

## *A Message from the SABA President*

Since the last message from the SABA president was published in this Newsletter (Volume 17, #4), there have been important changes in the Society for the Advancement of Behavior Analysis. I shall briefly summarize those changes here and leave it to SABA's next president to supply additional information regarding the future directions for SABA. But first, a little background may be helpful in providing a context within which to understand the need for change.

During the past several years, SABA's expenses have increased in a number of ways. Some of the increased expenses were required if SABA's mission was to be carried out; but some of them, most notably in the area of professional fees and wages, were only indirectly related to carrying out SABA's mission. The Board of Directors sought ways in which to reduce expenses while continuing to carry out SABA's mission. In this endeavor, the Board was greatly benefitted by advice from SABA's accountants that some of SABA's expenses could be reduced by transferring to ABA those functions that were more appropriate to ABA's mission than to SABA's. For example, production of SABA's journals would be less costly if handled by ABA rather than by SABA. One reason was that SABA's accounting fees would be reduced without a concomitant increase in ABA's accounting fees. Similarly, SABA would not need office personnel if journal activities could be incorporated into staff activities of ABA personnel. Fortunately, ABA's executive director Maria Malott was able to re-configure staff responsibilities in ways that reduced costs while improving efficiency in several areas, including bookkeeping, publications, and convention personnel.

Other changes in SABA's activities included moving its several Boards into ABA's Board structure. Of course, SABA's Publication Board, coordinated by Charlie Catania, moved with the journals to ABA, as did SABA's Education Board (along with its several committees), coordinated by Dick Malott. SABA's Research Board, coordinated by David Eckerman, and its Leadership Board, coordinated by Ed Morris, became divisions of ABA's Public Policy and External Relations Board, coordinated by Jack Marr. This move allowed Eckerman to work more closely with Travis Thompson, chair of ABA's Science Policy Committee—an outcome considered salutary by both chairs.

The changes allow SABA to continue carrying out those activities that directly relate to its mission of advancing behavior analysis. For example, a few years ago, the Board of Directors established the B. F. Skinner Award for research in behavior analysis as one of the International Science and Engineering Fair's

Special Awards. The award serves to advance behavior analysis in several ways: it informs high school students and their teachers of the existence of behavior analysis as a scientific enterprise; it provides an impetus for students to conduct single-subject experimental research; and press releases and other media attention to the winners of prizes brings behavior analysis to the attention of the public. April Miller and Ken Lloyd have developed procedures for developing SABA's relations with the ISEF. SABA's award and related costs amount to about \$1,000 a year.

SABA also continues to give the Outreach Award to individuals and groups who successfully increase participation of underrepresented groups in behavior analytic activities. Adrienne Paine-Andrews heads the Outreach Program. The OBM Small Grants Program, headed by Rick Fleming, also continues to award funding that supports OBM research. SABA also continues to participate in the Human Capital Initiative, a project coordinated for SABA and ABA by Celia Gershenson.

In general, SABA continues to be ABA's foundation-counterpart. Because contributions to SABA are tax-deductible—not as an expense, but as a charitable contribution—behavior analysts can contribute significantly to advancing behavior analysis by making SABA a primary beneficiary of their tax-deductible contributions. With your help, SABA not only can continue its current activities to advance behavior analysis; a whole range of possibilities can be realized.

As I prepare to complete my term on SABA's Board of Directors and ABA's Executive Council, I would like to thank readers of this Newsletter, members of ABA—for giving me the opportunity to participate in ABA's governance for the past six years—as Council Member at-Large, as President-Elect, President, and now as Past-President (and SABA President). It has been a pleasure to work with the many bright and dedicated colleagues whose terms of office have overlapped mine. I am especially indebted to Judy Favell, who prepared me as well as one could be prepared for assuming the office of president, and to Andy Lattal, who received the torch without missing a step. But most of all, it has been a great honor to work on behalf of the many heroes who, day in and day out, move behavior analysis forward through their teaching and their learning, their research and their professional activities, and their work on behalf of ABA and SABA.

*Sigrid Glenn*

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The ABA Newsletter is published 4 times/year by the Association for Behavior Analysis. The ABA Newsletter is ABA's primary means of communicating with its members about association activities and developments. Articles and announcements must be submitted to the Editor for consideration. ABA reserves the right to edit all copy. 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. 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. Editor: Peter A. Lamal, Psychology Department, University of North Carolina, Charlotte, NC 28223. Business correspondence, questions, and comments ONLY may be faxed to (704) 547-3096. No article copy will be accepted via fax.

**Articles and announcements** must be received by November 15 for February 1 mailing, by February 28 for May 1 mailing, by June 21 for August 14 mailing, and by August 30 for November 1 mailing. **Subscriptions:** Institutions and nonmember subscription: \$40/year; Single issue: \$12. To order, send payment and volume number being ordered to ABA, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052. Telephone: 616-387-4494. FAX: 616-387-4457. **Advertisements** must be received by December 1 for February 1 mailing, by March 15 for May 1 mailing, by July 7 for August 14 mailing, and by September 15 for November 1 mailing. Classified advertisements must be submitted in writing with billing information. For businesses/organizations with more than ten (10) employees, rates for classified ads are: \$50 for the first 25 lines, and \$2 for each additional line. Businesses with less than ten (10) employees will be given a 50% discount. For businesses/organizations with more than ten (10) employees, sizes and rates for display advertisements are: full page (7" wide x 10" deep) \$375.00; half page (6-1/2" wide x 4-1/2" deep or 3-1/4" wide by 9-1/2" deep) \$265.00; quarter page (3-1/4" wide x 4-1/2" deep) \$150.00. For businesses/organizations with less than ten (10) employees, sizes and rates for display advertisements are: full page (7" wide x 10" deep) \$250.00; half page (6-1/2" wide x 4-1/2" deep or 3-1/4" wide by 9-1/2" deep) \$175.00; quarter page (3-1/4" wide x 4-1/2" deep) \$100.00. Please specify the number of employees in your organization in your request for advertising. Camera-ready-copy required. Advertisers will be charged for any size modifications required on submitted copy. Contact Kathleen "Kate" Morrow, 616-387-4495. FAX: 616-387-4457. E-MAIL: Compuserve ID# 76236,1312. Via INTERNET: 76236.1312@COMPUSERVE.COM

## Notes From the Editor

As copyeditor of the *ABA Newsletter*, Kathleen "Kate" Morrow has been one of the persons responsible for its publication. Although my collaboration with Kate has been long-distance, her conscientiousness, competence, and pleasant manner have made our collaboration very easy for me. However, July 1st, Kate will be starting a clinical psychology internship at Brown University. Sometimes a consequence of doing a job consistently well is that one is taken for granted; I have not taken Kate for granted. Thanks, Kate, for doing such a fine job as copyeditor and best of luck for the future.

### A Reply to the Editor

*Pete: It couldn't have been a better duo. I truly enjoyed working with you! Thanks for your support, encouragement, and respect. And thanks to all of ABA for the opportunity to serve its members. See you at conventions!*  
Kate

## Animal Research News

The Washington State Supreme Court has ruled against the University of Washington in the case of *Progressive Animal Welfare Society (PAWS) v. University of Washington*. PAWS sought access to the details of an unfunded grant proposal. The Court ruled that a Washington state law requires state institutions to make public grant proposals which involve government funds, including unfunded grant proposals.

The court upheld a lower court ruling under which the University can withhold only sections of the grant proposal that pertain to "trade secrets" or "valuable research formulae, designs and data."

The ruling may make researchers working with animals more susceptible to harassment and attacks from "animal rights" groups.

The University was supported in its appeal by briefs from the American Psychological Association, the American Council on Education, the Association of American Medical Colleges and the Washington Association for Biomedical research. The University of Washington may appeal to the United States Supreme Court.

*The Association for Behavior Analysis seeks to be an organization comprised of people of different ages, races, nationalities, ethnic groups, sexual orientations, genders, classes, religions, abilities, and educational levels. ABA opposes unfair discrimination.*

## Statement on Facilitated Communication

*A task force authorized by the Executive Council of the ABA has generated the following statement concerning the technique called Facilitated Communication (FC). Members of the task force independently reviewed the scientific literature concerning FC and agreed unanimously to the content of the statement. The Executive Council has unanimously approved the statement, and it is the official position of the Association for Behavior Analysis.*

A technique, known as Facilitated Communication (FC), has been promoted and disseminated as a method for "revealing" undisclosed intellectual competence in persons diagnosed with autism, moderate to profound mental retardation, or other disabilities. FC is a technique wherein a facilitator touches the hand, arm, or shoulder of a person with communication deficits while they jointly point to symbols, letters, or words. Claims have been made that this technique permits many people with severe disabilities to communicate at levels far exceeding those demonstrated by any other means. These claims have been based on descriptive and qualitative reports or personal accounts. Numerous peer-reviewed scientific evaluations, however, indicate clearly and compellingly that FC does *not* allow persons diagnosed with disabilities to communicate at enhanced levels. The source of apparent communication is the facilitator, although most facilitators report that they are not aware that they are the source.

To date, there is no objective, scientifically sound evidence that FC has any direct therapeutic benefit. The use of FC to "communicate" entails serious risks, including:

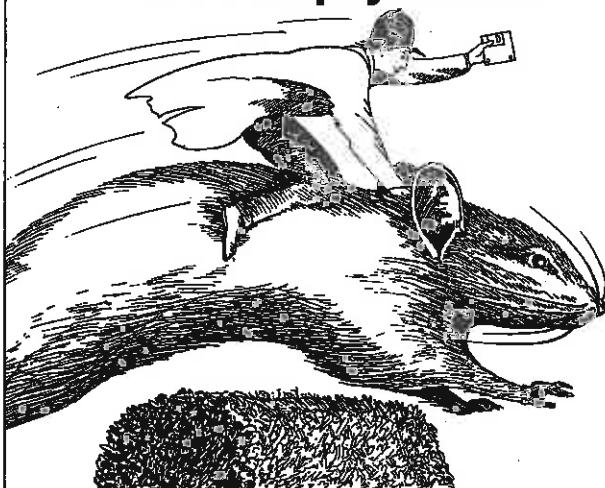
- 1) Violating the rights of people with disabilities to autonomy, privacy, genuine self-expression, self-determination, protection from experimentation without informed consent, and appropriate education and treatment;
- 2) Promoting dependence rather than independence in people with disabilities;
- 3) Misusing human and material resources that could be better spent on other interventions, e.g., time spent employing FC interferes with the use of communication systems that have a scientifically documented history of success;
- 4) Fostering expectations about people with disabilities that are unlikely to be realized;
- 5) Taking actions related to medical or other treatments, living and work arrangements, personal relationships, test and classroom performance, and other decisions about people with disabilities without objective verification that the communications represent their own wishes and competencies; and
- 6) Promulgating false allegations of abuse and mistreatment, resulting in emotional distress and unnecessary legal and financial difficulties for many people with disabilities, their families and others. Thus the use of FC directly threatens the human and civil rights of the person whose communication is purportedly "facilitated," and may also jeopardize the rights of others.

Autism, mental retardation, and other disabilities can result in diverse and often marked deleterious effects on adaptive behavioral development and communication skills. Parents and other caregivers of persons manifesting these conditions consequently are highly motivated to seek and obtain service that offers any promise of being effective in ameliorating these conditions. As a result, such caregivers are vulnerable to those who promote ineffective methods.

FC is not to be confused with use of appropriately applied manual guidance or other prompts to teach communications and other skills, nor should it be confused with independent use of nonspeech communication systems that may involve letterboards, keyboards, or other symbol systems.

It is the position of the Association for Behavior Analysis that FC is a discredited technique. Because of the absence of ample objective, scientific evidence that FC is beneficial and that identifies the specific conditions under which it may be used with benefit, its use is unwarranted and unethical.

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## CAREER OPPORTUNITIES IN APPLIED BEHAVIOR ANALYSIS

### *Spectrum Center is again expanding its programs!*

These are exciting times for applied behavior analysis in California, which is implementing public policy initiatives in Positive Behavior Interventions and state-wide Education Reform. (Plus, the weather is still great!) The opportunities for behavior analysts at **Spectrum Center** are equally exciting!

Due to its reputation for providing quality products and services, **Spectrum Center** has been asked to expand its current operations across a wide range of programs and applications. As a result, **Spectrum Center** will have job openings for:

- **Educational Consultants** (Masters and PhD Degrees)
- **Special Education Teachers** (Special Education Credential)
- **Behavior Specialists** (Bachelors Degree)

If you are interested in getting more information about immediate career opportunities, or sometime in the future.....

send a resume / vita to Lynn Engel at Spectrum Center,  
2855 Telegraph Avenue, Suite 312, Berkeley, California, 94705.

## 11th Annual EAHB-SIG Outstanding Student Paper Awards

Four student papers were selected for recognition in the 1994-5 Student Paper Competition sponsored by the Experimental Analysis of Human Behavior Special Interest Group (EAHB-SIG). Awards were recommended by reviewers who are established members of the EAHB-SIG. The following winners will present summaries of their work at an awards symposium at the 1994 ABA Convention in Washington, D.C.:

Lucianne Hackbert, University of New Mexico. Stimulus equivalence and respondent conditioning: The effect of altering stimulus equivalence class membership. Sponsor: Michael Dougher.

Scott Kollins, Auburn University. Human matching in the laboratory: A second look at concurrent variable-interval schedules. Sponsor: Thomas Critchfield

Jacqueline J. Schenk, Leiden University. Children's emergent relations of equivalence between "correct" and "incorrect" stimuli. Sponsor: Paul Smeets.

**\*\* International Submission \*\***

Brendan F. Tompkins, University of South Florida. Timeout-postponement in humans without reduction in overall timeout frequency. Sponsor: Timothy Hackenberg.

**\*\* Undergraduate Submission \*\***

Reviewers for the 11th Annual Competition were: William Buskist, David Case, Philip Chase, Thomas Critchfield, William Dube, Stephen Flora, Mark Galizio, Sigrid Glenn, Celso Goyos, Robert Hawkins, Theodore Hoch, Cloyd Hyten, Glen McCuller, William McIlvane, Edward Morris, Carol Pilgrim, Kathryn Saunders, Richard Shull, Barbara Wanchisen, Dean Williams, and Robert Zettle.

## CALL FOR PAPERS 12th Annual EAHB-SIG Outstanding Student Paper Competition

Student papers are sought for the 1995-1996 Student Paper Competition sponsored by the Experimental Analysis of Human Behavior (EAHB) Special Interest Group (SIG). Awards are based on review by established members of the EAHB-SIG. All papers receiving favorable review are recognized and winners are invited to present their papers during an awards symposium at the ABA Convention. Submission deadline for the 1995-1996 competition is September 18, 1995. For information and contest rules, contact: Dr. Barbara J. Kaminski, 96 Sherman Rd., Battle Creek, MI 49017.

## Ellen Reese Honored

ABA is pleased to announce a singular honor that has been bestowed on our Ellie Reese. On May 14, 1994, Mt. Holyoke College celebrated Ellie's 50th year at the College, by announcing a name change for the building in which she performed so much of her life's work and which she was instrumental in designing. Henceforth the building will be known as the Tom and Ellen Reese Psychology and Education Building.

In addition to having served ABA as our President in 1984 and Chair of Division 25 of APA in 1987, APA recognized Ellie for her distinguished contribution to education and added her name to its list of the 100 most important women in the history of psychology. She has also served as a Trustee of the Cambridge Center for Behavioral Studies. We thank Ellie Reese for her outstanding service to behavior analysis and congratulate her on the honor bestowed on her and Tom by Mt. Holyoke.

## Hineline on Important APA Committee

ABA member Philip Hineline is a member of APA's Interim Advisory Committee, which has met to consider suggestions on how APA can best spend up to \$500,000 that APA has allocated to advance scientific psychology. Hineline currently is President of APA's Division of the Experimental Analysis of Behavior (Div. 25).

## Council Approves Diversity Statement

ABA Council has approved a comprehensive diversity policy, which will appear in our convention programs, newsletters, and other introductory materials. It reads as follows:

*The Association for Behavior Analysis seeks to be an organization comprised of people of different ages, races, nationalities, ethnic groups, sexual orientations, genders, classes, religions, abilities and educational levels. ABA opposes unfair discrimination.*

If you would like to help ABA be true to this mission by increasing our diversity, please come to the meeting of the Presidential Advisory Committee on Diversity, on Monday, May 29th, 6:30-7:20 p.m., in the Arlington room!

**Kent Johnson and Rhonda Lewis, cochairs**

*The ABA Newsletter*

## Behavior Analysts On Line

We invite you to join fellow behavior analysts online. Since our SIG met at ABA last May, two of our members have started E-Mail Lists, where behavior analysts can share information, join lively and serious discussions, and simply keep in touch. We're also making inroads on the Internet, with a behavior analysis WWW Home Page and our own FTP site. Join us online, or visit our Internet Demo and attend our Electronic Communication SIG meeting, both at the ABA meeting in Washington.

1) To subscribe to the Behavior Analysis Net (managed by Joe Plaud), where some 330 behavior analysts are discussing a wide range of topics, send an E-mail message to [LISTSERV@VM1.NODAK.EDU](mailto:LISTSERV@VM1.NODAK.EDU) with **SUBSCRIBE BEHAV-AN** <Your Name> as the body of your message.

2) To subscribe to Paul Brandon's Behavior Analysis E-mail List (130 subscribers, lower volume of messages, a good place to request help and information), send the message **SUBSCRIBE Behavior analysis** (in the body of the message) to [BehaviorAnalysis-request@mankato.msus.edu](mailto:BehaviorAnalysis-request@mankato.msus.edu). You'll receive information about the List by return E-mail.

3) To visit ABA's FTP site, send E-mail to Marshall Dermer requesting "how to" information: [Dermer@csd4.csd.uwm.edu](mailto:Dermer@csd4.csd.uwm.edu)

4) To browse a behavior analysis World Wide Web Home Page (from which you can access our FTP site, see an E-mail directory of behavior analysts, visit the U. of Rochester's searchable JEAB and JABA indexes, and more), access via the following URL: <http://www.coedu.usf.edu/behavior/behavior.html>. If you don't know an URL from a Gopher, come to our Demo at ABA. And the race is on: whose will be the first graduate program with a multimedia description on the Internet? Send comments and suggestions to: [Burrkett@scs.unt.edu](mailto:Burrkett@scs.unt.edu)

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(Editor's Note: The following is a statement from ABA member Kurt Salzinger, who is a candidate for President of the American Psychological Association.)

## Kurt Salzinger for President

The *raison d'être* of the American Psychological Association is the power that its size affords. For behavior analysts, my election implies a better chance of having our approach understood and used. In general, the APA needs a psychologist able to represent all of its different parts. The range of my work and experience makes me a good candidate for that.

I have worked in areas including schizophrenia and psychopathology in general, animal behavior and the effects of electromagnetic fields, human memory and perception, learning and conditioning, verbal behavior and its comprehensibility, the effect of circadian rhythm on intelligence, human error, history of psychology, Alzheimer's Disease, child behavior, etc., and I have published 10 books and well over 100 papers. I am a Fellow of five divisions and received the Stratton Award for my work in schizophrenia from the American Psychopathological Association.

I am a scientist who understands practitioners' problems because I am a Director of a clinical/school psychology program, worked in a psychiatric hospital, and engaged in such clinical activities as conditioning children to speak, and training mothers of brain-injured children and care-givers of Alzheimer's Disease patients to better care for their charges.

I am a professor who taught undergraduates and graduates, has given workshops to professionals, and written textbooks.

With respect to public interest, I have long been involved in helping minorities and women, e.g., as President of the New York Academy of Sciences, I worked with experienced women scientists to educate aspiring women scientists to get ahead in science.

I'm an experienced leader: President of the N. Y. Academy of Sciences, and of Division 25 of the APA, Director of the APA Board, Chair of Cambridge Center for Behavioral Studies, program officer at the N.S.F., Principal Research Scientist at the N. Y. State Psychiatric Institute, Head of a Department of Social Sciences, and Speaker of the Faculty. My management ability was recognized by the N.S.F. who gave me the Sustained Superior Performance Award.

I will keep APA dues low (I formed a Board of Directors subcommittee on cost containment and non-dues money generation when I was elected), make certain that we speak to one another so that practitioners can use our research, that researchers learn what practitioners need to know, that all of us uphold our standards of testing as well as of therapy, that we understand each others' problems so that we support each other rather than war against each other, all the while acting in an ethical manner and caring not only for our welfare but the welfare of others, particularly those who have been disadvantaged.

Kurt Salzinger, 127 Hofstra University, Hempstead, N.Y. 11550 Tel: (516) 463-5219, FAX: 516 463-6052 E-mail: PSYKZS@VAXC.HOFSTRA.EDU

## Student Committee News

The student committee has organized several events for the upcoming '95 ABA Convention. One such event is the student committee sponsored symposium entitled "Advice Related to Gaining Employment as a Behavior Analyst." Larry Alferink of Illinois State University, Kevin Armstrong of Western Michigan University, Jonathan Katz of the National Institute on Drug Abuse, Jay Moore of the University of Wisconsin at Milwaukee, and Perry Tanner of the Skills Bank have all agreed to share their knowledge and experience with those in attendance. If you are currently looking for a job or planing to tap the job market in the future, be sure to attend this symposium. It is listed as event #414 in the convention program book.

Aubrey Daniels & Associates, Inc. of Tucker, Georgia and The Spectrum Center for Educational and Behavioral Development of Berkley, California are sponsoring complimentary continental breakfasts for student members again this year. The Spectrum Center is sponsoring a breakfast on May 28th and Aubrey Daniels & Associates are sponsoring the breakfast on May 29th. In addition to providing breakfast, representatives from these organizations will be available to meet with student members.

The Annual Student Committee Business Meeting will be held the morning of May 28th at 8:00 am in the Roosevelt room. This meeting provides an opportunity for student members from around the country to meet and discuss issues of common interest. Furthermore, the new Student Representative-Elect will be introduced and a review of the Student Committee's activities over the past year will be presented at this meeting. If you have an item you would like added to the business meeting agenda, please contact me at: Ken Alling, Student Committee Chair, Psychobiology Section, NIH/NIDA/DIR, P.O. Box 5180, Baltimore, MD 21224, (410) 550-2880.

## Book Improves Public Image of Behavior Analysis

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 ineffective 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.

Maurice, C. (1994). *Let me hear your voice*. Fawcett: NY. (Originally published by Knopf: NY, 1993)

*Respond now. Together we can make a difference by promoting behavioral studies and applications.  
Please feel free to duplicate and distribute this form.*

## **Call for Nominations Cambridge Center for Behavioral Studies**

The *Mission* of the *Cambridge Center for Behavioral Studies* is to:

- Advance the study of behavior
- Promote the application of behavioral science to the humane solution of individual, family, community, and societal problems.

We seek nominations, including *self-nominations* of people willing to serve voluntarily, in person or through telecommunication media, toward promoting the Center mission in the following capacities:

**Advisory Board:** work on programs on an as-needed basis and/or assist with public relations and fund-raising efforts.

**Nominating Committee:** suggest to the *Board of Trustees* nominations for possible members of boards and committees

**Program Subcommittees:** Oversight, suggest new programs, inform about local and national trends, priorities, funding sources, assist in recruiting others

- **Academic and Scientific:** reviews and monitors basic research activities, whether done by or funded through the Center, and activities that relate to the preparation of scientists, academics and professionals in our field.
- **Marketable Technology:** Review and monitor activities where we provide training, consulting, or other service to a client or clients at a fee
- **Humanitarian and Policy:** Review and monitor activities where we provide some service to clients which is paid for by a grant or contract from some third parties. Includes input into local, state, national or international policy.

**Finance Committee:** help with financial planning; review budget; financial policies

**Development Committees:** help plan and evaluate long-term fund raising plans and growth:

- **Foundations:** Foundation funding for general operations
- **Corporations:** Promote Corporate Associates Group
- **Constituents:** Campaign for contributions from individuals
- **Major Donors:** Develop individual programs with a limited number of potential donors
- **Planned Giving:** Develop planned giving programs

**Media and Public Relations:** Develop PR materials to support roles of other subcommittees

Please return this form immediately to:

Beth Sulzer-Azaroff, Ph.D., Chair, Nominating Committee CCBS

5555 Heron Point Drive

Naples, FL 33963

or Phone: (813) 591-4512; fax (813) 591-4757; Compuserve: 75463,1745

I would like to nominate \_\_\_\_\_ to serve on the \_\_\_\_\_ Committee.

Nominee's address: \_\_\_\_\_  
\_\_\_\_\_

Comments:

# Help ABA Be a Governmental Resource

Rodney Dangerfield said it about himself but it's also true for behavior analysts: "We don't get no respect!". Especially in affecting national policy. As part of the assignment our President's Advisory Group on Education received from Sigrid Glenn, we are trying to change that situation. We need your help in gaining access to key governmental personnel in both the legislative and the executive branches.

We also need allies from organizations interested in a national program to encourage curricula and teaching methods that are continuously improved based on feedback from verified student outcomes. Our own remarkable achievements can then compete in the marketplace.

A number of pieces of legislation are being considered in the 104th Congress. Already before the Congress are a number of job training consolidation proposals. Welfare reform will almost surely involve child care and education/training pieces in some way. The move to speed up the training process for welfare recipients allows our powerful methodologies some advantage. Adult education and vocational education are also being streamlined and consolidated. In all cases, the emphasis will be on accountability, a position distinctly to our advantage. However, the actual wording of legislation and then later regulations is enormously important in terms of how "accountability" is defined and the contingencies that are put in effect.

Critical areas in which behavior analysts may be useful are in the design of reasonable standards (currently under fire because the draft History Standards were badly received and labeled as revisionist history), clear language about accountability and outcome data, contingencies for individuals (welfare) and organizations (schools). Legislation contains many pro forma pieces with a few extremely critical pieces about these important functional parts of the bill.

Education Legislation Set for Re-authorization in the 104th Congress: Individuals with Disabilities Education Act, Adult Education/National Literacy Act, Perkins Vocational Education Act, and National Science Foundation. However, all of the work of the 103rd Congress in Education is vulnerable both in terms of budget reconciliation and rescissions and through floor amendments.

Those interested in the content of bills introduced in Congress can get copies by calling the Congressional Document Room at (202)-224-3121. Key documents include GOALS 2000 (PL 103-227), the new Title I, The Improving American Schools Act of 1994 (IASA) (PL 103-382) and The School-to-Work-Opportunities Act of 1994 (PL 103-238). Regulations, which are very important, are put out for comment in the Federal Register. IASA Regs are just about to be sent out for public comment. If interested in possibly commenting, contact me.

You can help us in the following ways:

1) Look at the names below and identify for us any

individuals with whom you already have a working relation or access. Legislators are very busy and while we have a great story to tell, it will be greatly to our advantage if we already have some initial creditability and historical access.

2) Identify significant business, professional and advocacy organizations or persons that would be our natural allies. We're willing to make the contacts but it would be enormously helpful to know specific people in organizations that are already predisposed to listening to us.

## Senate Labor and Human Relations Committee

### REPUBLICANS

Nancy Kassebaum, KS, Chair

James Jeffords, VT

Dan Coats, IN

Judd Gregg, NH

Slade Gorton, WA

Spencer Abraham MI

John Ashcroft MO

Mike DeWine OH

Bill Frist, TN

### DEMOCRATS

Edward Kennedy, MA,  
RANKING

Claiborne Pell, RI

Paul Simon, IL

Christopher Dodd, CT

Tom Harkin, IA

Barbara Mikulski, MD

Paul Wellstone, MN

## Important Staffers: Senate Labor and Human Relations Committee

Kennedy: Clayton Spencer (224-5501), Steve Spinner (224-8750), Sarah Fox (224-6368)

Pell: David Evans (224-7666)

Dodd: Suzanne Day (224-5630)

Mikulski: Anita Harewood (224-4654)

Harkin: Bobbie Silverstein, Bev Schroeder (224-6265)

Kassebaum: Lisa Ross, Wendy Cramer (224-6770)

Jeffords: Pam Devitt (224-2962)

Gregg: Lisa Hamilton (224-3324)

Frist: Pat Morrissey (224-7139)

## Subcommittees

### Subcommittee on Aging

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For a more thorough list of Education Associations, Contact Susan Frost, Executive Director, The Committee for Education Funding, 505 Capitol Court, Suite 200, Washington, DC 20002 and ask for the most recent Directory: A Guide to the Education Associations.

WE NEED YOUR INPUT IMMEDIATELY BECAUSE WE WILL BE IN WASHINGTON SO SOON! Contact me at 2485 Calle del Oro, La Jolla, CA 92037-2002. My Internet address is 76530.1536@compuserve.com and my office phone/fax is (619) 551-2005. Thanks for your help.

***Ed Anderson, Co-chair, the Advisory Group***

## **Cambridge Center Announces Forums and Workshops**

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Cambridge Forum on Behavioral Economics. Scientific strategies for Investment and Finance May 18-19, September 14-15, 1995

Parent Guide to ADD Kids. Effective, positive procedures for working with children diagnosed with Attention Deficit Disorder, November 3, 1995

The "Tough Kid Workshop." Practical, effective procedures for working with children in the classroom. November 4, 1995

Developmental Disabilities Workshop Series (Tentative). Dates to be announced for Fall 1995 and Winter 1995-96. In planning stages, write if interested.

All offerings except the Canadian Forum are in the Cambridge/Boston area. Continuing Education credits are available. Write or call for information.

### **Correctional Architecture and Programs: Designing Events to Promote Rehabilitation**

#### **A Special Symposium of the ABA '95 Meeting**

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## Professional Development Committee (PDC) Annual Breakfast Meeting

Laura Schreibman, Professor of Psychology, University of California at San Diego, will present this year's talk at the Annual Breakfast Meeting of the PDC. Her talk is entitled: "Ruth's Law of Achievement: The Only Thing in Your Way is What You Allow to be There". This talk will focus on ways in which we sometimes allow ourselves to be blocked in our goals and our efforts. What strategies might we employ to assist students, and others, in recognizing perceived as well as real obstacles? Importantly, what strategies might we employ to remove these obstacles, prevent new ones, and open doors to realizing our professional goals?

## Representing Behavior Analysis in a Proactive Manner

Kudos! to the North Carolina Association for Behavior Analysis (NCABA) and particularly to Aleck Myers and Tom Thompson, for producing the brochure, "Behavior Analysis: Systems for Positive Behavior Change." The brochure illustrates various situations in which behavior analysis has had a positive impact on daily life. It then describes a number of common myths about behavioral approaches and counters them with the facts. How about some imitative behavior, fellow behavior analysts? Anyone having ideas, suggestions, or wanting to help is encouraged to contact Tom or Aleck at : Psychology Services, Murdoch Center, Butner, NC 27609. (919) 575-7913.

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# A Practitioner's Conference on Preventing & Solving Behavior Problems

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## **New Book**

**John Staddon, *Behaviorism*.**

**ISBN: 0-7156-2488-1. Paperback,**

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John Staddon proposes a new form of behaviorism which, he says, is not an "-ism" at all, but a framework for scientific psychology. Contents: Preface; Early Behaviorism; Radical Behaviorism, I.; Experimental Foundations; Radical Behaviorism, II.; Animal Models; Radical Behaviorism and Society; Mind and Mechanism; Behaviorism Today. In the U.S., add \$3.50 for shipping and handling. Send to Focus c/o PBS, P.O. Box 390, Jaffrey, NH 03452; telephone (603) 532-7454. In Europe, Duckworth, The Old Piano Factory, 48 Hoxton Square, London, England, N1 6PB; telephone 071-729-5986, fax 071-729-0015.

## **Plan to Attend Two Convention Special Events Regarding Education:**

***Creating Grassroots Support for  
Effective Educational Practices***

**10:30 - 11:50 AM Sunday**

### Panelists:

Joe Freedman, Society for Advancing Educational Research, Red Deer, Alberta, Canada

Doug Camine, National Center to Improve Tools for Educators, Eugene, OR

To be Named, a person representing an appropriate community group

### Chair:

Dan Hursh, West Virginia University, Morgantown, WV

**AND**

***Recruiting Business Support for  
Effective Educational Practices***

**1:00 - 2:50 pm Sunday**

### Panelists:

Doug Camine, National Center to Improve Tools for Educators, Eugene, OR

Aubrey Daniels, Aubrey Daniels Associates, Tucker, GA

Joe Freedman, Society for Advancing Educational Research, Red Deer, Alberta, Canada

Bill Hopkins, Auburn University, Auburn, AL

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## They've Got Those Bad Genes

Richard W. Malott—Western Michigan University

This is no scholarly critique of Herrnstein and Murray's *The Bell Curve*. It's not based on the book. It's a pop reaction to the Reader's Digest/Classic Comics version as presented in a two-cassette recording, read by Dr. Murray.

In the first part, the majority of the book, the authors are just humble scientists in search of the cold, buck-naked truth. Just scholars looking with dispassionate objectivity at vast amounts of data, letting the IQ points fall where they may. Weighing the evidence pro and con. No agenda, hidden or otherwise. But an intellectually honest, thoughtful reading of the large amounts of scientific data prove at the .05 level of confidence that 60% of human intelligence is inherited and 40% is learned.

Don't think so? Check this out (and this is a tough one): High-IQ parents have high IQ kids who do a lot better in life than the dummies do. But what about the confounds, the money, the better schools, the . . . Even when you equate for all that, the higher the IQ, the better the success. In fact, parent's IQ is a better predictor than their tax bracket. So that proves Black peoples are inherently inferior. . . . Huh?

They say sorry; but, hey, don't shoot the messenger.

And then (and here comes the best part), then the authors pull off their masks. April fool, we were just kidding. We aren't scientists; we're republicans! And we've got the solution to all the social ills in this U S of A: Take all the money from the poor Black folks and give it to the rich white folks; and it'll work out better that way, for everyone, or almost everyone. And some of it will tinkle down to the Black people who stumbled into the top of the bell curve.

*Miss Evers' Boys*--a play about four Black men in Alabama. The white doctor from up North: Well, you see gentlemen, the syphilitic spirochete *Treponema pallidum* is connected to your knee bone, and the syphilitic spirochete is connected to your leg bone, and those spirochete are going to dance around. . . .

Huh? What's he talking about?

How do I communicate with these people, Nurse Evers?

Tell them they've got that bad blood. .

Oh, I've got that bad blood. Why didn't you say so?

And so four Black men plus six hundred others participated in the Tuskegee experiment for almost 40 years under the impression they were being treated for syphilis, when they were really an untreated "control" group. Screwed up gait, blindness, craziness, death. And the objective men of science scientifically proved that African Americans react to syphilis just like Scandinavians did when they didn't get

treated. We are all equal in the eyes of the syphilitic spirochete.

*Meet the Press*. Topic: Kill affirmative action. Seated next to Dr. Murray in the panel discussion is Harlem's own Congressman Charles Rangel, the most powerful African American in Washington. And he's been getting bad press because he called some honkie racist a fascist.

And Murray explains that 60% of Black inferiority is genetic and 40% is learned. And you must understand that Dr. Murray is such a warm, gentle, quiet, sincere, concerned man that you think he's Mr. Rogers in disguise.

Rangel says: I can't say the man's name any more, but that sure sounds like that Nazi who gassed six million Jews because they were genetically inferior.

Well, Dr. Rogers really gets upset. How can anyone think . . . ? You see, it's very complex, and statistical, and there are over lapping distributions, see, and standard deviants, see. But, of course, my good man, if you didn't get at least a grade of *BA* in advanced statistics at Harvard, you couldn't understand that the standard deviation is connected to measures of central tendency, and central tendency is connected to analyses of covariance, and them genes them genes gonna' walk around. And Rangel was silenced.

And Judge Clarence Thomas was appointed to the supreme court, not because he was Black and would get Bush off the hook, but because he just happened to be the most highly qualified lawyer in the neighborhood and stood firmly against the gross immorality of quotas.

Now we have *proof* that not only is affirmative action and quotas unfair to rich white folks but it's also ineffective: True, affirmative action and quotas may have played a major role in the development of a viable Black middle class, but it didn't get rid of the Black underclass. So bag it.

Besides, Newt Gangrene got to be house mouth; so anyone can. Even that third generation, 12-year-old, Black ADC kid who can't count to 12 and who has no father and whose mother is a junkie and a prostitute; yes, even he can become a rich white person if he *really* wants to. And if he's got 60% of those true-blue genes. No need to cut a special deal for him so he can end up in an environment where the contingencies might be more effective in helping him get his act together. Jackie Robinson didn't need quotas.

And Bill Clinton is going to pull the welfare-Cadillac plug on all programs but the truly effective. And here's the best part: Then the pres. pulls off his mask. April fool; I'm no democrat; I'm George Bush!

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To publish a reply to the Notes column in *The ABA Newsletter*, please submit your reply to Peter Lamal, Editor, The ABA Newsletter, Department of Psychology, University of North Carolina, Charlotte, N.C. 28223, with a copy to Richard W. Malott, Department of Psychology, Western Michigan University, Kalamazoo, MI 49008-5052. It helps if you accompany your hard copy to the Editor with a 3.5 in. computer disk containing a file of your reply, ideally in ASCII format.

---

# Replies to "Notes from a Radical Behaviorist"

## Re: ... Murder, Massacre, and Genocide

Dear Dick,

First, I want to say that I really found the "Notes" in the Winter issue of the *ABA Newsletter* very valuable. I was of course not surprised that you emphasized aversive control-pairing exposure to someone else's pain with actual or threatened pain to the observer should create a conditioned aversive all right. But you suggest that part of the issue is support "empathy" using rule control; my question is whether empathy may not consist of behaviors that can be constructed. Just as we shape cooperative play among sibs, rather than just not hitting, I'm not certain that we couldn't teach empathy directly - you might guess where this is going - through positive reinforcement.

Shaping and reinforcing this behavior class won't be enough to eliminate all violent behavior - as I read the matching law, it's hard to drop the rate of the original behavior really close to zero without truly massive alternative reinforcers. It probably is important to change the bias parameter (McDowell, 1989) to get closer, and some level of well-designed aversives may be required to do that. But I'm not sure that's the main event, or that it will specifically increase the behaviors we want. These are testable questions, of course. I'm also pretty sure that emphasizing increasing aversives in already terrifically aversive environments like those you describe would be a hard sell - so we'd better be sure it's the only way before suggesting this as the best strategy (although some religious groups would probably agree that expansion of aversive control is a great idea). And yes, behavior analysis needs to dive into these issues with both feet, (and ally with religion to save the world). Keep up the wonderful work, and thank you for helping to validate and maintain behavior analytic concern with sociocultural issues.

### References

McDowell, J. J. (1989). Two modern developments in matching theory. *The Behavior Analyst*, 12, 153-166.

Mark Mattaini

Columbia University School of Social Work

## Moving?

Remember to send your new address and telephone number to ABA, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052

## Re: ... Failing to Train Expert Behavior Analysts

If we apply the rigorous standards of *JABA* we should ask Richard Malott (*ABA Newsletter*, 17, 1994, No. 1) why he thinks "We Fail to Train Expert Behavior Analysts". The question is worth asking rigorously because if "they" fail to train expert psychoanalysts all the fuss about whether psychoanalysis works is a mud pile. The real question is the way Malott puts it: What makes experts?

Following Ericsson and coworkers (*Psychological Review*, 1993, 100, 363-406; *American Psychologist*, 1994, 49, 725-747), Malott chooses easy examples - athletics, musical performance, chess - where champions are easy to pick out. In these cases, expertise is rigorously defined and the hours and hours of deliberate practice it takes to become a champion bring their own rewards by way of vanquished opponents, proud Moms and Dads, and satisfied coaches (who don't keep on just any "little protoplasmic tabular rasa"; coaches need reinforcement too).

Not to be fussy, what makes experts are three things: Knowing where you are going; finding a sparring partner; and keeping on going. Psychoanalysts think they know where they are going; we think we know better. But thinking is harder than you think and the (psycho)analysts have something to tell us that young behavior analysts are not always told: learn to listen. I cannot put this to you better than Charlie Ferster once put it to me (Psychotherapy From the Standpoint of a Behaviorist, in *Psychopathology in Animals*, Academic Press, 1979). More than anyone, Ferster knew not only where the metaphors of both kinds of analysis parted but also where they met. What he says is not easily condensed. It needs to be read as a whole, and read and read and read gain.

But that is only part of the deliberate practice. The other part rests with the sparring partner. Those other analysts go through training analysis, trainer and trainee sparring, transferring and countertransferring for hours on end. We used to do that in the animal lab. (Remember the old Columbia Jester cartoon?). Those were the hours and hours of deliberate practice that we used to put in. Those are the hours that modern novices wish to avoid. Perhaps that is why we fail to train expert behavior analysts. Practice as Malott implores, but first catch your rabbit, your pigeon or your rat. And once you get to graduate school, do it by hand (see Richard D. Millar and Richard W. Malott [1968], *Psychological Record*, 18, 369-372).

J. D. Keehn, Kincardine, Ontario

# Legislation in CA Mandates Behavior Analysis Services and Minimizes Use of Aversives in Education

G. Roy Mayer, California State University of Los Angeles,

Joycelyn Finn Mayer, Montebello Unified School District

Punitive interventions have often been used as a tool for eliminating severe behavior problems. In fact, until the more recent emphasis on functional assessments, punishment approaches were considered to be the most effective means of reducing severe behavior problems (Carr, Taylor, Carlson, & Robinson, 1991; Cataldo, 1991). However, because of (a) the disagreements among professionals as to where effective measures end and abusive measures begin; and, (b) a lack of a clear, workable, universal policy, students in California treated with aversive procedures experienced pain, humiliation, and, tragically, even death. Thus, a number of legislators attempted to enact legislation to implement a clear, workable policy.

## Background

Legislation regulating the use of aversives and mandating the use of positive behavioral interventions was difficult to establish because of disagreements among professionals on the necessity for and effectiveness of aversives, plus concerns regarding training of personnel, local control, and cost. The first attempt to bring a uniform policy regarding the use of aversives with students having disabilities was introduced by Assemblyman Gary Hart of Santa Barbara (Section 67 of Chapter 1247, California Statutes of 1977). However, due to the heavy demands it would place on school resources, the State Department of Education did not support it. The State Department wrote separate but compatible guidelines for use *only* in public schools that went to public hearing. Again, these were not adopted because of (a) a lack of qualified personnel, (b) too few training programs in colleges and universities to meet staffing needs, and (c) unresolved issues regarding the use of aversives. In place of the guidelines a policy statement was issued to alert school districts of potential tort liability if they did not treat handicapped students carefully and reminded them of existing state laws governing corporal punishment.

The issue lay dormant for several years until the death of a child in a private facility during the implementation of an aversive procedure. In response, assemblyman Katz introduced anti-aversive legislation in 1987. It too was defeated due to expense and local control issues.

The Commission on Special Education sponsored the next effort that led to the development of Assembly Bill 2586 introduced by Assemblywoman Hughes, and signed by the Governor on September 12, 1990. The bill called for implementing regulations to be developed by the Department of Education. After a series of public hearings, the final version was adopted by the State Board of Education in January, 1993, and became effective on May 20, 1993.

## The Positive Behavior Intervention Regulations

The Positive Behavior Intervention Regulations (PBIRs) are very detailed and address a number of areas. Some of the more salient areas are presented below:

## Who Is Targeted?

The Regulations apply to any student who has exceptional needs and who exhibits a *serious behavior problem* that significantly interferes with the implementation of the goals and objectives of the student's IEP (Individual Educational Plan). Serious behaviors problems "are defined as the individual's behaviors which are self-injurious, assaultive, or causing property damage which could lead to suspension or expulsion . . . and other severe behavior problems that are pervasive and are maladaptive that require a systematic and frequent application of behavioral interventions" (Calif. Title 5 Education Code, Section 3001-y). Serious behavior problems usually fall within one of the following categories: Self-injury, assaultive, property damage, pica, and running away. However, the definition is currently under review and will probably be revised due to varying interpretations.

## What Must be Done Prior to Application of Behavioral Interventions?

According to the PBIRs, parent notice and consent shall be given and obtained prior to the assessment, and "whenever the systematic use of behavioral interventions in response to a serious behavior problem is proposed, a functional analysis assessment must be conducted by, or be under the supervision of a person who has documented training in behavior analysis with an emphasis on positive behavioral intervention" (Calif. Title 5 Education Code, Section 3052-b). In addition, the regulations stipulate that the behavioral intervention plans shall be based upon the results of the functional assessment. Such directives would appear positive, in that recent research (Iwata, et al., 1994) suggests that reinforcement approaches to behavior reduction that match behavioral function are just as effective as punishment approaches, and that "interventions relevant to behavioral function are more likely to be effective than those that are arbitrarily chosen" (p. 237). Treatment approaches based on behavioral function, then, can result in major reductions in (a) the misuse of behavior procedures and (b) the use of punishment by educators, which in turn can provide a more reinforcing environment conducive to learning.

## What is Required of the Functional Assessment?

Functional assessment data must be gathered from three sources: (1) interviews with significant others, (2) review of records and other assessment reports, and (3) direct observation. The following information must be obtained from these three sources: (a) baseline and treatment data on the targeted behavior, (b) information on the immediate antecedent events associated with the targeted inappropriate behavior, (c) information on the consequences to the targeted behavior to determine its function, (d) previously used interventions, (e) ecological factors, and (f) any possible health and medical factors which may influence the student's behavior.

A report must be written based on the above assessment results, and a copy presented to the parent. According to the PBIRs, the report shall include (a) an objective, measurable description of the targeted behavior(s), (b) a functional assessment of the behavior across all appropriate settings in which it occurs, (c) a similar analysis on the replacement behavior(s), and (d) a proposed behavioral intervention plan to be considered by the IEP team.

### What is Required of the Intervention Plan?

The plan must include a number of items: (a) the frequency of provided consultation to those implementing the plan, (b) a summary of the functional assessment findings, (c) objective and measurable descriptions of the targeted and replacement behaviors, (d) the student's goals and objectives specific to the plan, (e) a detailed description of the behavioral interventions, (f) specific schedules for recording the use of interventions, as well as the targeted and replacement behaviors; (g) specific criteria for discontinuing the use of interventions due to their lack of effectiveness, (h) criteria to use to phase-out interventions, or replace with less restrictive ones; (i) settings in which interventions will be used, and (j) specific dates for IEP team program review.

The following interventions are prohibited: Those that (a) cause physical pain, (b) release noxious, toxic or otherwise unpleasant sprays, mists or substances in proximity to pupil's face, (c) subject student to verbal abuse, ridicule or humiliation, or expected to cause excessive emotional trauma, (d) simultaneously immobilize all four extremities, (e) employ locked seclusion (except in licensed facility), (f) preclude adequate supervision, and (g) deprive the student of one or more of his or her senses. There are also numerous intervention suggestions provided in the regulations. Most are based on differential reinforcement and stimulus control strategies.

Measures of program effectiveness (e.g., baseline data compared to treatment data) must be reviewed periodically. In addition, documentation must be collected as to whether the program is being implemented as specified in the behavioral intervention plan.

### What Are the Role and Responsibilities of the Behavior Intervention Case Manager (BICM)?

The BICM is "a designated certificated school/district/county staff member(s) or other qualified personnel . . . contracted by the school district or county office who has been trained in behavior analysis with an emphasis on positive behavior interventions" (Calif. Title 5 Education Code, Section 3001-e). The BICM is responsible for the functional assessment, and for proposing the intervention and evaluation plan to the IEP team.

The qualifications of the BICM are determined by each Special Education Local Planning Agency (SELPA) within California. Usually several school districts are included in a SELPA in order to provide better services to students with handicapping conditions. However, leaving the determination of qualifications in behavior analysis to SELPAs has produced considerable variability in determining who is qualified to function as a BICM.

### Cal-ABA's Response

In response to the vagueness in the Positive Intervention Regulations regarding the BICM's qualifications, Cal-ABA developed a Registration Process for Behavior Analysts in California that went into effect on July 15, 1993. Currently, the organization is working towards establishing an endorsement process to provide consumers of behavioral services information about the performance ratings of behavior analysts. Next, the plan is to develop a certification/credentialing/ licensing process for the practice of behavior analysis in California. This process is detailed

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in a recent issue of the Cal-ABA Newsletter (Tucci & Mayer, 1994).

### Discussion

AB 2586 has produced mixed results. On the positive side it has (a) increased attendance at behavior analysis conferences; (b) produced greater recognition and acceptance of behavior analysis as an important profession and contributor to the field of education; (c) created an increased appreciation of those able to provide behavioral services, and an increased need for people trained in behavior analysis; (d) produced greater cooperation between the California Association of School Psychologists (CASP) and Cal-ABA (e.g., the Association for Behavior Analysis and Therapy, Southern California - ABAT/SC - is in the process of cosponsoring its third conference on behavior with CASP and the California Diagnostic Center, Southern California); and, (e) prompted Cal-ABA to develop a registration/endorsement process and move towards certification. On the negative side, no additional funds have been provided to train or hire BICM's. This has resulted in a lack of qualified personnel and additional stress and work for many school psychologists and special educators. In addition, there has been a proliferation of weekend workshops offering certificates in behavior analysis and/or BICM competencies.

However, the legislation does appear to have provided a valuable approximation to promoting the integration and acceptance of behavior analysis in California schools. As more Universities in the state offer training programs in Behavior Analysis, and certification programs are developed, greater quality control throughout the state will begin to occur to the benefit of the students we serve.

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# Give and Take: Mentoring, Nurturing, and Facilitating

*Sandra L. Harris*

*Rutgers, The State University of New Jersey*

In May, 1994 I had the opportunity to speak at ABA's Professional Development Breakfast on the mentoring process. I would like to share some of my thoughts with my colleagues.

When I hear the word "mentor" I think first of the person who was so crucial to my early professional development. Entering graduate school at SUNY/Buffalo, I intended to do full time clinical work after graduation. I quickly learned that was not what one said to the faculty, who hoped we were all future academics. Nonetheless, my secret ambition was shared by most of my classmates. My early years in graduate school were interesting and productive. I got good grades and learned a lot of psychology, but I never saw a specific faculty member as interested in me. I was a shy student and did not actively seek out a professor. Thus, although my performance was competent and I was reasonably happy, nothing happened to alter my view of academic life as something to be passed through on my way to the clinic.

After three years at Buffalo I did an internship at St. Elizabeth's Hospital in Washington, D.C. Just before I returned to Buffalo at the end of the internship a faculty member who had arrived there the year I was leaving, asked whether I would like to work with him that summer on a Peace Corps project. I was delighted to have a chance to earn some money!

The person who called me was Joseph Masling and his invitation altered forever the shape of my professional life. Throughout the summer we worked together doing psychological assessments on a Peace Corps training project in Vermont and into the fall we commuted several times from Buffalo to Vermont to finish the project; he and I had opportunities to talk. It was the first time I felt I was taken seriously as a potential scientist and colleague. I also realized Joe was a person of first rate integrity and I thought I might learn something from him about the enterprise of being human, as well as about being a psychologist. In the fall I asked if he would chair my dissertation and he agreed. While I worked on my proposal we did some research together which led to publications.

Although I no longer do research in the areas Joe studied, the lessons he taught me remain. He encouraged me in thinking creatively, modeled rigor in the process of data collection, analysis, and interpretation, and introduced me to the joys of seeing my name in print. I was sold on the potential pleasures of academic life.

Joe also introduced me to his friends in the professional network including a crucial introduction to the person who was my link to the job I got at Douglass College. That job search in 1969 was not without its frustrations. I recall vividly listening to his telephone conversation with a friend at a major university. They had an opening for an assistant professor and Joe called him about the job. His colleague's response was that they were not interested

in hiring a woman. A woman was a problem if she were single and a problem if she were married. How astonishing to us now that someone might have said such a thing aloud! Those who wonder if things have changed in the past 25 years should take heart in that episode. Discrimination, when it does occur, is far less blatant than it used to be.

## Do We Need to be Matched to Our Mentor?

I do not think it is essential that a woman have a female mentor. Joe was as facilitative and nurturing as a woman might have been. I have male colleagues whom I believe do the same for their female students today. Nonetheless, I do think that having a mentor who shares one's gender, race or ethnicity can be a help. Not because the barriers among us are too great to surpass, but because it is nice in our closest relationships if we not have to work at surmounting such obstacles. It makes life easier for a woman if her mentor has lived her experience and can help her anticipate what lies ahead. There is also something especially comforting and helpful about seeing another woman or person of color who has succeeded in doing the things we want to do.

I was fortunate at Douglass College to find a faculty composed equally of women and men. The senior faculty took seriously the shaping of junior faculty into effective teachers and scholars. The process of being mentored did not end for me at graduation, but continued through many years. I got help with setting up course content, giving exams, and assigning grades. My colleagues listened to my research plans and read my manuscripts. They were generous with their praise. Young faculty, like graduate students, probably do best when someone takes a continuing interest in their development.

## Becoming The Mentor

Gradually in one's professional life there is a shift from being mentored to doing the mentoring. My experience with Joe shaped how I have responded to that challenge, as have my experiences in the years since I left graduate school.

In my own efforts to mentor I have tried to create a systematic learning experience for my students. This description focuses on the training of Ph.D. students for academic careers. There is a similar process for Psy.D. students aiming at professional practice. My colleague Jan Handleman and I work closely together in this process. We accept a graduate student from the clinical Ph.D. program at Rutgers to work with us in our school for children with autism every other year. This ensures that we can provide an optimal training experience for the student and not overextend ourselves or the school's resources. For the first year this student's experience is primarily clinical, working with children with autism and their parents. In the second year she continues this work and runs her master's thesis. In her third year she becomes research coordinator and manages the research office while doing her doctoral dissertation. In addition to her master's thesis and doctoral dissertation, most students have several poster presentations and research publications by the time they leave for internship at the end of the 4th year. They have been to professional meetings, been introduced to my colleagues, and learned something of the joys of

*continued on next page*

academic life.

An important step in the mentorship process is teaching students about the informal as well as the formal process of becoming a scholar. Becoming part of the professional network, learning who does work of value and integrity, meeting people who are willing to extend themselves for junior members of the profession, are as important as learning the fine points of data analysis and design in ensuring an effective career. Knowing how to handle one's self in the academic world can be at least as important as having good ideas for research. Any number of smart people have doubtless drowned in academe because they lacked the skills to navigate the political waters and no one else cared to teach them. Although someone of rare genius can get away with being a turkey interpersonally, the rest of us have to pull our weight in order to become part of the community and to gain recognition consistent with the quality of our work. In fact, some people's recognition exceeds their published, scholarly work. They have done this through exceptional savvy in reading the system, and in some cases by being unusually decent people who do more than their share of the work that keeps departments and professional organizations running.

### Reaching Out

I mentioned earlier that I was a shy student in graduate school. It was important that someone reached out and made the connection. I might never have worked with Joe if he had not indicated an interest in me. I have become aware of how other students who do not view themselves as part of the mainstream may similarly be reluctant to make the first move in connecting with a mentor. Some students of color have this problem, especially in a predominantly white context, and so do some women and a few men. It is important to actively attempt to connect with these students.

In my role as an administrator I encounter students who have been struggling by themselves to handle their problems with the bureaucratic structure of the university. Had they asked a member of the faculty or someone in the administration, we could have either given them advice about how to proceed, or solved the problem with them. But they hesitate to make those demands on other people. As a result they tend to get lost in the shuffle of graduate school, just as I was during my first three years. I didn't do badly, and neither will these students. But, I didn't shine as I did when my abilities were recognized by someone who took the time to do so. Therefore I am convinced that taking that active step to reach out is critically important, especially when mentoring women and students of color.

### Students of Color

At the Graduate School of Applied and Professional Psychology (GSAPP) we have always made an active effort to recruit candidates who are persons of color. Almost 20% of our graduates are Black, Asian-American, or Latino. Our retention rate is also excellent—we graduate almost every student whom we admit. We have one full time African-American faculty member, as well as other persons of color who fill adjunct roles. Our Psy.D. clinical program was one of the first in the country to require every student to take a course on the impact of racial, ethnic and cultural differences in the clinical setting. I'm pleased with those statistics,

but this year I was challenged to understand that statistics are not enough. Recently I had a meeting with some of our Latino and Black graduates to ask them what life had been like for them at GSAPP and what we could do to make things better for the current generation.

The graduates who came to the meeting are people who are highly effective professionally and who went through life in our school with no apparent problems. I knew them and was fond of them. It was therefore especially dismaying to me when they related the profoundly lonely life which they had led in graduate school. They had encountered episodes of subtle discrimination and overt ignorance. Neither the faculty nor the student body understood the context of their lives. The process of gaining an education had been a challenge that far exceeded the personal demands placed on most of their white classmates.

It was painful to hear this. Painful because in spite of my contact with them, I had been oblivious to much of what they had experienced. It brought home to me that being a woman did not ensure I would be attuned to what it means to be Black or Latino. It also made me aware that aggressive recruiting of significant numbers of persons from diverse backgrounds is only part of the task. There is a compelling need to continue to challenge our white majority perceptions, and to change the culture of our school into one which will more authentically include every student whom we admit and every faculty member we hire. In saying that I need to emphasize that ours is not a racist or insensitive faculty. To the contrary, there is strong tradition at Rutgers of encouraging students of color to apply for admission and to excel in the program. The issues are far more subtle than overt racism.

So, we continue to struggle with the challenge. In the 94-95 academic year we are creating a mentorship program to link students of color with Black or Latino graduates who can be role models and provide some vital aspects of the mentoring relationship. We will redouble our own effort to mentor our students within the school. I am also creating a dean's advisory council which will give me ongoing input from our graduates of color about how better to change our internal culture to meet the needs of all of our students.

As a community we keep looking for new ways to broaden the lens through which we view our world.

The need for these kinds of changes saddens me because I realize how far off the mark we have been in some respects. But, it also is a source of energy and excitement; I believe we can do better, and I look forward to meeting that challenge.

### Mentorship Beyond Graduate School

Although we usually think of the term mentor as an ongoing extended relationship with a primary advisor in graduate school, the concept should be extended farther. I watch some of my colleagues at the annual ABA convention as they visit the posters of graduate students and young faculty. They go out of their way to read the poster, comment on it, and reinforce a junior colleague for a job well done. I know how often my students have expressed delight after one of these senior colleagues has stopped by.

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Similarly, I have seen detailed editorial critiques of manuscripts by reviewers who care about guiding the development of young professionals. *JABA* is especially good for that kind of learning. Even if the project is a bit weak, the careful senior reviewer writes an evaluation that points a young colleague toward better research and leaves him or her feeling good about being a scholar. These mini-mentoring sessions are a wonderful way to welcome our new colleagues.

In the title of my paper I used the term "give and take." I meant that in several ways. First, and most obviously there was my own experience as a student to whom a nurturing, facilitating relationship was offered. And now as a senior academic I have the opportunity to give that back to a generation of students. But, the give and take is more immediate and ongoing. Although I give a lot of academic mentoring to my students, they give back to me as well. Students are not always aware of the pleasure it brings a professor to have a student who is interested in her work, someone who wants to challenge and extend one's own ideas, and give them newer and richer life than they had before. On a more personal level, some of my former students have become good friends. I have had the joy of being named godmother for the children of two couples where one or both partners worked with me as students. I keep up correspondence with former students around the country, and every year I have the pleasure of seeing at the ABA convention and at other major meetings, a group of my former students, now colleagues, who have established themselves as effective academics or professional psychologists. It is a source of much joy in my life

## POSITION ANNOUNCEMENT (Additional)

**EXECUTIVE DIRECTOR, CAMBRIDGE CENTER FOR BEHAVIORAL STUDIES.** The Center seeks a behavior analyst with a national reputation to direct the Center's mission to advance the study of behavior and its application in behalf of human well-being. The Executive Director is directly responsible for day-to-day financial control, development, administration, coordination, program supervision and new program development, and is in turn responsible to the Board of Trustees. A large portion of the job of the Executive Director involves coordinating and interacting with Trustees, Advisors, constituents, staff and the wider professional and scientific community, and interfacing with the public.

The Executive Director administers and coordinates our established and developing programs in basic research and science, business and education, and must be able to supervise publication of our two journals, *Behavior and Philosophy* and *Behavior and Social Issues*. Many opportunities are available for exploring simultaneous university affiliations in the Boston area.

The starting date is between August 15, 1995 and November 15, 1995. Salary and terms of appointment are dependent upon experience and background. Send inquires or application letters listing five references and a complete curriculum vita or resume to the Executive Director Search Committee, Cambridge Center for Behavioral Studies, 675 Massachusetts Avenue, Cambridge, MA 02139.

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## POSITION ANNOUNCEMENTS

**PENDING FUNDING CONFIRMATION:** Research Associate or Research Scientist to develop and evaluate community interventions to prevent youth problems, such as academic failure, substance abuse, antisocial behavior. Oregon Research Institute is seeking a person with clinical, community intervention, and research skills to work on the implementation of two five-year, federally funded research grants. Funding confirmation in March or April. The successful candidate will work primarily on a randomized control trial of a four-component intervention to prevent the development of behavioral risk factors for substance use among at-risk children in Grades K-4. Half the children will be Mexican-American. Preference given to candidates with experience conducting parenting skills training and behavior management programs, knowledge of direct instruction, fluency in the Spanish language and extensive familiarity with the Mexican-American culture. We recognize candidates may not possess all of the desirable skills/expertise listed. A track record in research and publishing is desirable. Hiring level dependent on experience. Please contact Anthony Biglan, Ph.D., ORI, 1715 Franklin Blvd., Eugene, Oregon 97403-1983; (503) 484-2123; Fax (503) 484-1108; Internet: [tony@ori.org](mailto:tony@ori.org). Affirmative Action/Equal Opportunity/ADA Employer Committed to a Diverse Workforce. (*thru 18,2*)

**Behavioral Pharmacology of substance use/abuse.** Postdoctoral human research positions available in a stimulating and productive environment with excellent clinical and research resources. Johns Hopkins Medical School. Develop, implement, and publish human laboratory research related to the behavioral, subjective, and physiological effects of psychoactive drugs. Special interest areas include: opioids, benzodiazepine anxiolytics/hypnotics, caffeine, nicotine dependence, drug discrimination, smoking cessation, drug abuse treatment. Experimental background and research 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., Roland R. Griffiths, 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) 550-0035. (*thru 18,2*)

**INTERNSHIP OPENINGS:** The Department of Pediatric Psychology of The Children's Seashore House and The University of Pennsylvania School of Medicine is seeking persons interested in pursuing a full-time MA level or predoctoral internship in Behavior Analysis on an inpatient unit for developmentally disabled children who exhibit severe behavior problems. The internship will consist of behavior analytic training in the assessment and treatment of severe behavior problems, daily supervision, educational seminars in behavior analysis, and opportunities to participate in new and ongoing research projects. The internship will begin on June 15, 1995 and end June 30, 1996. The stipend for the year is \$14,000. Interested persons should have a background and interest in behavior analysis, and be Masters or Ph.D. candidates. Requests for applications should be directed to F. Charles Mace, Ph.D., Children's Seashore House, 3405 Civic Center Blvd., University of Pennsylvania School of Medicine, Philadelphia, Pennsylvania, 19104-4302. (*thru 18,2*)

**Correction to the 18, 1 citation. The Editor and Layout Editor apologize for the error. Postdoctoral Position** in the Human Behavioral Laboratory in the Department of Psychiatry and Behavioral Sciences at the University of Texas - Houston. Facilities include ten human operant test chambers located in an outpatient institute and two test areas located in a departmental inpatient hospital. Unique opportunity to collaborate with three behaviorists and a research psychiatrist currently involved in behavioral, biological and pharmacological studies of human behavior under controlled laboratory conditions. Current studies involve, ADHD children, adult and child psychiatric patients, normal adults and parolees, and focus primarily upon aggressive behavior and self-control. While collaboration on existing projects will be expected, the trainee will be encouraged and supported in the development of his/her own research projects. A background in experimental analysis of behavior preferred; experience in human research not required. Interested individuals should contact Don R. Cherek, Ph.D., Dept. of Psychiatry & Behav Sci, Univ of Texas-Houston, Hlth Sci Ctr, 1300 Moursund St, Houston, Texas 77030. (713) 792-7925. Fax (713) 794-1425. (*thru 18,1*)

**Training in Intensive Early Intervention for Children with Autism/PDD.** The demand for intensive early intervention for children with autism has increased dramatically in the last several years, and unfortunately, there are relatively few professionals who are competent to provide such service. In order to address this need, the UCLA Clinic for the Behavioral Treatment of Children will begin a training program for professionals with a Ph.D. and/or a Masters degree intending to pursue a Ph.D. This training program will assist individuals in conducting research and providing treatment for children with autism.

Please contact us if you know a professional who is: (1) interested in receiving such training, (2) and associated with, and recommended by, a parent group or health care agency that would be interested in supporting their training. Professionals will be asked to submit a letter of intent, a vita, three letters of recommendation, copies of their Masters and/or Doctoral thesis and, copies of any published articles. In addition, they may be invited to be interviewed in Los Angeles. Training will consist of a 9-month, full-time internship position. At the end of such training we anticipate that participants will meet quality control on treatment and assessment and be knowledgeable about how to operate a clinical facility. Interested individuals should send a written inquiry to: Ivar Lovaas, Ph.D., Atten: Greg Buch, UCLA Department of Psychology, 1285 Franz Hall, 405 Hilgard Avenue, Los Angeles, CA 90024-1563. (*thru 18,2*)

### More Positions Available Announcements on page 22:

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