has subsumed most of the earlier methods of using the 'Net. From within a Web

browser one can download files (FTP), read news groups, and even send email messages. If you have a Web browser you don't need any other 'Net software except a good email package.

It's become very easy to set up a Web page for oneself or one's department, and it's starting to seem like everyone has one, and they're all linked to each other ;-). My page, for instance, contains links to:

- ☐ My course syllabi
- ☐ an email utility to let anyone browsing my page send me a message
- ☐ The copy from the latest Midwestern Association for Behavior Analysis and Therapy newsletter.
- ☐ A description of the BehaviorAnalysis list (which I manage), which in turn has an email link to subscribe to the list,
- ☐ This document!
- ☐ The announcement (see below) for the JEAB/JABA Web page, and
- ☐ A link to the Psychology Department's home page, containing a description of the department and:
 - ✓ Email links to the Department Secretary (and less important) the Chair.
 - ✓ Descriptions of our MA programs in Clinical and I/O Psychology, and email links to the directors of those programs.
 - ✓ Faculty position opening announcements.
 - ✓ A link to the Registrar's home page which in turn leads to course schedules.
 - ✓ Links to the APA, APS, the White House and Congress.

I'm in the process of adding faculty listings for the department, hopefully including syllabi, vitae and email links for all department faculty.

A Few of the Many WEB Sites from my 'BOOKMARKS' File:

1. <http://www.envmed.rochester.edu/wwwrap/behavior/jeabjaba.htm>

Announcing a behavioral psychology Journal Home Page for the Journal of the Experimental Analysis of Behavior and the Journal of Applied Behavior Analysis. This site provides indexed access to the complete Titles and Abstracts from over thirty-seven years of the Journal of the Experimental Analysis of Behavior and, over twenty-seven years of the Journal of Applied Behavior Analysis.

Search these journals with a fast query routine and a very nice HTML forms interface. PLEASE NOTE: Both Journals now have complete sets of abstracts from their inception to the present.

2. <http://www.coedu.usf.edu/behavior/behavior.html>
Behavior Analysis at USF. A good source of links to other sites, as well as...
3. <http://www.coedu.usf.edu/behavior/regist.html>
An E-Mail directory of behaviorists maintained by Brendan Tompkins at the University of South Florida. You can send email messages directly from the directory.
4. <http://www.duc.auburn.edu:80/~newlamc/>
Experimental Analysis of Behavior at Auburn University. Contains good links to other sites.
5. <http://charlotte.med.nyu.edu/woodr/div28.html>
APA Division of Psychopharmacology and Substance Abuse. Directories for both DIV28 and the entire APA!
6. <ftp://alpha1.csd.uwm.edu/pub/Psychology/BehaviorAnalysis/>
Behavior Analysis at UW-Mil. Primarily a Gopher site maintained by Marshall Dermer.
7. <http://www.jsu.edu/psychology/sqab.html>
1995 SQAB Welcome Page. The Society for the Quantitative Analysis of Behavior; includes abstracts of convention presentations. Maintained by Bill Palya.
8. <http://rs1.cc.und.nodak.edu/misc/jBAT/>
Home Page of Joseph J. Plaud, Ph.D. Another source of links to useful sites. This is also the home page of the new electronic Journal of Behavior Analysis and Therapy; an exciting development.
9. <http://www.apa.org/>
The American Psychological Association's Home Page.
10. <http://psych.hanover.edu/APS/>
American Psychological Society (APS)
11. <http://psyche.cs.monash.edu.au/>
PSYCHE: an interdisciplinary journal of research on consciousness. An interesting site to keep up with the alternative approach.
12. <http://fiona.umsmed.edu/~sturges/>
Home page of the Jim Sturges. Another source of links.
13. <http://werple.mira.net.au/~dhs/ad.html>
Alzheimer Web Home Page

More General Information Sites:

1. <http://www.albany.net/~wcross/all1srch.html>
All-in-One Search Page. Contains many different search engines to find things on the 'Net.
2. <http://www.internic.net/>
The InterNIC InfoGuide Home Page. A good starting point for browsing.
3. <http://www.nsf.gov/>

National Science Foundation World Wide Web Server

4. <http://lcweb.loc.gov/homepage/lchp.html>
Library of Congress World Wide Web Home Page
5. <http://www.whitehouse.gov/>
Welcome to the White House
6. <http://thomas.loc.gov/>
THOMAS: Legislative Information on the Internet
7. <http://www.indiana.edu/~ssdc/eric-other.html>
ERIC Clearinghouses
8. <http://www.ic.gov/>
Central Intelligence Agency Home Page
9. <http://www.rand.org/>
The RAND Corporation
10. <http://www.eneews.com/>
Electronic Newsstand Homepage. Electronic samplings from many print mags.
11. <gopher://ds.internic.net/11/pub/the-scientist>
The Scientist. A professional newsletter covering all of the sciences.
12. <http://www.cdc.gov/>
Center for Disease Control Home Page

And Some Humor:

1. <http://web.mit.edu/afs/athena/org/i/improb/www/home.html>
Hot AIR: rare and well done tidbits from the Annals of Improbable Research
2. <gopher://prism.nmt.edu:70/0R0-16728-/humor/c/childhood>
The Etiology and Treatment of Childhood

Guide to Legislation Information on the Internet

Warren R. Street
Central Washington University

Many articles in recent issues of the *ABA Newsletter* have focused on the relation between local, federal, and state legislation and behavior analytic research and practice. Research funding, guidelines for effective treatment and educational methods, and contingencies inherent in welfare policies are a few of the many areas where behavior analysts are affected by legislation and where our perspective can provide a scientific approach to public policy.

The Internet provides access to many sources of information about legislation, including the texts of bills, analyses of the prospective effects of legislation, the progress of federal legislation through committees, and names of people to contact

about legislation. Some of these resources can be accessed via Gopher, the menu-driven Internet tool. Other resources require a World Wide Web "browser" such as Netscape, Lynx, or Mosaic. Many government, university, and corporate computer systems provide these Internet access tools, as do commercial providers such as America Online. This guide to legislation information on the Internet was developed in response to discussion following a workshop on understanding legislation presented by Libby Street at the 1995 ABA Convention in Washington, DC.

The guide is presented in outline form. The description of each resource is followed by methods of accessing on the Internet. This is certainly not an exhaustive list of Internet resources but it does provide several very comprehensive starting points that will lead to useful information. The guide was assembled by Warren Street of Central Washington University during a study leave at the American Psychological Association. Questions or comments about the guide may be mailed to the author at the Department of Psychology, Central Washington University, Ellensburg, WA 98926-7575, or e-mailed to warren@cwu.edu.

1. YAHOO

- A. Yahoo is a general index to the World Wide Web (WWW) that has extensive links to resources of all branches of government at the federal, state, and city level. It also provides a subject index to the rest of the WWW, and is a fine place to begin any browsing visit to the web.
- B. To get to Yahoo
 - i. point your web browser to <http://www.yahoo.com>
 - ii. For the Yahoo general government menu, either choose Government from the Yahoo main menu or point your browser directly to <http://www.yahoo.com/Government>
 - iii. For a menu of state government resources, choose States from the Yahoo Government menu, or point your browser directly to <http://www.yahoo.com/Government/States>

2. CAPWEB

- A. Capweb is a relatively new World Wide Web home page written by a couple of Capitol Hill staffers. It's a very comprehensive resource and provides links to some of the other resources described in other parts of the document. The main topics that can be accessed from the Capweb page are:
 - i. What's New - A list of recently added links to update frequent users.
 - ii. The Senate - Names, addresses, committees, link to Senate gopher.
 - iii. The House - Names, addresses, committees, link to House web page.
 - iv. Library of Congress - The home page of the Library of Congress, with links to Thomas, the LC federal government home page, and the LC state government home page.
 - a. You can get directly to the LC federal government home page by pointing your web browser to <http://www.loc.gov/global/globalhp.html>

- b. You can get directly to the LC state government home page by pointing your web browser to <http://www.loc.gov/global/states/stategov/html>
- v. Congressional Support Agencies - links to the General Accounting Office, Government Printing Office, and Office of Technology Assessment.
- vi. Will T. Bill - search and retrieve the text of bills by supplying title, date, sponsors, or keywords or phrases.
- vii. U. S. Constitution
- viii. Other Related Resources - This takes you to the LCMARVEL gopher site, described below.
- ix. The Executive - This links to the White House WWW home page. You can go directly to this home page by pointing your web browser to <http://www.whitehouse.gov> (Can you find the picture of Socks?).
- x. The Judiciary - This links to the US Federal Judiciary home page, with links to several related resources. You can go directly to this page by pointing your web browser to <http://www.uscourts.gov/>
- xi. Political Page - Links to home pages of political parties, presidential candidates, political action groups, and other political lists, and political parody and humor: A wonderful collection of Internet items.
- xii. Related sites - Links to Internet Town Hall, Congressional Black Caucus, Canadian government, Tax reform, and more.
- xiii. Washington, DC - Capitol Bicentennial, DC City Home Pages, DC Metro subway map, Metro Navigator, Capitol Hill map, Smithsonian Institution home page.
- B. You can access Capweb by pointing your WWW to <http://policy.net/capweb/congress.html>. You can access additional political topics by pointing your browser to <http://policy.net>.

3. THOMAS

- A. Thomas, named for Thomas Jefferson, is a legislative information service supported by the Library of Congress. It currently allows Internet access to:
 - i. Full text of bills before the 103rd and 104th Congresses
 - ii. Full text of the Congressional Record, searchable by keywords
 - iii. Full text of selected "hot bills"
 - iv. Description of "how our laws are made." Includes explanation of obscure processes.
 - v. House of Representatives gopher and constituent e-mail addresses
 - vi. Senate gopher and constituent e-mail addresses
 - vii. C-SPAN gopher - program schedules, press releases, 1994 congressional election results
 - viii. Links to related WWW sites.
 - ix. Future enhancements include the Library of Congress Bill Digests, summaries and chronologies of legislation.
- B. You can access Thomas by:
 - i. pointing your WWW browser to <http://thomas.loc.gov> or

- ii. you can use a text-only version of Thomas by telnet connection to thomas@thomas.loc.gov and logging in as "Thomas" or
- iii. you can get to Thomas via gopher by following the path: Other Gophers and Information Servers/North America/USA/Washington, DC/Library of Congress(LCMARVEL)/U.S. Congress or
- iv. point your gopher to marvel.loc.gov:70/11/congress

4. GOVLINKS

A. Govlinks is the index to the government collection of WWW links maintained by SoloTech, Inc. There are maybe a thousand links in this index, making any brief summary of this very complete resource inadequate. Take a look for yourself. There are several other SoloTech "Internet Pearls" indexes, covering everything from business resources to Disney, where you can find out who was the voice of Mrs. Potts in "The Beauty and the Beast," among other things. These are accessible by clicking on "The Main Page" at the bottom of the Govlinks index. Here are a *few* of the main Govlinks headings. Each is followed by dozens of addresses of resources.

- i. U. S. Budget, Economy, and Trade Issues
- ii. Census Information
- iii. Issues Concerning Citizens
- iv. Copyright Information
- v. Education Resources
- vi. Department of Health and Human Services
 - a. Note: All cabinet-level departments have index headings, as do many federal agencies, such as the FDA, EPA, FCC, Fish and Wildlife Service, General Accounting Office, Geological Survey, NIST, NOAA, etc.
- vii. Government Documents and Agreements
- viii. Government Resource Servers
- ix. U. S. Congressional Resources
- x. International Government Information
- xi. Justice Resources
- xii. Government Media Resources
- xiii. Miscellaneous Agencies (about 40 addresses)
- xiv. Political Information
- xv. Government Research Centers
- xvi. State and City Government Resources

B. You can access Govlinks by pointing your Web browser to <http://execpc.com/~wmhogg/govlinks.html>. The unusual character in the address is a tilde.

5. LEGI-SLATE

A. Legi-Slate provides up to 17 types of information on bills before Congress. Some information is available to the general public. Most types are available only to subscribers. The cost of subscription ranges from \$750/year for an individual workstation in a school, library, or public agency to \$6000+ for networks at private corporations. Types of information include: (* denotes information available to non-subscribers)

- i. Title*, overview, current status*, and outlook
- ii. Names of cosponsors*

- iii. Congressional Research Service Bill Digest*
- iv. Text*, most recent version, list of all versions*, list of counterpart and companion bills*
- v. Committee schedule, committee reports filed*, floor schedule
- vi. Status, major actions, all actions
- vii. Roll call votes
- viii. List of remarks in the Congressional Record
- ix. Related articles in Washington Post, National Journal, Congressional Quarterly Weekly Report
- x. Laws the bill would amend or repeal

B. Access Legi-Slate via gopher by:

- i. following the path: Other Gophers and Information Servers/North America/USA/Washington, DC/Legi-Slate Gopher Server or
- ii. point your gopher to gopher.legislate.com or
- iii. point your web browser to [gopher://gopher.legislate.com](http://gopher.legislate.com)

6. LCMARVEL

A. LCMARVEL is a gopher server maintained by the Library of Congress and provides access to the following main menus. Most have submenus under them.

- i. Congressional Research Service - description of the CRS. You may use this service by winning election to Congress.
- ii. Congressional Gophers - Submenus lead to House, Senate, C-SPAN, Congressional Quarterly, and Legi-Slate gophers, the Congressional Economic Leadership Institute gopher, Project Vote Smart, Northwestern University's American Politics gopher, and the Democratic Senate Election News gopher.
- iii. Congressional Directories
- iv. Federal Legislation and Congressional Publications
- v. Guide to US Government Legislative documents at LC
- vi. Online Legislative Databases at the Library of Congress
- vii. Library of congress (non-CRS) Services for Congressional Offices
- viii. Legislative Support Agencies (GAO, GPO, OTA)
- ix. Thomas: Legislative Information on the Internet

B. You can get to LCMARVEL via gopher by:

- i. following the path: Other Gophers and Information Servers/North America/USA/Washington, DC/Library of Congress(LCMARVEL)/U.S. Congress or
- ii. point your gopher to marvel.loc.gov or
- iii. point your web browser to [gopher://marvel.loc.gov:70/11/congress](http://gopher.marvel.loc.gov:70/11/congress)

7. U. S. DEPARTMENT OF EDUCATION

A. The Ed homepage provides access to information about legislation, teachers' and researchers' guides, program descriptions, newsletters, text versions of recent publications and more.

B. You can get to the Department of Education by:

- i. pointing you web browser to <http://www.ed.gov/> or
- ii. pointing your gopher to gopher.ed.gov

8. FEDWORLD

A. Free access to over 100 U. S. Government bulletin boards, the full text of over 10,000 documents, news releases, etc. to read or download. There's no way to easily summarize the information resources available on Fedworld, but here is a sample, and only a sample, of some of the information servers you can access:

- i. US Department of Education Home page
- ii. NASA Ames listing of K-12 educational computing resources
- iii. 1990 Census - Interactive retrieval of data
- iv. CIA Factbook
- v. National Biological Survey
- vi. National Institutes of Health
- vii. National Academy of Sciences
- viii. Center for the Integrative Study of Animal Behavior (direct access is <http://www.cisab.indiana.edu/cisab.html>)
- ix. Social Security Administration
- x. National Clearinghouse for Alcohol and Drug Information
- xi. FinanceNet Gopher - updates on fiscal efficiency project
- xii. Lawrence Berkeley Laboratory Human Genome Center
- xiii. And dozens of other federally supported data resource sites!

B. You can get to Fedworld

- i. via telnet to fedworld.gov or
- ii. by pointing your web browser to <http://www.fedworld.gov> or
- iii. ftp to [ftp.fedworld.gov](ftp://ftp.fedworld.gov)

9. State Government Resources via Gopher

A. Many states maintain access to state legislature, executive, and judicial information via the WWW and Gopher. WWW resources can be accessed through Yahoo and Govlinks, described above. Gopher resources can be accessed by following the path: Other Gophers and Information Servers/North America/USA/<State Name>. Each state menu will list state and city supported gopher servers.

Interacting with, and Influencing Nonbehaviorists: Taking Carl Sagan's Advice for Skeptics

Stephen R. Flora. Youngstown State University

As Foxx emphasized in his 1995 ABA presidential address, behavior analysts must work more effectively in getting our procedures (basic and applied) accepted by a wider audience. In *The Skeptical Inquirer* Carl Sagan (1995) offered advice to skeptics and scientists on how to better interact with believers in pseudoscience and mysticism and increase the acceptance of the scientific approach. While there is no evidence that Sagan is a behavior analyst, and his article was not written for behavior

analysts, much of Sagan's advice may nevertheless be useful in getting behavior analysis accepted by wider audiences. Therefore, where Sagan is quoted below the subjects have been changed from skepticism and pseudoscience/mysticism to behavior analysis and psychology/mentalism.

A starting point for getting behavior analysis more widely accepted may be to try and understand why mentalistic (or other nonbehavioral) approaches to the human condition are so pervasive in society and psychology. For "people are not stupid. They believe things for reasons. Let us not dismiss [mentalism] with contempt" (Sagan, 1995, p. 29). There seem to be at least two major reasons why mentalistic approaches to behavior are so ingrained. The first is that covert behavior, "cognitions," often precede overt behavior (and often vice versa). Behavior analysts as much as anyone should understand the role of contiguity in learning, and that if one event precedes the other, the first may (or may not) function as the cause of the second (but see Flora & Kestner, in press). Thus, nature may have set the conditions for the illusion of thoughts controlling behavior. There is no a priori reason why people should not take this illusion for fact.

The second and more troubling reason is that verbal behavior of mentalistic explanations likely becomes a generalized operant with a long history of modeling and reinforcement, for example, "think about what you're doing," "once I changed my attitude, the shots started falling." Throughout life people are reinforced for giving mentalistic explanations of behavior. Of course, explanations in terms of environmental context and contingencies also likely have a history of reinforcement. But mentalistic, and not behavioral, explanations share many features of religious behaviors (e.g., praying) and explanations (e.g., "God's will" and "my will power") making reinforcement generalization for mentalistic and religious explanations likely.

Once the "mentalistic explanation operant" is selected, it is retained and strengthened by contingencies in society. "In politics, or in economics, or in religion, . . . in how we organize our society . . . we reward those who reassure us that what we've been told is right" (Sagan, 1995, p. 27). "It's the fault of a society that preferentially propagates the baloney [mentalistic, cognitive explanatory fictions] and holds back the ambrosia [behavior analysis]." Mentalistic explanatory fictions are further reinforced (with grades, recommendations, promotions, publications, social approval, etc.), refined and explained in the psychology curriculum. Reinforcement occurs for statements that behavior is controlled by attitudes, schemas, information processing machinery, an "executive processor" inside our head, and so forth, and in some cases behavioral explanations alone may be punished. Given such history of reinforcement and punishment: "Imagine [society, psychologists] were never educated about [behavior analysis], had no idea that it's a virtue, but instead believed that it was grumpy and negative and rejecting of everything that's humane. Couldn't you understand [society, psychologists] openness to being conned by a [cognitivist] (Sagan, 1995, p. 29)?"

For many in psychology the most exposure to behavior analysis is in the learning class where behavior analysis is but one of many orientations presented (Lattal, McFarland, & Joyce, 1990).

Ensuring that behavior analysis is properly understood is no easy task, but Sagan's advice as to what *not* to do is clear and highly applicable. "The least effective way for [behavior analysts] to get the attention of these bright, curious, interested people is to belittle, or condescend, or show arrogance toward their beliefs. They may be credulous, but they're not stupid" (Sagan, 1995, p. 28). "The chief deficiency I see in the [behavior analytic] movement is its polarization: Us vs. Them - The sense that we have a monopoly on the truth; that those other people who believe in all these stupid doctrines are morons; that if you're sensible, you'll listen to us; and if not, to hell with you. This is nonconstructive. It does not get our message across. It condemns us to permanent minority status" (Sagan, 1995, p. 29-30). Punishing inappropriate behavior does not mean appropriate behavior will occur. Therefore criticizing mentalistic explanations, misrepresentations and/or misapplication of behavior analysis alone will not lead to appropriate use and acceptance of behavior analysis.

What we need to do is to make behavior analysis "more attractive, especially to the young, because it's a battle for the future" (Sagan, 1995, p. 30). The way to do this is to, of course, reinforce and model behavior analytic behaviors! (See Bass, 1995, for an example) As behavior analysts know, one of the most effective methods in changing behavior is shaping by successive approximations - a gradual change technique. Therefore, we should expect that increasing acceptance, representation, and application of behavior analysis will be a gradual process.

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The History of Behavioral Psychology in Video

Bob and Marian Bailey

"The Many Lives of Ogden Lindsley" was the title of a one-hour videotape shown at the May ABA meeting. This was the third ABA videotape presentation in our series of interviews with prominent people in behavioral psychology.

In addition to Lindsley's academic and professional accomplishments, the tape gave an overview of Lindsley's

philosophy of science, his ethical standards, and his passion for quantification. Four discussants -- Dr. Carl Binder, Dr. Carl Cheney, Dr. Steve Graf, and Dr. Claudia McDade -- added many personal anecdotes and observations, as well as technical and theoretical comments. An overflow crowd attended the showing, and the reaction was overwhelmingly positive.

Sunday evening, a small group convened for the purpose of trying a new format to videotape information on a single topic -- in this case, fluency. Problems can occur in recording colloquia, or other types of group discussions. One problem is that sometimes the participants move around, making it difficult for a single cameraman. Participants also digress. In a debate, speech can become unintelligible, or participants may interrupt one another. Under these circumstances, it is sometimes difficult to understand complex ideas.

The format of this meeting was designed to reduce the effects of conflicting speech, yet still allow a degree of freedom to respond to and exchange ideas. The first hour of the meeting covered the definition, history, and significance of fluency. Each discussant had 5 minutes to present his views and recollections on each aspect of fluency. The second hour was a "round-robin," with each participant either posing a question, or fielding a question. The round-robin format allowed a certain amount of give-and-take, but kept respondents from walking over each other's words. Bob had 2 camcorders rolling; one wide angle, fixed view, encompassing the entire panel and the chair, and one close-up, "floating" among discussants. Multiple microphones were used. The audio and video images of the two cameras will be synchronized in the studio.

The discussants were Carl Binder, Ogden Lindsley, Kent Johnson, and Steve Graf. Hank Pennypacker controlled the clock and wielded a big stick, offering cogent questions and comments. The discussion was lively and informative. However, there was no advance preparation for this event -- no data, charts, graphs or other niceties. Everything was quite unrehearsed and spontaneous. The semistructured format was new to all, including the videographer.

The following morning, Bob videotaped a more conventional ABA program panel presentation on fluency. Many of the same participants from the Sunday night discussion group were on this panel also. However, because of the physical constraints of the room and the extensive use of the overhead projector, Bob used only one camera. The videotaping of the two presentations on the same general topic, but with differing formats, may give us at least a subjective measure of the efficacy of each. Will the new format offer a higher yield of usable videotape? After Bob has prepared an edited version and the participants have reviewed it and commented, we will know more. If the purposes of the ABA meeting include the exchange of ideas and informing nonattendees of our findings, the semi-structured format, or something like it, might be the best bet. This may be especially true when a single or complex topic is being discussed. This format offers the editor a better chance to piece together otherwise disjointed discussions. If this year's test of the format shows promise, we may suggest that a formal trial be adopted for one or more sessions at next year's ABA meeting.

Our video history and applications project continues to move along. We are exploring means of safely archiving our original tapes. Before the end of the year, we will release the final videotape on Ogden Lindsley. It will probably be in two parts, each about 40 minutes long and suitable for classroom viewing. We have produced two videos for distribution. The first of our historical series, a video interview with Richard Herrnstein, was released this May (\$49). The other video available is a recording of a talk given at the 1993 SEABA meeting by Fred Keller, entitled DID YOU KNOW ARISTOTLE? Fred's talk was introduced by Murray Sidman. Murray's intro. alone is worth the \$30 price of the video.

We are trying to conclude our section on education by recording at Malcolm X College in Chicago, along with two or three schools on the West coast. In the works are three videos on education. One is THE EDUCATIONAL OSTRICH, a hard hitting "expose" of the educational establishment's ignoring behavior analytic data. Another is AN APPLE FOR THE STUDENT, a gentler presentation of a few of the successes of behavior analysis (BA) in education. We need a few more examples of special education, especially areas of remedial speech and physical therapy. A third is a video on the successes at Kent Johnson's Morningside Academy.

We have little footage on marital and family counseling, psychotherapy, and control of violence. Political and cultural issues are almost untouched, and we are still shy on certain aspects of behavioral economics and foraging. Some of the newer topics need expansion -- rule-governed behavior, verbal behavior, and some of the recent work in stimulus equivalence. Behavioral adduction is a newly hot topic we haven't covered much. In the applications arena, we still have not recorded sufficiently the use of dogs for search and rescue and for explosives and drug work. Jim Johnston and his crew at Auburn are doing interesting work that holds the potential for future applications of olfactory capabilities.

Strangely, or perhaps not so strangely, Bob is just getting around to editing film of some of our own behavioral work with open ocean dolphins and free ranging birds and terrestrial mammals. Bob and Francis Mechner are jointly producing a video sampler on the successes of BA. This interesting video will include fascinating work by Hank Pennypacker (medical uses -- MammaCare), Rodney Hammond (behavior analysis on social topics -- teenage anger and violence), Marian (animal training), and Francis Mechner (performance learning, education, and teaching in the workplace). This BA sampler or promo. tape will be a useful teaching tool in a beginning psychology course or for the general public. The intent of this aspect of our project is to squash forever the notion that behavioral science and technology have tackled only simple issues, and that BA cannot solve, or even address complex human behavior.

Many of our colleagues have asked how they can support us. One way is to purchase the tapes or ask your library to do so. Show them to your students, encourage your students to use them. It is our hope in the near future to secure enough funding to purchase digital editing equipment. Such equipment can reduce Bob's editing time per production (hence time to release) by at least 50

percent. The digital equipment is also easier on the valuable videotape originals. Until that time, we will continue to produce what we can, and as quickly as we can.

Replies to a Radical Behaviorist

Re: ...Bell Genes Sans Merci

Richard Malott begins his "genes" polemic (ABA Newsletter, 18, 2) on Herrnstein and Murray by saying "This is no scholarly critique." Too true! And what a shame that Malott seems to take pride in allowing emotion to submerge rational analysis.

Charles Murray recently spoke at Duke, and I was asked to introduce him. I was a bit apprehensive, given the strength of feelings elicited by *The Bell Curve* and apparent in Malott's piece. I expected that there might be a few "screamers" in the audience -- people passionately opposed to the book and willing to offer self-righteous rage in lieu of argument -- but there were in fact only one or two. Most of the questions were reasoned and thoughtful. I think that both Murray and the students felt they had learned something.

I hope that Malott will try and set aside his virtuous anger, actually read the book rather than listening to the *Bell Curve Lite*, on tape -- and give us a reasoned critique.

As for the genes argument, Herrnstein and Murray are carefully noncommittal. What they actually say is: "It seems highly likely to us that both genes and environment have something to do with racial differences. What might the mix be? We are resolutely agnostic on that issue; as far as we can determine, the evidence does not yet justify an estimate." But in fact one can go quite a bit further. All that "heritability" means in biology is that something can be selected for. The best evidence that height, for example, is heritable is that individuals can be selected for height. Does anyone really doubt that human beings could be selectively bred for ability to do IQ tests? All that is in doubt is how long it would take for selection to have an effect. Would it be one generation or a hundred? We don't know. That is the only real uncertainty in this unnecessarily contentious area.

*John Staddon
Duke University*

Reply to Notes from a Radical Behaviorist, ABA Newsletter, 18(2)

Dear Dick,

Thank you for your recent Notes ("Bad Genes"). Your satirical tone encourages the reader to wonder whether, perhaps, the emperor is wearing no jeans. In its engaging way, the column challenges us to remember the difficulty of separating "science" from values; what we ask and how ask it can be subtly shaped by equivalence classes formed by personal learning histories. Saying it is science does not make it so. Your columns, in the best journalistic tradition, do not hesitate to question common wisdom, and therein lies their basic value. While for once I happen to agree with you here, that isn't the point. ABA is to be

commended for allowing these issues to surface; those with other opinions are then free to voice them.

Of course, Herrnstein did not, and Murray does not, shrink from controversy, either. Perhaps paradoxically, Herrnstein's greatest contribution to addressing social issues may prove to lie elsewhere, in helping to quantify the relations between environmental contingencies and what people do or don't. Given the importance of the questions raised, and their implications for social justice, interracial relations, and the future of society, you have done a service by reminding us to look very, very closely before simply "accepting".

Press on,

Mark Mattaini,

Assoc. Professor Columbia University School of Social Work

Re: ... They've Got Those Bad Genes

As a metaphysical behaviorist, analytic behaviorist, molar behaviorist (no contradiction!), and neorealist (Hölt et al., 1912), I admit to usually disagreeing with the content of Notes from a Radical Behaviorist.

But this time is clearly different. Professor Malott's latest column (1995) told some important truths and exemplified the moral standards one would expect from any responsible scientist: humanistic values as opposed to racism, honesty as opposed to double-talk. "They've got those bad genes" made me feel better being an ABA member in what seems to be rather depressing times.

This is not much, yet in a sense this is a lot.

Thank you.

References

Hölt, E. B., Marvin, W. T., Montague, W. P., Perry, R. B., Pitkin, W. B., & Spaulding, E. G. (1912). *The new realism: Cooperative studies in philosophy*. New York: Macmillan.

Malott, R. W. (1995). They've got those bad genes. *ABA Newsletter*, 18(2), p. 16.

François Tonneau,

Visiting Scholar, Temple University

Freud and Behavior Analysis: Some Comments on Notes From A Radical Behaviorist

Richard W. Malott has made some provocative assertions in his notes from a radical behaviorist, suggesting that Freud was ultimately addressing the control of human behavior by three sources of control—id, ego, and superego. While Freud

envisioned them as intrapsychic structures, Malott suggests that we can profitably pull them out into the clear sunshine of behavior-analytic scrutiny. If, in fact, these constructs are helpful, then they should be brought into observation by behavior analysts. The problem may be that these constructs were originally posited to explain how the appetites of the insatiable id are brought into alliance with the unrelenting social forces of the superego by the conscious and reality-based chief executive of the psychic (the ego) to explain how the individual is able to both live and participate in society.

As far as a theory helps to explain the world, Freud's theories are among the most interesting. But when an attempt is made to place these theories under behavior-analytic, and therefore, objective scrutiny, the inadequacy of the theory, I suggest, will become glaringly present. For example, Malott provides the example of Bob who steals your food and then is punished with imprisonment. According to the behavior-analytic framework, Bob has no aversive moral stimulation, steals the food, and suffers the aversive moral stimulation and experiences guilt. A behavior analyst will want to determine the contingencies operating on Bob's behavior. Is Bob stealing food because he is hungry, or his children are hungry, and he has failed to secure it through legal means? If asked, will Bob maintain that he is a highly ethical individual with a strongly-intact superego, but that he has determined that stealing food is ethical to feed a hungry child?

Instead of food, Bob steals my stereo to sell it for money to subsidize his habit of smoking large quantities of marijuana. He is caught and sent to jail. There he comes under the stimulus control of other criminals who instruct him in skills of fencing stolen merchandise. He leaves prison and, instead of experiencing the aversive moral stimulation of guilt, Bob becomes a better thief of stereos. Psychoanalytically, Bob in this scenario may simply lack sufficient superego. Perhaps he is what is called a sociopath, interested only in gratifying his own needs, and cut off from the empathy that makes human society possible. In any case, the punitive stimulation of jail time and the aversive moral stimulation has been impacted. A behavior analyst might be prompted to consider that prison terms are inadequate in changing the criminal behavior of Bob as well as many other persons who spend time in jail only to repeat their offenses after they are released. But enough! Freud has provided an attractive theory about what might happen in the inner sanctum of the mind. The real problem is that we are left with the same social problems, and repeating many of the same mistakes in attempting to ameliorate them. Happily, applied behavior analysis, instead of theory construction, has defined itself as the application of behavior principles to problems of social importance.

Vincent K. Adkins,

University of Kansas

Call for Papers:

THE INTERNATIONAL SOCIETY OF BEHAVIORAL MEDICINE
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ANNUAL MEETING OF THE ACADEMY OF BEHAVIORAL MEDICINE RESEARCH

The International Society for Behavioral Medicine is calling for papers for the Fourth International Congress of Behavioral Medicine. The Congress will be held March 13-16, 1996 in Washington, DC. The Congress will be hosted by the Society for Behavioral Medicine and the Academy of Behavioral Medicine Research, which with the International Congress will combine their annual meetings into one program entitled, "Behavioral Medicine and Health: International Perspective." The Society and the International Congress encourage presentations of research in the clinic, community or laboratory. Specifically, work related to basic mechanisms and etiology, interventions, prevention and promotion, education and presentations that cut across national, social, and ethnic boundaries are of interest. Paper or poster submissions are due September 15; for rapid communication, posters are due December 1. For additional information please contact: Ad Appels, Ph.D., International Society of Behavioral Medicine or Craig Ewert, Ph.D., The Society of Behavioral Medicine, 103 South Adams Street, Rockville, MD 20850, 301-251-2790, SocBehMed@AOL.COM.

Funding News

Violence Research and Initiatives.

Deadlines: June 15, December 15, 1995; June 17, December 16, 1996. The National Institute of Justice will fund research and evaluation projects in areas from family violence to gangs. The Institute will seek applications for specific initiatives from policing to drug courts under its new fiscal 1995-1996 research plan. National Criminal Justice Reference Service, Box 6000, Rockville, MD 20850, (800)851-3420 or Jeremy Travis, National Institute of Justice, 633 Indiana Ave., Washington, DC 20531, (202)307-2942.

Neuroscience Research on Nicotine and Nicotine Abuse.

The National Institute on Drug Abuse is seeking applications on behavioral, neurophysiologic, neurochemical or other methods of research to examine the many aspects of nicotine abuse/addiction in in vitro or in vivo systems, in animals, and in man. David N. Johnson, Ph.D., Division of Basic Research, National Institute on Drug Abuse, 5600 Fishers Lane, Room 10A-19, Rockville, MD 20857, (301)443-6975, email dj42n@nlh.gov.

NIH Consensus Panel Report

A National Institutes of Health (NIH) consensus development statement on Infectious Disease Testing for Blood Transfusions may be obtained from the NIH Office of Medical Applications of Research (OMAR). The report was prepared by a panel of experts who considered scientific evidence presented at a Consensus Development Conference at NIH. It contains recommendations and conclusions concerning infectious disease testing for blood transfusions.

NIH consensus conferences bring together researchers, practicing physicians, representatives of public interest groups, consumers, and others to carry out scientific assessments of drugs, devices, and procedures in an effort to evaluate their safety and effectiveness.

Lattal On APA Committee

Kennon (Andy) Lattal (West Virginia U.), a past president of ABA and Division 25 (Experimental Analysis of Behavior) of the American Psychological Association (APA) has been appointed by APA's Board of Directors to the Committee on Division/APA Relations.

Congress Program Committee Seeks Nominations

The Scientific Program Committee for the 24th International Congress of Applied Psychology is seeking nominations for invited speakers and symposium organizers. The Congress, hosted by the American Psychological Association (APA) on behalf of the International Association of Applied Psychology, will take place August 9-14, 1998 in San Francisco.

The Congress theme is "The Challenge for Applied Psychology: Bridging the Millennia." The program will be broadly structured to incorporate all applied aspects of the discipline, including: organizational psychology; psychological assessment; psychology and national development; environmental psychology; educational, instructional, and school psychology; clinical and community psychology; applied gerontology; health psychology; economic psychology; psychology and the law; political psychology; sports psychology; and traffic and transportation psychology.

Nominations for invited speakers and symposium organizers should indicate the nominee's area of expertise, postal and e-mail addresses, and telephone and fax numbers. The Program Committee will particularly welcome nominations of women and individuals residing outside the United States.

Nominations must be submitted no later than September 1. Correspondence may be sent to Merry Bullock, Ph.D., in the APA Science Directorate, at mxb.apa@email.apa.org; to Vicki-Sue Slater, in the APA Convention Office, at vss.apa@email.apa.org; fax: 202-336-5708; or by writing to Scientific Program Committee, c/o APA, 750 First Street NE, Washington, DC 20002-4242, USA.

EXECUTIVE DIRECTOR/ DIRECTOR OF EDUCATIONAL PROGRAMMING

The Institute for Educational Achievement, Inc., a non-profit school for children with autism in northern New Jersey, is currently seeking an Executive Director and a Director of Educational Programming. Executive Director must possess a doctorate in ABA, Special Ed. or related field. Director of Educational Programming must possess a Masters in either of the aforementioned disciplines. Candidates should have extensive theoretical and clinical experience in applied behavior analysis and autism.

The Institute was born out of a commitment to providing children with truly individualized, effective educational intervention. We are searching for persons willing to be an integral part of building a reputation for excellence in the education/autism community.

Research opportunities. Competitive salary. Send resume to : IEA, PO Box 231, Oradell, NJ 07649

Position Announcements

CLINICAL PSYCHOLOGIST -
Ph.D., Texas Licensed Clinical Psychologist with experience in developmental disabilities and/or mental retardation services. Send resume to Beaumont State Center, P.O. Box 3846, Beaumont, Texas 77704-3846. Equal Opportunity Employer/Affirmative Action.

PROGRAM DIRECTOR -
Battle Creek NeuroRehabilitation Center has an opportunity available for an individual with a Ph.D. or Master's degree in Applied Behavior Analysis or related field to serve as Program Director. Candidates should have experience performing behavior programming with children and adults, supervising staff, and planning and coordinating services. Candidates should also have an

understanding of CARF and JCAHO standards.
Battle Creek NeuroHabilitation Center serves individuals 5 years and older who have suffered a neurological impairment due to traumatic brain injury, tumor, stroke, anoxia, or congenital, degenerative, or infectious disorders. We provide a full range of services including behavioral, occupational, speech and language, physical, and vocational programming. In addition, we have a strong emphasis on behavior analysis throughout our pediatric and adult programs.
If you are interested and would like to explore this opportunity further, please send or fax your resume or vita to Personnel Director, Battle Creek NeuroHabilitation Center, 216 St. Mary's

Lake Rd. Battle Creek, MI 49017. Phone: (616) 962-9529. Fax: (616) 962-2241.

ASSISTANT PROFESSORS -
Clinical and Industrial/Organizational Psychology: Western Michigan University seeks applications for two tenure-track Assistant Professor positions in psychology beginning fall 1996, pending budgetary approval. A Ph.D. in psychology is required. The development of externally funded research in the department's doctoral programs is expected. Clinical Psychology: Graduation from an APA accredited program and completion of an APA approved internship required. Research interests in psychosocial treatment of mental disorder or behavioral medicine preferred. Industrial/Organizational Psychology: Preference will be given to applicants with

Position Announcements (continued)

research interests in training and development, behavioral interventions and systems analysis. Western Michigan University, a Carnegie Classification Doctoral I Institution and equal opportunity employer, has an affirmative action program which encourages applicants from underrepresented groups. Send letter of application, vita, statement of research plans, academic transcripts, and three letters of recommendation to: Howard E. Farris, Chair, Department of Psychology, Western Michigan University, Kalamazoo, MI 49008. FAX: (616) 387-8330, INTERNET: howard.farris@wmich.edu. Review of applications will begin November 1, 1995 and applications will be accepted until the position(s) is filled.

PERFORMANCE MANAGER -

A large-size retail Company is seeking to recruit a manager for a Performance Management Department, to coordinate

performance improvement projects at a corporate level. The successful candidate will have: extensive background in systems analysis and human performance technology, implemented successfully these technologies, a five year minimum management experience, and a Master's Degree in related fields.

To apply, send you resume, references and salary requirements to: Dick Varnell, Meijer, Inc., 2929 Walker Ave. NW, Grand Rapids, MI 49544, or Fax: 616-791-5312

JOHNS HOPKINS SUBSTANCE ABUSE RESEARCH -

Postdoctoral human research positions available in a stimulation and productive environment with excellent clinical and research and research resources. **Applied Research in Behavioral Treatment of Substance Abuse.** Develop and evaluate treatment interventions for opioid and cocaine abusers. Sites include methadone,

outpatient drug-free and addictions pregnancy clinics. **Human Laboratory Behavioral Pharmacology.** Design and implement controlled laboratory research on the behavioral, subjective, and physiological effects of psychoactive drugs for abuse liability testing and medications development. Drug classes under study include: opioids, cocaine, anxiolytics, caffeine, and nicotine. Research background and experience required. Minorities encouraged. USPHS stipend levels based on experience. Send vita, letter of interest, and names/phones of 3 references to George E. Bigelow, Ph.D. or Maxine L. Stitzer, Ph.D.; BPRU, Behavioral Biology Research Center; 5510 Nathan Shock Drive; Johns Hopkins Bayview Campus; Baltimore, Maryland 21224-6823. (410) 550-0042.

CAREER OPPORTUNITIES IN APPLIED BEHAVIOR ANALYSIS **SPECTRUM CENTER**

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Please send letter of interest and resume to:

Lynn Engel, Recruitment Manager, Spectrum Center
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