

FIRE DESTROYS CAMBRIDGE CENTER FOR BEHAVIORAL STUDIES

On July 13, 1993, the Red Cross building in Cambridge, Massachusetts, burned, completely destroying the Cambridge Center for Behavioral Studies, the only occupant. The Cambridge Center had offices in the remodeled third floor as well as the basement, where books, archival materials and equipment of importance in the history of behavior analysis were stored. All office equipment, computers, furniture and supplies were destroyed, along with a substantial portion of the Center's records and files. The Center's collection of historical items was also annihilated.

The fire inspectors have said that there is a possibility of arson because the fire appears to have started in more than one spot and there was evidence of flammable liquids. The investigation is still under way at this time.

The building is completely gutted. The main staircase is gone. Many walls and areas of floor were destroyed, burned through in several places, and the roof and walls on the third floor incinerated. Water and ashes are currently the major contents of the building.

The day before the fire, the Center's Executive Committee of the Board of Trustees had met. The main purpose of that meeting was to review all current programs, projects and proposals. Ironically, the conclusion of that meeting was that for the first time since it was founded in 1981 it looked as if the Center would soon be on a firm financial basis, due mainly to new programs.

The Center has already relocated in new quarters midway between Harvard and MIT. Programs are once again moving ahead and publications are on schedule.

The Cambridge Center's mission is to "...advance behavioral science and its application to the solution of human problems." The Center is a non-profit organization with active 501 (c)(3) IRS status.

The Center, founded in 1981 and operating continuously since then, is governed by a Board of Trustees consisting of about 25 behavioral scientists and business and community leaders, and has a large Advisory Board of eminent researchers and academicians in substan-

tive areas. The Center has a paid staff of only three, but usually 2-6 student interns, fellows and volunteers work at the Center. Trustees, advisors and members participate actively in committee work, projects, proposal writing and all activities of the Center.

The Cambridge Center for Behavioral Studies
675 Massachusetts Avenue
Cambridge, MA 02139
(617) 491-9020; Fax (617) 491-1072

ABA Establishes Diversity Committee

John R. Lutzker, Ph.D., has been asked by ABA to chair the formation of a committee on diversity. Its goals will include reaching out to high school students and undergraduates in an effort to create an interest in behavior analysis by demonstrating its relevance to diverse groups and communities, and eliciting financial support from current providers for graduate students. Dr. Lutzker is currently in search of suggestions for the committee, as well as representation by gay men, Asians and Hispanics (African-Americans and lesbians are already represented). You can contact Dr. Lutzker at: Department of Psychology, Lee College, University of Judaism, 15600 Mulholland Drive, Los Angeles CA 90077.

Spencer Foundation Dissertation Fellowships

The Spencer Foundation offers \$15,000 fellowships annually to encourage doctoral candidates in various fields to pursue their dissertations relevant to the improvement of education. For further information, write: Program Officer, The Spencer Foundation, 900 North Michigan Avenue - Suite 2800, Chicago IL 60611-1542, or call (312) 337-7000.

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**PLEASE NOTE CHANGES IN ARTICLE
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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. Limal, Psychology Department, University of North Carolina, Charlotte, NC 28223.

Articles and announcements must be received by November 30 for February 1 mailing, by February 28 for May 1 mailing, by May 31 for August 1 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 10 for February 1 mailing, by March 15 for May 1 mailing, by June 15 for August 1 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, 616-387-4494 FAX: 616-387-4457. E-MAIL: Compuserve ID# 76236,1312. Via INTERNET: 76236.1312@COMPUSERVE.COM

Notes From the Editor

I suspect that many of us ABA members have from time to time had questions or wondered about some aspect of ABA's organization, operations or plans. I know that I have. Not knowing where to readily find the answer, I, and I suspect others, have let the matter drop. The consequence, of course, is ignorance. As an attempted remedy for this state of affairs, the Newsletter will inaugurate a "Q. & A. Corner." The "Q. & A. Corner" will publish questions that you send to the Newsletter editor, along with answers to those questions. I personally will doubtless be unable to answer most of your questions on my own. Rather, I will make every attempt (well, every reasonable attempt) to find the answers to your questions. So fire away.

The newly-formed chapter, Ontario Association for Behavior Analysis (ONTABA) hosted a cook-out for Division 25 and 33 members attending the annual convention of the American Psychological Association in Toronto this past August. The cook-out was a very enjoyable setting in which to meet old friends and to make new ones. Prime movers behind the gathering were Larry Williams and Wanda Smith of Surrey Place Centre, Toronto. Thank you Larry, Wanda, and staff of the Centre.

Increase the Visibility of Behavior Analysis

The American Psychological Association's convention program has a subject index listing various areas and subareas of psychology (e.g., Developmental, gender roles, stages,...). Conspicuous by its absence is Behavior Analysis. The Board of Convention Affairs is open to suggestions about the subject index, and I propose that behavior analysts write to request that Behavior Analysis be added to the subject index listing. You do not have to be an APA member or affiliate to make this request. Let's increase the visibility of behavior analysis! Write to:

Board of Convention Affairs
c/o Convention Office
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242

Moving?

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

CAMBRIDGE CENTER FOR BEHAVIORAL STUDIES:

SUMMARY OF ACCOMPLISHMENTS, ONGOING PROGRAMS AND PLANS

With the transition in leadership in 1990, the Cambridge Center ceased to be "mostly about itself" and began to make significant strides toward achieving its mission. Virtually all of the accomplishments and programs described below are products of the last three years.

I. BEHAVIORAL TECHNOLOGY FOR BUSINESS

A. THE CAMBRIDGE FORUMS: American business, and thus the American economy, have two fundamental problems: first, ineffective, indecisive approaches to leadership or "the management of human performance;" and second, skyrocketing corporate health care costs. The Center has programs that introduce executives to behavioral technologies that can help solve each of these problems: *The Cambridge Forum on Executive Leadership* and *The Cambridge Forum on Corporate Healthcare*.

1. To date, 602 senior executives (Presidents, CEOs, Senior V.P.s etc.), representing 384 corporations and companies have attended Cambridge Forum sessions.
2. Approximately \$250,000 in contracts and fees have been paid to Center-affiliated behavioral consultants as a result of contracts made at Cambridge Forum sessions.
3. The Corporate Healthcare Forum's behavioral prevention training has significantly lowered the health risks of many seminar attendees, and through Forum-derived consulting, has substantially improved the health of an additional 2,000 employees.
4. Approximately \$7,000 worth of behavioral publications and audiovisual aids have been sold by affiliated exhibitors to Forum attendees (see below VI).

B. NEW "BEHAVIOR AND BUSINESS PROGRAMS":

1. Corporate Associates Program: The Center is negotiating long-term agreements with several corporations whereby we would provide them with support in implementing behavioral technologies, in exchange for financial contributions. Our goal is to have 10 "Corporate Associates" by the end of 1994.
2. Behavioral Economics Workshop for Financial and Corporate Decision-Makers: A well-known economist and portfolio manager has pledged development funds for an "invitational workshop" on behavioral economics applied to financial decision-making. Top executives of major financial and Fortune 500 corporations will be invited to the first workshop planned for April 1994.
3. Cambridge Forum on Innovation in Business and Industry: Innovative performance is the key to competitiveness in world

markets. The Center is developing a two-day program on behavioral methods for promoting and managing innovative efforts. Planned for late 1994.

II. EDUCATIONAL TECHNOLOGY

A. BUREAU OF INDIAN AFFAIRS (BIA) RESIDENTIAL SCHOOL REFORM: The Center is participating in a BIA committee to introduce a new educational model based on behavioral technology in all of the seven off-reservation schools that the BIA runs from coast to coast. The program will improve the quality of education received by 2,500 American Indian students.

B. THE DIDAK EDUCATIONAL REFORM NETWORK: The Center has organized a network of researchers and educational technologists who are developing new educational packages, writing proposals, and working to find ways to include better teaching methods in the agendas of government policy makers and social action groups (see below).

C. NEW EDUCATIONAL INITIATIVES:

1. Verplanck's Word Association Test: Center fellows are helping in the development of this behaviorally based measure of mastery of verbal knowledge.
2. Interlex: A Multimedia Approach to English as a Second Language: Center staff and fellows are developing a proposal to design a multi-media, computer-based program to assist in learning a second language. A partnership is being developed with the Graham-Parks elementary school in Cambridge. A team of instructional and programming staff has been assembled. Funds are being sought.
3. The Tough Kid Workshop: A workshop for teachers on using behavioral procedures to handle difficult children in self-contained classrooms. The workshop design is complete and marketing is underway.
4. Joint Ventures with the National Center to Improve the Tools of Educators (NCTIE): The Center is about to sign an agreement to work with the National Center "to advance the quality of technical, media, and materials for students with diverse learning needs."
5. National and State Reform Initiatives: The Center is working with NCTIE and ABA on national educational reform, meeting with reform leaders in Massachusetts, and working with ABA on public relations for behavioral educators.

III. ACADEMIC AND SCIENTIFIC PROGRAMS

A. LIPSON FUND SUPPORT FOR BASIC RESEARCH: The Center has secured \$100,000 in funds to support basic behavioral research. To date seven grants are being supported.

B. THE LOEBNER PRIZE COMPETITION: The Competition offers up to \$100,000 to computer programmers whose software best simulates human verbal behavior under the Turing Test. The Alfred P. Sloan Foundation and NSF provided \$80,000 in initial funding to support the Competition itself. Two Competitions have been run so far (November 1991 and December 1992). Mass media coverage has been extensive and transcripts and diskettes of

Continued on page 4

interactions between human judges and computer programs pretending to be humans are being sold to those interested in a behavioral approach to artificial intelligence.

C. THE JOURNALS: The Cambridge Center publishes *Behavior and Philosophy* (formerly *Behaviorism*) and *Behavior and Social Issues*. We are currently emphasizing increased subscriptions and manuscript submissions and timely, accurate mailings.

D. MONOGRAPH SERIES: Eight behavioral monographs by distinguished authors have been published to date.

E. CONTINUING EDUCATION: The Center offers continuing education credits to psychologists through the Berkshire Association for Behavior Analysis and Therapy (BABAT).

F. NEW ACADEMIC AND SCIENTIFIC OFFERINGS:

1. Speaker Series: The Center is developing a multifaceted speaker series with presentations for local and national behaviorists, the wider professional community and the public.

2. Minority Recruitment Consortium: CCBS is working with ABA, Div. 25 of APA, and TIBA to attract, recruit, and educate members of minorities in behavior analysis. The planning committee's efforts encompass early recruiting, funding, and educational support.

3. Verplanck's Glossary and Thesaurus of Behavioral Terms: The Center has a project to compete and update *Verplanck's Glossary and Thesaurus* in both hypertext and book form.

4. Computer Modeling of Human Behavior: Individuals from CCBS are participating in a research group dedicated to experimentation with new seventh-generation neural network software that has operant-like properties, developed by BehavHeuristics, Inc..

IV. CLINICAL AND PUBLIC HEALTH APPLICATIONS

A. AIDS WORKSHOPS: Three workshops on the behavioral prevention of AIDS have been held by the Center with participation by representatives of the World Health Organization, the AIDS Action Committee, the American Red Cross, and many other organizations. A new proposal is being prepared for a project to provide behavior analysts with skills to work in AIDS prevention.

B. NEW CLINICAL AND PUBLIC HEALTH PROGRAMS:

1. AIDS High-risk Behavior Project in Haiti: CCBS partially supports an on-site project in Haiti to assess cultural factors controlling high risk behaviors.

2. Non-verbal management of Alzheimer's Disease: Proposal for \$250,000 is under review by NIH. The project would develop and evaluate procedures to improve care.

3. Behavioral Empowerment of the Elderly: This new program will employ retired behavior analysts as leaders of workshops on individual planning and management of retirement and as advocates for the elderly. This is the Center's "Vitality for Life" component of the APA Human Capital Initiative.

V. APPLICATIONS TO CONFLICT RESOLUTION AND SECURITY POLICY

A. BEHAVIORAL APPROACHES TO STRATEGY AND INTERNATIONAL SECURITY (BASIS): Three interdisciplinary public policy workshops have been held and others are planned for 1994.

1. The topics analyzed were the analysis of behavior and international conflict, the behavior of policy makers in nuclear crises, and insights into deterrence and war avoidance.

2. The BASIS Workshops brought representatives of very different political organizations and interests together — e.g., members of the Pentagon Joint Staff, CEOs of major defense industries, centrist policy analysts, and peace activists.

3. The BASIS Program is the only Center program to receive an explicit endorsement from B.F. Skinner.

B. APPROACHES TO ETHNIC GROUPS IN THE INTERNATIONAL SYSTEM (AEGIS): The Center's programs followed the transition from the Cold War environment to the present "Emerging Era" of defense policy in which ethnic conflict replaced political ideology as the central element of instability. AEGIS analyzed the "causes and consequences of ethno-nationalistic conflict," a topic which is more vital now than ever before.

1. Like BASIS, the Ethnic Conflict Program provides a good example of how to make behavior analysis a part of a very "multidisciplinary" agenda for examining the nature and cause of conflict. Noted experts in behavioral psychology, strategic security policy, political science, anthropology, sociology, behavioral biology, history, economics, international law, and demography have participated.

2. Speakers at AEGIS activities also include prominent experts on ethnic conflicts in the former Soviet Union, Eastern Europe and the former Yugoslavia, the Middle East, Africa, China, and the Indian subcontinent.

VI. NEW PROGRAMS FOR SUPPORTING BEHAVIOR ANALYSIS AS A WHOLE

A. BEHAVIORAL REFERRALS HOTLINE NETWORK: About 100 behavior analysts have already joined the Behavioral Referrals Hotline Network. The Network will consist of a) clients in need of behavioral services or expertise; b) "affiliated consultants" (clinicians, educational technologists, performance managers, researchers, etc.) who pay a moderate fee to be listed; c) "friends for the Network" who will help detect people in need, and d) an "800 number switchboard" that will route the clients to appropriate affiliated consultants. The result should be a larger niche for behavior analysis, and a much larger positive impact on human and social problems.

B. BEHAVIORAL PUBLICATIONS SERVICE: The Center is joining with Aubrey Daniels and Associates to offer a wide variety of behavioral books and audiovisual resources to the public. Thousands of publications have already been sold to senior executives who attend Cambridge Forum sessions (see I. above). This new mail order service should vastly broaden the audience. All suppliers of behavioral publications are invited to contact the Center to discuss possible participation in this service.

Books

•Bjork, Daniel W. (1993). B. F. Skinner. This is the first major biography of B. F. Skinner. Published by Basic Books. Telephone: 800-331-3761. \$25.00.

•Dahl, J. C. (1992). Epilepsy: A Behavior Medicine Approach to Assessment and Treatment in Children. This book treats the subject of epilepsy from a practical, nonpharmacological, and behavioral medicine point of view. The book is a step-by-step guide for therapists on how to apply new and effective techniques in dealing with epilepsy.

Available from Hogrefe & Huber Publishers, P. O. Box 2487, Kirkland, WA 98083-2487. Paper ISBN 0-88937-106-7. List price: \$38.00.

•Sundel, Sandra S., & Sundel, Martin. (1993). Behavior Modification in the Human Services: A systematic introduction to concepts and applications (3rd ed.). The volume includes clinical case study examples and a new chapter on cognitive behavior modification.

Available from: Sage Publications, Inc., P.O. Box 5084, Newbury Park, CA 91359-9924. List price: \$48 (hardcover); \$24.95 (paperback).

Alberta Journal of Educational Research

The *Alberta Journal of Educational Research* (AJER) is the oldest educational journal in Canada. It is an international journal published quarterly and listed in Psychological Abstracts, Current Contents, ERIC, Social Science Citation Index, and elsewhere. The editor encourages behaviorally-based empirical, theoretical, and review articles that deal with a wide range of educational issues. Three copies of each manuscript should be submitted for peer review in American Psychological Association format.

Submissions should be sent to Dr. Judy Cameron, Editor, *Alberta Journal of Educational Research*, Albert 4-116, Education Building North, University of Alberta, Edmonton, Alberta, Canada, T6G 2G5.

This journal is interdisciplinary and reaches a diverse population of educators throughout the world. It is important for behavior analysts to contact such an audience. Please consider AJER for your next manuscript.

Telephone: (403) 492-0177,

Email: judy_cameron@act.educ.ualberta.ca

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909 W. Laurel St., San Diego, CA 92101-1224

The Cambridge Center for Behavioral Studies
invites you to become a Charter Member of its
Behavioral Referrals Hotline Network

THE NEED: The advancement of behavior analysis and its positive impact on humankind are severely constrained because most people who need us don't know about us, or if they do, they have no simple means of finding an appropriate behavioral expert.

THE SERVICE: The Hotline will use an "800" number to connect people and organizations in need of behavioral solutions with certified behavior analysts who can provide those solutions.

THE NETWORK: This invitation is an initial attempt to recruit behavioral experts to be consultants and to recruit individuals who will refer potential clients. In addition to the 800 line, the Network will use mailings, e-mail, and personal contacts to communicate and grow. The Network will also be promoted by media releases and contacts developed by the Center's Public Relations Committee, often in collaboration with ABA's Public Relations Committee.

AFFILIATION: Behavior analysts may apply to be listed as Affiliated Consultants in their areas of expertise, and thus receive Hotline referrals. Because the reputation of our field is at stake, a Referral Service Board will examine the qualifications of applicants. Categories of affiliation will reflect different areas of work (e.g., clinical, educational, and business/organizational opportunities; basic research, public policy and media-related opportunities). Organizational affiliations will also be available.

BENEFITS: All Network Members will also have the satisfaction of actively promoting our field, and will be kept informed of Network and other CCBS activities. However, the main goal is to find work, economic support, and other resources for Certified Consultants and researchers. Individual Members may refer potential clients to others who are more conveniently located or have a more appropriate specialization. Other opportunities will come from the link between the Hotline Service and the hundreds of senior executives, foundation representatives, public officials, and media people who have participated in other CCBS programs such as the Cambridge Forum on Executive Leadership, the Corporate Healthcare Forum, the Corporate Associates Program, The Lipson Fund for Basic Research, The Loebner Competition, and The Public Policy Workshops (e.g., on Ethnic Conflict, International Security, AIDS Prevention).

If you are interested in becoming a Charter Member of the Network, please fill out and return the Application Form and mail to the Center's new address:

Cambridge Center for Behavioral Studies,
675 Massachusetts Avenue,
Cambridge, MA 02139 USA.

Tel:(617) 491-9020; Fax:(617) 491-1072.
Compuserve:76557,1175; Internet/
Bitnet:76557.1175@compuserve.com

Application Form
Behavioral Referrals Hotline Service

Cambridge Center for Behavioral Studies
675 Massachusetts Avenue, Cambridge, MA 02139 USA
Tel:(617) 491-9020; Fax:(617) 491-1072
Compuserve:76557,1175; Internet/
Bitnet:76557.1175@compuserve.com

Name: _____

Title: _____

Organization: _____

Address: _____

Phone: _____

Fax: _____

• I am interested in (check as many as you wish):

- ____ Affiliation as an Individual Consultant
____ Affiliation for a Consulting Organization
____ Helping to Organize/Set up the Hotline
____ Lists of Affiliated Consultants (when they become available)

• My primary interest & work is in the following area (please check only one):

- ____ Clinical Practice (specify: _____)
____ Organization and Business Applications
____ Education
____ Basic Research (Specify: _____)
____ Public Policy
____ Media and PR
____ Other (Specify: _____)

Additional Comments/Information: _____

Note: Please fill out this form even if you did so at ABA, or sent one to the Center. Most forms and related correspondence were destroyed in the fire.

The Ontario Association for Behavior Analysis

"ONTABA"

The Ontario (Canada) Association for Behavior Analysis (ONTABA), received its affiliate Chapter status at ABA's 19th Annual Meeting in Chicago in May of this year. ONTABA, with 105 initial members, is now working to expand membership in the province of Ontario and plans to sponsor a General meeting and 1 day conference in Behavior Analysis on December 3, 1993, in Toronto at which the first elected Board of Directors will be ratified.

ONTABA's first significant social event was to host a BBQ and social evening for our behavioral colleagues from Divisions 25 & 33 of the American Psychological Association's convention in Toronto, Canada, in August of this year. If you are visiting Ontario this year, look us up for information, assistance or just to say hello.

The Major objectives of ONTABA are:

- To promote Behavior Analysis in Ontario
- To provide liaison between Ontario Behavior Analysts and ABA: International
- To monitor and participate in legal and professional issues related to Behavior Analysis
- To work toward standardized practices and possible certification of Behavior Analysts

To these ends, ONTABA will provide members with a newsletter, an annual conference, and develop a networking and professional education/support system in Ontario.

Those interested in joining ONTABA or obtaining information about it are encouraged to contact the ONTABA interim Secretary at:

ONTABA
c/o Larry Williams
Surrey Place Centre
2 Surrey Place
Toronto, Ontario M5S 2C2
Phone: (416) 925-5141
Fax: (416) 923-8476
E-mail: @Compuserve 71563,3701

20th ANNIVERSARY
ABA '94: ATLANTA
See you there !!

Interested in Day Care Services at the ABA Convention?

Read Below and Respond ASAP!!

Members Ask for Services

The Association has been encouraged by some members in the past to consider arranging day-care services for convention attendees. These services can be offered through a private, licensed contractor which provides certified teachers, toys, materials and supplies in a special hotel room equipped for child care.

Costs

If a large number of members make use of child care services, the cost is well below that of baby-sitting services. The typical cost ranges from \$7 to \$11 per hour per child. A minimum numbers of hours and children are required before services will be provided. ABA cannot pay for child care; thus, members must pay for services directly. This means we must determine if enrollment will be sufficient to pay for these services in advance.

Mail This Form to Indicate your Interest

If you are interested in purchasing child care at the ABA convention, please complete and return the form at the bottom of this page. You will be contacted by staff for further information.

Return this form by February 1, 1994 to:

Child Care, ABA '94
Room 258 Wood Hall
Western Michigan University
Kalamazoo, MI 49008-5052

You may fax the form to: (616) 387-4457

Name: _____

Daytime Telephone: _____

Address: _____

I am interested in obtaining child care services at the 1994 ABA convention and would be willing to pay for these services.

Signature: _____

Date: _____

Looking for Symbols to Represent Reinforcement and Punishment

Bram C. Goldwater and Loren E. Acker

University of Victoria

Those of us who teach behavior analysis spend a great deal of our time discussing and diagramming operant contingencies. The notation system that we have developed for symbolizing the elements in these contingencies — response (R) and stimulus (e.g., S^R and S^P) — is extremely useful for these purposes. On the other hand, we've failed to establish any symbols for the contingencies themselves — for reinforcement, or punishment. Symbols for reinforcement and punishment would save time and space when we're making notes for ourselves, or on our students' exams and term papers. Having recently done some serious musing on this topic, we'd like to share some possibilities with you, and solicit your reactions.

Finding a Symbol for Reinforcement

The symbol " S^R " for reinforcer presents few problems of interpretation; an S^R is a Reinforcing (R) Stimulus (S), or a Stimulus (S) of the Reinforcing (R) kind. Finding an equally straightforward way of representing "reinforcement" is more problematic. While reinforcer refers to a stimulus, reinforcement refers to an operation, procedure, process or contingency. This opens up a number of possibilities for an appropriate symbol, but none of them is completely satisfactory.

Consider " O^R ", for reinforcing operation. This has a certain appeal. It forces students to distinguish operation from stimulus, which is an important discrimination. Unfortunately, "O" is commonly used to refer to the "organism," as in "S-O-R," and this might be confusing to students, as well as connotatively distasteful to behavior analysts.

" P^R " could be used, for reinforcing procedure or process, but, unhappily, punishment starts with the same letter. Although it's hard to imagine what a "reinforcing punishment" might entail, the potential for confusion is undeniable.

We could use " C^R " for reinforcing contingency. This might not be a bad choice. The concept of contingency is fundamental to behavioral analysis, after all, and, unlike terms like "operation" and "procedure," does not imply an agent who applies the contingency. There is, of course, some slight possibility for confusion due to the fact that, in respondent conditioning, "C" commonly stands for "conditioned," as in "CS" and "CR". " Cy^R " or " C_y^R " might get around that problem, but not without a bit of clumsiness.

" $(R-S)^R$ ": This represents a different approach to the problem, which we find rather attractive. It provides a symbol, not for the term contingency (or operation, procedure, or process), but rather for its content. " $(R-S)^R$ " represents a response-stimulus contingency (R-S) which satisfies the criterion for reinforcement (R). (The criterion for reinforcement may be that the R-S contingency produces an increased rate of response, or that the stimulus involved is a reinforcer; the notation is intentionally silent on this point.) The meaning of this symbol should be relatively self-evident. Moreover, it might prove beneficial to the student to use a symbol which directly represents the reinforcement contingency; as we have argued elsewhere (Goldwater & Acker, 1993), notation systems that highlight behavioral contingencies may sensitize the student to the contingencies so represented.

Positive, Negative, and Intermittent Reinforcement; Punishment

Adapting the $(R-S)^R$ approach, positive and negative reinforcement would be represented by " $(R-S)^{R+}$ " and " $(R-S)^{R-}$," respectively. Intermittent reinforcement could be represented by " $(RS)^R$ " (We have symbols for all kinds of different intermittent reinforcement schedules — FR, VR, FI, VI, FT, VT, etc.; why not one for intermittent reinforcement per se?) Punishment could be symbolized by " $(R-S)^P$ ": " $(R-S)^{P+}$ " and " $(R-S)^{P-}$ " could be used to distinguish between positive punishment (involving a stimulus-presentation contingency) and negative punishment (involving a stimulus-removal contingency), for those disposed to do so. (Of course, the symbols " S^{P+} " and " S^{P-} ," for positive and negative punishing stimuli, would also be consistent with this usage.)

Conclusions

It has been our experience that students quite freely employ the symbols " R " and " S^R " when doing operant analyses. Unfortunately, they are frequently indiscriminate in using " S^R " when referring to reinforcer and reinforcement alike. Providing them with symbols for R-S contingencies as well as for reinforcing stimuli might make them more likely to discriminate between the two.

We'd be happy to get some input from Newsletter readers: Do you see any value in developing some conventions on this issue? Which of our (or your own) suggestions would you support? Your reactions would be welcome, either by regular mail (Dr. Bram Goldwater, Department of Psychology, University of Victoria, P.O. Box 3050, Victoria, B.C., Canada, V8W 3P5) or by E-mail (BCG@UVVM.UVic.CA). If there is sufficient response, we will report back to you via the Newsletter.

References

Goldwater, B. and Acker, L.E. (1993). A notation system for contingency diagramming in behavior analysis. Manuscript submitted for publication.

Behavioral Community?

A friend of mine recently approached me about some difficulties she has had in getting behaviourists in the States to respond to her letters. During our conversation, I was reminded of similar difficulties that I had experienced as a graduate student when I published a couple of articles in the *Journal of the Experimental Analysis of Behavior*. The editor at that time had suggested that authors of published articles should send reprints of their paper to those people listed in the reference section; it was felt that this might be a good way of developing lines of communication between researchers. I pursued this exercise a few times and produced maybe three to four responses in total. As a graduate student I was somewhat disheartened to realize that perhaps this was a reflection of the contingencies that operate in the academic world.

In view of the similarities between my experiences and those of my friend, we decided to explore the issue in more detail. We wrote the following letter and sent it to a semirandom selection of 200 members of ABA (100 of them were students) listed in the membership directory:

Dear Dr./Sir/Ms.,

I have recently been appointed lecturer in Social Work at the Queen's University of Belfast and I am responsible for teaching psychology. The area of psychology that particularly interests me is behaviourism. However, since I was given only a brief introduction to this area in my psychology undergraduate course in Germany, I am not very confident about my understanding of the basic issues involved.

To help me in my new role as a teacher I urgently need advice on the development of teaching methods. It is my goal to enable students to understand the philosophy of behaviorism and the practicalities of applied behaviour analysis. I do not have access to animal facilities, and even if I did, I would not know where to begin to run a practical.

Hoping to hear from you soon.

Thank you for your help.

Yours faithfully,

Karola Dillenburger

The situation described in this letter is true. I personally was able to help her get some teaching materials together. However, since I am not trained in Applied Behaviour Analysis, I too was looking forward to receiving suggested material that might be useful in courses that I teach.

The results we obtained from this exercise are particularly discouraging. All in all we received 14 responses. We are extremely grateful to those 14 people who sent material.

Teachers of behaviour analysis can be likened to frontiersmen and women who continually put themselves in the firing line to be sniped at by hostile forces. New teachers of this discipline should be well armed to deal with this situation. However, it has been my experience that the "Behavioural Community" at large does not

take seriously the responsibility of arming their teachers with adequate material to defend themselves. Teachers who are isolated and who may have to teach many things that they are not trained to teach need more than textbooks to control their behaviour. They need practical manuals that clearly guide the teacher in terms of materials to be used and procedures to be followed. These manuals could be accompanied by video material that should, nowadays, be relatively inexpensive to produce.

If material like this existed across a range of special interest groups, perhaps it would forestall the need to develop special interest groups concerned with misrepresentation by those who were poorly trained by our teachers.

Yours,

Dr. Mickey Keenan (Lecturer in Psychology)

University of Ulster

Coleraine Co.

Londonderry BT521SA

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Behavior Analysis and Culture Design in an Electronic Verbal Community

Richard D. Weissman

WEISSMA@AMERICAN.EDU

For those favoring discussions of ethics and culture, whose repertoires of socio-cultural involvement are strained by long inter-ABA convention intervals, the following SDs are for you. It is now possible to interlock with labor-credit and planner-manager contingency systems operating 24 hours a day in Internet with the objectives of achieving an authentic Walden Two and acting effectively to save the world. Society for Data-based Solutions (SDs) is an offshoot of ABA special interest groups Behavior Analysis and Cultural Design and Behaviorists for Social Action. SDs seeks to promote utopian planning, culture analysis, culture design, and countercontrol through SDS-L - an e-mail mailing list/electronic journal, (BACD, 1992). Here are some current objectives:

(1) Establish a labor credit system for SDS-L members. The Walden Two requirement that each member earn 1200 labor credits per year with credit values adjusted on the basis of demand will be adopted by SDs. As in Walden Two, planners can earn 600 credits in planning activities while managers and scientists can earn 600 - 900 credits managing and doing science. The major worker activity will be researching and writing. To provide partial back-up to the labor-credit system, a grant has made it possible for SDs to spend \$20 a week on reinforcers.

(2) Publish a bulletin board of upcoming events.

(3) Sponsor a multi-disciplinary culture analysis and design project dedicated to saving the world by (1) analyzing the physical consequences of cultural trends, (2) analyzing the behavioral contingencies maintaining those trends and providing viable alternative contingencies that buck those trends, and (3) designing curricula and developing media to counter destructive and establish constructive contingencies (strategy taken from Skinner, 1982).

(4) Establish interlocking social contingencies between personal behavior and contingency managers.

(5) Develop e-mail distributable training packages designed to establish values and skills sufficient to bring graduate students into SDs from a variety of disciplines.

(6) Get on line with Walden 1.9 - the urban Walden Two that is currently holding Sunday Meetings in the Frazierian tradition.

(7) Establish local SDs chapters on university campuses providing proximal contingencies for self-management, university countercontrol, social experimentation, group happenings.

(8) Increase the activities of Behavior Analysis and Culture Design and Behaviorists for Social Action participants by using SDs to prompt and reinforce collaboration on various projects. This would include (1) holding regular large electronic meetings

and work sessions to solve problems related to establishing an authentic Walden Two environment, (2) assigning planner and manager functions to volunteers on the basis of problem analysis and solution identification, (3) establishing conferences consisting of topical menus from which users can access and publish articles, either on Internet or through Peacenet or both, and (4) crossing post and cooperating with other behavior-culture analytically oriented computer networks.

(9) Collaborate on developing marketable behavioral technologies such as wrist worn behavioral monitoring devices and human food pellets, and experimental research such as the human live-in experiments pioneered by Jack Findley, Joe Brady, and others.

(10) Collaborate on writing a cyber-behavior punk novel.

(11) Increase the number of subscribers to SDS-L from the ABA population. To subscribe type SUBSCRIBE SDS-L Your Name as the first and only line on an e-mail message and address it to LISTSERV@AMERICAN.EDU (or LISTSERV@AMERICAN.AUVM if you're on Bitnet). If you don't know how to use the Internet from your location, send a letter describing your situation to Richard Weissman, Dept. of Psychology, The American University, Washington, DC 20016, and I will work with you to get you hooked up. SDS-L is moderated which means that postings go to a moderator who then distributes them to the whole list or to the addresses of individuals for whom your message is specifically relevant.

References

Skinner, B. F. (1982). Why are we not acting to save the world? Paper presented at The University of Florida.

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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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Notes from a Radical Behaviorist...

Why Johnny Can Imitate?

Richard W. Malott—Western Michigan University

For years I've trembled every time a Bandurian cognitivist got in my face with the question of delayed imitation. But I tremble no more, for now I have the answer, or at least, *an* answer.

Here's the problem: Four-year-old Johnny hears Dad ask Mom, "What's shakin', Baby?" Then an hour later, Johnny asks Mom, "What's shakin', Baby?" This is the first time Johnny has ever asked that question, with its unintended impudence. So the behavior of asking that question has never been reinforced. And the problem that has previously caused me to switch to the other side of the street whenever I saw a cognitivist coming is: **What are the underlying behavioral processes controlling Johnny's delayed imitation?**

First, we have **regular imitation**: When Dad sings and provides a little prompting, Johnny does his best to sing along. Everyone laughs and applauds the talented lad. Dad's behavior is an S^D in the presence of which Johnny's emitting the same behavior has been and will be reinforced.

Then we have **generalized imitation**: Dad whistles and shaves, while behind and below mirror view, little Johnny whistles the novel tune and "shaves," though that particular imitative response has never been reinforced. Furthermore, Johnny may continue imitating this novel behavior, though no one ever will reinforce this particular imitative response (and even though Johnny could tell you it will never be reinforced, according to some research).

A question here is, what reinforces that imitative response? According to one theory of generalized imitation, the reinforcer is what I call the **imitative reinforcer**--stimuli arising from Johnny's behavior that **match** the stimuli arising from Dad's has become a learned reinforcer because those matching stimuli have been paired with approval and more effective interactions with the environment.

But now the question is: **If Dad's behavior is an imitative S^D , how can it control the generalized imitative response an hour later?** The problem is this: Any behavior analyst who's thought about it for more than 10 seconds recognizes that the hour lag between the stimulus of Dad's behavior and Johnny's imitative response is too great to argue for S^D control. (No one would turn the S^D light on for a few seconds, turn it off for an hour, and then stick the lever in the Skinner box and expect Rudolph Rat's lever pressing to be under the stimulus control of the light.)

The answer is this: Dad's behavior is an S^D for the contingency involving approval as the reinforcer for the imitative response. But **Dad's behavior is not the S^D for the contingency involving the other learned reinforcer--the automatic, matching, imitative stimuli.** In other words, Dad's behavior is not an S^D for the imitative reinforcer.

What happened is that seeing dad do something acted as a procedure to setup the stimuli from the novel response as a learned imitative reinforcer. **Let's take it to the Skinner box:**

	Skinner Box	Delayed Imitation
Pairing Procedure	We pair the click of the water dipper (neutral stimulus) with the delivery of a drop of water (unlearned reinforcer).	In a roughly homologous way, Dad paired "What's shakin', baby?" (neutral stimulus) with his own behavior (sort of a learned reinforcer [need a little poetic license here]).
Results of Pairing	After enough pairings, the water dipper becomes a learned reinforcer.	Because of an extensive and varied behavioral history of reinforced imitation, this single pairing suffices to cause "What's shakin', Baby?" to become a learned reinforcer.
Delayed Test	One day later we put Rudolph back in the Skinner box. (An opportunity to respond.)	One hour later, Johnny sees Mom. (Not quite the opportunity to respond, but close enough for a one-pager.)
Reinforcement Results	Now we can use the dipper click (learned reinforcer) alone to reinforce a novel response (lever pressing).	Now the sound of his, "What's shakin', Baby?" (learned reinforcer) alone reinforces the novel response (saying "What's shakin', Baby?").

We've still much to learn about generalized imitation. But we should be no more amazed that Johnny emits a new imitative response one hour after the new learned imitative

reinforcer has been established than we are amazed that Rudolph presses the lever one day after the learned dipper-click reinforcer has been established. Cognitivists beware.

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.

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