

Message from the President:

The Best of Times, but Sometimes a Dickens of a Term

Edward K. Morris

My time is up. My term is over. It was the best of times, but sometimes a dickens of a term. Before turning in and turning over, I want to say one thing before concluding with my final column. I want to thank you all, every one of you, for the honor of a lifetime — the ABA presidency — and for the opportunity you gave me to serve the Association these past (very fast) twelve months. Where (or if) I have served effectively, I owe much to the firm direction of Bill Redmon, the gentle guidance of Shery Chamberlain, the unwavering support I felt from ABA Council, and the wit and wisdom of past-president Phil Hineline (and the toleration of my graduate students).

But enough of this. Please join me in welcoming the incoming president — Judy Favell. Judy will be firm in direction and gentle as guide, unwavering in support of ABA and ever-abundant in wit and wisdom. We are in excellent hands for the future. For the present, I turn to some news and notes, some correspondence, and a summing up of times and term.

ABA Finances

Although I am not a CPA, I can report that Bill Redmon (ABA Executive Director) reports that ABA finances are holding steady or better, while we are at the same time increasing membership services (e.g., more membership mailings, a fourth annual issue of the *ABA Newsletter*, membership on the ACDD). The exact CPA-certified figures will be available in May, when they will be submitted to ABA Council, but the "ball park" figures are as follows. Our 1991 income was \$233,169, our expenses were \$215,624—our profit about \$17,500. Our end-of-year investments (certificates of deposit) totaled \$60,113; our cash on hand was \$60,424. Compared to 1990, our income and our total reserves increased by about \$4,000 and \$10,000, respectively. The cash on hand, by the way, is necessary largely because if for some reason (e.g., a catastrophic accident, natural disaster) we could not hold our convention we would lose over 40% of our annual income.

Since 1989, our percentage of income by category—convention (41%; e.g., registration, exhibits, placement), membership (48%), and central office (11%; e.g., mailing list, publications)—has remained stable. Our expenses, however, have fluctuated. We have experienced increases for copying and printing (15%, up from 8.5%, due to increased mailings), postage (8%, up from 7%, due to the mailings and increased postal rates), and professional fees (8.5%, up from 3.5%, due to increased attorney and consultant fees). But we have had decreases in some categories as well, largely for *The Behavior Analyst* (17%, down from 20%) and ABA office labor (28%, down from 33.5%), the latter of which reflects our mid-1991 office staff reorganization. In sum, it was a very good year, we made a slight profit

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(but financial profits are not our reason for being), we increased membership services (which is our reason for being), and we added substantively to our financial base for the future (which secures our reason for being). Thank you, Bill.

San Francisco Travel and Hotel Costs

While I am on the topic of expenses, many of you (and I) got a nasty slap in the face with the high cost of travel to the convention this year, as well as with room rates. The problem is that the convention was not scheduled over a Saturday, where Saturday stay-overs appreciably reduce airfares. Bobby Newman (CUNY-Queens) was the first to draw my attention to this, pointing out as well that, without a Saturday stay-over, students could not use American Express vouchers for airline travel. The ABA office staff was already keenly aware of the problem. Convention scheduling and room rates are contracted for several years in advance of the actual meetings. Our contract with the Hyatt Regency Hotel for the 1992 San Francisco meeting, for instance, was signed in April, 1989.

At this point, I can only make two observations. First, the reorganization of the ABA office makes unlikely the miscommunication that led to the signing of the San Francisco contract. Second, no contracts have been signed for the future that do not include Saturdays. To be specific, the 1993 convention will be held May 26-30 (Wednesday-Sunday) at the Marriott Hotel at Water Tower Place in Chicago; the 1994 convention will be held May 26-30 (Thursday-Monday) at the Atlanta Hilton Inn; and the 1995 convention will be held May 26-30 (Friday-Tuesday) at the Grand Hyatt at Washington Center in Washington, DC. We will make every effort possible to retain this pattern of scheduling in the future. Room rates will be between \$95.00 and \$110.00 for the next three years. Thank you, Shery Chamberlain, the new ABA Business and Convention Manager.

Finally, on the plus side, enough members donated enough "support student presenter" money on last year's convention registration form (a registration form check off) and throughout the year, that this year we were able to offer the first 34 student registrants free registration to the convention (first come first served). Thank you for your generosity. The students thank you, too. Please "check off" any amount you please on this year's registration form as well.

Bibliography of Human Behavior

Henry D. (Hank) Schlinger (Western New England College) has completed the "human learning" section for the international *Bibliography of Human Behavior* (Hiram Caton, editor-in-chief). Hank submitted over 300 references drawn widely (and mainly) from the behavior-analytic literature published since 1980. His hard work and timely effort (and donated expenses, even though

ABA offered to pay them) will assure that the experimental analysis of human behavior is well represented in the literature of the behavioral and social sciences. The *Bibliography* is slated for summer publication by Greenwood Press. Once published, we may be able to make Hank's section available through the ABA office. Thank you, Hank.

Behavior Analysis Accreditation

The development of Accreditation procedures for academic programs and sub-programs (not necessarily entire departments) in behavior analysis is proceeding apace. I am pleased to report that Jay Moore (University of Wisconsin-Milwaukee) has agreed to chair the Accreditation Board. In addition to Jay, the other Board members are Mark Galizio (University of North Carolina-Wilmington), Gina Green (E.K. Shriver Center for Mental Retardation), Kennon A. Lattal (West Virginia University), Margaret Lloyd (Central Washington University), Charles L. Salzberg (Utah State University), and Richard Tsegaye-Spates (Western Michigan University). At this point, Jay is refining the Board's materials (e.g., self-study report forms, site visitor's handbook) and its procedures (e.g., the site visiting processes), and is arranging to publish the report of the ABA Task Force on Accreditation that Bill Hopkins (Auburn University) chaired. That report will appear in the Spring, 1992 issue of *The Behavior Analyst* so that ABA members and programs can have an advance look at the criteria, guidelines, and procedures for accreditation. If you have comments or queries, please send them to Jay. Thank you, Jay. Thank you, Bill.

ABA Represented in NICHD Testimony

Travis Thompson (Kennedy Center at George Peabody College/Vanderbilt University) called in February to say he would be representing two divisions of the American Psychological Association in testimony before the National Institute for Child Health and Human Development (NICHD) in Washington, DC this spring—testimony in support of funding for behavioral research. Travis asked if ABA was interested in being represented by him, to which I answered, "Of course." In the process, I committed ABA to covering one-third of his out-of-pocket expenses. It seemed a wise and cost-effective investment to me. I hope you do not mind. Thank you, Travis, for asking.

ABA Breakfast Meeting of Behavioral Organizations

Phil Heline (SABA President) wrote the following to the presidents and heads of several behavioral organizations:

The fact that there are several behavioral organizations with only partly overlapping memberships attests to the fact that there are differentiated constituencies within contemporary behaviorism. It

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Message from the President continues

follows that people such as you and I...have varying priorities and to some degree represent viewpoints that differ in substantive ways....At the same time, we have concerns in common. We could be coordinating our efforts and sharing resources much more effectively than has been done in the past, without necessarily compromising our independent interests or agendas.

Following this, he offered a first round of breakfast meeting invitations at the ABA convention to, among others, Julie S. Vargas (B. F. Skinner Foundation), J. A. (Tony) Nevin (Cambridge Center for Behavioral Studies), Laura Schreibman (Society for the Experimental Analysis of Behavior), and Ellen P. Reese (APA Division 25). This is a proactive move I like. It is both sensible and sensitive. Thank you, Phil.

ABA Affiliated Chapters

In my goals statement on the 1990 ABA election ballot, I listed the strengthening of ties between ABA-the Association and the ABA affiliated chapters—Belgium, Berkshire, Canada, Chicago, Delaware Valley, Florida, Georgia, Germany, Illinois, Ireland, Italy, Japan, Latin America, Michigan, Minnesota, Mississippi, New England, New York, North Carolina, Northern California, Northwest, Peru, Southeast, Southern California, Texas, Tri-State, and Uruguay. I regret I did not accomplish more.

Last spring, I wrote the affiliated chapter heads to solicit their comments and concerns, and received thoughtful letters back from Tom Thompson for the Georgia chapter (GABA) and Koichi Ono for the Japanese chapter. Tom described the character of GABA and compared its demographics to those of other chapters, clarifying for me the sometimes wide differences across chapters. These differences mean, obviously, that the benefits ABA offers the chapters as a whole may or may not be useful for individual chapters. Tom is a wise man. This is an issue we need to be more sensitive to.

Professor Ono (Komazawa University) raised the telling and pertinent question: "Is ABA an international organization in more than name only?" (sentiments echoed by Los Horcones as well). We hold no conventions outside the United States, and we hold conventions within a very restricted time frame each year. Professor Ono was sensitive, of course, to the financial and logistical difficulties of making these changes. ABA's size and financial situation, for instance, make it almost impossible to hold conventions outside the United States. Should a non-U.S. convention site yield half our usual convention income, for instance, our income would be reduced by 20% that year. Still, the ABA office is looking into cities closer to (or that offer easier access from) the Latin and South American countries (e.g., Houston,

Miami, San Diego). We are considering Canadian locations as well.

In any event, although I was not instrumentally involved in every one of ABA's recent initiatives regarding the affiliated chapters, I can report that last year we designated one council member-at-large to represent the chapters (Ken Lloyd) and that we provided each affiliated chapter with a copy of the 1992 ABA Convention Proceedings and three complimentary adjunct memberships. As for future plans, we are considering sending *The Behavioral Digest* free to all members of the affiliated chapters. Please let us know how else we can help.

Letters from ABA Members

In addition to the "official" mail that crosses my desk, I also receive wise and wonderful (but sometimes not) letters from ABA members. This winter and spring, for instance, I heard from, Sid Bijou (University of Arizona), Fred Keller (Chapel Hill, NC), Bobby Newman (see above), Adair McPherson (Chicago), Craig Mixon (South Bend, IN), and an unnamed other.

B. F. Skinner commemorative stamp. Adair McPherson wrote to suggest that ABA approach APA about having the Postal Service issue stamps commemorating important U.S. psychologists—the first to be in honor of B. F. Skinner. I will see that Council takes up this topic at our May meetings. If any philatelists (or others) know how to pursue such matters, please contact Bill Redmon.

Center for the Study of Musical Behavior. Craig Mixon wrote that he had established a Center for the Study of Musical Behavior. The Center's mission is to foster the behavior analysis and behavioral pedagogy of musical behavior. If you are interested in contributing to the Center's mission, please write Craig Mixon, Center for the Study of Musical Behavior, 1019 E. Madison, South Bend, IN 46617 (219-234-9087).

ABA International. Sid Bijou passed along a suggestion from Paulo Moderato (Palermo, Italy) that "ABA set up a mechanism to help psychologists in other countries get their manuscripts published in American journals." Sid, himself, suggested that the International Committee establish a revolving sub-committee to evaluate and provide feedback on research manuscripts and proposals, and on where to submit them. Council will consider these suggestions at its May meetings.

The future of the ABA Newsletter. Fred Keller wrote with cogent queries and concerns about the *ABA Newsletter*. Let me add some of my own observations, and those of the ABA office staff, to Fred's. Our first concern is that the *Newsletter* now functions as more than a newsletter. Not only does it publish Association news (i.e., a newsletter's main function), but also unsolicited articles and commentary.

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Message from the President continues

Should a newsletter be a forum for theory, research, discussion, and debate that does not undergo peer review? Some members think not. A second concern is that the *Newsletter's* increased size and number of annual issues are taxing the resources of the ABA office, where it is written, laid out, printed, and mailed. Council will take up these concerns in May.

For myself, I am inclined to see the *Newsletter* evolve into a slightly more formal publication with its own title, with an editor and editorial board that oversees submissions, and with its management administered mostly outside the ABA offices. My vision is that the *Newsletter* be staffed by junior (not senior) members of the Association. This would give more ABA members greater opportunity for professional development, as well as a professional base for later advancing into leadership positions. The future of ABA depends on our making such opportunities available. We need to nourish professional development whenever and wherever we can. The *Newsletter* is one time and place, one possibility.

A revisionist definition of "behavior analysis."

My most interesting correspondence this past spring was with an ABA member I leave unnamed. He found unconvincing my explanation of the foul-up in mis-defining behavior analysis as a "science-based helping profession" in last year's SABA flyer (see Morris, 1991). On Valentine's Day, he sent a three-page letter accusing me of participating in a conspiracy to promulgate this "revisionist definition." My explanation, he wrote, had "all the appeal of the 'explanation' of the 18 minute gap found in the Watergate tapes."

On February 19, I wrote back to provide more details than I had earlier—details I had left out of the *Newsletter* so as not to compromise specific individuals (though I still left names unnamed). Before receiving my response, my correspondent wrote an eight-page letter saying that he now agreed with the revisionist definition—that behavior analysis was a helping profession. What was lacking, he wrote, was a related scientific discipline, for which he nominated his own favorite group. Finally, in mid-March, I received a six-page response to my February 19 letter—a response that repeated the charges of a behind-the-scenes conspiracy, Watergate allegations again and all.

I will not repeat my original explanation (see Morris, 1991), but if anyone else wants more details, I will be happy to provide them. I would like to offer, instead, a statement of ABA's purpose that ABA Council (through Phil Himeline) asked that I write for the ABA "organizational profile" which appeared in the May, 1991 issue of the American Psychological Society's newsletter, *The APS Observer* (ABA Organizational Profile, 1991). That statement of purpose read in part:

The Association for Behavior Analysis (ABA) is dedicated to advancing (a) the study of behavior as a natural science and (b) the application and analysis of science-based interventions to problems of individual, social, and cultural importance. Its purview encompasses basic and applied research, conceptual analysis, and the dissemination of both scientific and public information. (p. 26)

Joe Wyatt (Hurricane, WV) ran a version of this as a definition of behavior analysis in his *Behavior Analysis Digest* (1991). It appeared as a header on the front cover of the Fall, 1991 issue:

Behavior analysis is a natural science approach to the study of behavior, and the application and analysis of science based-interventions to problems of individual, social, and cultural importance. (p. 1)

I make no special or personal claims for the description and definition. They are somewhat cryptic and their prose rather creaks. They were simply the best I could muster in a 25-words-or-less format and under a deadline. I would be more than delighted to have more descriptive, more accessible definitions of our science and our discipline.

What I want to emphasize in this context is that our common conceptual and empirical foundations are a defining feature our discipline. What we share as a discipline is a major source of our character and strength and, more importantly, the source of our integrity. I would hate to see ABA fail us because of squabbling over the definition and purview of behavior analysis or because of the seeming territorial imperatives of some subgroups. Psychology can remain as pluralistic as it likes, much to its ultimate detriment, because of its vast numbers. Lacking vast numbers, the strength of behavior analysis resides in our integrity, especially where the whole of behavior analysis is more than the sum of its parts—its basic, applied, and conceptual branches. This does not mean that the careful study of the sociology of our scientific discipline is unwarranted or wasteful—far from it (see, e.g., Fraley & Vargas, 1986; Vargas, 1987). In the main, however, I think we have better ways to spend our time, the most important and fundamental of which is to spend it doing science itself.

Enough said. Thank you for the opportunity to say it. Best wishes.

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NOTES FROM THE EDITOR

Well, it's official. Patty DeLoach, who was on loan for awhile to the ABA office from the Psychology Department at Western Michigan, now works for ABA as Membership Services Coordinator. She, Shery Chamberlain, the Business and Convention Manager, and Bill Redmon, Secretary-Treasurer, comprise the permanent ABA staff. Recently, Ken Alling has joined them working on a contractual basis.

This issue of the Newsletter marks his debut as Layout Editor, but he's no rookie to ABA. For the last four years he served as Poster Session Coordinator at the Convention. He received his Masters in Experimental Psychology from Western Michigan and is now in pursuit of his doctorate in the Experimental Analysis of Behavior. Shery previously served as untitled layout editor as one of her unheralded duties. She received little if any credit for her competent management of the task, but I'd like to acknowledge her long-term contributions.

My own term as editor began with Volume 6, Number 3, in the Winter of 1983 and thus will have spanned nine years with the next issue. I've certainly enjoyed the opportunity to serve the organization in this capacity, but a decade seems more than the length of time one person should function in the job. Finishing with the next two issues will allow me to complete Volume 15, a chance to work with Ken, and a chance to invite those of you interested in assuming the position to communicate that interest to Bill Redmon. As Secretary-Treasurer, one of his duties is to appoint the Newsletter editor (with the approval of the ABA Council).

The record number of proposals submitted for the 1992 Convention occurred despite the limit, for the first time, of three in-person appearances by any one individual. This restriction seems to be a necessity if the Convention is to remain within the current time frame. As it is, scheduling remains a Herculean task. Somehow, Program Chairs Mike Perone and Mike Dougher accomplished it. The three appearance restriction didn't completely help them, however, because a number of folks got involved in more than that number. That left the two Mikes in the dilemma of enforcing a rule when the outcome of breaking the rule hadn't been specified beforehand. For the rule-governed experts within the membership, and to anyone on a panel discussion that got canceled as a result, the expedient solutions might not have been palatable. I'm confident we'll hear suggested solutions that can be incorporated into the 1993 structure. What *should* happen if you overcommit?

Steve Graf

Editor, ABA Newsletter

APA DIVISION 25 NEWSLETTER EDITOR SEARCH

The Executive Committee of the American Psychological Association's Division 25 for the Experimental Analysis of Behavior is accepting nominations for the next editor (1993-1995) of the Division's newsletter, the *Recorder*. The *Recorder* is published three times a year (winter/spring, summer, and fall) and received by the Division 25 membership, Division affiliates, student affiliates, and individual and institutional subscribers. The *Recorder* publishes Executive Committee and APA Council reports, news and notes about Division members, announcements, advertisements, and letters to the editor. The newsletter is not an archival publication for scientific manuscripts, but does occasionally publish unsolicited comments and queries. The editor is responsible for the newsletter's content, publication, and distribution. This includes soliciting, coordinating, and culling material for the newsletter's various sections (e.g., governance reports) and columns (e.g., from the Division's Public Information Officer), as well as preparing a discretionary editor's column ("For the Record"). In addition, the editor sees to the newsletter's layout, printing, mailing, and subscription lists. Please nominate yourself or send nominations to Bruce A. Thyer, Ph.D., Division 25 Secretary-Treasurer, School of Social Work, University of Georgia, Athens, GA 30602 (PH: 404-542-5440; FAX: 404-542-3282).

ANIMAL RESEARCH INFORMATION BOARD

The APA Science Directorate maintains an electronic mail Animal Research Information Board (APAARIB) to provide information and announcements on the use of animals in research. It includes updates on activities in Congress and federal agencies; state and federal regulations; pro- and anti-animal research groups; campus activities; and more. This is a moderated board. Material for possible posting will be sent to an editor. Those who have access to BITNET or INTERNET can sign on to this service by sending a mail message to:

LISTSERVE@GWUVM.BITNET

with the following command (on one line) in the body of the text:

SUBSCRIBE APAARIB your name

For more information about the bulletin board, contact Elizabeth Baldwin via phone at 202-955-653 or e-mail at **APASDEAB@GWUVM.BITNET**.

Notes from a Radical Behaviorist...

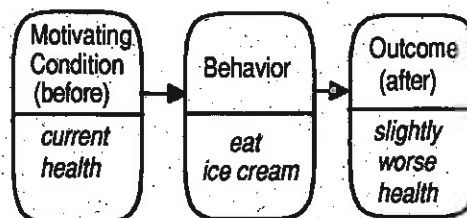
The Three-Contingency Model of Performance Management

Richard W. Malott
Western Michigan University

The happiest day of my 15th year was when I discovered the term *agnostic*. At last, I had a label. The happiest day of my 55th year has been when I discovered the terminology *the three-contingency model*. At last, I have a label.

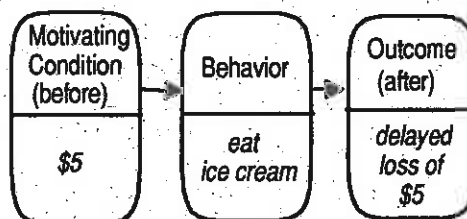
1. The Problem: The Ineffective Natural Contingency

Eating a bite of ice cream will cause the tiniest of decrements in your health. (Of course, eating thousands of bites will trash your body and maybe kill you.) But this natural contingency on eating the single bite is ineffective because the rule describing it is too hard to follow. You have a hell of a time following rules describing contingencies that involve small and only cumulatively significant outcomes.



2. The Solution: The Effective Performance-Management Contingency

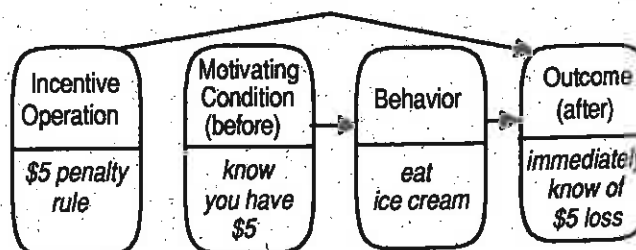
Performance contracting is the solution to most of our problems. The contracted contingency: Eating a bite of ice cream will cause you either to pay \$5 to your contractor or to be dishonest. This performance-management contingency is effective because the rule describing it is easy to follow. You can easily follow rules describing contingencies that involve sizable, probable outcomes, even if those outcomes are too delayed to reinforce or punish the causal behavior. (If you don't like the honor system of this example, substitute cocaine snorting monitored by a urine analysis for ice cream eating monitored by self-reports.)



3. The Explanation: The Theoretical Direct-Acting Contingency

The \$5 performance-management contingency is an indirect-acting analog to a punishment contingency. The penalty is too delayed for it to be a real punishment contingency. Yet that contingency or the rule describing it does control behavior. How? In the case of a rule describing an indirect-acting analog to a punishment contingency, the rule statement acts as what I call an *incentive operation*; it increases the aversiveness of the outcome that immediately follows the response. As

soon as you take that bite of ice cream, you are now in the aversive position of definitely losing that sizable \$5, although the actual loss may be delayed. This is a direct-acting, covert punishment contingency.



Book Review

The Reluctant Alliance: Behaviorism and Humanism, by Bobby Newman

Reviewed by W. Joseph Wyatt, Ph.D., Editor,
Behavior Analyst Digest

Author Bobby Newman has written a surprisingly good book which will clarify a number of misconceptions about two powerful schools of psychological thought, behaviorism (now more often referred to as behavior analysis) and humanism. At first blush it may be thought that the two are so diverse and opposed to each other that no rapprochement can be made.

Newman has written a book that is relatively easy to read (either for the professional or educated layperson). Newman provides a good general history of both positions. Moreover, he suggests that the two might work together in a way that may not have been appreciated until now. Newman's central thesis is that the methods of applied behavior analysis (arising from the philosophy of behaviorism) are powerful and natural-science based. At the same time the humanists have, perhaps, provided us with a framework whereby the goals may be chosen toward which the behavior analytic technology may be applied. While I would point out to Newman that humanists have no "lock" on goal selection (behavior analysts select goals all the time), there is no reason to assume that behavior analysts can learn nothing from humanists in this regard.

There are several other interesting features to what Newman has said. First, he takes pains to clarify a number of surprisingly strong misconceptions about behavior analysis. Second, he makes it clear that both are natural science philosophies, but points out that the behavior analysts have gone this route completely, while the humanists have only done so partially. That is, the humanists have accepted the essence of the natural science philosophy while maintaining references to other-worldly phenomena as "explainers" of behavior. Finally, the reader is done a slight disservice by the book's title in that it might cause the reader to wrongly think that the book is philosophy oriented only. Actually, that is not the case. The author has given as much space (possibly more space) to the analysis of various social problems as to the philosophical issues. The social issues include political ideology, the environment, over-population, industry, welfare, and the drug crisis.

In fact, Bobby Newman has tied together underlying philosophy with practical problems and their potential solutions very nicely. The book is quite short and may be read in one, or possibly two, sittings. As such it has appeal to a lay audience, and also to the professional

who maintains an interest in conceptual and philosophical issues, and to the teacher who might wish to use the book as an adjunct to a course in the philosophy of science or models of psychotherapy.

The book is available from Prometheus Books, 700 E. Amherst St., Buffalo, NY 14215. Its cost is \$19.95, cloth bound. It is 120 pages in length.

News from ABA Special Interest Groups

BALANCE. Have you ever seen yet another misrepresentation of behavior analysis and felt that you couldn't take it any more? Or have you felt that behavior analysis should be more proactive in disseminating accurate information about its accomplishments? BALANCE (you don't want to know what it stands for) is a new SIG designed to accomplish both of these goals. Members of the SIG agree to write one response per year and share their work with other members. Through mutual advice and encouragement, we have made a difference, and samples of successful responses will be at our ABA events.

The SIG will be represented by a poster at the ABA Expo SIG poster session, and a meeting is scheduled. Anyone interested in joining is encouraged to attend these events or to contact the chair, Susan Schneider, Psychology Department, St. Olaf College, Northfield, MN 55057.

Call for Manuscripts

Manuscripts for the **Translating Research Into Classroom Practice** column in *Teaching Exceptional Children* are being solicited. This column has, since 1989, allowed collaborative teams of researchers and teachers to offer advice on how to integrate research findings into instructional practice. Past columns have included such topics as using the time delay procedure, social skills, choral responding, and workplace independence. Each column consists of a concise review of the relevant literature, that emphasizes the findings rather than the methodologies, and a description of specific instructional techniques or practices that can be inferred from the state of our knowledge as described in the review. For more information, author's guidelines, or to suggest a topic, write the column editor, Dr. Terry Rose, Teaching Specialties Department, University of North Carolina, Charlotte, NC 28223.

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NEW DEVELOPMENTS

Behavior and Philosophy

Newman, B. (1992). *The Reluctant Alliance: Behaviorism and Humanism*. The book's theme is that although behaviorism and humanism are often portrayed as opposite ends of the "how to practice" spectrum of psychology, this is in fact a misunderstanding. It is suggested that behavior analysis is actually an extension of humanistic philosophy. The history and philosophy of the two systems, psychotherapy, moral and academic education, and public policy are addressed. In addition to writings from both humanists and behavior analysts, numerous other research articles are discussed in the book. Available from Prometheus Books, 700 E. Amherst St., Buffalo, NY 14215-1674 (716-837-2475). List price: \$19.95.

Behavior Analysis

Nye, R.D. (1992). *The Legacy of B.F. Skinner: Concepts and Perspectives, Controversies and Misunderstandings*. In this clear and concise book, Nye takes readers on a fascinating exploration of the basic concepts that underlie B.F. Skinner's often misinterpreted work. An easy-to-understand look at a very controversial figure in modern psychology, this book includes: an accurate, even-handed picture of important aspects of Skinner's psychology; an examination of sources of controversy and common misunderstanding of Skinner's views; a comparison of Skinner's views with the views both Freud and Rogers; a look at the relevance of Skinner's perspectives for today's world; the author's own reflections on the significance and value of Skinner's psychology; biographical; and annotated references. Available from Brooks-Cole, 511 Forest Lodge Rd, Pacific, CA 93950.

Behavioral Field Systems Applications

Hawkins, A. & Sharpe, T.L. (Eds.). (In press, summer 1992). *Field systems analysis: An alternative strategy for the study of teaching expertise* [special monograph issue]. *Journal of Teaching in Physical Education*, 11. This monograph presents a behavioral field systems approach to applied educational research in the context of emergent ecobehavioral and interbehavioral methodologies. An introductory historical overview is first related (courtesy of Dennis Delprato) in integrating a field systems perspective with the evolution of science in general and educational research in specific. Implementation strategies are next introduced, inclusive of multiple data-based studies across differential applied instructional settings, in demonstrating the method's unique ability to uncover new information specific to the teaching-learning process. Critical analyses from educational

expertise (courtesy of Dave Berliner), recommended directions for future research and development (courtesy of Roger Ray), implications for teacher education, and an epistemological postscript provide the necessary conceptual material for intervention-oriented teacher educators with a proclivity for behavior analysis principles. Available through Human Kinetics Publishers, Inc. Box 5076, Champaign, IL 61825-5076.

Sharpe, T.L. & Hawkins, A. (In press, spring 1992). *Field systems analysis: A tactical guide for exploring temporal relationships in classroom settings*. *Teaching and Teacher Education: An International Journal of Research and Studies*, 8. Available from Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, NY 10523.

Sharpe, T.L. & Hawkins, A. (In press, spring 1992). *Field systems analysis: Prioritizing patterns in time and context among observable variables*. *Quest*, 44. Available through Human Kinetics Publishers, Inc. Box 5076, Champaign, IL 61825-5076.

The above publications provide a detailed implementation guide for the novice researcher interested in applying behavioral field systems principles to applied interactive settings in general and educational environments in specific. Each tactical step (from category system development to alternative topographic data representation and concomitant analysis) is illustrated by selected educational data and tied to the precepts which guide a field systems orientation to applied research. Emphasis is upon the importance of exploring contiguous behavioral and context relationships, in concert with their conditional probabilities of occurrence, in discerning the more subtle intricacies of human interaction within the larger complexity of the ecology in which they reside. Strategies are specifically designed to uncover high probability analytical units (i.e. temporal fields among teacher, student, and context elements; and their relationship with particular setting and historical antecedents) which reinforce and/or inhibit context specific teaching-learning processes. Current methodological challenges and recommendations for future research practice in this tradition are also included.

Behavioral Software

Merbitz, C., Cherney, L., & Marqui, H. *Communication Analysis System*. This software is designed for use by speech-language pathologists as they rehabilitate persons with communication impairments, particularly aphasia and sequelae of brain injury. The Communication Analysis System (CAS) makes it feasible to integrate single-subject design into clinical

continues

New Developments continues

goals by automating the required data collection and analysis functions. The clinician is freed to work with the patient, yet ratio-quality data are collected and can be displayed to rationally manage the course of treatment. This strategy is discussed in the tutorial that comes with the software. The CAS is relevant to behavior analysis for two reasons. First, it places behavioral measurement and experimental logic in Speech-Language practice, and second, it is an observation and data analysis tool that can be used in other contexts. The data recording arrangements seem well suited to the busy clinician, but do not sacrifice accuracy for convenience. The data analysis component allows the user to perform the critical analysis tasks rapidly and efficiently. At the price, one gets a powerful program with functions that cannot be duplicated even in expensive statistics packages. Available from Parrot Software, Box 1139, State College, PA 16800-4139. List Price: \$249.95.

Interbehaviorism

The Interbehaviorist publishes news, information, discussion, journal and book notes, book reviews, comments, and brief articles pertaining to interbehavioral psychology—a contextualistic, integrated-field approach to the natural science of behavior. It also publishes professional communications that fall between informal correspondence and colloquia, and formal archival publications. As such, the newsletter supplements contemporary journals dedicated to basic and applied research, to the history and philosophy of the behavioral sciences, and to professional issues in the field. The newsletter strongly encourages submission of notes about current professional activities of its subscribers, news and observations about interbehavioral psychology and related perspectives, comments on journal articles and books of interest, more extended book reviews, and brief articles. For subscription or submission information, write Context Press, Box 50172, Reno, NV 89513.

Principia Press. Several publications in interbehavioral psychology, all by J. R. Kantor, are available from Principia Press, 5743 Kimbark Ave., Chicago, IL 60637.

Announcement**Competition > \$2,000 Prize**

A \$2,000 prize will be awarded to the individual or team that prepares and submits the best draft of a monograph summarizing research done to date on the Word Associate Test developed by Dr. William S. Verplanck, Professor *Emeritus* at the University of Tennessee at Knoxville. The winning draft will be published as a monograph by the Cambridge Center for Behavioral Studies. Manuscripts must be submitted to the office of the Psychology Department, University of Tennessee at Knoxville, by 4:00 PM on December 31, 1992.

Conditions

1. The monograph must be submitted in APA format, ready for immediate editorial review.
2. The draft must be written in clear English, with a minimum of theoretical discussion.
3. The monograph must include, as appropriate, full information and data from the summary and research files that will be made available to each contestant.
4. Manuscripts will be further judged on the lucidity of presentation of data in tables and figures, and of further analyses of the available data.
5. If no entry meets the standards set for publication by the Awards Committee, no prize will be awarded.
6. The addition of new data collected specifically for inclusion in the manuscript is encouraged. If a paper reporting such data to a national psychological meeting is given, expenses to attend that meeting will be reimbursed.
7. Contestants may enter as individuals or teams of two or three. They may be students or faculty members.
8. Contestants will have full opportunity to consult with Dr. Verplanck in preparing their entries. If travel is required, expenses will be paid if approved in advance and upon receipt of an acceptable (but not necessarily winning) manuscript.
9. The winning contestant(s) will be able to serve as consultant(s) to schools or organizations that may seek assistance after the monograph has been published.

Resources Available

A list of references and files of summaries of previous work are available from Dr. Jones and Dr. Verplanck. Relevant Masters' theses and doctoral dissertations are in the library at the University of Tennessee at Knoxville. Further data in storage will be available.

Award Committee

- Robert C. Bolles, Ph.D., Professor of Psychology,
University of Washington
Edward K. Morris, Ph.D., President, Association for
Behavior Analysis and Professor of Psychology,
University of Kansas
Warren Jones, Ph.D., Department Head and Professor
of Psychology, University of Tennessee at Knoxville
John A. Nevin, Ph.D., Executive Director, Cambridge
Center for Behavioral Studies and Professor of
Psychology, University of New Hampshire
William S. Verplanck, Ph.D., Professor of Psychology
Emeritus, University of Tennessee at Knoxville

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.

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Wayne S. Robb
William J. Schiller
Richard L. Shull
Joseph E. Spradlin
Henry A. Tenenbaum
Jerome D. Ulman
Cora Lee Wetherington

APA

DIVISION 25

The Experimental Analysis of Behavior

Friday, August 14

Claudia McDade, Jacksonville State University. *Solutions for Competency and Assessment Issues in Education.*
Chair and Discussant: **M. Jackson Marr**, Georgia Institute of Technology

Richard F. Rakos, Cleveland State University. *Dystopia Revisited: Market Mania in Eastern Europe.*

Chair: **Sigrid S. Glenn**, Center for Behavior Analysis, University of North Texas

Discussant: **Alexander Yakovlev**, Deputy Trade Representative of Russia in the United States, Russian Embassy. (expected)

Alan Costall, University of Southampton. *The New Psychology?: On the Principle of Animal-Environment Mutuality.*

Chair and Discussant: **Edward K. Morris**, Human Development Department, University of Kansas

James A. Dinsmoor, Indiana University. Presidential Address: *Setting the Record Straight: The Social Views of B. F. Skinner.*

Chair: **Barbara C. Etzel**, University of Kansas

Business Meeting

Chair: **James A. Dinsmoor**, Indiana University

Symposium: *Behavior Analysis and Drug Abuse Policy*

Chair: **Steven R. Hursh**, Walter Reed Army Institute of Research

Charles R. Schuster, National Institute on Drug Abuse, Baltimore.

Implications of Behavior Analysis for Drug Abuse Policy.

Steven R. Hursh, Walter Reed Army Institute of Research. *Behavioral Economics and Drug Abuse Policy.*

Herbert D. Kleber, Department of Psychiatry, Columbia University College of Physicians and Surgeons. *Policy Makers' View of Substance Abuse Treatment: Why is it so Grim?*

Discussant: **Bruce Carnes**, Office of National Drug Control Policy, Executive Office of the President, Washington, DC.

Edward K. Morris, Human Development Department, University of Kansas. *The History of Behavior Analysis: Mechanistic or Contextualistic?*

Chair and Discussant: **Ralph Rosnow**, Temple University

Dan Hursh, Educational Psychology Department, West Virginia University & **Vicci Tucci**, Tucci Educational Services, LaSelva, CA. *Engineering Learning Environments.*

Chair: **John E. Stone**, College of Education, East Tennessee State University

Discussant: **TBA**

Social Hour / Cash Bar

Divisions 3, 6, 25, 28, and 38

Science Weekend

A. Charles Catania, University of Maryland - Baltimore County. *Behavior: Interactions Between Verbal Behavior and Nonverbal Behavior.*

Chair: **Alan Costall**, University of Southampton, England.

Co-List with Division 3

Michael Domjan, University of Texas at Austin. *Learning and the Stimulus Control of Sexual Behavior.*

Chair: **Gregory Lockhead**, Duke University.

Peter R. Killeen, Arizona State University. *Mechanics of the Animate.*

Chair: **John E. R. Staddon**, Duke University.

John E. R. Staddon, Duke University. *Behaviorism and Cognitivism: A Radical Opposition.*

Chair: **Peter R. Killeen**, Arizona State University.

Saturday, August 15

Symposium: *Historical and Future Directions of Behavioral Assessment.*

Chair: **Elaine Heiby**, University of Hawaii

Rocio Fernandez-Ballesteros, Autonoma University of Madrid, Spain.

Is Behavioral Assessment Still Behavioral?

Fernando Silva, Complutense University of Madrid, Spain. *Behavioral*

Assessment and Psychometric Quality Standards: Splitting or Integration?

Hans Westmeyer, Free University of Berlin, Germany. *Behavioral*

Assessment: A Critical Appraisal.

Elaine Heiby, University of Hawaii. *Applications of Chaos Theory for the Behavioral Assessment of Depression.*

Discussant: **Stephen Haynes**, University of Hawaii

Symposium: *Science and Social Welfare: Selection by Consequences*

Chair: **Bruce A. Thyer**, School of Social Work, University of Georgia

Bruce A. Thyer, School of Social Work, University of Georgia. *Behavior Analysis and Social Welfare Policy.*

Mary O. Krener & Mark A. Mattaini, School of Social Work, Columbia University. *Cultural Design, Metacontingencies, and Family Policy: Toward Welfare that Works.*

Mark A. Mattaini, School of Social Work, Columbia University. *Taking Action: Behavior Analysis in Community Organization.*

Discussant: **Aurora Jackson**, School of Social Work, Columbia University.

David G. Altman, Stanford Center for Research in Disease Prevention, Stanford University School of Medicine. *The Health of Individuals and Systems: Interaction, Intersection, and Influence.*

Chair: **E. Scott Geller**, Virginia Polytechnic Institute & State University

Discussant: **David Glenwick**, Fordham University

John A. Nevin, University of New Hampshire. *Behavioral Momentum: Research and Clinical Implications.*

Chair: **Edna B. Foa**, Psychiatry Department, Medical College of Pennsylvania/EPPI

Discussant: **George Stricker**, The Derner Institute, Adelphi University

Symposium: *Behavioral Science Speaks to Economics*

Chair: **Steven R. Hursh**, Walter Reed Army Institute of Research

Richard J. Herrnstein, Harvard University. *Self-Interest and Reinforcement.*

Amital Etzioni, George Washington University. *What's Right and What's Wrong with Economic Psychology.*

Dialogue: **Herrnstein, Etzioni and attendees**

Ruth M. Colwill, Brown University. *Associative Structures in the Control of Operant Behavior.*

Chair: **Robert W. Allan**, Lafayette College

Poster Session / Social Hour / Cash Bar

Divisions 3, 6, 25, & 28

Ann C. Boni, Mark E. Pevey, & Jack J. McDowell, Emory University. *A*

Reformulation and Test of Matching Theory.

Kelly M. Coyle, University of Northern Colorado. *Recall Accuracy for Encoding*

Specificity Using Distance and Location Strategies.

David Eshaghpour, Ralph Spiga, & Robert Bennett, Department of Psychiatry &

Behavioral Science, University of Texas Health Science Center. *Effect of Inequity on*

Cooperative Responding.

Thomas R. Linscheid, Children's Hospital, Columbus, OH, **Carrie Pejean**, Ohio

State University, **Sheila Cohen & Marianna Pooto**, Children's Hospital, Columbus,

OH. *Positive Outcomes in the Treatment of SIBS using SIBIS.*

Michael S. Sulhoff & William L. Palya, Jacksonville State University. *Duration,*

Probability, and Validity Effects in Higher-Order Sign-Tracking.

Stephen S. Taylor & Richard M. O'Brien, Hofstra University. *Stimulus Cueing*

Versus Vaguetization to decrease Unforced Tennis Errors.

Co-List with Division 1

Gregory A. Kimble, Duke University. *"A New Formula for Behaviorism"*

Chair: **William Devan**

Washington, D.C. August 14-17

For information contact: William L. Palya, Program Chair, Jacksonville State University
voice 205-782-5641, fax 205-782-5680, e-mail FWLP@JSUMUS.Bitnet

Sunday, August 16

Symposium: *Innovative Interventions in the Correctional System: How, What, Why*

Chair: Janet Ellis, Center for Behavior Analysis, University of North Texas

Walter Y. Quijano, Behavior and Learning Consultation, Conroe, TX. *Behavior Analysis Applications in Probation.*

Janet Ellis, Center for Behavior Analysis, University of North Texas. *Programs for Mentally Retarded Offenders in a State Prison System.*

Edgar H. Brenner, The Behavioral Law Center, Washington, DC. *Prisons as Treatment Centers? Alternatives From a Lawyer's Perspective.*

Discussant: Saleem A. Shah, Division of Applied & Services Research, National Institute of Mental Health, Rockville, MD

Symposium: *Laguna to B. F. Skinner: Behaviorism in Historical Context*

Chair: Nancy K. Innis, University of Western Ontario

John A. Mills, University of Saskatchewan. *Grace de Laguna: Forgotten Behaviorist.*

Daniel Bjork, Department of History, St. Mary's University. *Toward a B. F. Skinner Biography.*

Nils Wicklander, Department of History of Ideas and Sciences, Gothenburg University, Goteborg, Sweden. *B. F. Skinner: A Visible Scientist.*

J. D. Kaelin, York University. *Twin Peaks: Modern Psychology from Freud to Skinner.*

Discussant: Nancy K. Innis, University of Western Ontario

Jack J. McDowell, Emory University. *What Basic Research in Behavior Analysis Can Offer Clinical Psychology.*

Chair: Brian K. Martens, Syracuse University

Discussant: Blair E. Johanson, Charter Lake Hospital, Macon, GA

W. Edwards Deming, Department of Statistics, New York University. *Quality Concepts to Solve Societal Crises: Profound Knowledge for Psychologists.*

Chair and Discussant: E. Scott Geller, Virginia Polytechnic Institute and State University

Dialogue: Deming, Geller, and attendees

Sigrid Glenn, Center for Behavior Analysis, University of North Texas. *Interlevel Feedback Loops: Historical Origin of Behavioral and Cultural Content.*

Chair: Barbara Wanchisen, Baldwin-Wallace College

Social Hour / Cash Bar

Divisions 3, 6, 25, 28, and 38

Co-List with Division 5

Symposium: *Methodological and Statistical Developments in Single Case (N=1) Research*

Chair and Discussant: John J. McArdle, University of Virginia

Bernard C. Gormon, Hofstra University, and David B. Allison, Obesity Research Center, Columbia University College of Physicians and Surgeons. *Calculating Effect Sizes for Meta-analysis: Case of the Single Case.*

David B. Allison. *The Confounding of Single-Case Designs When Cyclicity is Present.*

Ronald D. Franklin, South Florida State Hospital, Pembroke, FL, and David B. Allison. *Visual Inspection, Response Guided Experimentation, and Type I Error Rate.*

Joy M. Silverstein, The Milestone for Child Development, Long Beach, NY, and David B. Allison. *Proposed Designs for Informative, Ethical, and Inferentially Sound Clinical Evaluation.*

Monday, August 17

Symposium: *Experimental Analysis of Infant Behavior*

Chair: Claire L. Poulson, Queens College / CUNY

Martha Pelaez-Nogueras, Jacob L. Gewirtz, & Alda Sanchez, Florida International University. *Exploring Symmetric and Transitive Stimulus Equivalences in Infants.*

Lori Reeve, Kenneth F. Reeve, Ann K. Brown, John L. Brown, & Claire L. Poulson, Queens College / CUNY. *Parameters of Delayed Reinforcement.*

Effie Kymissis & Claire L. Poulson, Queens College / CUNY. *Variables Controlling Generalized Imitation in Preschool Children.*

Discussant: Jacob L. Gewirtz, Florida International University

Symposium: *Contemporary Research in Behavioral Pharmacology*

Chair: Mark Galizio, University of North Carolina-Wilmington

Nancy A. Ator, Department of Psychiatry and Behavioral Sciences, Johns Hopkins University. *Drugs as Discriminative Stimuli.*

James E. Barrett, Lilly Research Laboratories, Eli Lilly & Co., Indianapolis, IN. *Behavioral Models in Drug Discovery.*

Marilyn E. Carroll, Department of Psychiatry, University of Minnesota. *Animal Models of Drug Self-Administration.*

Steven I. Dworkin, Department of Physiology and Pharmacology.

Bowman-Gray University School of Medicine. *The Neurobiological Basis of the Behavioral Effects of Drugs.*

Discussant: Michael Perone, West Virginia University

Don Hake Memorial Award

Sidney W. Bijou, Special Education and Rehabilitation, University of Arizona. *Some Reflections on Behavioral Analysis of Human Development.*

Introduction: Edward K. Morris, Human Development Department, University of Kansas. Award Presentation: Barbara C. Etzel, Human Development Department, University of Kansas

Roger L. Mellgren, University of Texas at Arlington. *Evolution and Learned Behavior.*

Chair: William Timberlake, Indiana University

John Donahoe, University of Massachusetts. *Behaviorism and Neural Networks: A New Modern Synthesis.*

Chair and Discussant: Russell M. Church, Brown University

Symposium: *The Behavior-Environment Fit: Response Form, Timing, and Motivational States*

Chair: William Timberlake, Indiana University

Peter Balsam, Patricia Stokes, & James D. Deich, Barnard College. *Environment and Action.*

Jennifer Higa, Duke University. *Stopping the Clock: Rapid Timing in Pigeons.*

Catherine Plowright, University of Ottawa. *Time Horizon and Choice: What Animals Do, Why, and How.*

William Timberlake, Indiana University. *Motivational States and Operant Behavior.*

Discussant: Kennon A. Lattal, West Virginia University

A. Charles Catania, University of Maryland-Baltimore County.

Selection of Behavior: *The New Selectionist Paradigm for Psychology.*

Chair: John Donahoe, University of Massachusetts

Co-List with Division 38

John P. Chirban, Hellenic College. *B. F. Skinner's Struggle with Religion.*

Chair: G. Rita Dudley, Boston University School of Medicine

POSITIONS AVAILABLE**POSITIONS AVAILABLE****POSITIONS AVAILABLE**

Doctoral Traineeships. 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 responsibilities represent the full spectrum of disability areas and contemporary issues in special 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 implementation 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 consecutive 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, Educational Services & Research Department, The Ohio State University, 356 Arps Hall, 1945 N. High St., Columbus, OH 43210. Telephone: 614-292-8787.

Executive Director, Cambridge Center for Behavioral Studies.

The Center seeks a senior behavior analyst with a national reputation who is willing to devote full time to directing the Center's mission to advance the study of behavior and its application on behalf of human well-being. The Executive Director should have sufficient administrative experience to supervise and coordinate the Center's established programs, including a competition for simulations of intelligent human behavior, grant support for basic behavioral research, and seminars for senior executives on performance management in business and industry and on behavioral approaches to health cost containment; new initiatives in the areas of elementary and secondary education, ethnic conflict, and urban problems; and workshops on public policy issues. Many other opportunities are available to promote the application of behavior analysis through projects that draw on the strengths of the Center's dedicated Trustees and Advisory Board. The Executive Director should have sufficient editorial experience to supervise publication of the Center's two academic journals, *Behavior and Philosophy* and *Behavior and Social Issues*, and its growing monograph series. Finally, the Executive Director must be able to work effectively with the Board of Trustees and others to obtain external funding. The position is available immediately. Starting date and terms of appointment are negotiable. Send applications and inquiries to Executive Director Search Committee, **Cambridge Center for Behavioral Studies**, 11 Waterhouse St., Cambridge, MA 02138.

Applied Behavior Analysis- Queens College, CUNY.

The Department of Psychology at Queens College of the City University of New York anticipates a tenure-track position at the assistant or associate professor level for an applied behavior analyst starting September 1992. Salary range is from \$28,630-\$58,129 depending upon qualifications and experience. In addition to teaching at the undergraduate and graduate levels, the successful candidate will be expected to develop an extensive program of research. A PhD degree is required. The candidate is expected to incorporate data-based Masters-and-

Doctoral-student field supervision into his/her research in applied behavior analysis. A focus on developmental disabilities is desirable, and experience in field-research supervision is essential. The candidate will be considered for membership in the Learning Processes Subprogram of CUNY's Doctoral Program in Psychology, and Queens College's Master's Degree Program in Clinical Behavioral Applications in Mental Health Settings. Applicants should submit a letter of application, a curriculum vitae, sample publications, and three letters of recommendation to: Applied Behavior Analysis Search Committee, Psychology Department, **Queens College/CUNY**, 65-30 Kissena Blvd., Flushing, NY 11365-0904. Applications will be reviewed upon receipt and will be accepted until the position is filled. AA/EOE.

Psychologists. The Behavior Treatment and Training Center, a community-based short-term residential treatment center for persons with mental retardation and behavior disorders, is actively recruiting psychologists for its expanded program. A specially designed facility located on a 27-acre site is now being constructed to provide services for 12 residential clients along with a day clinic and outreach services. Clients participate in a time-limited intensive (up to 1 year) treatment program and they are then aided in the transition to an alternative community placement. Psychological services provided at the Center will include short-term behavioral evaluations; functional analyses of behavior; development and evaluation of behavior management programs; staff and parent training; psychological evaluations as necessary, and participation in interdisciplinary team processing. The construction of the two 6-bed group homes and a training center is scheduled to be completed in September, 1992. Three positions are available for hiring immediately. Two of the psychologists will divide the caseload service requirements for clients residing at the Center. The third psychologist will coordinate and provide services in an active outreach program and assist residential clients in their transition to a new placement. Research and innovation is encouraged and travel to conferences is supported. Basic work hours are 8-5,

POSITIONS AVAILABLE

M-F, with variable hours as necessary. The Center is located in Richmond, Texas, a small-town suburb of Houston, and the program is operated by the Community Outreach Department of Richmond State School. The Outreach Department is a relatively new, rapidly expanding, and very successful service system. Financial resources in this area are ample and flexible providing the capability of further developing excellent programming. Houston and Galveston/Gulf Coast are within easy driving distance. **Salary/Benefits:** \$27,552-\$32,484, depending on experience and qualifications; 15 paid holidays, \$965 paid social security benefits; \$1854-\$2521 per year supported payment of health insurance premiums, depending on the number of dependents. **Qualifications:** MA/MS in Applied Behavior Analysis/Psychology; knowledgeable in the principles and techniques of applied behavior analysis and experience in skilled acquisition training and behavior treatment programming. Effective communication and writing skills. Abilities and desire to carry on hands-on treatment interventions with clients. At least one year experience working with people with mental retardation. Five years post-graduate experience is necessary to qualify for higher salary. **Contact:** George E. Zukotynski, PhD, Director, Hiring Manager, 713-342-4681, ext. 226; or Jeff Enzinna, Director, Community Services, 713-342-0090.

POSITIONS AVAILABLE

Behavioral Psychologists. Two positions serving a 3-county program are available through an innovative and expanding Community Services program, Richmond State School, Richmond, Texas. Both positions provide behavioral treatment and training services and psychological services to children and adults in a three-county service region. The program is part of a relatively new, rapidly expanding and very successful service system. Financial resources in this area are ample and flexible providing the capability of further developing excellent programming. This position offers an excellent opportunity for an energetic, creative, and independent individual to help shape and build a new program. Responsible for staff training and psychological evaluations, as well as development, implementation, monitoring, and evaluation of behavioral programs for clients residing in the natural home, group homes, foster care, and vocational programs. Case loads will be divided among the two psychologists. Areas of responsibility include seven 6-bed group homes, nine foster care homes, four sheltered workshops, and vocational programs. Serves as a member of an interdisciplinary team and completes psychological evaluations as necessary. Basic work hours, 8-5, M-F, with variable hours as necessary. Reimbursed travel. Full time psychological assistants are provided, along with access to personal computers. Research

POSITIONS AVAILABLE

and travel to conferences are supported. Houston and Galveston/Gulf Coast are within easy driving distance. **Salary/Benefits:** \$27,552-\$32,484, depending on experience and qualifications; 15 paid holidays, \$965 paid social security benefits; \$1854-\$2521 per year supported payment of health insurance premiums, depending on the number of dependents. **Qualifications:** MA/MS in Applied Behavior Analysis/Psychology; knowledgeable in the principles and techniques of applied behavior analysis and experience in skilled acquisition training and behavior treatment programming. Effective communication skills. At least one year experience working with people with mental retardation. Five years post-graduate experience is necessary to qualify for higher salary. **Contact:** Donna Ashmead, PhD, MRA Director, Hiring Manager, 409-282-2070, or George E. Zukotynski, PhD, Clinical Supervisor, 713-342-4681, ext. 226.

Psychologists: Denton State School has Psychologist Position PhD Level. TX License or eligibility required. Salary \$2108-4654. Excellent Benefits. Submit resume to Denton State School, PO Box 368, Denton, TX 76202-0368 or call 817-387-3831 ext 3368. EOE.

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Editor: Stephen A. Graf, Youngstown State University, Department of Psychology, Youngstown, OH 44555. Articles and announcements must be received by December 2 for the Spring issue (February 22 mailing), by March 2 for the Summer issue (May 22 mailing), by June 15 for the Fall issue (September 7 mailing), and by September 2 for the Winter issue (November 22 mailing).

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