

## *A Message from the ABA President . . .*

### **Reaching Out . . .**

The Association for Behavior Analysis exists to advance the science of behavior and its application. The most visible thing that ABA does to advance behavior analysis is provide a forum through the annual convention for behavior analysts to come together and discuss recent developments in research and application. Thanks to both the ABA Office Staff and the Program Committee, the 1994 convention was a great success. Attendance was 1634, just 15 short of our highest convention attendance ever (which was in 1993, in Chicago).

The convention, however, is only a part of the advancement of behavior analysis to which ABA is committed. A growing number of members call for ABA to take stands on national, regional, and local issues that affect behavior analysis and behavior analysts. In the past, much of the responsibility for action in the public arena was through efforts by individuals working alone or in small groups without benefit of systematic organizational support. As ABA has grown in size and matured as an organization, there have been increasing calls for an organizational effort by ABA in the legislative and public policy arena.

There are at least three facets to fully developing ABA's outreach efforts: 1. Members wishing to play an effective role must have more information about the realities of venturing into the public arena and training in the tactics and strategies of political influence; 2. The necessary structures for organized efforts must exist within the organization; and 3. ABA must seek out other organizations and groups with overlapping, but not necessarily identical, goals to form coalitions and cooperative arrangements to bring about sought-after changes.

ABA has always had members who effectively influence legislation and public policy. Individual effort must continue. Such activities by its

members bring the organization a wealth of experience and sage advice to be shared. The workshop organized by Travis Thompson with the support of Judy Favell and Sigrid Glenn at the Atlanta meeting represents one excellent way of sharing the knowledge gleaned by individual members with the membership at large. Travis and Katy Neas of the American Association of University Affiliated Programs presented a host of practical and sophisticated suggestions about how we as ABA members can make our voices better heard on behalf of behavior analysis. Another example of individual effort is ABA member Libby Street's award of an American Psychological Association Congressional Fellowship for the 1994-1995 academic year. We wish Libby the best and hope to provide her a vehicle by which she can share the skills she acquires in Washington.

As we reach out as an organization to advance behavior analysis by interacting with ever-larger and more conceptually diverse communities, there must be an organizational structure in place to coordinate and facilitate these efforts. For several years ABA has had an Educational, Professional, and Public Affairs (EPPA) Board charged with, among several other things, guiding ABA's involvement in legislation and public policy. At the Atlanta convention, the Council took a significant step in increasing ABA's visibility and activity outside the organization by dividing the EPPA Board functions among two new boards: an Education, Standards, and Accreditation Board, and a Public Policy and External Relations Board. The mission of the latter board is now clearly focused, as indicated by its title and by its constituent committees: awards, public relations, legislation and professional affairs, and legislation and science policy.

The last facet, coalition building, has received little attention at the organizational level and its time has come, given such developments as individual member

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**Please Note CHANGES in Article and Advertisement Deadlines, as well as Prices, and Size Restrictions on Page-Portion Ads!! Thank You!!**

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: \$20/year; Single issue: \$6. 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: \$25 for 25 lines or less and \$1/line for each line over 25. Classified advertisements must be submitted in writing with billing information. 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; 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

*Peter Lamal*

I met with the ABA Executive Council during its meeting at the May ABA convention in Atlanta. Our discussion resolved a number of questions about Newsletter content and mechanics, which I outline here.

**Newsletter Content:** Empirical studies not directly related to the organization or activities of ABA will not be accepted for publication in the Newsletter. This does not mean that a piece of data will preclude material from being accepted, but the Newsletter will not be a journal of last resort for empirical studies.

Material that may be deemed by some to be controversial will not, on that ground alone, be denied acceptance. Sensitivity to diverse viewpoints is expected, but this does not mean that a slavish adherence to what may be perceived to be "political correctness," is required. Unsolicited pieces are welcome for consideration and the Editor may also solicit the views of various individuals. I am thus introducing a *Comments Section* that will hopefully prompt submissions from behavior analysts who have differing viewpoints about various topics. What viewpoints and what topics? We will find out when I receive some copy.

The Newsletter will publish some obituaries. I may invite some obituaries. Obituaries may also be solicited from within the areas constituting behavior analysis by Victor Laties (basic area), Edward Morris (conceptual area), and Beth Sulzer Azaroff (applied area). Obituaries are to be no more than one double-spaced page in length.

**Newsletter Mechanics:** The importance of meeting the Newsletter's deadlines when submitting material cannot be overemphasized. The deadlines will constitute doomsday contingencies. All copy must be sent to the Editor for editing and approval. No copy will be accepted for layout except through the Editor. This requirement applies to all faculty and the Staff/Council members of ABA and SABA.

Regarding advertisements, camera-ready are preferred. If graphics (anything other than text) are involved, the ad should be laser quality printed (at a

minimum), within stated dimensions. No faxed ads will be accepted, as fax-quality printing will not be sufficient for printing. The advertiser must specify "color", "black", or "both". If color and black is desired, two sheets must be submitted, one with the color portion and one with the black portion, with margin markers so that the printers can line up the color over the black.

Due to space and money constraints, SIG and Chapter ads will be limited to 1/4 page. Again, laser quality, within dimensions is expected. Also again, specify "color", "black", or "both". In the case of "both" provide the same as above. If a SIG or Chapter would like a larger ad, it will be required to pay the difference with respect to the size ad it chooses.

Subsequent ads for all advertisers will not be run unless an account balance is paid.

Thanks for your attention.

*Peter*

## **Attention ABA Affiliated Chapters and Special Interest Groups:**

**This is the quarter page advertisement space you've been waiting for!**

*Please check the advertisement deadlines for details and send your SIG's or Chapter's ad NOW!*

**Also**, if your chapter or SIG is holding events, whether social or professional, we'd like to hear about it. Write an article and send it to the editor. We'll print it here in . . . .

***The ABA Newsletter!***

*continued from page 1*

activity and the new structures within the ABA organization. ABA is an organization that is small in members and finances compared to many others seeking to be heard. An important part of our legislative agenda involves reaching out to establish coalitions and productive relations with other organizations whose goals involve the advancement of behavior analysis. Both ABA and other organizations may have non-overlapping goals as well. ABA has worked too hard to establish a separate identity for behavior analysis for that to be lost. Nevertheless, I am persuaded that we can establish more effective working relations with other organizations to our mutual benefit while retaining the unique identity of our organization. Division 25 of APA offers a pragmatic example. Division 25's goal is one of advancing behavior analysis within psychology and in meeting this goal it can draw on a wealth of resources within APA. Not all ABA members are psychologists or identify with psychology as a profession, but a significant number do. ABA, as an organization, should utilize those members and their APA connections to help in advancing the goals of ABA. The same may be said of our members who belong to other organizations such as AABT, other APA Divisions, and numerous other therapeutic and educational organizations. Such interconnections represent a strong force for advancing our legislative and public policy agenda. It is essential that such coalitions do not weaken or compromise ABA, but it is equally essential that ABA explore ways to effectively use such organizational connections of its members to our mutual benefit.

To this end, I shall establish a Presidential Advisory Group to develop a plan of outreach to establish more systematic relations with other organizations to advance our legislative and public policy agenda. I will be asking that group to consider first the relation to Division 25 of APA, since Division 25 has expressed a strong interest in such a relation and because of the historical ties between Division 25 and ABA. The plan, however, will be an inclusive one that ABA can apply in establishing relations with any organization that would be helpful in advancing behavior analysis. Through such reaching out we stand to gain a great deal in strengthening the influence of behavior analysis beyond the framework of ABA.

***Kennon A. Lattal***

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## Public Relations: Does ABA Need It?

**Hank Schlinger**

**Chair, Public Relations Committee**

As Chair of the Public Relations (PR) Committee of the Association for Behavior Analysis for the past two years, I, along with the members of the committee have come to the following conclusion. The biggest problem ABA faces is public relations broadly defined: Few know about us or what we do, and many who know anything about us have various misconceptions.

For example, on my way to the Atlanta airport after the most recent meeting I sat next to an invited presenter who does basic research on animal behavior but who is not a member of ABA. I had attended his talk, and I told him how much I enjoyed it. He proceeded to tell me that as an undergraduate he had taken classes with behavior analysts at the University of Florida, but since then he has been under the impression that behavior analysis had dwindled into nonexistence. He was surprised that the field was very much alive—that we held an annual convention attended by so many and with such an extensive and varied program. It is shameful that this example may be indicative of the view that other scientists have about behavior analysis. This is fundamentally a PR problem, but only slightly. It would take a long, long time to solve our PR problem this way.

Permit me to offer a different but related example. Although I was unable to attend the Presidential Scholar's Address by Rodney Brooks, I was told that as part of Sigrid Glenn's introduction she mentioned reading about him in the New York Times. This is PR! And it is ironic that we discovered Rodney Brooks as a result of PR, yet we fail to benefit from an effective PR program.

The question about PR is whether the membership of ABA thinks that a full-time professional PR effort is necessary or even desirable and, if so, how it is to be paid for. There are many ways to pay for such services including voluntary contributions,

or an altered dues structure.

In my view there is no more pressing problem than PR for ABA. Positive public relations will pay off greatly in the long run in the form of more money and support for basic and applied research, more informed customers for behavior-analytic products and services, and an easier time influencing people at the state and national levels both in other professional organizations with which we want to interact and in government, not to mention increased membership in the Association for Behavior Analysis.

Let me offer an analogy. I recently returned from a visit to Napa Valley in California. While there I visited several wineries, including some very large, well known ones and a very small one operated by one person. The wine made by the small winery was, in my opinion, far superior to those I tasted at the larger ones. However, had I not met someone who recommended this small winery, I would not have known about it. Moreover, the wine maker was apparently not interested in marketing his wine. Consequently, this very good wine remains unknown to most wine lovers. Just being good is not enough. The Association for Behavior Analysis is like the small winery. We offer measurably superior products and services, but alas, few know about us. If we are content to continue to talk amongst ourselves and to have minimum exposure and, hence, minimum influence outside the field, then we should not market ourselves or pay for a professional public relations effort. On the other hand, if we want more people to know about behavior analysis, then it is imperative that we market what we have to sell. Just being good is not enough. ●

### Crib Note

The noted historian of psychology, Ludy Benjamin, is doing research for an article on B. F. Skinner's air crib. If you know anyone who spent time in such an air crib, or better yet, if you did, Benjamin would be most grateful if you would contact him: Ludy Benjamin, Psychology Department, Texas A & M University, College Station, TX 77843. Ph: (409) 845-2540. Fax: (409) 845-4727. ●

# ABA '94 A Success !

ABA '94 in Atlanta was a success. Both membership and registration numbers continue to reach record levels of previous years. As of June, membership stood at 2,322 and Convention attendance was 1,634.

This year's Convention Program had much to offer thanks to the efforts of Mike Dougher and Greg Galbicka, the Convention Program Chairs. Compiling, coordinating, and scheduling 31 Invited Presentations, 19 Workshops, 458 Poster Submissions, 125 Panel Discussions and Symposia, 127 Papers, and 35 Meetings is no small task. Efforts are made to minimize schedule conflicts like presenter and topic area overlap, and with only 19 hours available for scheduling addresses, panel discussions, and symposia, this task can be an onerous and thankless one.

Topics of the program ranged from artificial intelligence (discussed by Invited Scholar Rodney Brooks, MIT) to violence and gun control (discussed in the Closing Symposium by featured speaker Robert W. Walker, Handgun Control, Inc., Washington, D.C.).

A highlight of the Program was the appearance of Fred Keller, at the ABA Awards Ceremony, recipient of ABA's Lifetime Achievement Award. As part of the award and in celebration of his achievements, Dr. Keller was given a plaque and a bound volume of letters of thanks and appreciation from his students, colleagues, friends, and admirers. Word-of-mouth has it that Dr. Keller reads a few letters each day which means he will easily be reading on into the next century.

Other awards presented included the ABA Award for Excellence in Behavior Analysis in the Public Service, given to John Jacobson (New York State Office of Mental Retardation and Developmental Disabilities), the ABA Award for Effective Presentation of Behavior Analysis in the Mass Media, given to Paul Chance (Salisbury State University), and the ABA Award for Distinguished Service to Behavior Analysis, given to Philip Himeline (Temple University). A sincere congratulations was given to all of the awardees.

Although the Poster Sessions were not a new addition to the program, certainly the scheduling for

the Posters was new. In total, five Poster Sessions occurred during the noon and early evening hours at the convention, with each session housing about 100 presentations. This schedule provided presenters with a unique opportunity to discuss their research with a large number of ABA members and convention attendees, and it eliminated conflicts with other types of presentations, a problem noted at past conventions. With refreshments and plenty of people, the Poster events were a success.

Other individuals to thank for the success of this year's Convention activities include, for one, Patty DeLoach, the Membership Services & Convention Registration Coordinator. You should recognize her by now as the woman at the Registration Desk who always has a smile on her face and a willingness to assist. The Convention Staff deserve thanks as well. Those individuals include: William Boettcher, Elaine Foss, Angelica Grindle, Judy Honeywell, Joe Keller, Sue Keller, Jeanne LaMere, Mark LeSage, Rhonda LeSage, Grainne Matthews, Jan Miller, Kate Morrow, Kevin Munson, Tim Nolan, Jennifer O'Donell, Kim Rugenstein, John Sies, Cristin Sullivan, Pamela Vunovich, and Paula Welke.

The individuals and events contributing to the success of Atlanta '94, although not all mentioned here, are deserving of ABA's gratitude. ABA has again accomplished its objective of offering another successful convention to its members. And the future looks even brighter in Washington, D.C. for 1995, San Francisco for 1996, and Chicago for 1997. See you there!

*Susan Goeters*

*Business & Convention Manager*

## ***Moving?***

***Don't miss out on the ABA Newsletter or The Behavior Analyst***

***Please send your change of address, including phone number and email changes, to the ABA office.***

## New Animal Use Guidelines Misleading

The last issue (vol. 17, number 2) of the ABA Newsletter carried an article titled "New Animal Use Guidelines Exclude Distressful Procedures in the Teaching of Psychology." The Institutional Animal Care and Use Committee Guidebook referred to in that article included, it now appears, somewhat misleading information. The Guidebook does not carry the weight of law, unlike the NIH Guide for the Care and Use of Laboratory Animals. The Guidebook's section on the instructional uses of animals makes recommendations that appear to forbid certain uses of animals in teaching and to make other

instructional procedures difficult to justify. But an ad hoc committee including representatives from the NIH Office of Laboratory Animal Research and the Program for Animal Research Issues at NIMH reviewed the Guidebook and recommended revising the section on instructional uses to make it conform more closely with the legislative and regulatory intent on appropriate instructional uses of animals. The recommended revisions to the Guidebook have been adopted and will soon be promulgated. For more information call the Office of Protection from Research Risks, in Maryland, at 301-496-7005. ●

## CALLS FOR PAPERS

### ***ABA's EAHB Chapter: Call for Papers The 11th Annual EAHB-SIG Outstanding Student Paper Awards***

Student papers are sought for the 1994-95 Student Paper Competition sponsored by the Experimental Analysis of Human Behavior Special Interest Group. Awards are based on peer review by established members of the EAHB-SIG; all papers receiving favorable reviews are recognized. Submission deadline is September 19, 1994. For information and contest rules, contact: Barbara J. Kaminski, Behavioral Biology Research Center, FSK/Bayview Campus, 5510 Nathan Shock Drive, Suite 3000, Baltimore, MD 21224-6823. Facsimile: (410) 550-2780. Internet: kaminski@bpru.uucp.jhu.edu

Reviewers for the 10th Annual Competition were as follows: Philip Chase, Thomas Critchfield, Michael Dougher, William Dube, David Eckerman, Lanny Fields, Stephen Flora, Celso Goyos, Gina Green, Timothy Hackenberg, Theodore Hoch, Steven Hursh, Cloyd Hyten, Barry Lowenkron, Edward Morris, William McIlvane, Michael Perone, Carol Pilgrim, Howard Rachlin, Richard Shull, Joseph Spradlin, Dean Williams, A. Michael Wylie.

### **Third International Applied Statistics in Industry Conference Continuing Continuous Improvement Dallas, Texas, USA June 5-7, 1995**

Papers and workshops in areas of interest to industry are solicited for presentation at the Third International Applied Statistics in Industry conference in Dallas, Texas, USA during June 5-7, 1995. The conference theme is Continuing Continuous Improvement. Statistical Methods with applications in software, aerospace, communications, manufacturing, petroleum, health care, business, retail, insurance, banking, consulting, real estate and other industries are desired. Spatial statistics, econometrics, biometrics, reliability, cluster analysis, designed experiments and other statistical methods with applications to industrial situations are especially requested. Special consideration will be given to papers from international presenters.

Please contact Susan Angell, Conference program Director, at 316-777-4425; 316-689-6889 FAX: 316-744-9829 secondary FAX: Internet email [susan@acginc.com](mailto:susan@acginc.com), or by post at: 1995 Statistics Conference, Analytical Consulting Group, Inc., 2183 S. Cooper Ct., Wichita, KS 67207-5834.

For information on the 1996 Fourth International Applied Statistics in Industry conference or The Proceedings of the 1994 Second International Statistics in Industry conference, contact Susan Angell.

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## Funding News

### NIDA

**Comprehensive Prevention Research in Drug Abuse.** PA-94-056. Under a number of grant mechanisms, NIDA will support research proposals to examine the efficacy and effectiveness of multiple component substance abuse prevention technologies implemented across several systems, including schools, families, peers, and the social environment. **William Bukoski, Division of Epidemiology and Prevention Research, NIDA, 5600 Fishers Lane, Parklawn Building, Room 8A-54, Rockville, MD 20857, (301) 443-1514.**

**School-Based Drug Prevention Intervention Research.** PA-94-061. NIDA invites applications to address the study of drug abuse prevention strategies that are based in the school environment to determine their efficacy in preventing the initiation of drug use and dependent patterns of drug abuse. **Larry Seitz, Division of Epidemiology and Prevention Research, NIDA, Parklawn Building, Room 9A53, 5600 Fishers Lane, Rockville, MD 20857, (301) 443-1514.**

### NSF

#### Grant Proposal Aid

For researchers new to the NSF granting process, help is now available. NSF has produced a Grant Proposal Guide that gives far more detail about the granting process than previous publications, with lots of advice for writing a successful grant. The application process has been simplified and streamlined to bring uniformity among proposals. The Guide also contains the new forms for submitting proposals. For a copy of the Guide, contact NSF, **Forms and Publications Unit, 4201 Wilson Blvd., Room P15, Arlington, VA 22230, (703) 306-1130.**

## New Books

### *Supervision and Management: A Guide to Modifying Work Behavior*

John N. Marr and Richard T. Roessler (1994)

The University of Arkansas Press

240 pages, 90 illustrations

Price: \$20.00 paper, ISBN I-55728-306-0

This practical business guide shows how effective management can change the way people work. It demonstrates specific managerial behaviors that solve problems of profitability, productivity, quality, safety, customer service, absenteeism, and communication. Based on seminars given throughout the country to a wide range of business executives, including Wal-Mart managers and supervisors, the procedures are useful to any enterprise, large or small. *Supervision and Management: A Guide to Modifying Work Behavior* answers a long-felt need of business managers for a straightforward, step-by-step guide to overcoming behavior problems in the workplace.

### *Behavior Analysis and Learning*

W. David Pierce and W. Frank Epling (1994)

448 pages

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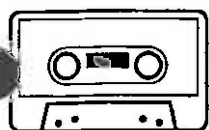
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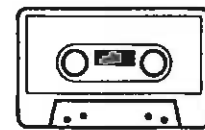
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## Association for Behavior Analysis 20th Annual Convention



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## Meetings, Meetings, Meetings

• **Fifth International Conference on Stress Management.**

Sponsored by the International Stress Management Association. April 2-6, 1995 in Noordwijkehout, The Netherlands. For information contact: Conference Secretariat ISMA-5, Van Namen & Westerlaken Congress Organization Services, P.O. Box 1558, 6501 BN Nijmegen, The Netherlands. Telephone: +31 80 234471. Fax: +31 80 601159. Or contact F.J. McGuigan, Ph.D., Executive Chairman of the International Stress Management Association, Institute for Stress Management, U.S. International University, 10455 Pomerado Road, San Diego, CA, 92131. Telephone: 619-693-4698. Fax: 619-693-4669. Internet: NOSTRESS@sanac.USIU.edu.

• **Sixth International Conference on Stress Management.**

International Stress Management Association. October 2-6, 1996. Sydney, Australia. For information, contact F.J. McGuigan as above. To join ISMA write F.J. McGuigan.

.....

• **Association for Advancement of Behavior Therapy.** The AABT's 28th Annual Convention will take place on November 10-13, 1994, at the San Diego Sheraton Harbor Island Hotel in San Diego, CA. The convention's theme is "Bridging the Gap from Science to Clinical Practice."

To request additional information and a copy of the complete Convention Program (available in September) contact: Program Chair, AABT, 305 Seventh Avenue, New York, NY 10001. Telephone: 212-647-1890. Fax: 212-647-1865.

• **The AMERSA National Conference: Multidisciplinary Approaches in Education for Substance Abuse.**

The National Conference for the Association for Medical Education and Research in Substance Abuse (AMERSA) will be held November 17-20, 1994, at the Hyatt Regency in Bethesda, MD.

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For further information contact: Phyllis Arnold (401) 863-7791, AMERSA Box G-BH, Brown University, Providence, Rhode Island 02912.



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## Continuing ABA Initiative for Electronic Communications

A group of behavior analysts met again this year at the ABA Convention to plan ways to promote and enhance electronic communications (E Com) for ABA members. New and ongoing projects (see ABA Newsletter, Fall 1993, 16:3) and contact persons include:

### **E Mail Buddy System - Philip Hinline, Temple U., hinline@templevm.bitnet**

We will match up mentors and those who want help getting started with electronic communications: E Mail and Internet. With a network of technical support from fellow behavior analysts, we can answer questions about access, setup, and how to use electronic communications effectively. Sign up if you want help or if you are willing to provide help to others in our field.

### **ABA's FTP/Gopher site - Marshall Dermer, U. of Wisconsin - Milwaukee, dermer@alphal.csd.uwm.edu**

We have a site at the University of Wisconsin-Milwaukee where behavior analysts can share files and make information available to the public over the Internet. The system is set up according to ABA's program areas, with additional areas for graduate program information and E Com help files. See directions below.

### **E Com Information Sharing - Leslie Burkett, U. of North Texas, burkett@scs.unt.edu**

**TO GET** information: Send an E mail (or regular mail) message to Burkett to request the E Com info packet (access, how-to, what's out there?).

**To SEND** information: When you find anything of special interest on Internet or Usenet, send to Burkett, who will make it available to others via ABA's FTP site and E Mail. Send "tips" and advice for others, descriptions of problems and solutions related to electronic communications.

### **ListServ Mailing List for Behavior Analysts - Paul Brandon, Mankato State U., pkbrandon@msusl.msus.edu**

An open discussion list on Bitnet and the Internet (similar to a Compuserve forum) is being established for behavior analysts to discuss professional and theoretical issues and share common interests.

### **Usenet News Group - Michael Clayton, U. of Nevada, mclayton@scs.unr.edu**

An open discussion Internet Usenet news group for behavior analysis graduate students.

### **SDS ListServ Mailing List - Richard Weissman, American U., weissma@american.edu**

A "Virtual Walden Two" electronic verbal community established by the Society for Data-based Solutions to revolutionize reforms within and across local cultures.

### **ABA Reference Abstract System - Leslie Burkett**

A reference sharing system on a Gopher server at the University of North Texas. Behavior analysts can search the database over the Internet, and download specific references or the entire list. See more below.

### **The "Internet Sampler" - Leslie Burkett**

Videotape demonstrated at ABA 1994 is available to provide an overview of the Internet and encourage behavior analysts to try E mail and the Internet (describing what it is and what's available, and showing what it looks like-actual computer screens). Overview rather than specific how-to.

### **Taking the Initiative**

We encourage all interested behavior analysts to take the initiative to set up opportunities for ABA members to share information electronically. If you feel the urge to moderate a news group, set up an electronic journal, develop instruction, offer technical support, share a bibliography or just a few references, or innovate in ways we haven't dreamed of yet ...please jump right in! We will support you and help make it work.

**ABA's FTP site:** Access through FTP or Gopher to view or download files:

FTP to csd4.csd.uwm.edu, at the login prompt type: anonymous; at the password type your e mail address; change directories: cd pub/Psychology/BehaviorAnalysis; then "cd" to the subdirectory you want, use "dir" to see file names; use the "get" command to download files. Type "Quit" to get out! These are Unix commands: get help from your local computer specialist or our buddy group if needed. Use the caps and lowercase as shown - Unix is "case-sensitive."

**Gopher path:** Remote Information Servers; Other Gopher and Information Servers; North America; USA;

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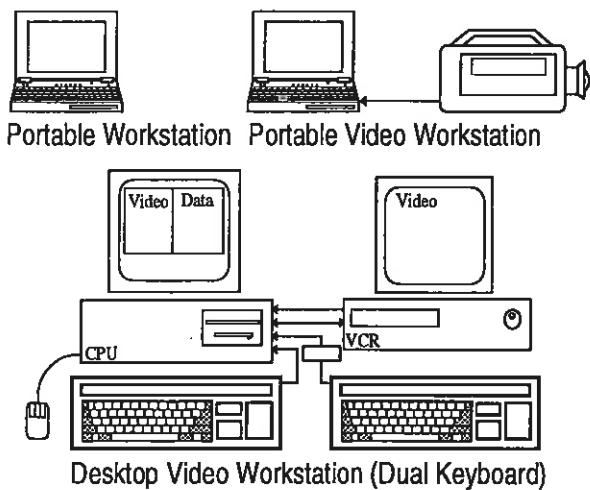
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## Training Recommendations for 'Expert' Behavior Analysts

### *A Reply to "Notes from a Radical Behaviorist" from a Behavioral Technologist...*

**Tom Sharpe—University of Nebraska-Lincoln**

I read with great interest the note in the 17(1) issue of *The ABA Newsletter* by Dick Malott relating how we might go about the training of expert behavior analysts. Though many external contingencies have contributed to the latency of this response, I hope that it will be reinforcing to those behavior analysts committed to discovering new and more effective means of training for professional expertise. Many senior scholars in ABA continue to wrestle with questions of (a) why proven effective behavior analysis technologies do not see widespread adoption in education settings (Lloyd, 1992), and (b) how we can alter our training programs to bring new PhDs to practicing expertise more quickly. Although I argue elsewhere that these two issues are functionally related, this reply focuses on some empirically supported educational principles which may aid in the latter.

I agree with Malott (1993, p. 48) that "...we all come into this world as little protoplasmic tabula rasas, right out of equality heaven, ... [and as such]. Hard work pays." I would argue, however, that the quantity of deliberate practice (and for the sake of this argument I am agreeing with Malott's definition of deliberate practice as involving conscientious interaction with the subject matter in concert with close scrutiny of the form and character of practice performance) in and of itself is a necessary but insufficient condition in fomenting the desired result — genuine 'virtuosity.' Therefore, The Problem which Malott articulates may be more completely stated as: Purposefully practicing with the right mixture of instructional materials and instructional conveyance procedures, practical experiences, and the behavioral and outcome assessment + feedback procedures necessary to holding trainees rigorously accountable to what we are training them for — all within a specified quantity of deliberate practice hours.

For example, if one compares emerging behavioral systems practicum-based undergraduate teacher certification training methods (see Hawkins, Sharpe, & Ray, 1994; Sharpe, Hawkins, & Ray, in press), a closer approximation to the intensity of an hour's violin practice is found than with the typical doctoral level applied behavior analysis practicum. Though time and work intensive (a strong aversive to many mature protoplasmic tabula rasas), doctoral level deliberate practice may conceivably be held accountable for similar levels of intensity and accountability (something Dick Malott and

*continued on next page*

colleagues are clearly working toward, much to the chagrin of the lazier student).

I also agree with Malott that the primary challenge which remains is to determine the primary components of 'expertise' and to invent compatible validated assessment instruments which are time and cost efficient. Though based upon emerging work in teacher preparation (cf., Berliner, in press; O'Sullivan & Doutis, 1994; Sharpe & Hawkins, 1992a), perhaps the following sketch of the behavioral character of a generic scaffolding from novices to experts will provide impetus for those in charge of behavior analysis training programs to focus on additionally necessary conditions which, when well trained, may better ensure the presence of expertise (and as an added bonus, even cut down on the number of deliberate practice hours necessary to attain expert levels of performance):

#### Proposed Stages in the Development of Expertise

##### Novice

1) Beginner: Elements of tasks must be defined and learned, and universal context-free rules must be acquired. Rule identification and minimal skill in basic professional behaviors is demonstrated.

2) Advanced Beginner: Recognition of professional practice as related to theoretical knowledge is evident. Similarities and differences across context are also recognized. Comprehension of when it may be best to adhere to or break universal rules of action.

##### Experienced

3) Competent: Emergence of the ability to articulate context-specific rationales for professional practice. Preplanning and a setting of logically sequenced objectives in evidence. Ability to screen daily process information according to its relative importance in facilitating or inhibiting professional goals.

4) Proficient: Context-specific rules and theoretical knowledge internalized. Ability to make fine discriminations in more subtle behaviors and implement appropriate interactions across differing settings and contexts. Greater ability to predict and control different professional situations due to successful internalizing of the similarities and differences across past professional situations.

##### Expert

5) Experienced Proficiency: Marked by consistently successful prediction and control in challenging professional situations. While behavioral recognition internalized, and behavioral pattern recognition in evidence (i.e., the ability to predict and control complex behavioral configurations and their probable interaction effects), deliberate analysis of context-specific situations still necessary to situational success.

6) Virtuosity: Appears to have an intuitive grasp of many different professional situations and a nondeliberative sense of the appropriate response to be made. Performance is fluid, coherent, and of a consistently high behavioral velocity. The virtuoso is marked by not spending response time in the conscious or deliberate choosing of how to behave at particular

points in a lesson. Behaviors are clearly contingently managed; however, professionals in this category are not easily described as deductive or analytic in their efforts. Virtuosos may be best characterized as always doing things that facilitate desirable behaviors, with a behavioral schema in place which has already been subject to repeated experiential analysis and has been well internalized for appropriate context-specific implementation.

Clearly, many behavioral dimensions of the above scaffolding are amenable to inclusion when adopting Bushell and Baer's (1994) recommendation of keeping in close continual contact with current trainee behavior and related outcome data to better ensure the success of practical training experiences. Even characteristics such as behavioral velocity, relative coherence and predictability of complex behavior-environment clusters, and context-specific behavioral interactions are now technologically amenable to data-based observation (Sharpe & Hawkins, 1992b). In adding to the larger question of just how to invent and implement various forms of deliberate practice one should think in terms of how it should be logically and appropriately sequenced in concert with appropriate theoretical materials, just how trainees can and should be held rigorously accountable for repeated demonstration of the primary components of their professional expertise across multiple and varied situations and settings, if and how data-based feedback and videotaped self-analyses should be respectively conveyed and undertaken immediately after each closely monitored practical episode, how trainee self-regulation experiences should be consistently built into each deliberate practice stage, and how multiple senior analysts should continually involve themselves in the study of just what comprises expertise (and the systematic study of how to better train for it) throughout the rich data environment which such a training setting would inherently provide.

Though in wholehearted agreement that more deliberate practice may be necessary to the training of expert behavior analysts, perhaps a functional relationship exists between the particular mixture and sequencing of components contained within deliberate practice experiences and the amount of deliberate practice needed (once we have indeed agreed upon the form and character of said expertise). And with this caveat in mind, this closet behavioral technologist (necessary to survival within the current educational reform zeitgeist) would state, 'bless you and continue,' to anyone committed to pursuing the development of the expert training materials of which Malott's deliberate practice tenet speaks.

#### *References*

- Bushell, D. Jr., & Baer, D. M. (1994). Measurably superior instruction means close, continual contact with the relevant outcome data. Revolutionary! In R. Gardner, D. M. Sainato, J. O. Cooper, T. E. Heron, W. L. Heward, J. Eshleman, & T. A. Grossi (Eds.),

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A third edition of the directory is currently in the planning stage. The priority of the new edition is broader coverage of graduate training programs. You can perform a valuable service by encouraging training opportunities not listed to submit their information for inclusion in the third edition (there is no charge for the listing). To obtain more information or a submission packet write to:

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**ABOUT THE BOOK AND THE AUTHOR**

JACK MICHAEL is professor of psychology at Western Michigan University. He has been teaching for over thirty-five years and specializes in college instructional technology, the technical terminology of behavior analysis, basic theory regarding motivation, and verbal behavior. It was during his first teaching position in Kansas that he became much influenced by B. F. Skinner's *Science and Human Behavior*. In the years to follow, as a result of his association with the rehabilitation psychologist, Lee Meyerson, he began to apply Skinner's behavioral concepts and methods to problems in the areas of mental retardation, mental illness, and physical disability. His current interest in college instructional technology came mainly as a result of his contact with Fred Keller. He has received a number of awards: Master Lecturer from Western Michigan University; Distinguished Faculty Scholar Award; Outstanding Contributions to the Development of Behavior Analysis; Distinguished Teaching Award; Master Lecturer; Distinguished Teaching Award. In over fifty publications and hundreds of presentations, he has worked to define, clarify, and analyze basic and applied behavioral phenomena. *Concepts and Principles of Behavior Analysis* presents a cross section of his work on many issues and provides a strong base for further study of behavior analysis.

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