

ABA '92 Convention in San Francisco

Membership and Registration Reach Record Levels!

ABA's first venture west of the Mississippi was a great success! Both membership and registration numbers surpassed previous records. The membership of ABA (as of June 26) stands at 2,150 (the previous record was 2,127 achieved in 1991). The 1992 convention attendance was 1,505, up by 49 from the record high attained in 1978.

We owe a debt of gratitude to the members of the California Association for Behavior Analysis (CalABA), the Northern California Association for Behavior Analysis (NCABA), and the Association for Behavior Analysis & Therapy of Southern California (ABAT/SC) who spent countless time and energy in promoting, staffing, and recruiting registrants for the convention. CalABA, NCABA, and ABAT/SC also provided a festive start to the convention by co-sponsoring a gala reception on Sunday evening (May 24), complete with dancing and door prizes!

Jon S. Bailey (Florida State University), E. Scott Geller (Virginia Polytechnic Institute & State University), and Jack Michael (Western Michigan University) provided "An Introduction to the Association for Behavior Analysis," Monday, May 25. An annual event, the session provides an overview of the history of behavior analysis and ABA. Jon Bailey added some excitement to the session by providing subscriptions to the *Journal of Applied Behavior Analysis* and "Behavior Counts" items as door prizes.

The 1992 Convention program included an emphasis on Education, organized by Dan Hursh (West Virginia University). The Opening Address was delivered by Siegfried Engelmann (University of Oregon) on "Using Effective Instruction as a Lever for Child Advocacy." Presentations on how behavior analysts can influence instructional practices and public policy regarding education were given by: Beatrice H. Barrett (Fernald School), Wesley C. Becker (University of Oregon), Douglas Carmine (University of Oregon), Donald A.

Cook (JHM Corp), Marita Della Rosa (Salinas City School District), Howard E. Farris (Western Michigan University & Mattawan Consolidated School District), Dan Hursh (West Virginia University), T.V. Joe Layng (Malcolm X. College), Jack Marchi (Salinas City School District), Kathleen Madigan (Children's Workshop), Larry Martz (Contributing Editor, Newsweek Magazine), Krista Sabaska (Salinas City School District), Howard N. Sloane (University of Utah), J.E. Stone (East Tennessee State University), Vicci Tucci (Tucci Educational Services), Julie S. Vargas (West Virginia University), and Cathy L. Watkins (California State University/Stanislaus).

*Thanks to our
California Chapters
for helping to make the
ABA '92 Convention
a great success!*

The final session of the 1992 Convention was "Science Agenda for the 1990's." The event was chaired by Judith E. Favell (ABA President). Views from other associations were presented by Lewis P. Lipsitt of the American Psychological Association, Milt Hakel of the American Psychological Society, W. Stewart Agras of the Association for the Advancement of Behavior Therapy, and Elliott Eisner of the American Educational Research Association. Philip N.

Hineline, ABA Past-President, presented the opening and closing remarks.

The Professional Development Committee sponsored their annual breakfast, and Beth Sulzer-Azaroff was the presenter of "Songs My Mother (and Others) Taught Me: Rules Governing Professional Development." The ABA Expo again was a well-attended and festive event. Poster displays were presented on Graduate Training Programs in Behavior Analysis, ABA Committees, Special Interest Groups, and Affiliated Chapters. The International Development Committee again arranged for the display of research and program activities by "Behavior Analysts Around the World," including presentations from Canada, Japan, Mexico, New Zealand, Norway, and Sweden.

See you in Chicago for ABA '93!

NOTES FROM THE EDITOR

Congratulations and thanks to everyone involved in making the ABA Convention in San Francisco such a success, from the volunteers to the participants to the attendees from fourteen different countries.

If your framework of experience in behavior analysis has been relatively recent, and you have attended an ABA convention, how rewarding was your convention experience? One disappointment I've heard expressed: "I wasn't successful in getting the feedback I would have liked on my poster". Another comment: "I had difficulty getting a chance to talk with the experts that I really wanted to meet." These and other similar comments point to a convention dilemma for the neophyte: "Was this experience worthy of my costs? Will I repeat it next year?"

A different dilemma exists for the ABA veteran. These convention veterans have had the opportunity to multiply their acquaintances over the years. They often have developed close relationships to these people that they usually only see once a year. Yet time remains finite and they find that they may get only a moment with many individuals that they'd enjoy being with longer. At the same time many of them realize the importance of providing encouragement to and meeting International members, new people in the field, other veterans that they haven't met before, and especially students—the future of behavior analysis.

How can we better accommodate this next generation of behavior analysts? Perhaps you have some suggestions. One idea: special signs akin to the old "Kick me", but with the message "Reward me—before I extinguish."

Another idea: something similar to the so-called "cracker barrel" sessions, in which a number of experts remain located at a station through four or five rotations of students, with some kind of stipulation that the interactions be new ones.

Or perhaps a large-area session of one-minute timings where the announcement occurs each minute: "Okay. Now please talk to somebody else."

Do you share this type of concern? Do the contingencies need tuning or will the current ones produce the long-term desired effects?

This issue of the Newsletter features three follow-ups to previous pieces involving Dick Malott's "Notes From a Radical Behaviorist". Guy Bedient and Abigail Calkin both offer more on the Dead-Man Test, while Coleman Paul reacts to the Three-term Contingency Model. Then, of course, comes Malott's latest "Notes".

In addition to ABA President Judy Favell's message, we also include a written version of the invited presentation made by Beth Sulzer-Azaroff at the Professional Development Breakfast in San Francisco.

Finally, if you teach and haven't yet seen the special topic monographs Scott Geller has made available from the *Journal of Applied Behavior Analysis*, you will find the three to be real bargains for adjunct classroom material and listed as part of New Developments in this issue.

Steve Graf
Editor, ABA Newsletter

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Award Announcements

The following awards were presented at the 1992 ABA Convention. Congratulations to all of the recipients!

Experimental Analysis of Human Behavior Special Interest Group, Student Paper Competition. Outstanding Paper Awards were presented to: Karen Griffie Augustson (University of New Mexico); Kathleen M. Drake (University of Kansas); Gregory J. Madden (University of North Texas); David A.D. Polson (University of Victoria); and Michael Schlund (Auburn University).

OBM Network Special Interest Group. The Award for Outstanding Contributions was presented to Thomas C. Mawhinney (University of Detroit-Detroit, MI).

Project Outreach of the Society for the Advancement of Behavior Analysis presented its award for increasing the participation of underrepresented groups in behavior analysis to Thomas A. Brigham (Washington State University).

The International Development Committee presented an award to Fred S. Keller for Contributions to the International Development of Behavior Analysis.

Message from the President

Another splendid convention has passed. The conference marks the beginning of my term as President and the close of Ed Morris'. Ed has guided us with extraordinary grace, diligence, and wisdom. He has truly been a gentle and effective leader, one to whom we all owe a great deal. Ed will thankfully continue to serve on Council, including in the capacity of my job coach.

Phil Heline has completed his term as SABA President and is rotating off of ABA's Council. He won't get far. We have come to rely heavily on Phil's insight and ideas, and are installing him in a sort of "Behavior Trust" position.

The convention in San Francisco reflected many signs of the robust health of our organization. Our program included 793 presentations, an all time record. We had 1,505 registrations, exceeding all previous years. These figures in turn reflect a year of very hard work by many dedicated people. So many thanks are due, too little space in which to do them justice. Reinforcement contracts are out on the following people. Hit them if you can.

Convention Program. For a balanced, substantive and stimulating program, we thank:

Program Chairs--Michael Perone and Michael J. Dougher

Program Board Coordinator--Judy Favell

Continuing Education Coordinator--Bill Redmon

Program Coordinators--Eric Augustson, Karen Griffie Augustson, Karen Courtney, Thomas Spencer

Specialty Area Coordinators--

Education, Dan Hursh

Clinical and Behavioral Medicine, Edelgard Wulfert

Corrections, Sherman Yen

Developmental Disabilities and Autism, Kent Johnson

Gerontology, Louis Burgio

Human Development, Pat Meinhold

Ethical, Legal, and Social Issues, Deborah Shanley

Experimental Analysis of Behavior, William McIlvane and Kate Saunders

Performance Management and Training, Maria Emma Malott, Terry McSween

Pharmacology and Toxicology, Steve Dworkin, Kim Kirby, and Ken Silverman

Verbal Behavior, Sam Leigland

Convention Arrangements. For providing us with efficient services, effective supports and a comfortable context, we thank:

Convention Manager--Shery Chamberlain

Registration Manager--Patty DeLoach

Convention Assistant Managers--Ken Alling, Joe Keller

Convention Staff--Cecilia Alexander-Woosley, Barbara Avila, Shelly Billings, Kelly Campbell, Angelia Collins, Sam Cromartie, Deirdra Dougherty, Kim Gibbons, Michelle Gilbert, Kim Hamby, Eric Jacobs, Veronica Joker, Sue Keller, Jeanne LaMere, Margaret McDevitt, Jan Miller, Jan Mondon, Ricardo Peinado, Judith Plascencia-Peinado, Lonny Webb, Steve Witherspoon.

California Arrangements. For welcoming us so warmly and so well, we thank the Association for Behavior Analysis and Therapy of Southern California, the California Association for Behavior Analysis, and the Northern California Association for Behavior Analysis. For their extra effort in making the convention a success, we thank Mark and Cindy Sundberg, Margaret McDevitt, and Marjorie Charlop.

To each of these individuals, we owe a great deal, for it is through their hours and ergs and wisdom and skill that we enjoyed the full plate of professional substance and the desserts of San Francisco. In addition to all of the other activities, the conference affords the opportunity for the Executive Council and the many Committees, Task Forces, Affiliated Chapters, Special Interest Groups and other groups to meet and conduct the business of the organization. I share a very brief review of a sample of these activities for your information and hopefully to prompt your involvement. Each would benefit from the contributions of more of our members. Select from the following menu!

II The search is beginning for a new Newsletter Editor. Steve Graf has served a mere *nine* years. Steve deserves our sincere gratitude and a well-earned rest (also a longer tie). We now need another class act to follow him, this time for a three year term, not a nine year sentence! You may nominate yourself or another by sending a vita to Bill Redmon at the ABA office. Help us continue our top flight newsletter.

II The American Psychological Society is developing a written document proposing a research agenda to address the social problems facing us nationally and internationally. The effort is entitled the Human Capital Initiative (HCI). ABA is joining 65 other scientific organizations in providing examples of contributions of our own research to solutions to these problems. Celia Wolk Gershenson is coordinating our activities in preparing a report for inclusion in the HCI document. ABA's efforts to become integrated into this initiative were apparently enhanced by Dr. Milt Hakel's invited presentation at the "Science Agenda for the 1990's" symposium at our convention. Dr. Hakel is coordinator of the HCI and during his time with us demonstrated a clear interest in learning more about and increasing the involvement of behavior analysis in the HCI enterprise.

II The International Development Committee, chaired by Yolanda Suarez-Balcazar, used a variety of means to attract and welcome non-U.S. behavior analysts to the convention with a result of 125 registrants from countries other than the U.S.! Examples of the many efforts of the Committee and Council will undertake this year to increase and support

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Message from the President continues

behavior analysis around the world include establishment of an electronic mail communication system between U.S. and non-U.S. members, and the development of a subcommittee for editorial support and review of manuscripts being prepared for submission to behavioral journals by international researchers (an idea suggested by Paolo Moderato and Sid Bijou). We are pursuing other means of facilitating publication in behavioral journals, establishing affiliations with international behavioral organizations, and increasing membership and full participation in ABA activities. Watch for details in a new, regular feature of this *Newsletter*.

|| At the convention, a distinguished behavior analyst, Karen Pryor, was welcomed to ABA. We owe Phil Himeline and lots of clicks for bringing this consummate professional and wonderful person from the field into our fold. Several joint ventures are growing from this new relationship, including distribution of books and videotapes.

In this same vein, each of us might fruitfully review our professional contacts for individuals who are kindred spirits, but are not members of ABA. Approach them if you like, certainly alert Chuck Merbitz (Membership Recruitment and Retention Chair), who will send our newly polished informational and application materials. By the way, Jack Michael informs us that membership applications have increased substantially. (For those of you who don't know, Jack is our Membership Application Committee, so let him take your picture.)

|| In addition to a number of awards given to worthy recipients at the conference (highlighted in the Newsletter), Michele Burnette (Awards Committee Chair) has established three new categories of (re)wards. As Michele develops guidelines and procedures for these, please consider potential nominees for:

"Award for Effective Presentation of Behavior Analysis in the Mass Media"

"Award for Distinguished Service to Behavior Analysis"

"Award for Excellence in Behavior Analysis in the Public Service"

|| The student representatives (Susan Goeters, April Miller, Bryan Midgley, and newly elected Laura Methot) reported to Council on an array of their activities, such as revision of the Directory of Graduate Training Programs in Behavior Analysis, and events and support for students during the convention. These included breakfasts sponsored by Aubrey Daniels and Associates and the Spectrum Center for Educational and Behavioral Development, a poster presentation, and a roommate service (kinky sounding, but warmly received). Thanks to generous donations by many members, 37 students received free registration! In an important move toward involving students in all aspects of our organization, Council is taking steps to place students on all standing committees. At the Student Business Meeting, many volunteered to serve. More are welcome!

|| Ken Lloyd, Council's representative to the Affiliated Chapters, attended each of their meetings at the convention and asks that their annual reports be mailed to him by September 15. In a dazzling display of behavioral acumen, we remind Chapters that each receives three free ABA Chapter/Adjunct memberships contingent upon receipt of their reports. Please use this as an occasion to suggest how ABA can better serve and support Affiliated Chapters! Special Interest Group (SIG) reports are also due to Shery Chamberlain by September 15, but apparently SIG's don't get anything for getting theirs in (well, praise). The first meeting of a newsworthy new SIG was held at the Convention: Behavior Analysis League for Accuracy in News, Commentary, and Education (BALANCE) chaired by Susan Schneider (Auburn University). This group's efforts, directed toward increasing accurate representation of behavior analysis in a variety of forums, compliments well the invigorated efforts of several of our committees which are also aimed at improving the visibility and impact of our discipline, for example:

|| The Public Relations Committee, chaired by Jon Bailey, is looking for energetic new members and planning a variety of important initiatives for the coming year. Those of you who are tired of being ignored or misrepresented (professionally at least) and don't want to take it any more, please contact Jon. In a similar spirit, Jerry Shook's Committee on Legislation and Public Policy is underway with new members (Todd Risley, Richard Tsegaye-Spates, Paula Whang-Ramos, and Bruce Bird). This group will monitor, analyze, and make recommendations on issues such as licensure and registration of behavior analysts, and many other legislative and policy issues that effect the conduct of behavior analysis on both a local and national level.

|| With Karen Budd's election to Council, the Professional Development Committee welcomed a new chair, Karin Lifter, who will continue with the establishment of the Mentor/Mentee Program. If you either know a lot or feel you don't know enough, this program is for you. We have spoken often of the isolation experienced by some behavior analysts working in diverse professional settings and geographic areas. This is an opportunity to give and gain assistance in areas such as teaching, grant procurement, career changes, personal development, and more. Please join this program.

|| ABA's Accreditation Board for Graduate Training Programs is now fully formed and moving forward. Jay Moore graciously agreed to chair this Board, which consists of Mark Galizio, Gina Green, Andy Lattal, Maggie Lloyd, Chuck Salzberg, and Rick Tsegaye-Spates. In the Fall issue of *The Behavior Analyst*, Bill Hopkins (chair of the original Task Force on accreditation) will describe the rationale behind this program as well as minimum standards for accreditation. The Board has developed policies and procedures to govern this process, and expects to begin site visits in the Fall. To all who have invested so much in developing

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Message from the President continues

this method of promoting high standards of training in behavior analysis, we offer our most sincere thanks.

ABA's representatives to the Board of the Accreditation Council for Developmental Disabilities (Denny Reid and Judy Favell) have just completed their second meeting with this group. The Accreditation Council (now known as "The Accreditation Council on Services for People with Disabilities" to reflect its broadened focus) is reorienting its activities in two important ways. It is shifting from pure "accreditation" (e.g., promulgation and monitoring of standards) toward "quality enhancement" (training, consultation and other more direct means of promoting quality). It is further moving away from its 750 process and procedure regulations toward greater emphasis on outcome measures for individuals served. These changes are full of promise, but not without risks, and ABA (through our representatives and Advisory Group chaired by Saul Axelrod) is being asked by The Accreditation Council to help insure that the new methods and measures are empirically sound. For more information, please contact Denny Reid.

The "Saving Lives Coalition" is composed of the nation's leading scientific, health, and medical organizations who have joined to protect the humane and responsible use of animals in biomedical and behavioral research. By unanimous vote, ABA's Council affirmed support of the Coalition and informed members of their activities at the Annual ABA Business Meeting in San Francisco.

And, finally, but very significantly, two words about the fiscal and administrative management of our organization. "We're sound!" thanks to Bill Redmon and Shery Chamberlain. More details will follow, when the end of the year financial reports are in and I have not overrun my allotted space!

Many more activities will be described in subsequent issues. Next time, Ed Morris, incoming President of the Society for the Advancement of Behavior Analysis (SABA), will report on initiatives and projects originating from the SABA Board and Committees. In the meantime, have a wonderful year!

Judy Favell, President
Association for Behavior Analysis

The 1993 ABA Convention Call for Papers was mailed July 31, 1992. If you haven't received your copy, please call Patty at 616-387-4494 to request one.

ABA ACCREDITATION

As recently announced, ABA has begun accrediting graduate programs in behavior analysis, with emphases in either the experimental or the applied analysis of behavior, or both. The purpose of the ABA accreditation process is to promote excellence in programs in behavior analysis, and to provide evaluation of them as a service to the public, the profession, and prospective students. Note that ABA does not accredit undergraduate or graduate *degrees*, which are accredited by customary academic organizations.

The accreditation process is initiated by a program contacting the chair of the ABA Accreditation Board, whose name and address are listed below. The chair of the Accreditation Board will then send a self-study form for the program to fill out and return. The minimum standards for accreditation of master's-level programs include:

- (a) an educational program with instruction in behavior-analytic approaches to the principles of behavior, within-subjects research methodology, conceptual issues, and behavioral interventions; and
- (b) a thesis, review paper, or general examination that is based on a behavior-analytic approach to problems or issues.

Thus, the minimum standards for master's level programs include four courses and a thesis, review paper, or general examination.

The minimum standards for accreditation of doctoral-level programs include:

- (a) an educational program that includes the master's-level requirements outlined above;
- (b) an educational program with instruction in behavior-analytic approaches to one or more specialized areas of the non-human and/or human basic research literature, research methods, and the applied behavioral literature; and
- (c) a dissertation whose questions and methods are based on a behavior-analytic approach to problems and issues.

Thus, the minimum standards for doctoral level programs include the four master's level courses, three advanced courses, and a dissertation.

The self-study form also asks for other background information about faculty, courses taught, training model, and student characteristics. A site visit, whose expenses are borne by the program requesting accreditation, is also involved. The self-study form and the site visit report are considered by the Accreditation Board, which then makes a recommendation to the ABA Executive Council at the annual meeting. The Council then votes whether to award accreditation.

To be sure, accreditation is a complex issue. ABA is aware that there is some risk. Nevertheless, the benefits seem to outweigh those risks. For further information on accreditation, please contact the chair of the Accreditation Board: Dr. Jay Moore, Dept. of Psychology, University of Wisconsin, Milwaukee, WI 53201. Telephone: (414) 229-4746.

News from ABA Affiliated Chapters

Licensure, Title Acts, and Practice Acts in Florida

**Gerald L. Shook, Ph.D., President
Florida Association for Behavior Analysis**

On 3 January 92 the United States Court of Appeals, Eleventh Circuit decided *Abramson v. Gonzales* (Case Number 90-4099). The suit was brought by Florida Psychological Practitioners' Association and (practicing but not licensed) psychologists, clinical social workers and therapists. The main issue was whether the regulatory acts in question, which do not require a license to practice psychology or clinical social work, were sufficient under the first amendment to permit the Florida Department of Professional Regulation to enforce a prohibition on the use of the titles "psychologist" or "clinical social worker" or other related or specific terms by those not licensed under the acts.

The court held that since Florida law does not restrict the practice of psychology or clinical social work, then the state cannot prevent the use of such titles as "psychologists and clinical social worker" as long as those using the titles do not call themselves "licensed" psychologists or clinical social workers. The court opined that Florida's title act was an unconstitutional infringement on commercial speech, since only the title, rather than the practice itself, is regulated.

Reacting to the court's decision, the Florida Psychological Association and the Florida Clinical Social Work Society lobbied the Florida Legislature during the regular 1992 session to amend the existing title acts to create a practice act effective 1 October 92. The Governor signed the amendment into law on 8 April 92.

Fortunately, Florida law provides exemptions from the psychology and social worker's practice acts for behavior analysts. The exemption states: "No provision of this chapter shall be construed to limit the practice of any individual who solely engages in behavior analysis so long as he does not hold himself out to the public as possessing a license issued pursuant to this chapter or use a title protected by this chapter."

FABA takes the view that these exemptions protect Florida behavior analysts from the licensure requirements of the former title acts as well as the practice acts that become effective October, 1992.

More generally, it would seem important that behavior analysts track any potential changes in the licensing laws of psychology (and related professions) and to take appropriate action in other states where this issue arises. Solutions should probably be designed so as not to weaken the position of behavior analysts within psychology departments, or to question the status of behavioral courses in psychology curricula.

Excerpts from "Legislative Corner" Robert G. Vreeland, Northern California ABA Newsletter

Regulations Governing Positive Behavioral Interventions in California

The California Advisory Commission on Special Education has proposed regulations governing positive behavioral interventions. The regulations represent a clear and complete statement of what should go into an appropriate behavioral assessment and positive behavioral intervention in any setting, including a special education setting. All of the technical requirements which make up a good behavioral assessment and intervention are met, including a functional behavioral assessment, positive intervention procedures which are designed to replace inappropriate behavior with adaptive behavior, and evaluation of the effectiveness of intervention procedures. Moreover, the proposed regulations require that behavior specialists responsible for conducting and supervising behavioral assessments have appropriate training in applied behavior analysis. Personnel involved in implementing behavioral interventions must have appropriate training in the use of positive behavior management techniques.

If there is a drawback to these regulations, proposed in 1991 and due to become final sometime in 1992, it is that they do not specify the precise training requirements for behavior specialists. In fact, these are to be determined by local policy and they may differ from district to district. It will be important for behavior analysts and others interested in quality interventions across the state to assure that the local policy which is adopted is consistent with the regulations as they are finally implemented.

TABA: Tri-State Association for Behavior Analysis (*serving Tennessee, Virginia, and West Virginia*)

David Sabatino took office on 15 May 92 as President of TABA, while James Fox became President-Elect. Other new officers include Vice-President Andrew Wood, Secretary Carol Whitt, and Treasurer Pam Slater. The 4th TABA Conference has been scheduled from 29 October 92 through noon, 31 October 92 at the Tri-City Regional Airport Rodeway Inn, Blountville, TN. Registration and a reception will be held in the Executive Suite at the Rodeway Inn, 6pm to 10pm, 29 October 92. Presentations start at 8:45 am and continue to 3pm on 30 October 92. The Executive Council will meet on Saturday morning to hear the Bylaws Committee report and set priorities for 92-94. The meeting is open to all TABA members. Robert Spangler will manage the Conference, while Phillip Wishon heads the Program Committee of Wayne Taylor, Lloyd Shoop, and Robert Shepard. Featured speakers will be Gary Yamali (Middle Tennessee Mental Health Institute), Sarah DeHaas-Warner (University of Northern Colorado), Charles Olander (Piedmont Educational Computer Consultants), Dee Eiklor & John Dixon (Sullivan South High School), and James Fox (East Tennessee State University).

The ABA Bylaws

Proposed Changes

At the Fall 1987 Executive Council Meeting, the issue of reorganization was proposed by members of the Executive Council. During the next few years, Council members discussed the reorganization and possible future directions. In 1989, all members of ABA were mailed a survey concerning the current and future operation of the Association.

Based on the results of the survey, Council adopted the Executive Director Model for association management. To test the utility of this model, the Council proposed that the Secretary-Treasurer perform the duties of an Executive Director on a part-time, consulting basis. William Redmon has been serving in this capacity since 1989.

The re-organization model also included restructuring of the committee, task force, special interest group, and affiliated chapter framework. After several lengthy discussions, a structure of Boards and Committees was outlined and approved by Council. This structure has been in place since 1989.

The new Board and Committee structure consists of the following elements:

- ✓ Administration Board which coordinates the ABA office, the ABA Newsletter, and the Special Interest Groups
- ✓ Affiliated Chapters Board which coordinates the relationship between the Association and the Affiliated Chapters.
- ✓ Educational, Professional, and Public Affairs Board which coordinates the Awards Committee, the Legislation and Public Policy Committee, the Professional Development Committee, the Public Relations Committee, and the Student Committee.
- ✓ Membership Board which coordinates the Application Review Committee, the Membership Recruitment and Retention Committee, and the International Development Committee.
- ✓ Program Board which coordinates the Program Submission Review and Scheduling Committee, and the continuing education program and special program events at the convention.

In order to formalize the new structure, the Bylaws require modification and approval by the Voting Membership of ABA (for definition of "Voting" membership, see Article III of the Bylaws on the following page). A referendum will be held in Spring of 1993 to provide members the opportunity to approve or disapprove these Bylaws changes. Prior to the referendum being sent to the Voting members, the proposed revisions are being sent to all ABA members through this issue of the *ABA Newsletter*. By doing so, we hope that you will take this opportunity to participate in defining the guidelines by which ABA is governed. Please review the changes listed on the pages which follow and inform ABA staff of your reactions. Your comments must be received by September 30, 1992, to be reviewed in time for the preparation of the referendum.

Send your comments to:

William K. Redmon, Ph.D.
Secretary-Treasurer
Consulting Executive Director

by mail

**Association for Behavior
Analysis**
258 Wood Hall
Western Michigan University
Kalamazoo, MI 49008-5052

by FAX

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76236,1312**

or

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***The Bylaws Referendum will
be mailed to all Voting Mem-
bers with the 1993 Ballot for
Officers.***

***To participate in the referen-
dum, you must be a Voting
Member (Full or qualified
Emeritus, Supporting, or
Sustaining) for the 1992
membership year on
September 15, 1992.***

(Proposed additions are noted in bold type)

ARTICLE I: NAME

1. The name of this corporation shall be Association for Behavior Analysis, Inc. with the option of the subtitle: An International Organization. ~~It shall be represented by the initials ABA. It will be represented by ABA: International.~~

ARTICLE II: PURPOSE

1. ABA has as its purpose the advancement of behavior analysis by the methods permitted by the Articles of Incorporation.

ARTICLE III: MEMBERSHIP

1. ABA shall consist of two classes of Members, Voting and Nonvoting, and categories in each class as may be established by Council. Members of both classes are entitled to the rights and privileges of ABA as are appropriate for their membership category.
2. An applicant for Voting Member status shall possess the minimum of a master's degree in psychology or a related discipline. The applicant shall also demonstrate competence in either the experimental or applied analysis of behavior.
 - a. Applicants may demonstrate competence in the experimental analysis of behavior by submitting evidence that their training included minimum of one year's supervised laboratory research and that their graduate project, thesis, or dissertation was an experimental analysis of behavior investigation.
 - b. Applicants may demonstrate competence in the applied analysis of behavior by providing evidence that their training included a minimum of one year's supervised practicum experience in the applied analysis of behavior, and that their graduate project, thesis or dissertation was an applied analysis of behavior investigation.
 - c. Applicants whose formal training did not include the above experiences may demonstrate their competence in behavior analysis by submitting evidence of two or more years supervised experience in the experimental or applied analysis of behavior, or by making significant contributions to knowledge in behavior analysis as evidenced by research publications, or any such other means as may be determined by the ABA Membership Committee.
 - d. Anyone not meeting the qualifications stated in Article III, 2, may petition for Voting Member status by submitting all pertinent information to the ABA Membership Committee.
3. There shall be a class of ~~Nonvoting~~ Voting members designated as Emeritus who shall have such privileges as may be granted by Council. Applicants for Emeritus status shall be retired or past the age of 65. Applications for Emeritus status must be accompanied by a vita and/or verification of retirement and/or age.
4. There shall be a class of Nonvoting members designated as Affiliate who shall have such privileges as may be granted by Council. Applications for Affiliate status must be accompanied by a recommendation from a Voting Member.
5. There shall be a class of Nonvoting members designated as Student who shall have such privileges as may be granted by Council. Applications for Student status must be accompanied by proof of full-time enrollment in an academic, internship, or residency program.
6. There shall be a class of Nonvoting members designated as Adjunct who shall have such privileges as may be granted by Council. Applicants for Adjunct status shall be members of ABA-affiliated National, Regional, State, or Local Chapters. Applications for Adjunct status must be accompanied by verification of Chapter Membership.

ARTICLE IV: OFFICERS

1. All Officers shall be Voting members of ABA. These Officers are President-Elect, President, Immediate Past President, and four Council Members.
2. The Officers of ABA shall constitute the ABA Council, and shall serve as the officers and the Board of Directors of the Corporation for the times for which they are elected or appointed and shall replace the initial Board of Directors designated in the Articles of Incorporation.
 - a. Each Officer is entitled to vote as a member of Council at the ABA Council Meeting held after the Business Meeting in the year of his or her election or appointment.
 - b. The ABA Council shall serve as the governing body of ABA, and conduct its business at meetings, or by correspondence, and report its actions, or request the membership to take action, at the Annual Business Meeting or by correspondence.

ARTICLE I: NAME

1. This change is recommended to clearly identify the Association for Behavior Analysis as an international organization.

ARTICLE II: PURPOSE

1. No change recommended.

ARTICLE III: MEMBERSHIP

1. No change recommended.

2. No change recommended.

3. Council recommended that Emeritus Members be given Voting status equivalent to Full Members.

4. No change recommended.

5. No change recommended.

6. No change recommended.

ARTICLE IV: OFFICERS

1. No change recommended.

2. No change recommended.

continues

Article IV: Officers (continues)

3. Each year the Voting Members elect a President-Elect, who assumes that office at the end of the Annual Business Meeting in the year of his or her election, and succeeds to the office of President at the end of the following Annual Business Meeting. The President holds office for one year and succeeds to the office of Immediate Past President at the end of the next Annual Business Meeting. The Immediate Past President holds office for one year, and completes his or her term at the end of the next Annual Business Meeting.
 - a. The President shall present a Presidential Address, preside at all ABA Council Meetings and the Annual Business Meeting, count nomination and election ballots, as well as the ballots in any referenda submitted to the voting membership and exercise general supervision over the affairs of ABA.
 - b. If the President is unable to preside over a meeting, that responsibility shall fall to the Immediate Past President. If he or she is unable to preside, the President-Elect shall assume the responsibility.
4. Each year the Voting members shall elect the number of Council Members necessary to complete the Voting membership of Council. Those elected assume office at the end of the Annual Business Meeting in the year of his or her election, and holds that office for a three year term. The four Council Members shall be designated as Experimental Representative, Applied Representative, and two At-Large Representatives.
5. The Secretary-Treasurer shall be appointed by Council for an initial term of three years, taking office at the end of the Annual Business Meeting of the year of his or her appointment. The Secretary-Treasurer may serve no more than two consecutive terms. During the year prior to holding office, the designated replacement for the office of Secretary-Treasurer may attend all Council, Committee, and Task Force meetings.
 - a. The Secretary-Treasurer shall keep the records of ABA and Council; conduct official correspondence; serve *ex officio* as a member of all committees as deemed necessary by Council and issue programs of meetings; receive applications for membership and give notice of all inductions into membership.
 - b. The Secretary-Treasurer shall have the responsibility for all funds of ABA and shall have authority to disburse these funds for purposes authorized by Council. The Secretary-Treasurer shall keep a record of all money received and all disbursements made and submit an annual report of the financial status of ABA to the Members at the Annual Business Meeting.
 - c. The Secretary-Treasurer shall act as the general executive officer of ABA in consultation with and by direction of the President and Council. He or she shall bring to the attention of Council and the Members such matters as are deemed necessary.
 - c. The Secretary-Treasurer shall act as the general executive officer of ABA in consultation with and by direction of the President and Council. He or she shall bring to the attention of Council and the Members such matters as are deemed necessary.
6. There shall be three Representatives to Council who shall be Student members. Each year, the Student members shall elect ~~one Student Representative to Council for a one year term and he or she serves as the Student Representative the following year. The Representative-Elect shall attend the Council Meeting immediately following the election, with the Current and Immediate Past Representatives. The Current Student Representative shall attend the Fall Council Meeting, as shall the Representative-Elect when the following conditions prevail: (1) each Representative is from a different graduate school; and (2) the Student Committee is responsible for the Convention Banquet Program planning for the Convention in the following year.~~ a Student Representative-Elect, who assumes that office at the end of the Annual Business Meeting in the year of his or her election, and succeeds to the office of Student Representative at the end of the following Annual Business Meeting. The Student Representative holds office for one year and succeeds to the office of Immediate Past Student Representative at the end of the next Annual Business Meeting. The Immediate Past Student Representative holds office for one year, and completes his or her term at the end of the next Annual Business Meeting.
 - a. ~~The Current Student Representative is entitled to vote on issues before Council as a Representative of Student concerns at the ABA Council Meeting held after the Business Meeting in the year of his or her election or appointment. The Student Representative shall vote on behalf of student interests in all issues before Council.~~

3. No change recommended.

4. No change recommended.

5. No change recommended.

6. This change is recommended to bring the description in line with the other Council officer descriptions. The condition regarding banquet planning and fall meeting attendance is no longer relevant since there is no banquet. All three Student Representatives are required to attend the fall meeting in order to fulfill their responsibility to their constituents.

a. This change is recommended to bring the description in line with the other Council officer descriptions.

continues

Article IV: Officers continues

7. If any Officer, because of death, resignation, or other reason, cannot perform the duties of the office, Council shall be empowered to fill the vacancy by any method which, in its judgement, will best reflect the goals and purposes of ABA. Special consideration will be given to the appointment of a female and/or a minority Member of the membership of the existing Council (Immediate Past President, President, President-Elect, and the Applied, Experimental, and At-Large Representatives) does not contain either a minority or a female member.

ARTICLE V: NOMINATIONS AND ELECTIONS

1. Each year, the Secretary-Treasurer shall mail to all Voting Members a nomination ballot for President-Elect and for the number of Council Members necessary to complete the Voting membership of Council. For each office that appears on the nominating ballot, each Voting member may propose four names and may nominate the same person for more than one office.
 - a. The President and/or an assistant designated by the President, shall count the ballots and notify the Secretary-Treasurer of the names of the Voting Members who have received the largest number of votes for each office.
 - b. From the list, the Secretary-Treasurer shall ask those nominees receiving the largest number of votes for each office if they are willing to stand for election, and shall proceed through the list in the order of vote count until at least two candidates for each office have been obtained. No one may hold two offices at the same time, so that if a Voting Member received enough nomination votes for two offices, the Secretary-Treasurer shall request that the individual choose the office for which he or she wishes to be a candidate.
 - c. After the list of candidates has been determined, the Secretary-Treasurer shall mail to all Voting Members an election ballot, on which the names of the candidates for each office are listed in alphabetical order with a brief biographical description of each nominee, and with instructions to vote for the candidate of choice for each office. The President and/or an assistant designated by the President, shall count the ballots. The winner in each election shall be determined by a plurality vote, and shall be declared elected.
2. Each year, the Secretary-Treasurer shall mail to all Students in ABA a nomination ballot for Student Representative to Council. Each Student may propose four names for this office. The President and/or an assistant designated by the President shall count the ballots, and notify the Secretary-Treasurer of the names of the Students who have received the largest number of nominations for the office.
 - a. From the list, the Secretary-Treasurer shall ask those nominees receiving the largest number of votes for this office if they are willing to stand for election and shall proceed through the list in order of vote count until at least two candidates have been obtained.
 - b. After the list of candidates has been determined, the Secretary-Treasurer shall mail to all Student members an election ballot, on which the names of the candidates are listed in alphabetical order with brief biographical descriptions of each nominee, and with instructions to vote for the candidate of choice. The President and/or an assistant designated by the President, shall count the ballots. The winner shall be determined by a plurality vote, and shall be declared elected.

ARTICLE VI: POSITION STATEMENTS

1. Association Position Statements shall be approved by the Voting Membership in accordance with procedures adopted by the Executive Council.
 - a. Thereafter, dissemination of such Position Statements shall be considered official only if made by an Officer of the Association, and, in the event of publication, if accompanied by a statement of endorsement as an Association Position Statement.
2. Executive Council Position Statements shall be issued by the Executive Council when time does not permit consultation with the Membership. These Statements shall be prepared by the Executive Council in accordance with the procedures adopted by the Executive Council.
 - a. Thereafter, dissemination of such Position Statements shall be considered official only if made by an Officer of the Association, and, in the event of publication, if accompanied by a statement of endorsement as an Executive Council Position Statement.
3. Affiliated Chapters and Special Interest Groups within the Association are required to disclaim explicitly any implication of Association endorsement of any Position Statement they might adopt unless such Statement has been formally approved by the Association.

7. No change recommended.

ARTICLE V: NOMINATIONS AND ELECTIONS

1. No change recommended.

2. No change recommended.

ARTICLE VI: POSITION STATEMENTS

1. No change recommended.

2. No change recommended.

3. No change recommended.

continues

ARTICLE VII: COMMITTEES BOARDS

1. There shall be Standing Committees which include, but are not limited to, Program Committee, Membership Committee, and Education and Evaluation Committee. Each Standing Committee shall be assigned a Council Member who shall serve as Liaison between the Committee and Council. Council may designate other committees whose responsibilities, members, and their terms of service shall be determined by Council.
 - a. The goals and performance objectives of each Standing Committee shall be defined by Council in written form. The products of a Standing Committee must have explicit review and endorsement by Council.
 - b. The Chair of each Standing Committee shall be nominated by any Officer of Council and approved by Council. The Chair of each Standing Committee shall be appointed for a term of three years. The members of each Standing Committee shall be appointed by the Committee Chair, the number of which shall be determined by the Chair. The Chair of each Subcommittee shall serve on the parent Committee. Each Standing Committee shall be responsible for the functions of the Subcommittees in its purview. The budget of each Standing Committee shall be determined by Council. The Committee shall have free access to the mailing list, space available in the ABA Newsletter, and use of the letterhead for Committee business.
2. Program Committee: There shall be a Program Committee. The members of this Committee, the method of their selection, their number, and their term of service shall be approved by Council. The Committee shall prepare an Annual Convention program of research reports, symposia, workshops and other scholarly offerings. The Committee shall follow the directions for preparing a program and adhere to the standards of quality that have been established by Council and the Members of ABA.
3. Membership Committee: There shall be a Membership Committee. The members of this Committee and the method of their selection, their number and their term of service shall be approved by Council. The Committee shall meet at least annually and consider all membership applications submitted to ABA since its previous meeting. Council may review membership applications and alter the Committee's decision. In making membership recommendations, the Committee shall adhere to the standards and criteria which have been established by Council.
4. Education and Evaluation Committee: There shall be an Education and Evaluation Committee. The members of this Committee, the method of their selection, their number, and their term of service shall be approved by Council. The Committee shall make recommendations to Council regarding ABA policy toward such issues as ABA's continuing education programs and program accreditation in behavior analysis.
5. Certification Board: There shall be a Certification Board. The members of this Board, the method of their selection, their number, and their term of service shall be approved by Council. The Board shall make recommendations to Council regarding ABA policy toward such issues as individual certification in behavior analysis.
6. Continuing Education Committee: There shall be a Continuing Education Committee. The members of this Committee, the method of their selection, their number, and their term of service shall be approved by Council. The Committee shall follow the directions for preparing a Continuing Education program and adhere to the standards of quality which have been established by Council and the Members of ABA.
7. Student Committee: There shall be a Student Committee. The members of this Committee, the methods of their selection, their number, and their term of service shall be approved by Council. The Committee shall make recommendations to Council regarding issues of concern to Students of ABA.
1. There shall be Boards which include, but are not limited to, Administration Board, Affiliated Chapters Board, Education, Professional, and Public Affairs Board, Membership Board, Program Board, and Task Forces Board. Council may designate other Boards whose responsibilities, members, and terms of service shall be determined by Council.
 - a. The goals and performance objectives of each Board shall be defined by Council in written form. The products of a Board must have explicit review and endorsement by Council.

ARTICLE VII:**COMMITTEES BOARDS**

These changes are recommended to bring the Bylaws and the current operational structure into agreement.

continues

Article VII: Committees-Boards continues

- b. The Coordinator of each Board shall be nominated by any Voting Member of ABA: International and approved by Council. The Coordinator of each Board shall be appointed for a term of no more than three years.
 - c. Each Board shall be responsible for the functions of the Committees in its purview. The budget of each Board shall be determined by Council. The Board Coordinators shall have free access to the ABA: International mailing list, space available in the ABA Newsletter, and use of the ABA: International letterhead for Board business.
 - d. The Chair of each Committee shall be nominated by any Voting Member of ABA: International and recommended by the Board Coordinator for approval by Council. The Chairperson of each Committee shall serve as a member of the parent Board.
 - e. The members of each Committee shall be nominated by any Voting Member of ABA: International and recommended by the Committee Chairperson to the Board Coordinator for approval by Council. Each Committee shall have at least one student member.
2. Administration Board. This Board coordinates the office operations, staff, correspondence, publications, finance, nominations and elections, and membership and convention services. The Board shall adhere to the standards and criteria which have been established by Council. The Committees of this Board, the method of their selection, their number, and their term of service will be recommended by the Board Coordinator for approval by Council.
 - a. This Board also coordinates ABA: International's involvement with the needs and interests of its Special Interest Groups, which shall be defined as a group of ABA Members with common professional interests and activities. A Group may be endorsed by Council after submitting items of documentation, which shall include: (a) A list of members identifying a majority of the Group participants as ABA members; (b) A statement defining the professional activities which are the focus of the Group's shared interest; (c) A statement of assurance by the Group that positions and policies of the Group will not be distributed, identified, or publicized as a position or policy of ABA without specific endorsement by Council. Such an endorsement is not required for newsletters which are documents of the Group and not of ABA; and, (d) Specification of the skills and knowledge necessary for participating in the interest area as appropriate to the goals of the Group. This set of specifications will be provided with sufficient clarity that they may be used to develop objectives and goals for continuing education offerings at ABA conventions. Endorsement of a Special Interest Group by Council shall entitle the group to allocation of space at the Annual Convention for meetings and activities, and in the ABA Newsletter for publicizing those meetings and activities. Each Special Interest Group shall submit an Annual Report to Council. No funds shall be provided to Special Interest Groups from the ABA budget.
3. Affiliated Chapters Board. This Board coordinates ABA: International's involvement with the needs and interests of its Affiliated Chapters. Affiliated Chapters are defined as a group of ABA Members with common professional interests and activities who reside in a common geographic area. The Board shall adhere to the standards and criteria which have been established by Council. The Committees of this Board, the method of their selection, their number, and their term of service will be recommended by the Board Coordinator for approval by Council.
4. Education, Professional, and Public Affairs Board. This Board coordinates programs for continuing education and professional development, student interests and training, legislation and public affairs, quality assurance, and reviews all proposals for awards. The Board shall adhere to the standards and criteria which have been established by Council. The Committees of this Board, the method of their selection, their number, and their term of service will be recommended by the Board Coordinator for approval by Council.
5. Membership Board. This Board considers all applications for membership and develops membership recruitment and retention materials and programs. The Board shall adhere to the standards and criteria which have been established by Council. The Committees of this Board, the method of their selection, their number, and their term of service will be recommended by the Board Coordinator for approval by Council.

These changes are recommended to bring the Bylaws and the current operational structure into agreement.

continues

Article VII: Committees/Boards continues

6. **Program Board.** This Board prepares an Annual Convention program of research reports, symposia, workshops and other scholarly offerings, and social and special events. The Board shall adhere to the standards and criteria which have been established by Council. The Committees of this Board, the method of their selection, their number, and their term of service will be recommended by the Board Coordinator for approval by Council.
7. **Task Forces Board.** This Board monitors the progress of Task Forces appointed by Council to draft a position or policy on a specific topic. At the Annual Meeting, held at the Convention, the Task Force Chair presents the product of the Task Force to Council. The Board shall adhere to the standards and criteria which have been established by Council.
 - a. The life of each Task Force shall be one year. For reasons specified by Council or by the Chair, a Task Force may be granted successive one-year extensions or may be granted Committee status through formal action by Council.
 - b. Advisory groups appointed by the President to recommend ABA: International involvement in an activity, issue, or project shall be under the purview of the Task Forces Board.

ARTICLE VIII: TASK FORCES

1. ~~The Chair of each Task Force shall be nominated by any Officer of Council and shall be approved by Council following establishment of the Task Force. Each ABA Task Force shall be assigned a Council Member who shall serve as Liaison between the Task Force and Council.~~
2. ~~The membership of each Task Force shall be appointed by its Chair, the number of which shall be determined by its Chair.~~
3. ~~The objectives of each Task Force shall be defined by Council in written form. The life of each Task Force shall be one year, at which time it shall dissolve unless otherwise specified by Council. At the Annual Meeting, held at the Convention, the Task Force Chair shall present the product of the Task Force to Council. For reasons specified by Council or by the Chair, a Task Force may be granted successive one-year extensions or may be granted Standing Committee status through formal action by Council.~~
4. ~~Each Task Force shall have explicit endorsement of Council for all products approved by Council.~~
5. ~~The budget of each Task Force shall be determined by Council. The Task Force shall have free access to the mailing list, space available in the ABA Newsletter, and use of the letterhead for Task Force business.~~

ARTICLE IX: SPECIAL INTEREST GROUPS

1. ~~A Special Interest Group shall be defined as a group of ABA Members with common professional interests and activities.~~
2. ~~A Special Interest Group may be endorsed by Council after submitting items of documentation. These items shall include:

 - a. A list of members identifying a majority of the Group participants as ABA members.
 - b. A statement defining the professional activities which are the focus of the Group's shared interest.
 - c. A statement of assurance by the Group that positions and policies of the Group will not be distributed, identified, or publicized as a position or policy of ABA without specific endorsement by Council. Such an endorsement is not required for newsletters which are documents of the Group and not of ABA.
 - d. Specification of the skills and knowledge necessary for participating in the interest area as appropriate to the goals of the Group. This set of specifications will be provided with sufficient clarity that they may be used to develop objectives and goals for continuing education offerings at ABA conventions.~~
3. ~~Endorsement of a Special Interest Group by Council shall entitle the group to allocation of space at the Annual Convention for meetings and activities, and in the ABA Newsletter for publicizing these meetings and activities. Each Special Interest Group shall submit an Annual Report to Council.~~
4. ~~No funds shall be provided to Special Interest Groups from the ABA budget.~~

These changes are recommended to bring the Bylaws and the current operational structure into agreement.

ARTICLE IX: TASK FORCES

This Article is now covered in Article VI: Boards and would be deleted.

ARTICLE IX:**SPECIAL INTEREST GROUPS**

This Article is now covered in Article VI: Boards and would be deleted.

continues

Article IX: Special Interest Groups continues

ARTICLE ~~X~~ VIII: DUES AND FEES

1. The fiscal year of ABA shall close on December 31st.
2. Council shall set the amount of dues and shall recommend at the Annual Business Meeting or by mailed ballot, for the approval of the Voting Members, any changes in the amount of dues for the next fiscal year.
3. Council may set registration fees for Voting and Nonvoting members, and nonmembers who wish to attend the Annual Convention. These fees may vary each year in accordance with the Convention site.

ARTICLE ~~XI~~ IX: DISCIPLINARY ACTION

1. A Member, Voting or Nonvoting, whose yearly dues are not paid in full before three months after such payments are due, and to whom notice of delinquency has been sent to the last known address, shall be removed from membership. Thereafter, a Member may be reinstated by applying in writing to the Secretary-Treasurer and paying dues for the year in which reinstatement is requested.
2. A Member, Voting or Nonvoting, may resign by sending to the Secretary-Treasurer a notice of resignation. Membership may be reinstated by paying the dues for the year in which reinstatement is requested.
3. Council, by affirmative vote of two-thirds of all of the Officers of Council, may suspend or expel a Voting or Nonvoting Member for cause after appropriate notice and hearing.
4. On written request signed by a former Voting or Nonvoting Member and filed with the Secretary-Treasurer, Council, by affirmative vote of two-thirds of the Officers of Council, may reinstate such former Voting or Nonvoting Member on such terms as Council may deem appropriate.

ARTICLE ~~XII~~ X: MEETINGS

1. An Annual Convention shall be held in a place and at a time determined by Council, with any changes in place or time to be made in consultation with the Voting Members. The purpose of the Annual Meeting shall be to promote behavior analysis and the dissemination of research findings through formal sessions and such other program activities as Council and the Members shall deem appropriate.
2. A Business Meeting of Members shall be held as a part of the Annual Convention and only Voting Members may vote on matters brought before the meeting. The presence of not less than twenty Voting Members or ten percent of the total Voting Membership, whichever number is smaller, shall constitute a quorum and shall be necessary to vote on all matters brought before the meeting. Total Membership referred to herein is defined as the number of Voting Members whose yearly dues are paid in full within three months after such payments are due. All motions at the Business Meeting shall require only a simple majority for passage.
3. Council shall meet not less than twice a year, including a meeting at the Annual Convention. At least one other meeting shall be held annually at a time designated by Council; however, additional Council meetings may be called by Council. A majority of Officers of Council will constitute a quorum. Decisions by Council will be determined by a simple majority vote of those present, unless the act of a greater number is required by law or by these Bylaws.

ARTICLE ~~XIII~~ XI: MEETING SITES

1. ABA resolves to convene only in cities whose sidewalks and streets are accessible to the physically handicapped in those areas in which the convention hotels, restaurants, and related facilities are located, and travel arrangements to which are also accessible.
2. ABA resolves to schedule activities and accommodations in those hotels, restaurants, and related facilities whose entrances, corridors, and rooms are accessible to the physically handicapped.
3. ABA shall notify other professional and scientific organizations of these resolutions and of the influence they may wield to make streets, hotels, and restaurants accessible to all citizens.

ARTICLE ~~XIV~~ XII: AMENDMENTS

1. Amendments or changes to these Bylaws may be proposed by Council or by a majority vote of the Voting Members at the Annual Business Meeting of Members. A copy of the proposed amendments or changes and a ballot shall be made available to all Voting Members by the Secretary-Treasurer. A two-thirds majority of those Voting on the issue shall be required for the adoption of amendments or changes.

ARTICLE ~~X~~ VIII: DUES AND FEES

The Article number changes due to the deletion of the two preceding articles. No other changes are recommended.

ARTICLE ~~XI~~ IX: DISCIPLINARY ACTION

The Article number changes due to the deletion of the two preceding articles. No other changes are recommended.

ARTICLE ~~XII~~ X: MEETINGS

The Article number changes due to the deletion of the two preceding articles. No other changes are recommended.

ARTICLE ~~XIII~~ XI: MEETING SITES

The Article number changes due to the deletion of the two preceding articles. No other changes are recommended.

ARTICLE ~~XIV~~ XII: AMENDMENTS

The Article number changes due to the deletion of the two preceding articles. No other changes are recommended.

Songs My Mother Taught Me: Rules Governing Professional Development

**Beth Sulzer-Azaroff
University of Massachusetts**

In response to the Professional Development Committee of the Association for Behavior Analysis that some friendly advice be offered to evolving professionals, I have tried to identify the rules of conduct that seem to have paid off most handsomely in my professional development. Here their source is traced and their meaning is pondered in behavior analytic terms. Of the many of value, four in particular rose to the top of the list:

1. Reinforcers abound; detect and apply them in your own life;
2. When you meet a brick wall, find a way to walk around, rather than bashing your head against it;
3. Shape;
4. Take calculated risks.

Permit me to elaborate on these four guidelines, drawing on the experiences of my own life. But first, their source in my personal history.

Many of us remember the furor caused by the publication of Skinner's *Beyond Freedom and Dignity* (1971). I understand it. Don't you? Although Skinner relieved us of guilt by explaining how our behavior has been shaped by our physical constitution, and prior and current contingencies, he also deprived us of the delight of attributing accomplishment solely to ourselves. So, any achievements have to be credited in large part to the parents who furnished us with a good deal of both. (Retribution comes in recognizing that they also became what they were the same way, in an infinite regression.)

Please don't blame ME if I say anything not to your liking; nor should you commend ME if what I'm about to say strikes your fancy, because my parents, their parents, and so on back to my primal ooze Moms and Pops deserve the credit. Of course, my BEHAVIOR is still shapable so approval or disapproval remains admissible.

In my case, it so happened that my sister and I grew up almost exclusively under the care of my mother, with four of her sisters and a couple of brothers-in-law hovering nearby. So, naturally, although I recognize the powerful impact of the actions of other people (teachers, husbands, children, friends, colleagues) and events, my mother surely has been one of the major sources of influence on my early development. So, consider the metaphorical "songs" my mother and other key people and events have taught me and the way they might impact on professional development.

My mother, Cele, is one of a kind. At 29+, all she will admit to, and with her sixth great grandchild on the way, she golfs daily, teaches dance to typical and autistic preschoolers at the Walden Learning Center during the summer, reads voraciously and is taking piano lessons.

While not nonconformist, Cele has refused to remain bound by formal non-functional customs of decorum simply for appearances sake. As a young girl, inspired by her own joy in movement and by her heroine, Isadora Duncan (a notorious free spirit responsible for the popularization of interpretive dance), she forfeited her lunch and travel money to be able to take dance lessons. This she kept secret from her mother, who she thought would not approve of that form of costly frivolity. I understand that Grandma Ida would ponder why this particular daughter always wore out her shoes faster than the others.

Formal education beyond the basics was not considered appropriate for females in my mother's generation and the family needed her wages. So she left school in her teens to become an office worker. Yet she thirsted for an education. I cannot recall a time in my growing up years when mother was not taking some kind of course or other: philosophy was a favorite; also psychology, literature, business, languages and many more. On her retirement from an office job, she gathered her credentials, sent them in to the New York State Department of Education and received a High School Equivalency Diploma; and soon after, by adding a few other courses, a college degree. She didn't stop there, but continued on to study dance therapy, attaining her license to practice in that field.

An early memory was of a picture printed on page one of every major New York newspaper. My mother, Aunt Sylvia and a friend were featured as the first women to register for jury duty in the city. Previously, women had been excluded. Similarly, Grandma Ida was the first woman to occupy various posts in religious and volunteer organizations and even had participated in business in Europe—unheard of there. I guess my own feminist bent is just a link in a long series. [You can bet my daughter Lenore stands up for the rights of women, as well as of all other victims of oppression. So do my sons.]

How did my mother elect to educate her children in the skills and perspectives she valued? Not with a litany of shoulds and should nots like many other mothers I've heard about. (Remember to wear clean underwear. You could be in an accident," was one reported by a number of my girlfriends.) Analogy and modeling remain Cele's major instructional techniques to this very day — and let me tell you, she never neglects an opportunity to teach!

Sure, there was a short list of shoulds and should nots. "Don't kiss boys", a caution that caused me great discomfort, especially the first time I yielded to the temptations of a game of spin the bottle. But that was until she confessed a few years later, while commenting to me about how sex could be lots of fun, that kissing was her euphemism for copulating. ("Wait 'til you're married, though", another from the short list of warnings.)

Mother was determined that her daughters would be cultured and accomplished. Because they were our contemporaries, Princesses Elizabeth and Margaret Rose of Britain became the role models she selected for us. Maybe our lack of blue blood or royal, or for that matter any wealth, and a few

continues

Songs My Mother Taught Me continues

other missing items, explains why we didn't quite attain their heights. But that did not deter Cele. We would learn to appreciate the fine things in life: music, art, poetry, dance, science and so on. Piano lessons, of course. Also, benefiting from the then free or inexpensive resources of New York City, we were taken regularly to museums, recitals, concerts, even cruise ships, flower and sports shows, the zoo, restaurants, and whatever else would serve to broaden our perspectives.

And she took us to the library and read to us: stories, book chapters, poetry. And she recited and sang to us.

In case you want evidence that instruction persists, here's a quote that I received in the mail a few weeks ago:

You may have tangible wealth untold
Caskets of jewels and coffers of gold
Richer than I you can never be-
I had a mother who read to me
—Strickland Gilian, *The Reading Mother* (Frontis piece in Trelease, 1985)

Share with me some of the messages I've gained from my mother (and later from other people and experiences) that have profited me in my career.

Reinforcers Abound...Detect and Apply them in your Own Life

A poem we heard many times:

Jenny kissed me when we met
Jumping from the chair she sat on
Time, you thief, who love to get
Sweets in your list; put that in.
Say I'm weary; say I'm sad.
Say that health and wealth have left me.
Say I'm growing old, but add
Jenny kissed me.
—James Leigh Hunt (1784-1859; Kieran, 1942, p. 158)

The message is a sort of hallmark for my mother. Occasionally accused of wearing rose colored glasses, she responds by saying, "I know about the terrible things that happen in the world. I just choose to look on the brighter side." If you ponder its point, it says to monitor for the pluses in your life, even when the crocodiles are nipping at your toes. Sure, family, health, economic, interpersonal, work problems surface periodically. Dealing with them as rapidly and effectively as possible makes sense. But often control is outside of our grasp. Given those circumstances, several choices present themselves. Among them: 1) ruminate and report on those difficulties and experience the more immediate but not valuable reinforcement of others' attention and sympathy 2) search your environment for available reinforcers or produce your own and reap the rewards when you find them.

The behavioral research literature on choice has shown us that many have the inclination to select the more immediate payoff, even when it is correspondingly less advantageous than the more delayed and beneficial. This problem has been found

to prevail, especially among populations with greater propensities to be "impulsive" — the young; the learning disabled and those whose histories have supported that sort of detrimental choice behavior. Yet, as Julie Schweitzer and I (Schweitzer & Sulzer-Azaroff, 1988) have shown, even young impulsive children can have their choice behavior successfully shaped so they learn to increase the time they wait for more worthwhile reinforcers.

You can shape your own behavior equivalently. Use occasions like nipped toes to prompt launching a search for obscure but available reinforcers and capitalize on them or else start building some. Why? First, it will make you feel better. Second, it will enhance your functioning, while activating other sources of reinforcement in your career. Here is an example.

You are a young behavior analyst with a spouse and young children who works in an agency whose budget has been cut repeatedly due to difficult economic times. No raises have been forthcoming for several years. Moving is out and other organizations in the area, faring no better, are experiencing hiring freezes.

Choice one: complain to friends, family, anyone who will listen and receive their condolences and attention. Covertly rehearse and wallow in your misfortune. Perhaps that will serve as an establishing operation for an extinction burst which in turn can help you transform imagining telling off your boss or the governor (or even really doing it) into a neat reinforcer. But what will this have gained you in the long run? Not much. In fact your anger probably will impair your productivity, social interactions and possibly your health.

Choice two: search for and capitalize on obscure reinforcers or fashion your own. Review regularly the pleasures in your life and identify your high frequency behaviors. Construct new, especially professionally relevant reinforcing activities by locating and taking advantage of opportunities like attending or giving talks, reading informative articles, forming groups of colleagues with common interests to exchange information (not gripes). You will feel better and your activities will contribute toward your evolving repertoire of knowledge and skills and maybe even eventual job advancement.

Suppose you find yourself unable to elect choice two? Don't blame yourself; shape your professional behavior into reinforcing events. Choose a sufficiently challenging yet achievable goal, like reading one article you have wanted to get to for some time, meeting a colleague for lunch or something requiring less response cost than my earlier suggestions. Review how you have benefited from the experience and continue along those lines, choosing increasingly more challenging long ranging goals, and don't forget to augment the reinforcers intrinsic to the activity with positive self statements and other supplements. Remember, if an impulsive preschooler can do it, so can you.

*Songs My Mother Taught Me continues***When You Meet a Brick Wall, Find a Way to Walk around it, Rather than Bashing Your Head Against It**

Another favorite:

Many of you are familiar with Saint Exupery's (1946) "The Little Prince," a story narrated to an inquisitive little boy by a pilot who had landed in the desert. In his wanderings from planet to planet, the Little Prince encountered numerous fascinating characters. One was the king. However, after a reasonable tenure on that planet, the prince indicated he was ready to depart.

"I have nothing more to do here," he said to the king.
"So I shall set out on my way again."

"Do not go, I will make you a minister."

"A minister of what?" said the Little Prince.

"A minister of Justice," said the King.

"But there is nobody here to judge: if your Majesty wishes to be promptly obeyed, he should be able to give me a reasonable order. He should be able, for example to order me gone by the end of one minute."

"I make you my ambassador," the king called out hastily.

"The grown ups are very strange," the Little Prince said to himself as he continued on his journey. (p. 39).

With a bit of assistance, the King made a wise decision. When confronted with immovable forces beyond your control, the best thing to do is to find another way to gain your reinforcers.

This rule comes in especially handy if your history has failed to teach you to become fluent in applying the strategy, because it will help guide the modification of your natural inclinations. Remember that during the initial phases of extinction, the lever is pressed harder and faster, before the subject begins to aggress and/or shift to alternative responses.

Let us return to the situation of no raises. Nature would dictate that we push, press for raises. But if the money is not available, there is a good chance that much of our time and effort will have been wasted. That is not to say that pushing harder doesn't sometimes pay off—given enough force, even brick walls move—but for young professionals operating from positions of minimal security, the price may be too high. Organizing protests, writing multiple letters, visiting the governor or Board, complaining to the press, sometimes leads to shifts in budget categories, but they take time and energy away from tasks with more beneficial longer range payoffs.

Rather than allowing the extinction burst to overtax your resources, plan in advance the quantity that is reasonable to expend. Then have a set of alternatives toward which to turn. Beyond those mentioned earlier, if money is a serious problem, begin searching for supplementary support elsewhere: teaching special courses, conducting workshops, consulting, obtaining grants or contracts that provide summer funding for university faculty, publishing books. Or, if worse comes to worst, quietly initiate a job search.

The biggest trap to avoid in extinction situations is allowing natural aggression free reign. Despite the general commitment of scientists and professionals to remain objective, especially in a field like behavior analysis, they generally give the advantage to people they like when the situation is ambiguous—as when candidates are on the border line for promotion or tenure.

"Are you suggesting that we not assert ourselves?" you might ask. Not at all. I am saying that you shouldn't be obnoxious about it.

Let's examine those concepts from a behavior analytic viewpoint. Those whose behavior is labeled "abrasive" probably are employing negative reinforcement contingencies. They exert influence by presenting aversive contingencies, removing the noxious stimuli following the response they seek. Familiar forms are nagging, complaining, grieving, threatening and so on.

Therein lies the pitfall. Often negative reinforcement works, so we tend to repeat using it. Unfortunately, because it contains aversive properties, recipients begin to avoid the agent who delivers it; plus the aversive stimuli serve to establish counter aggression. Predictably, negative reinforcement persuasion tactics will hardly induce the victim to take extra steps to assist the agent—through mentoring, collaborating, recommending, sharing and so forth; and if the aversive stimuli are sufficiently disagreeable, counter attack even may result.

One can be assertive, without yielding to unpleasant contingencies. The challenge is to seek, identify, and apply more powerful positive ones. Furnishing the people you are trying to influence with discriminative stimuli more likely to propel them into action, such as simple, direct, convincing rationales, is one way. Another is through shaping successive approximations, like their taking some actions on your behalf. But, as we next will explore, to be effective at shaping, you need to use powerful reinforcers.

Shape

I learned about shaping early on by example. My mother used the method intuitively, although occasionally was a bit too liberal with the reinforcers at the steps below mastery. Grades of B were fine, so it took a long time for me to break the A barrier in college. With the first A, I found myself the recipient of a \$25 reward. Mysteriously, A's really began to accelerate thenceforth.

The rules for shaping were conveyed though through representation. One of the best and most enjoyable I can recall was having Francis Hodgson Burnett's, *The Secret Garden* read to me. Nine year old Mary discovers a hidden garden to which she takes her wheel-chair bound cousin Colin. Together, with the help of Dickon, a local lad, they begin to experience the thrill of spring's re-birth. Eventually Colin stands.

When I was going to try to stand that first time Mary kept saying to herself as fast as she could. 'You can do it! You can do it!' and I did. (p. 251)

continues

Songs My Mother Taught Me continues

Pretending to invoke magic, Colin then announces that he will walk around the garden. Joined by Mary, Dickon and the gardener, Colin takes his first few steps alone. Colin announces that all must keep the secret of his new prowess until he has grown strong enough to "walk and run like any other boy." (p. 256)

Of course, in this instance, all Colin really needed was a prompt indicating he was capable of standing and walking. The accomplishment was its own reinforcer. In your case, intrinsic immediate reinforcement may be lacking in the behavior you want from yourself, so you will need to seek or fashion it.

When the objective is to influence others, you need to discover those of their reinforcers over which you have some control. In a work situation with supervisors, (or for that matter, peers, students or employees) that may be performing some special task following an approximation toward your goal, or expressing your appreciation orally and in writing, and/or being especially cheerful and cooperative afterwards. It's okay to label why you're presenting the reinforcer: "I know how tough times are and that the money for raises is scarce. I just want to let you know how good it makes me feel that you took the time to check once more with the accountant to see if any funds might be located from unusual sources."

As with Colin, shaping can begin at home. Learning to supplant the usual extinction burst or develop new reactions to challenges or adverse situations can be very difficult. After all, we've had a lifetime of intermittent reinforcement for our habitual non-optimal patterns. So set your goals and determine how closely you are approximating them. If your tendency is to use negative reinforcement, task analyze using positive contingencies instead. Then, possibly with some external support, reinforce the sequence of steps toward the goal. Once you reach it, continue the reinforcement until the pattern is occurring at a high and steady rate. Actually, after a while natural reinforcers will begin to kick in, as others begin to act more friendly toward you.

Turning toward tasks with more long range reinforcers is more difficult though, because few will naturally be dispensed along the way. Setting priorities and carefully scheduling time to accomplish steps toward achieving the top ones AND building in reinforcing supplements along the way is essential then. Allow yourself time to watch a favorite show or some other form of entertainment you usually begrudge yourself due to "lack of time" after writing for a grant application or meeting with potential collaborators or planning the budget and so forth. Telling ourselves we don't need such programming because we are adult enough just to do it, is another form of entrapment. If it's that easy, why aren't we doing it?

Take Calculated Risks

Shaping can be used to remove impediments and help us progress in our professional and personal lives. Suppose, though, we have greater ambitions; would like to earn and savor reinforcers not freely available; go after the long shots.

I'm talking about things like making original research contributions, rising to positions of leadership, obtaining major grants and so on. There is only one way to achieve goals like those: pursue them. "But what if a fail?" you wonder.

One way my mother prepared me for risk taking was by reading passages of Kahlil Gibran's *The Prophet* (1923) aloud to me when I was a college student. Posed a series of universal questions, the prophet offers sage advice. One, I recall, was about loving — a risk if there ever was one. Gibran replies by enumerating some of the costs and benefits:

But if in your fear you would only seek love's peace and love's pleasures, then it is better for you that you cover your nakedness and pass out of lovers threshing floor, into the seasonless world where you shall laugh but not all your laughter, and weep but not all of your tears. (p. 16-17)

Many times the implications of that sentiment have come home to haunt or delight me. Early in graduate school I fell flat on my face by getting several terrible grades. This was during the time my boys were preschoolers and managed to contract every childhood illness imaginable. With the support of my advisor and husband Ed, I brushed myself off and transferred over to another program. The culmination of the story you may know, because completing that program has enabled me the opportunity to earn all sorts of glorious reinforcers.

To you, then, I say, try to prepare yourself for the punishment that inevitable accompanies risk taking, by reminding yourself that thoughtful planning probably will pay off grandly once in a while. To help you arrive at that point, cue yourself to use shaping when necessary and to positively reinforce the behaviors you want of yourself and others. When reinforcing stimuli seem to elude you, look around. They're all about, waiting to be enlisted. If you were as fortunate as I, you may be able to recall and apply some other useful rules inherent in the songs your own parents sang to help you learn to govern your own behavior.

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Notes from a Radical Behaviorist...

Commitment vs. Adherence and Cognitivism vs. Behaviorism

Richard W. Malott
Western Michigan University

Many programs fail because everyone confuses commitment with adherence. They confuse selling with doing, wishing with reality. They think commitment is adherence. They think if you have enough "commitment," you will follow through. If you really want to do it, you will. All we've got to do is get our clients or the public or whoever committed to the program, and we're in auto-pilot city from there on. But it ain't necessarily so.

Many programs fail because people commit but don't adhere. They pick up the ball with vigor, only to see it slip from their grasp. With gusto, they spend hard cash on running shoes, tennis rackets, and exercise bikes, only to sink into lethargy. They buy bookstores full of never-to-be-read books. They even subscribe to never-to-be-read professional journals. They buy cameras they never shoot, CD's they never hear, sail boats they never sail, guitars they never play. They plant gardens they never harvest. They invest years in PhD programs from which they never graduate. It ain't because they don't really care. It ain't because they're not committed.

Many programs fail because their directors devote all resources to client commitment and none to client adherence. Our bookshelves overflow with books designed to convince us of the evils of our twentieth-century life style, yet we continue to overeat and under exercise. Our TV sets plead with us not to pollute, always conserve, yet we litter our highways and waste our fuel.

Cognitivism is a lay view in intellectual's clothing. With its expectancies, values, beliefs, and self-efficacies, cognitivism lends legitimacy to the misconceptions of the person on the street. These cognitive concepts most readily apply to traditional efforts to achieve commitment: If you expect an act will produce something of value and believe you are effective enough to perform that act, then you will commit to it. But action doesn't automatically follow commitment.

Knowledge of the ineffective natural contingencies does not thereby make them effective. Our knowing the value of seat belts doesn't much affect our buckling up. Why not? Because the probability of an accident is too low. Our knowing the harm from fat, cholesterol, and sugar doesn't force the ice cream industry into chapter 11. Why not? Because the harm from a single bite of ice cream is too small and achieves significance only as an accumulation of thousands of bites.

Behavior analysis can save the world by focusing on the added, effective, performance-management contingency. We can best contribute by designing and implementing contingencies with outcomes that are sizeable and probable. People wear their seat belts when the probability of getting a ticket is high. People abstain from the devil's degenerative delights, when a single sin results in a penalty.

We can stay focused on the performance-management contingency, if we distinguish between the problem of commitment and the problem of adherence. We can more easily distinguish between those two problems, if we use the labels commitment and adherence. And we can more readily explain to our clients the need for performance-management contingencies, if we use those labels. Thus, we can more readily ply our trade as adherence specialists, if we use the labels.

If you wish to publish a reply to the Notes column in The ABA Newsletter, please submit your reply to Steve Graf, Editor, The ABA Newsletter, Department of Psychology, Youngstown State University, Youngstown, OH 44555-3401, 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.

In Response to Notes from a Radical Behaviorist

The following articles were submitted in response to "Can the Dead Man's Test Change Reinforcement to Punishment?" [*The ABA Newsletter*, 1992, 14 (3), pp. 9-10].

The Dead-Man's Test Controversy: A Student's Perspective

Guy Bedient
University of North Texas

The News by the numbers—a summary of the brouhaha:

ABA Newsletter 14-#3: Malott writes paradoxical "note" on Dead Man's test ("Can [it] change reinforcement to punishment?").

ABA Newsletter 14-#4: Allen & Miltenberger call for funeral for the dead man, argue for duration as viable measure of behavior, say Malott confuses neophytes and has flavor of methodological approach.

ABA Newsletter 15-#1: Hawkins questions non-events as functional consequences, invites cognitivists not to attend.

A student's perspective:

continues

In Response to Notes from a Radical Behaviorist continues

ABA Newsletter 14-#3: I read Malott's note and knew I disagreed with him somewhere, but needed time to figure it out. More on this later.

ABA Newsletter 14-#4: I read Allen & Miltenberger's article and knew a little more why I disagreed with Malott, but also that I disagreed with some of their position. Here are two responses to "Burying the Dead Man": (1) I don't think Malott confuses so much as he provokes. From "pro" meaning forth, and "vocare" meaning to call, we get: to call forth, which is more precisely what Malott did in *News 14-#3* (and note that at least four of us have answered the call). (2) The Dead Man's test is much more than a heuristic. It functions as sort of a default guide that helps us keep our sights on rate of behavior as a datum. When we force ourselves to use the Dead Man's test, the significance of the relationship between behavior and rate is revealed. Duration is a viable measure, it's just not as accurate. It is of course the change in behavior that's interesting to the behavior analyst. I consider myself a radical behaviorist, but I don't consider "thinking" as very interesting when it comes to behavior change. Although I do consider thoughts per day interesting, because the operant is then intact and the response class, some group of functionally related thoughts, may be noted (via report) to accelerate or decelerate. The child, lying still, is in fact not behaving, although by an extension similar to that used with reporting "thoughts" we do use duration to say that a behavior change has taken place. I would guess that one response class that changed was that of the child's thoughts, "I must lie still, I gotta be still..." which for the nervous child probably accelerated greatly. The dead man sits well with duration, but not with rate.

ABA Newsletter 15-#1: When I read Hawkins' reply, I said, "Yes; exactly." But after a few readings I have these responses: Hawkins' first point was that it wasn't of critical importance that we were able to identify exactly what behaviors had been reinforced so long as the disruptive behavior wasn't: "That's the nature of the DRO...[specification of the behavior] isn't of practical importance." (p. 38). As stated above, I agree with this position functionally, but notice the didactic context in which Malott first encountered the dilemma. I frequently encounter similar situations when I attempt to (teach) discuss behavior change programs with psychologists who are not behaviorTM oriented. The situation Malott's characters (Dawn and Carol) found themselves in is representative of a practical instance indeed. If we're having trouble explaining exactly what Dawn and Carol are being successful at, maybe we don't have it defined well enough for ourselves. As for the nature of the DRO, I can tell you that it has never been very effective for me as a tool for behavior change in the real world. I have successfully trained a number of developmentally disabled persons with problem behaviors to not engage in those behaviors, but I've always done it by training away from the problem behaviors. I train by getting the rate of some other specific behavior high, by getting tight stimulus control, and then systematically attacking the antecedent control of the problem behavior, not by DRO. Give me rate any day.

Hawkins' second point took issue with non-events. To that I'd like to offer: 1. What's the behavior of interest? It must pass the Dead Man's test (or better yet see Johnston & Pennypacker pp. 48-53.), so it can't be lying still. The answer is that it must be the disruptive (escape) responses. 2. Are the escape responses increasing or decreasing over time? Decreasing. 3. Was something presented or taken away? Here's where the debate is. Is the continued presentation of the sound of the drill in fact a presentation or an environmental change? I say no. I say the kid had a history of being reinforced contingently upon disruption and he met up with an environment that would not reinforce it, so this disruptive behavior extinguished. This is a systematic extinction procedure. The continued presentation or non-removal is important here, but it isn't a stimulus change. The contingent removal of the drill is an example of reinforcement (or more precisely, relief; Lindsley, 1983), but the behaviors reinforced are covert. The disruptive behavior in this case extinguished when no environmental event changed (when Carol and Dawn increased the duration), and was reinforced when the drill was removed (event changed) contingent upon covert statements (even though Carol and Dawn could only tell when to reinforce via duration). Malott and Hawkins are both right. This brings the environmental events issue into juxtaposition with the importance of rate vs. duration when we're looking at behavior.

How about this: When we're talking environmental events, and the only-variable we're manipulating is time, then we're talking about an extinction procedure (or some other non-stimulus change procedure) just as Hawkins suggested. We've changed something, but not enough to count as an event. All we have done is "generically extend(?)" the (non-supporting) environment. (An extinction procedure would then by definition be non-functional, yet all of our precious reinforcement and punishment procedures are left, functional and eventful.) Looking at events this way is to me, like looking at duration opposed to rate when measuring behavior change. The effects of reinforcement and punishment are, like rate is to duration, much more powerful and interesting than extinction as procedures of behavior change. One final note of interest is that in *News 14-#4*, Malott was seen as heading methodological. In *News 15-#1* he was seen as heading cognitive. These two camps are clearly in different directions. How does he generate such controversy?

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In Response to Notes from a Radical Behaviorist continues

Inner Behavior Passes the Dead-Man's Test

**Abigail B. Calkin, Ph.D.
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Do we need the Dead Man's Test? Yes. Why? It assists us in selecting discrete behaviors to count, behaviors that have a beginning, middle, and end, and that are observable, and repeatable. Examples of such behaviors include reading a word, starting a chainsaw, laughing at a joke at a cocktail party.

Can we apply the dead man's test to inner behavior also? Yes. Inner behaviors have a beginning, a middle, and an end, are repeatable, and are observable to the person behaving. When I teach a course, I require the students to do at least one inner pair. To explain inner behavior to the class, and to rule out what cannot be counted because it does not pass the dead man's test, I look around the room. Some are not writing, and therefore appear not to pass the dead man's test, but when I say "For instance, some of you are daydreaming right now." to a room of 25-30 students, I'll have a half a dozen people grinning in surprise that they were caught daydreaming when, supposedly, they should have been "listening" to me. The grin is an outer behavior report that signals the inner behavior, daydreaming, was occurring. The daydream might be 'If I were at the beach, I'd walk on the damp sand and feel the waves wash over my ankles and calves. I'd listen to the incessant pounding until I grew dizzy with joy.' Both the grin and the daydreaming have a beginning, middle, and an end. Thoughts and feelings, indeed all inner behaviors, have beginnings, middles, and ends—the qualifications that define any movement cycle or behavior.

Another indication that inner behavior passes the dead man's test includes that someone can report more than one episode of daydreaming or feeling happy or sad during a day, i.e., the behavior is repeatable. A person can repeat, and learn, an inner behavior as s/he can repeat and learn outer behaviors. Inner behavior usually occurs in the range of one to 100 times per day. For some people, they occur about 10 times per day; for others, about 60 to 80 times per day (Calkin, 1992).

I study inner behavior. I can observe my own and, at the end of an episode, I can share my outer response to the specific inner. I cannot observe someone else's inner behavior but I can observe a person's outer response to the inner behavior. That response may be a count, words, or change of expression, location or position by the person behaving. Surely we are all aware that observations of the objective world depend "on an experience which is just as private as the so-called subjective experiences. The public status of an observation is given by symbolic communication between observers... through the medium of language. By means of the same communication, our inner or subjective experiences can likewise achieve a public status" (Eccles, 1970, p. 53).

Keeping in mind the criteria of the dead man's test (beginning-middle-end, observable, and repeatable) the alleged

criticisms of the dead man's test that Allen and Miltenberger (1991) gave are narrow, equivocal, and not realistic. To ask if a dead man can steer a car is too thin a slice of behavior. The hand on the wheel is not the desired behavior, steering is. The foot on the accelerator is not the desired behavior, the pressure of the foot and the ability to change that pressure, is. We are behavior analysts asking about actual human behavior, not philosophers asking if the noise in the next room exists if we cannot see the causes of that noise.

Inner behavior, like outer behavior, has a product as shown in a person's reports, counts, or more profoundly, in changes of inner or outer behavior. Thinking and feeling pass the dead man's test and have reliability and validity just as outer behaviors do (Calkin, 1981, 1992, in press). These inner behavior products may be the consequences of the inner, sometimes expressed as an action: "I kissed you because I felt a tickle of love for you!" other times as a report: "I feel angry."

The dead man's test was never intended to imply continuous motion. Its purpose is to check that when a person is counting a discrete behavior, that that behavior is a movement cycle, i.e., it has a beginning, a middle, and an end. Any alleged criticism of the dead man's test is usually microscopic, is not looking at a realistic behavior, and fails to realize the purpose of the dead man's test: that it is, quite simply, a test to be sure we behaviorists are counting a discrete behavior.

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Inner Behavior Passes the Dead-Man's Test

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Malott's Covert Punishment Contingency: An Alternative Interpretation

**Coleman Paul
Adelphi University**

This note is a reluctant response to Malott's (1992) "The Three-Contingency Model of Performance Management." My initial reluctance was based on my feeling why mess with "...the happiest day of..." his 55th year. Further reflection suggested that since that happy day has passed, it's not likely to be undone. In that spirit, why not mess with it?

continues

In Response to Notes from a Radical Behaviorist continues

For some time Malott has written about issues of delayed or remote consequences affecting behavior. (He seems reluctant to accept the arguments offered by some, that temporal contiguity is not required in causal analyses.) His recent note is another conceptualization to address issues of delayed consequences. The main points of Malott's note seem to be: First, how to reduce a behavior that has negative outcomes that are too small and too delayed (and perhaps with unknown probabilities of occurring) to effectively reduce a behavior? Malott suggests a contingency contract that states a punishment contingency. Second, how would a reduction in the target behavior be explained if the stated punisher were not immediate? In Malott's contingency-contract solution it is stipulated that a specified response (eating ice cream) will be followed by a \$5 penalty (in addition to any natural contingencies operating). He then states that immediately consequent to the response, "you are now in the aversive position of definitely losing that sizable \$5, although the actual loss may be delayed." He calls this (being in the aversive position) a "direct-acting, covert punishment contingency." But if one is distracted (under extraneous stimulus control) one might not be affected by (remember) the contractual statements until some time later. In short, in the absence of an immediate reminder (which would have to be a conditioned aversive stimulus or a function-altering stimulus) there is no assurance that the immediate covert punishment ("being in the aversive position") contingency will operate.

In his note, Malott does not consider that the contractual (or other antecedent statements) may substantially reduce or offset the reinforcing properties of the ice cream—"this ice cream was made with unspeakably contaminated ingredients." This interpretation is not unlike saying, "I know that I will have to pay \$5 if I eat the ice cream, and the ice cream is not worth it." Thus rather than setting up an effective punishment-of-eating ice cream contingency, an antecedent statement of various types may reduce the response through a mechanism (incentive conflict) that reduces the net reinforcing or approach value of the ice cream. In this view, antecedent events reduce the response by diminishing the net reinforcing effects of ice cream whereas Malott's emphasis is on the response suppressing effects of a consequence, the usual view of punishment.

Because Malott's example has potentially significant events before and after the response, the contract statement and the "being in an aversive position," respectively it is not possible to identify which event or locus is important. For example, overeating may be a behavior in the category Malott is concerned with. The weight-gain occurs gradually over time and is delayed: How might the remote effects be made more immediate? An indirect or symbolic way may be to take photographs of an individual and superimpose that individual's facial features (or head) on a picture of an obese person. Now at mealtime the photograph can be presented either prior to eating the meal or after eating. The antecedent presentation could be thought of as a "visual statement" of a contingency contract and the consequent presentation may be a potential

punisher. If the antecedent presentation were more effective than the consequent presentation in reducing overeating, it would seem to require an interpretation other than the action of a punisher. My example of using photographs showing obesity was presented because it could permit a punishment interpretation. However, an incentive conflict mechanism could alter (reduce) the reinforcing value of the ice cream by contracting for a more powerful reinforcer contingent upon walking away from the ice cream.

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About *The Behavior Analyst*

The Behavior Analyst is the official publication of the Society for the Advancement of Behavior Analysis (SABA). SABA's mission is to provide instruction and training in behavior analysis and to disseminate information about behavior analysis that is useful to the public and beneficial to the community. The journal helps in this regard. It does not publish original data from experimental or applied research. However, a wide range of other articles is appropriate. For example, review articles summarizing a portion of the experimental or basic literature, articles on the past, present, and future of behavior analysis, and articles on the relation between behavior analysis and other fields are particularly appropriate. *The Behavior Analyst* also publishes information about books, terminology, and other general interest articles. In a recent change, articles on behaviorism as a philosophical viewpoint are also welcome.

The editorial board tries to be as constructive as possible with its reviewing comments. The board does not conceive of its role as that of a gatekeeper, but rather as that of a facilitator. To be sure, traditional issues of scholarship are involved in evaluating any manuscript, but the board always keeps in mind its constructive role.

In an important sense, *The Behavior Analyst* belongs to all members of ABA. Members are therefore invited to share their work with other members of ABA by submitting their manuscripts to the journal. For example, many presentations are given at the convention each year. Manuscripts based on convention presentations are a good way to disseminate information about the field. The manuscripts would not be simply verbatim transcripts of a talk, of course, but would be consistent with the ordinary standards for scholarly manuscripts in our field.

The Behavior Analyst is our journal. Let us continue to use it, and have it function for us.

Call for Board Coordinators, Committee Chairs and Members

The 1992 Convention was a great success! Both the membership and convention registration broke all previous records. The membership total as of July 8 stands at 2,143, a record membership level. A total 1,505 registered for the 1992 Convention; the highest registration level achieved to date. Our return to Chicago should lead to further improvements. In order to build on this success, we need strong committees and a high level of member involvement. Your participation is extremely important in this effort.

If you are interested in serving as a member of a Committee, please contact the appropriate Committee Chair or William K. Redmon, Secretary-Treasurer, Association for Behavior Analysis, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052. The Committees which are seeking members are: Awards, Professional Development, Public Relations, International Development, and Membership Recruitment and Retention. Below is a list of Board Coordinators, Committee Chairs, and their terms of appointment.

Administration Board, William K. Redmon, 1988-1994
Newsletter Editor, Stephen Graf, 1983-1992

Educational, Professional & Public Affairs Board,
 M. Jackson Marr, 1990-1993
Awards, M. Michele Burnette, 1991-1994
Legislation & Public Policy, Gerald L. Shook, 1990-1993
Professional Development, Karin Lifter, 1992-1995
Public Relations, Jon S. Bailey, 1991-1994

Membership Board, W. Joseph Wyatt, 1989-1992
Application Review, Jack Michael, 1990-1993
International Development, Yolanda Suarez-Balcazar, 1990-1993
Recruitment & Retention, Charles Merbitz, 1990-1993

Program Board, Sigrid S. Glenn, 1992-1993
Convention Program, Michael J. Dougher, 1992-1994
 Michael Perone, 1991-1993

Nominations for the Newsletter Editor and the Membership Board Coordinator are needed from you! To nominate an ABA member for Newsletter Editor or Membership Board Coordinator, please send a letter of nomination to William K. Redmon, Ph.D., Secretary-Treasurer, Association for Behavior Analysis, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052. You may nominate yourself.

Newsletter Editor

Nominations are now being sought for the Editor of *The ABA Newsletter*. *The ABA Newsletter* is ABA International's primary means of communicating with the membership about association activities and developments.

Responsibilities. The Editor receives, edits, and prepares articles and announcements submitted for publication. *The ABA Newsletter* is published four times each year (spring, summer, fall, winter). The deadlines for receipt of articles and announcements are December 2 for the Spring issue (February 22 mailing), March 2 for the Summer issue (May 22 mailing), June 15 for the Fall issue (September 7 mailing), and September 2 for the Winter issue (November 22 mailing). The term of appointment will begin with Volume 16, #1 (1993) and will end with Volume 18, #4 (1995).

Nominations must be received by September 25, 1992, to be considered at the Fall Meeting of the Executive Council.

Membership Board Coordinator

Nominations are being sought for the Membership Board Coordinator. The function of the Membership Board is to oversee the activities of all membership committees and to coordinate all membership functions including recruitment, retention, international membership development, and review of membership applications. The Membership Board members are the Chairs of Membership Board Committees. The Coordinator must be a voting member of ABA. The term of appointment will begin November 1992 and will end October 1994.

Responsibilities. The Membership Board Coordinator maintains regular contact with each Membership Board Committee chair and determines the progress of each Membership Board Committee; collects semi-annual reports from Membership Committee chairs and summarizes all outcomes in a written report submitted to the ABA Council; establishes communication among Membership Board Committees so that duplication of efforts is minimized and cooperation facilitated; and attends the annual meeting with members of Council, other Board Coordinators and Committee Chairs at the annual ABA convention.

New Developments in Behavior Analysis

A listing of publications and equipment available in behavior analysis. If you have recently published a book that would be useful to behavior analysts, please send a brief description of the book (use the same format as the following listings) for this column. We are also interested in listing articles which you may have published in journals not likely to be regularly read by behavior analysts. You may also submit requests for books for courses, training programs, etc. Send a brief description of the materials needed and your name and address so that members can contact you. Send all submissions for this column to the Editor. Note: all prices listed in U.S. funds.

Child Behavior Management

The Behavior Barometer. Child Psychologist Steven Kossor has patented a device called the "Behavior Barometer" to teach children good behavior. The device helps adults avoid harmful types of discipline and improves understanding and relationships between adults and children. It will stick on the refrigerator. The child simply looks at the Behavior Barometer and knows when privileges and rewards are available (and what the consequences for bad behavior are). If the child is behaving well, a movable pointer remains in the top (smiley face) area and no restrictions are placed on the child's privileges. When the child does something wrong, the parent moves the pointer down into a lower area of the Barometer and the child's privileges are suspended for a reasonable length of time, based on the severity of the behavior. The worse the behavior, the lower the pointer goes and the longer the child loses privileges. The Behavior Barometer allows a parent to respond very quickly, calmly and consistently to changes in the child's behavior and improves the effectiveness of the parent as a teacher of good behavior. Children ages 3 to 10 have responded quickly to the Behavior Barometer. The Behavior Barometer kit includes a manual about child behavior management. Available from SK Consulting, RD 6 Box 262, Coatesville, PA 19320 (215) 383-1432. List price: \$12.95.

Behavior Analysis

Behavioural Processes, an international journal, publishes experimental, theoretical and review papers dealing with fundamental behavioral processes through the methods of natural science. Experimental papers may deal with any species, from unicellular organisms to human beings. Sample topics include cognition in man and animals, the phylogeny, ontogeny and mechanisms of learning, animal suffering and the neuroscientific bases of behavior. Studies using pharmacological, physiological and biochemical techniques are appropriate, provided that they address behavioral issues. Theoretical papers can be at any level, from the cellular through top-down modelling of the whole organism, so long as whole-organism behavior is a component. Quantitative treatments, neural-network and other parallel models, mathematical or computer models, are especially appropriate. Review papers should emphasize behavioral data; interdisciplinary topics, especially

those that touch on the relations between behavioral and neural properties, are especially welcome. Send subscription orders to your usual supplier or to the Amsterdam address listed below. List price: \$381.00 (6 issues). In North America, send sample copy requests to Elsevier Science Publishers, Attn: K. Savage, PO Box 945, Madison Square Station, New York, NY 10160-0757. Telephone: (212) 633-3750. FAX: (212) 633-3764. In the rest of the world, send sample copy requests to Elsevier Science Publishers, PO Box 1527, 1000 BM Amsterdam, The Netherlands. FAX: (20) 5803-342.

Geller, E.S. (Ed.) (1991) Social Validity: Multiple Perspectives. *Journal of Applied Behavior Analysis, Monograph 5.* Papers plus introduction and commentary include contributions by Scott Geller, Ilene Schwartz, Don Baer, Rob Hawkins, Richard Winett, John Moore, Eileen Anderson, and Stephen Fawcett. These originally appeared in Volume 24, Number 2 (Summer 1991). Available from JABA, Mary Louise Wright, Dept. of Human Development, University of Kansas, Lawrence, KS 66045. Single copy price: \$5.00. (\$4.25 classroom rate with order of 10 or more copies of this title).

Geller, E.S. (Ed.) (1991) Science, Theory, and Technology: Varied Perspectives. *Journal of Applied Behavior Analysis, Monograph 6.* Is Applied Behavior Analysis technological to a fault? Ten papers plus introduction include contributions by Scott Geller, Ed Morris, Steven Hayes, Brian Iwata, Jim Johnston, Don Baer, Charles Mace, Dennis Reid, Bill Redmon, Jon Bailey, and Ogden Lindsley. These originally appeared in Volume 24, Number 3 (Fall 1991). Available from JABA, Mary Louise Wright, Dept. of Human Development, University of Kansas, Lawrence, KS 66045. Single copy price: \$5.00. (\$4.25 classroom rate with order of 10 or more copies of this title).

Geller, E.S. (Ed.) (1992) The Education Crisis: Issues, Perspectives, Solutions. *Journal of Applied Behavior Analysis, Monograph 7.* Seventeen papers plus introduction include contributions by Scott Geller, Doug Carmine, Ogden Lindsley, Tom Sherman, Saul Axelrod, John Fantuzzo & Marc Atkins, Tom & Marilyn Gilbert, Gil Sherman, Doug Greer, Comunidad Los Horcones, Don Baer, Beth Sulzer-Azaroff, Dick Malott, Jim Johnston, and Dennis Reid. These originally appeared in Volume 25, Numbers 1 and 2 (Spring and Summer 1992). Available from JABA, Mary Louise Wright, Dept. of Human Development, University of Kansas, Lawrence, KS 66045. Single copy price: \$5.00. (\$4.25 classroom rate with order of 10 or more copies of this title).

Iversen, I.H. & Lattal, K.A. (Eds.). (1991). Experimental Analysis of Behavior, Parts I and II. This, the sixth volume of the highly reputed "Techniques in the Behavioral and Neural Sciences," is dedicated to the late B. F. Skinner in tribute in his pioneering work on the Experimental Analysis of Behavior - the science he himself initiated that studies the behavior of individual organisms under laboratory conditions. The present volume in two parts describes a broad collection of representative and effective research techniques in

continues

New Developments continues

the Experimental Analysis of Behavior; techniques derived solely from infra-human subjects, which have been selected both for their utility in behavior analysis and for their potential value in expanding the use of behavior analysis methods in the neurosciences. By bringing together the expertise of individual authors regarding techniques based on their particular laboratory experiences, the volumes provide an informative and practical source of methods and techniques for those practicing or interested in Experimental Analysis of Behavior. In the U.S.A. and Canada, available from Elsevier Science Publishing Co. Inc., PO Box 882, Madison Square Station, New York, NY 10159. Telephone: (212)633-3750. In the rest of the world, available from Elsevier Science Publishers, PO Box 1527, 1000 BM Amsterdam, The Netherlands. FAX: (20) 5803-342. List price (U.S.): Part I, \$66.00 (paperback), \$189.50 (hardback); Part II, \$61.50 (paperback), \$154.00 (hardback).

Sulzer-Azaroff, B. & Mayer, G.R. (1991). Behavior Analysis for Lasting Change. The text features a systems approach to behavior change, including emphasis on context and function of behavior, with a heavy emphasis on generalization and maintenance of lasting change. Examples include workplace, school, home, health agencies, and community. Preparatory activities through behavioral assessment identify goals and procedures. Information on group contingencies helps those who work with groups such as managers and teachers. Stimulus control section incorporates new discoveries and applications relevant to teaching and training of students or employees. One chapter covers new research on verbal behavior—how it is acquired, promoted, and modified. Two chapters feature an in-depth discussion of punishment and its legal, ethical, humanitarian, and scientific aspects. This aims to help students understand the role of punishment in the development of deviant behavior and why, when, and how to use punishment in the rare cases when ethically justified. Ancillaries include an Instructor's Manual with quizzes and answer keys and a Student Study Guide based on the PSI system. Available from Holt, Rinehart & Winston, Inc., 301 Commerce, Ste 3700, Fort Worth, TX 76102. List price: \$33.75.

Health Psychology

Carroll, D. (1992). Stress, Behaviour, and Disease. The Falmer Press: Bristol, PA. Health psychology is a broad church, but one of fairly modern construction. It has as its focus the contribution that the discipline of Psychology has to make in matters of physical health and well-being. Areas of contribution range from the etiological to the therapeutic; health psychology is concerned with untangling the psychological factors that contribute to the onset and course of illness and disease, and, at the same time, with the application of psychological knowledge and techniques to the prevention and amelioration of disease, and the promotion of health. This text is an introduction to the subject. Rather than attempt to offer an encyclopedic coverage, the author has opted to discuss a discrete sample of topics within health psychology's broad

remit. In the hope that such 'tasters' will encourage further inquiry. However, examples have been selected to illustrate the diversity of interest and purpose within health psychology. Recurrent themes are psychological stress, our physiological reactions to it, our behavior in the face of it, how we might manage stress more effectively, how unhealthy behavior might be altered, and the constraints on such efforts. Finally, the author has attempted to predict what will occupy health psychology in the near future. In this context, greater attention to broad sociodemographic variables such as gender, race and social class, it is argued, will yield substantial dividends for both our understanding of the psychological factors in illness and disease, and our efforts to apply psychology to treatment, prevention, and health promotion. Douglas Carroll is currently Professor of Psychology and Head of the Department of Psychology at Glasgow Polytechnic. He has researched and written widely on Health Psychology issues, in particular the role of psychological stress and behavior in cardiovascular disease. Available from The Falmer Press, 4 John St., London, England, United Kingdom WC1N 2ET or The Falmer Press, Taylor & Francis, Inc., 1900 Frost Rd., Ste. 101, Bristol, PA 19007. List Price: \$27.00.

The ABA Newsletter is published 4 times/year by the Association for Behavior Analysis. The ABA Newsletter is ABA International's primary means of communicating with the membership 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: Stephen A. Graf, Psychology Department, Youngstown State University, Youngstown, OH 44555. Articles and announcements must be received by December 2 for February 22 mailing, by March 2 for May 22 mailing, by June 15 for September 7 mailing, and by September 2 for November 22 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. Display and classified advertisements must be received by January 2 for February 15 mailing, by April 2 for May 15 mailing, by August 2 for September 15 mailing, and by October 2 for November 15 mailing. Classified advertisements are \$1.00/line (about 35 characters/line); minimum order \$10.00. Classified advertisements must be submitted in writing with billing information. Sizes and rates for display advertisements are: full page (7-1/2" wide x 10" deep) \$250.00; half page (7-1/2" wide x 4-1/2" deep or 3-3/4" wide by 10" deep) \$175.00; quarter page (3-1/2" 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 Patty DeLoach, 616-387-4494. FAX: 616-387-4457.

CONFERENCES

CONFERENCE IN FRANCE. XX
èmes Journées Scientifiques de l'AF.T.C.C.
Paris, 13-14 Nov 92. For information: 100
rue de la Santé, 75674 Paris Cedex 14.
Telephone: (1) 45 88 35 28.

**ASSOCIATION FOR THE ADVANCE-
MENT OF BEHAVIOR THERAPY**
(AABT) 26th Annual Convention, Boston,
MA, 19-22 November 92. Theme: Towards
an integration of cognitive and behavioral
approaches. The annual convention is
designed to cover the diversity of concerns
treated by mental health professionals. APA
Category I credits are available for AABT
workshops and seminars. Continuing
Education credits for many disciplines can
be arranged upon request. Topics covered
will include: Community involvement with
AIDS prevention; Treatment of alcohol and
drug abusers; Depression; Family therapy;
Fears and phobias; PTSD; Anger Control;
Treatment of child and adolescent disorders.
To request additional information and a copy
of the complete Convention Program
contact: Program Chair, AABT, 15 W. 36th
St., New York, NY 10018 (212) 279-7970,
Fax (212) 239-8038.

**DEVELOPMENTAL-BEHAVIORAL
PEDIATRICS.** The 3rd Annual
Children's Seashore House Symposium on
Advances in Developmental Disabilities.
Philadelphia, PA, 14-16 September 92.
Credits: 16.0 hrs., AMA Category I. Fee:
\$325; trainees: \$225. The focus is Behav-
ioral Pediatrics: Prevention, Diagnosis, and
Management of Common Developmental
Concerns to Severe Behavior Disorders.
Featured national speakers include Duane
Alexander, *Behavioral pediatrics: a
mandate*; Richard Ferber, *Sleep schedule
disorders in children*; and Peter Gorski,
*Newborn behavioral assessment of low and
high-risk infants*. The course is co-sponsored
by Children's Seashore House, The
Children's Hospital of Philadelphia and the
University of Pennsylvania School of
Medicine. For further information: Medical
Education Center, Children's Hospital of
Philadelphia, One Children's Center,
Philadelphia, PA 19104 (215) 590-2376.

Association for Behavior Analysis
19th Annual Convention
May 26-30, 1993
Downtown Chicago Marriott

CONFERENCES

**BEHAVIORISM & THE SCIENCES
OF BEHAVIOR—1st International
Congress.** 5-9 October 92, Guadalajara,
Jalisco, Mexico. The Congress will feature
invited addresses by several internationally
distinguished scholars as well as paper
sessions for shorter presentations. Contact:
Peter Harzem, Program Organizer in the
U.S. or William Buskist, Coordinator,
Department of Psychology, Auburn
University, Auburn, AL 36849-4412. (205)
844-6482. Fax (205) 844-3120.

POSITIONS AVAILABLE

BEHAVIOR ANALYST: Private practice
group specializing in developmental disabili-
ties is seeking an MA/MS level individual
with clinical experience to function semi-
independently under the general supervision
of a licensed psychologist. Duties include:
behavioral assessment, program develop-
ment and implementation, follow-along and
staff training. The successful candidate will
have extensive experience treating individu-
als who have severe behavior problems and
must work cooperatively as a member of
various interdisciplinary teams for consum-
ers receiving services from multiple agen-
cies. Daily travel in the Indianapolis/Central
Indiana area is required. Full-time; salary
negotiable. Send resume to Developmen-
tal Disabilities Systems, Inc., PO Box
35, Franklin, IN 46131.

**DOCTORAL TRAINEESHIPS IN
APPLIED BEHAVIOR ANALYSIS.**
The doctoral program in applied behavior
analysis at Ohio State University trains
professionals for leadership roles as
researchers and teachers in higher education,
public and private schools, government, and
human service agencies serving individuals
with disabilities. Completion of the program
requires 3 years of full-time study within a
curriculum designed to develop each
student's skills in six competency areas: (1)
conceptual analysis, (2) research, (3) design
and application of educational interventions,
(4) professional communications, (5)
administration and collegial relations, (6)
teaching and advising. Of the 29 Ph.D.
graduates of Ohio State's ABA program to
date, 21 are employed as college or
university faculty members throughout the
U.S. and in several foreign countries. Their
research interests and training responsibili-
ties represent the full spectrum of disability
areas and contemporary issues in special

POSITIONS AVAILABLE

education. Traineeships: A leadership
training grant from the U.S. Department of
Education provides financial support for up
to 5 new Ph.D. students each year through
1994. Trainees receive full tuition waiver
plus a stipend of \$10,000 for the first 12
months of study. Trainees earn support
during their second and third years of the
program by working as a Graduate Research
Associate. **M.A. program:** The M.A.
program in applied behavior analysis
emphasizes the development and implemen-
tation of behavioral interventions for
improving socially significant behavior. A
research thesis is required, and students can
choose from a wide variety of school,
residential, employment, and other settings
in which to conduct their research. The M.A.
program can be completed in four consecu-
tive quarters (one calendar year) of full-time
study, or it can be completed over a 2-3 year
period of part-time study. **For more
information:** To obtain an application
package or more information on either the
Ph.D. or the M.A. program, write or call:
Applied Behavior Analysis Program, Attn:
W.L. Heward, Department of Educational
Services and Research, The Ohio State
University, 356 Arps Hall, 1945 North High
Street, Columbus, OH 43210. (Telephone:
614-292-8787)

Temple University Department of Psychol-
ogy seeks applicants for two **ASSISTANT
PROFESSORS IN PSYCHOLOGY**,
pending approval of funding. In hiring for
all positions, preference will be given to
those applicants qualified to teach graduate
statistics at both introductory and advanced
levels. All candidates should show evidence
of research productivity and should be
capable of supervising graduate student
research and teaching undergraduate and
graduate courses in area of specialization.
The two will be hired from the following
specialties.

1. **Clinical.** A possible position is in the
APA-approved Doctoral Training Program.
Candidates with a Clinical Ph.D., and an
APA-approved internship are encouraged to
apply. Preference will be given to candi-
dates who can also supervise clinical
training.

2. **Social Psychologist** with teaching and
research interests in organizational areas
(e.g., personnel selection and assessment,
motivation and morale, consumer psychol-
ogy).

continues

POSITIONS AVAILABLE

3. *Perception.* Individual should be in any substantive area in perception, and will be a member of both cognitive and experimental divisions.

4. *Substantive/Quantitative.* The fourth specialty is in any one of the following areas: clinical, cognitive, developmental, experimental, or social. Candidate must have a research program in any one of the areas mentioned above, and will be expected to spend a major portion of their teaching efforts (approximately 50-75%) in quantitative courses. The position will require teaching of statistics at the graduate level, with particular emphasis on our first-year graduate sequence. Evidence of excellence in teaching statistics, in the form of student ratings, will be helpful. Candidate will also be expected to teach and supervise graduate student research in the substantive area. Division membership will be in the appropriate division.

Applicants for all positions should have the Ph.D. or have strong evidence that all requirements for the degree will be completed prior to September, 1993. Individuals may apply for more than one of the above positions, if they are so qualified. Applicants for any position should submit a letter of application, indicating which of the above position(s) is being applied for; applicants applying for more than one position should so indicate. Send curriculum vitae, copies of publications, and names of three persons who will write recommendations to John Lambreth, Chair, Department of Psychology, Temple University, Philadelphia, PA 19122. Minority and women candidates are especially invited to apply. Review of applications will begin October 15, and application by that date guarantees full consideration. We anticipate that candidates will be interviewed during the fall semester. EOE/AEE.

Submit articles and announcements to the Editor, Stephen A. Graf, Psychology Department, Youngstown State University, Youngstown, OH 44555.

Submissions must be received by December 2 for February 22 mailing, by March 2 for May 22 mailing, by June 15 for September 7 mailing, and by September 2 for November 22 mailing.

1992 Sustaining and Supporting Members

Through their contributions, Sustaining and Supporting members help support the involvement of undergraduate and graduate students in behavior analysis. The following ABA members provided this support during the 1992 membership year.

Sustaining Members

| | | |
|---------------------|-------------------------|--------------------|
| Edward L. Anderson | Donald M. Baer | Carl V. Binder |
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| Richard M. Foxx | Sigrid S. Glenn | Matthew L. Israel |
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CAREER OPPORTUNITIES IN APPLIED BEHAVIOR ANALYSIS

Educational Settings and Program Consultation

Spectrum Center is an innovative human service agency in the San Francisco Bay Area committed to providing the highest quality of services in the least restrictive environments for individuals with handicapping conditions and/or behavior problems. Its program philosophy emphasizes non-aversive applied behavior analysis, data-guided decision making, and client advocacy. Its personnel philosophy reflects a commitment to high levels of staff reinforcement, excellent opportunities for professional development and advancement, competitive and creative compensation packages, and a behavioral organizational culture.

Spectrum Center currently operates a public school consultation and training project, a demonstration project with regular education "at-risk" students, and education integration pilot program, three special education schools, a behavioral family counseling center, and several research projects. It also operates a corporate university (**Spectrum University**) which provides opportunities for staff to obtain additional training and professional development.

As a result of ongoing growing and development, **Spectrum Center** continues to offer job openings during the the upcoming year (from paraprofessional to professional, Masters and Ph.D. level). These positions range from clinical to organization management. All positions are full time and include full health, dental, and workers compensation insurance, and generous leave benefits. Applicants should have strong backgrounds and interest in applied behavior analysis in human service settings.

Specific positions open at this time include:

Direct-Line Service Providers

Special Education Teacher

Educational Consultant

(positions in both the integration pilot program and schools)

Clinical Psychologist

School Administrator

For further information, contact

Randy Keyworth at Spectrum Center

1916 A. Martin Luther King Jr. Way, Berkeley, California 94704

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