

MESSAGE FROM THE PRESIDENT

Over My Desk and Through My Phone

Edward K. Morris, Ph.D.
University of Kansas-Lawrence

A lot of ABA mail crosses my desk, a lot of calls come over the phone. The same is true at the ABA office in Kalamazoo. At the risk of straining the office and my resources, I ask that—no, urge that—you, the ABA members, continue your open and constructive dialogue with us.

I cannot underscore enough the importance of your staying in touch with us—the ABA governance and administration—about initiatives and projects we might undertake, about your satisfactions and dissatisfactions with ABA procedures and policies, and about anything else—well, almost anything else. Please feel free to write me or Bill Redmon (Executive Director) or your Council representative: Jack Marr (experimental analysis of behavior), Richard Foxx (applied behavior analysis), Sigrid Glenn or Ken Lloyd (representatives-at-large), Ken Lloyd again (affiliated chapter representative), or Susan Goeters (student representative).

In what follows, I offer a sample of what has come over my desk and through my phone since May.

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Opportunities and Projects

Human Behavior Bibliography Project

My ABA mail often contains news of opportunities and suggestions for initiatives—some large, some small, but none unimportant. Phil Hine (Temple University), for instance, wrote me in June about a notice in the journal, *Animal Learning and Behavior*, regarding a proposed bibliography of human behavior featuring publications where "behavior is researched according to the methods of the biological sciences." The project is sponsored by the Australian Society for Human Biology, the European Sociobiology Society, the Association for Politics and Life Sciences, and the International Society for Human Ethology. It will be published by Greenwood Press next summer.

At Phil's suggestion, I wrote the project's editor-in-chief, Hiram Caton (Griffith University, Australia), who was delighted to have ABA's assistance. He signed over responsibility (and even a consultant fee) for their entire "S-O-R psychology" section. This is a golden opportunity to inform the social and behavioral science research community about the experimental analysis of human operant behavior. Please send your thoughts and suggestions to Henry D. Schlinger, Psychology Department, Box 2227, Western New England College, Springfield, MA 01119.

NASDC and America 2000 Educational Initiatives

Another promising, but this time somewhat frustrating, opportunity was brought to my attention by John E. Stone (Eastern Tennessee State University). John wrote:

In August, I learned that the New American Schools Development Corporation (NASDC) is preparing to spend about \$200,000,000 on the planning and piloting of schools that would "break the mold" for American educational practice. The NASDC initiative is coordinated with the Bush administration's America 2000 proposal, and I believe that it is the beginning of an end run around the schooling establishment. Of significance to us in behavior analysis, its corporate sponsors seem committed to schooling practices that first and foremost produce learning.

John has contacted behavior analysts in regular education, as well as individuals connected with the NASDC initiative. We may, however, be too few and not well positioned to act in an effective and timely enough fashion: An RFP conference has already been held, closing dates are fast approaching, and the competition will be formidable (e.g., IBM, Rand, and MIT). But the opportunity is still worth pursuing, so ABA partially underwrote John's attendance at the mid-October meeting of

the National Association of Scholars (Minneapolis) where he met with key players. If you are interested in this project, please call or write John, Human Development & Learning, College of Education, Box 18940A, Eastern Tennessee State University, Johnson City, TN 37614-0002 or Howard Sloane, Educational Psychology Department, 327 MBH, University of Utah, Salt Lake City, UT 84112.

Undergraduate Participation and Representation

An opportunity that has especially long-term implications was mentioned to me by Robert Montgomery (Georgia State University). He pointed out that ABA was overlooking the role that undergraduate students might play in the Association. He raised several concerns with me in Atlanta regarding their low participation and representation in ABA, especially in the experimental analysis of behavior, and volunteered to assist where he could. In a June letter, he reiterated these points, along with the following observation:

From my experience, the graduate students who teach undergraduate courses are a poorly utilized resource for recruitment of new (undergraduate) members. Not only are we, as teaching assistants and part-time instructors, failing to recruit our own students, but we are also failing to excite our fellow graduate students about behaviorism.

In response to Robert's suggestions, Council has asked the Student Committee to develop plans for increasing undergraduate involvement in ABA. If you have suggestions, please contact Susan Goeters, Student Committee Chair, 114 N. Division St #1, Ann Arbor, MI 48104. (I might add that SABA now participates in the annual International Science and Engineering Fair, supplying judges and making awards to high school students who have submitted behavior-analytic projects.) We try to promote science wherever we can and are always on the lookout for new ideas. Any suggestions?

Media Relations

Paul Chance, our advisor on public relations, writes all the time (thank goodness) with suggestions for increasing the visibility and support of both basic and applied research. This summer, for instance, he sent me Richard Whitmire's Gannett News Service column which was sympathetic to a behavioral approach to social policy. Whitmire wrote:

Poverty programs that discourage marriage and working must be changed, and welfare payments must be contingent upon "behavior"—keeping children in school, attending job training sessions, enrolling in anti-drug programs...

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Message from the President continues

ABA members might want to inform Whitmire further about "behavior" (Gannett News Service, 1000 Wilson Blvd., 16th Fl. Arlington, VA 22209).

Paul also suggested that we recruit prominent figures to speak on behalf of behavior analysis. For instance, C. Everett Koop (U.S. Surgeon General) based much of his anti-smoking proposals on basic behavior-analytic research (see Henningfield & Higgins, 1989), and might be willing to say more. Or Bill Cosby might be induced to speak on behalf of behavioral approaches to education (e.g., the Behavior Analysis Follow Through model; see *Youth Policy*, 1988). We could also approach members of the media who might have an interest in our science. If you have connections or suggestions, please write Jon Bailey, ABA Public Relations Committee Chair, Psychology Department, Florida State University, Tallahassee, FL 32306.

ABA Policies and Procedures

Not all of the letters I receive are so happy. They sometimes voice complaints about ABA policies and procedures, as well they might. Among the more pressing issues brought to my attention are the following.

Restriction on Convention Appearance

Not unexpectedly, we received several complaints about the three-appearances-per-speaker (not co-author) restriction for the 1992 convention. This restriction includes appearances as presenters, chairs, discussants, meeting coordinators, whatever—literally anything that has to be scheduled against other convention programming. Why was this done? Although few presenters may be affected—less than 5% of last year's presenters had more than three required appearances—even that small a number makes scheduling the program without conflicts almost impossible, especially with last year's 24% increase in submissions. The ABA office and Program Committee asked that what is actually an old policy be invoked for the sake of their sanity (which is, eventually, for sake of our sanity). We have done so, but only provisionally. We will see how it works. Such is the nature of science—to experiment.

This provisional change is also in keeping with what I think are among the best characteristics of the Association: To be as egalitarian as possible and to promote the development of junior colleagues. I mention this because the new policy allows us to accept more papers from more members before we have to begin either rejecting papers so we do not exceed our current program length or begin extending the convention to accommodate a larger program. The former will mean more work for submitters (e.g., documentation) and the Program Committee (e.g., selecting papers). Both will mean increased costs. Restricting the number of

appearances of a few people (albeit among our best and brightest) is one answer to a growing problem.

This restriction in presentations notwithstanding, further increases in submissions may require that we make some difficult decisions. Such is the price of success. What do you think we should do in the future? Reject the less-suitable submissions, lengthen the convention, or something else?

Election Campaigning

Another problem has involved the ABA policy on election campaigning. Several years ago, we had no policy, and forward thinking ABA members solicited support for their hard-working colleagues, especially for colleagues not yet highly visible in the Association. This is excellent: We need to foster the professional development of all our members. In soliciting support, however, letters were sometimes sent on ABA stationery (or were sent with ABA materials), implying possible governance support when none was intended. For this reason, we now have a campaign policy. It reads as follows, but is being revised to read more positively:

Nominees and Candidates may *not* be supported by any Committee, Task Force, or other recognized group of the Association. The Association may not provide any form of assistance to those who wish to support a Nominee or Candidate for office in the form of letters, advertisements, or announcements that may imply endorsement by a Committee, Task Force, or other organized group of ABA. Thus, it is not permissible to use ABA letterhead, logos, or other official materials that identify ABA in the support of a candidate in any ABA publications.

Advertising in ABA Publications

On another matter, a concerned ABA member called me last May (and others spoke to me in Atlanta) about an advertisement in the 1991 convention program book (Ulrich, 1991). The advertising copy offended a good number of members, especially those in the basic research community. The copy read, in part, as follows:

The author is a researcher who used to experiment on animals in labs. However, he saw this really was torture based on the assumption that humans were somehow better than other forms of life. (p. 185)

Even though the advertisement included a "Paid Advertisement" disclaimer, its publication was construed by some as ABA support for the position when no support was meant. Advertisements such as this may dissuade some of our best scientists from attending or presenting data at ABA meetings. It certainly made them uneasy last May. According to our policy at that time, ABA and SABA accepted paid advertisements from any

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Message from the President continues

member of the Association. ABA Council is now reviewing this policy, with an eye to bringing it in line with those of related professional associations.

Other Issues and Concerns

The Costs of Council

Although I have received no written comments about the next matter, I have occasionally heard faint complaints about Council expenses. At the risk of sounding self-serving (damn it), I think the costs are neither too high nor unusual for what it takes to run the organization at present. I could make my case more compellingly if every ABA member had an opportunity to serve on Council. Someday this may be true. In the meantime, the best I can offer are some figures.

The recent October 3-5 Council meeting in Kalamazoo cost \$3,114.15. This covered (a) transportation for eight (Favell from Florida, Marr from Georgia, Morris from Kansas, Foxx and Hineline from Pennsylvania, Miller from Ohio, Glenn from Texas, Lloyd from Washington), mileage for one (Goeters from Ann Arbor), and a van at the meeting (\$1294.71), (b) lodging for eight at two per room for three nights (\$688.08), (c) a meeting room and audio-visual equipment (\$383.76), and (d) food for nine Council members (plus three ABA staff members one day, and two ABA staff members another) for eight meals and meeting room set-ups (\$747.60). (ABA does *not* pay for any alcohol.) Council members and two staff worked officially for more than 15 hours on ABA business (and 5 hours for SABA), not counting transit time.

ABA Council also meets before and after the annual conventions. Last May, this cost \$689.57 for meals and audio-visual equipment, much of which was spent for a buffet at an evening working session attended by all the ABA Board and Committee chairpersons. The extra nights' hotel rooms for these meetings (and a room for the ABA President during the convention) are "comp" (complimentary) rooms. That is, they are otherwise empty rooms thrown in free by the hotel for our doing business with them.

When the costs of the two 1991 Council meetings are added to those for ABA staff time and materials (\$1,200.00), the total 1991 Council expenses were \$5,003.72. Divided by 2031 ABA members, the annual cost per member is \$2.46. Whether this is too much or too little for ABA governance is for you to decide.

Disagreements Among Members

Among the most difficult letters I receive are those from some ABA members complaining about the actions of other members. This summer, for instance, one member wrote that the ABA Task Force Report on the

Right to Effective Treatment (Van Houten et al., 1988) had been maligned in the following material:

Read in context, the report... seems less like a scientific paper than an encyclical. It is, in fact, not so different from *Malleus Maleficarum* (Kramer & Spranger, 1486/1971), outlining for the inquisition the procedural safeguards to assure that each accused heretic had an opportunity to respond to less intrusive means. (Donnellan & LaVigna, 1990, pp. 51-52)

When differences arise between ABA member and members of other associations, we have a problem: Their separate professional identities encourage (intentionally or not) a division of interests that hinders the effective exchange of data and ideas.

When differences arise between ABA member and ABA member, there is more hope. We can more effectively exchange empirical and conceptual analyses about how best to discover and demonstrate effective services for, in this instance, individuals with developmental disabilities. By constantly striving to improve these services, we can begin to approximate what truly constitutes most effective treatment, recognizing that we can never know the absolute truth of that. We cannot know the absolute truth because we can never step out of the stream of our behavior to make a free and independent evaluation of the truth because making that evaluation is behavior like any other—behavior subject to the principles of behavior. I trust we can work together more productively in the future—ABA member with ABA member, and with members of other associations—to offer the most effective and humane treatments we can possibly imagine (I say with perhaps a little operant naivete).

Mistakes and Apologies

Some of the issues and concerns I have raised may be mistakes or problems (or it may be a mistake or a problem that I raised them). They are, though, issues about which reasonable people may disagree. The ABA governance and administration, however, also make real mistakes, mistakes that anyone would agree were mistakes. You spotted them and I apologize—for three of them especially.

First, ABA's last membership recruitment flyer misspelled Israel. I apologize for the insensitivity this connoted. This should never have happened.

Second, SABA recently purchased the ABA membership list for a new solicitation flyer. Unhappily, the flyer mistakenly defined behavior analysis as "a science-based helping profession based on the application of basic principles of learning to the solution of behavior

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and performance problems." This is not right, as one member noted:

Behavior analysis is a "helping profession"?!!!!
Applied behavior analysis, of course, but #\$\$@%!*&
not behavior analysis as a discipline!..Whoever
wrote that ought to be shot.

Behavior analysis, of course, also encompasses the experimental and conceptual analyses of behavior. What happened? Why the foul-up? Perhaps the original copy was mistyped or the correct copy was misplaced or something else. We just do not know. Although purchasers of the ABA membership list must submit their material to us before the list is released, the ABA office is a busy place—hurried, sometimes harried. But still, the error should have been caught.

Third, we have committed the sin of all sins for an international organization—not being international. A friend and close colleague recently wrote:

As an American citizen [actually a "United States" citizen] working abroad I have become aware of the excessively ethnocentric perspective of those from the United States. It is, at times, embarrassing. The proposed position statement illustrates well my point. Many non-American members of ABA (International Association for Behavior Analysis) will be offended by the wording of the introductory paragraphs (see attached).

What he attached was the Proposed Position Statement from the ABA Task Force on the Right to Effective Education (see Barrett et al., 1991), which was recently sent to the membership for approval along with the 1992 nomination materials. The offending Task Force Report material begins as follows:

The current crisis in American education and its destructive consequences for the economic, social, and cultural future of our country are receiving national publicity.

My correspondent is right—we erred. The "we," though, was not the Task Force, but ABA governance and administration. Overseeing the Report's wording was our responsibility. A revised position statement will be submitted to the membership before the Report is adopted.

Finally, An Offer

Let me end my message on a more upbeat note by making an offer not unlike Phil Himeline's offer in the last issue. Phil offered to pay, personally, one night's accommodation at the 1992 ABA convention in San Francisco to the student who sends him the best "Research Biography" (see Himeline, 1991, for details).

My offer pertains to the present theme of open and constructive dialogue. I will pay, personally, the ABA convention registration fee (less the early registration discount) for (a) the sustaining, supporting, full, or affiliate member or (b) the two student or emeritus members who submit the best suggestion(s) for improving the ABA administration, finances, or governance. The ABA governance includes (a) the education, professional, and public affairs board (the legislation and public policy, professional development, public relations and student committees), (b) the membership board (international development, and recruitment and retention committees), and (c) the program board (convention program). The chairs and members of these boards and committees, I am afraid, are not eligible for the award(s). It is their responsibility always to submit their "best suggestions." But they will (and do) have my (and our) heartfelt thanks for the hours of volunteered time they contribute to the organization.

As for submissions, I will be looking for those that are phrased positively, constructively, and specifically. In other words, I will not reinforce anything of the following genre: "The convention program book is lousy. Why isn't it more like AABT's?" One answer: "It would cost half again as much and might be unwieldy to carry around." (But let us know if this is what you want.) Nor will I reinforce non-specific suggestions as: "Do something about the ABA Social. I did not like it." or "The membership forms are confusing." We are working on these, we are working on these.

What I am looking for are suggestions more like those from Dave Myers (Georgia State University). He and his colleague, Dennis Cogan, showed us how to increase ABA attendance in Atlanta, and at the same time disseminate behavior analysis, by offering course credit for attendance to students who might not otherwise have known about us (e.g., nurses, occupational therapists, epidemiologists). Or like those from Barry Parsonson (University of Waikato): "The ABA members in New Zealand did not receive their 1991 convention program books until late July—after the May meeting. Why not send them air mail?" The solution: We will. Finally, Glen White (University of Kansas) offers a model for us all:

Dear Shery,

I enjoyed seeing you again at the last ABA conference in Atlanta. As I discussed with you briefly, the conference sites really need to be planned with greater access features in mind for people with disabilities. For example, the public restrooms at this site...did not meet current accessibility standards.

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Message from the President continues

With that in mind, please find enclosed a draft of a publication form the Research and Training Center on Independent Living called "The Conference Planner's Guide." This will give you some suggestions as to what features are important and critical when planning conferences that include people with any type of disability. I also am enclosing some assessment instruments and tools that could be used for evaluating the suitability of future conference sites.

If you have any questions, please feel free to call me... I am looking forward to working with you in the future.

Thank you, Glen!

The task of altering ABA policies and procedure is perhaps best approached just as any other problem in organizational behavior management—positively, constructively, and specifically. ABA is an organization that has both potential and problems (our promises and problems). Achieving our potential and solving our problems should be approached with the same professional care and clinical savvy we take to any other professional or clinical problem.

As for my offer, I will announce the winner(s) and "pay up" at the ABA Business Meeting next May. If my offer really works to prompt useful suggestions, I will propose that the ABA Awards Committee make this an official, annual award. Please send your suggestions to me by May 1, 1992. I will send them on to Bill Redmon, Shery Chamberlain (Business & Convention Manager) and Patty DeLoach (Membership Services Coordinator) who will select the winner(s). They know best, not I.

Keep your cards and calls coming—over my desk and through my phone!

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NOTES FROM THE EDITOR

Fresh garlic, anyone? Anthony Cuvo, in a letter saying he was pleased to read about ABA's growth in the last Newsletter, provided me with some data "to put our membership numbers in perspective." He had become consumer affiliate #3401 of the Fresh Garlic Association in the spring of 1991. Membership in that group of garlic aficionados had reached 3,641 by 5 July 1991. Tony expressed the hope that people with an interest in behavior analysis could someday equal that number.

At ABA's current growth rate (its overall trend for 16 years), we should reach that 3,641 figure sometime between 2006 and 2010. Meanwhile, the garlic group, growing by a factor of four every five years (based on that reported four-month spurt), would have a membership of 230,000 by 2006 A.D.

I wonder how many other ABA members have affiliations with food organizations. Peter Holmes, for example, would almost surely be a member of a national mushroom group if such a group exists. Do we have ABA people in the American Dairy Association? Drop me a note if you have a "food" affiliation and I'll share that information in a future column. The notion of ABA members having interests outside behavior analysis, "infiltrating" all sorts of organizations, would seem to afford indirect chances to infuse behavioral ideas into the rest of humanity, or "saving the world with behaviorism," to use Dick Malott's aphorism.

The new voice and name in the ABA office belong to Patty DeLoach, a lifelong Michigan resident who has been "loaned" to ABA from the Psychology Department at Western Michigan University, in one of those temporary-for-now-because-of-budgetary-constraints moves not uncommon on the university scene. Patty's comment on the job? "There's a lot of detailed work." Her biggest challenge? "Being able to give accurate answers to the questions I'm asked from ABA members on the phone." Patty joins Shery Chamberlain and Bill Redmon as "the" day-to-day ABA staff.

One of the features in this issue, POSTer HOC, presents some concise tips for poster presentations. The article should grab your eyes with its examples of suggested font sizes. We appreciate this contribution from Ned Carter, Berit Scott, and Anders Boulogner, three of our international members from Uppsala, Sweden.

Steve Graf
Editor, *ABA Newsletter* ♦

1991 SUPPORTING AND SUSTAINING MEMBERS

Sustaining and Supporting members help to support the involvement of undergraduate and graduate students in behavior analysis by contributing above the usual dues amount. The following members provided this support during the 1991 membership year.

Sustaining Members

Edward L. Anderson
Donald M. Baer
Carl V. Binder
Joseph V. Brady
James H. Cowardin
Aubrey C. Daniels
Michael J. Dillon
Janet Ellis

Sigrid S. Glenn
James G. Holland
Matthew L. Israel
Ogden R. Lindsley
Robert F. Littleton
Terry E. McSween
Francis Mechner

Jack Michael
Henry S. Pennypacker
Robert S. Spangler
John E. Stone
Vincent Strully
Beth Sulzer Azaroff
Eugene Talsma
Claus Thiermann

Supporting Members

Betty K. Armstrong
Teodoro Ayllon
Alan Baron
Beatrice H. Barrett
Sidney W. Bijou
Frederica Blausten
Marilyn K. Bonem
Paul K. Brandon
Thomas A. Brigham
William Bryson-Brockman
A Charles Catania
Shlomo I. Cohen
David A. Coleman, Jr.
John O. Cooper
Chris Cullen
James E. Daniels
Michael L. Davis
Alyce M. Dickinson
Jay N. Eacker
Barbara C. Etzel
Howard E. Farris
Jon A. Farsethas
Suzanne Fitch
Richard M. Foxx
Eileen Gambrill
Israel Goldiamond
Jon Gosser
Stephen A. Graf
R. Douglas Greer

James C. Griffin
Jeffrey C. Grip
Peter Harzem
William L. Heward
Adam Holstein
Bill L. Hopkins
Daniel Houlihan
Kenneth B. Hrachuk
John H. Hummel
Robert G. Jensen
Kent R. Johnson
Edward J. Korber
Patricia J. Krantz
Anne S. Kupfer
Jeffrey H. Kupfer
Gerald D. Lachter
Peter A. Lamal
Victor G. Laties
P. Scott Lawrence
Judith M. LeBlanc
Thomas Linscheid
John H. Mabry
Richard W. Malott
G. Roy. Mayer
Lynn E. McClannahan
Zulekha Mehta
Raymond G. Miltenberger
Jay Moore

Edward K. Morris
Floyd J. O'Brien
J. Grayson Osborne
H. McIlvaine Parsons
Pete Peterson
Jim Rast
Ellen P. Reese
Leo J. Reyna
David L. Roll
Harris B. Rubin
Kurt. Salzinger
William J. Schiller
Gerald L. Shook
Richard L. Shull
Murray Sidman
Howard Sloane
Joseph E. Spradlin
Lawrence T. Stoddard
Judith E. Stowe
Travis Thompson
Kenneth Traupmann
Jerome D. Ulman
Julie S. Vargas
H. Beth VonSeggern
Robert G. Vreeland
Judy Weber
William D. Wolking
W. Scott Wood
David J. Wurzer

Notes from a Radical Behaviorist . . .

Reader's Reaction: Attack of the Single-Factor Theorists

Richard W. Malott
Western Michigan University

Dick: I gather . . . you favor a conventional/traditional/classical (classical = old, irrelevant, and wrong) two-factor interpretation of avoidance. In my view, that approach has been untenable since Sidman and Boren's work with warning stimuli, published in 1957. The enclosed articles document the case.

Regards, Phil Hinline

Enclosures:

Hinline, P. H. (1981). The several roles of stimuli in negative reinforcement. In P. Harzem & M. D. Zeiler (Eds.), *Advances in the analysis of behavior: Vol. 2. Predictability, correlation, and contiguity* (pp. 203-246). Chichester, England: Wiley.

Hinline, P. H. (1984) Aversive control: A separate domain. *JEAB*, 42, 495-509.

In these two excellent reviews, Phil makes a strong case for a single-factor interpretation of avoidance. But as a testimony to the extent to which one's behavioral history (i.e., biases) can determine interpretations, let me present my two-factor interpretations with a summary of Phil's single-factor interpretations for the first few samples of the extensive literature Phil reviewed.

However, first: The version of a *two-factor* theory I support is that a stimulus that reliably precedes an aversive stimulus will become a learned aversive stimulus. That stimulus might be a light, a tone, stimuli correlated with the passage of time since the last aversive stimulus, stimuli correlated with the passage of time since the last response, or some combination. Responses that terminate such a learned aversive stimulus will be reinforced by that termination. They are escape responses. The usual avoidance contingencies function to establish these learned aversive stimuli and thus support the escape responses which psychologists mislabel *avoidance responses*. Such a theory allows us to explain how "avoidance" works in terms of the immediate effects of the "avoidance response"; it supports the importance of temporal contiguity between a response and its outcome. (Note that, unlike classical two-factor theory, the present version doesn't make the error of confusing the establishment of learned aversive stimuli with the respondent conditioning of learned eliciting stimuli.)

And second: *Single-factor* theory states that avoidance responses are reinforced by their resultant decrease in the overall rate of aversive stimulation, even though that decrease may not immediately follow the avoidance response. Furthermore, stimuli that precede the aversive stimulus (preliminary stimuli or so called *warning stimuli*) function as discriminative stimuli (S^D).

To recap, *in an avoidance experiment, is the preliminary stimulus ("warning stimulus") that comes before the shock a learned aversive stimulus or an S^D ?* Single-factor theorists, such as Phil, argue that the animals respond when the preliminary stimulus comes on because it is an S^D in the presence of which so-called "avoidance responses" have been reinforced by the postponement or prevention (decrease in frequency) of the unlearned aversive stimulus on past trials. We two-factor theorists argue that the preliminary stimulus has taken on the aversive properties of the unlearned aversive stimulus with which it inevitably has been previously paired.

Single-factorites say, if the preliminary stimulus were truly aversive, the animals would respond at a high rate in its absence. Why? Because responding in its absence has also postponed or prevented the occurrence of that presumably aversive preliminary stimulus. But since the animals make few so-called "avoidance responses" before the onset of the "warning stimulus," that stimulus must not be aversive. Instead, the high rate of responding occurs only in the presence of that preliminary stimulus because it is an S^D .

To me, this single-factor argument begs the question. Two-factorites say there's no such thing as an avoidance response. There are only escape responses. So of course the rats won't often press the lever that avoids the "warning stimulus." The problem is the stimulus conditions without the preliminary stimulus are not sufficiently aversive that their termination would reinforce escape responses.

Single-factorites point to experiments where the shock was unavoidable, once the preliminary stimulus came on. Response rate fell during such warning stimuli. They say that proves the normal discriminative function of the preliminary stimulus had been disrupted. *continues*

Notes from a Radical Behaviorist continues

I say: Be serious. If you stopped allowing a rat to escape electric shock in an escape experiment, that escape response would extinguish. But that doesn't prove the shock had previously functioned as an S^D . Same with the "warning stimulus." The escape response is just being extinguished.

They say: But also the rate of avoidance responding increased during the interval before the onset of the preliminary stimulus with its inescapable shock. I presume this suggests to them that this "prewarning stimulus" has now itself become a warning stimulus and thus an S^D in the presence of which avoidance of the warning stimulus has been reinforced.

I say: The increased pairing of the preliminary stimulus with the now unavoidable shock has increased the aversiveness of that "warning stimulus." And so the preliminary stimulus can now more effectively raise the aversiveness of the prewarning stimulus that is paired with it. Therefore the animals are making more escape responses in the presence of that prewarning stimulus. Why? Because that prewarning stimulus is now more aversive and thus its termination more effectively reinforces those escape responses.

In another experiment, rats stayed in the preliminary stimulus until they failed to make an avoidance response within 5-seconds of the previous avoidance response. Then the preliminary stimulus ended with an electric shock. A response every 5 seconds would avoid the shock when the preliminary stimulus was on; and a response every 15 seconds would avoid the "warning stimulus," in the prewarning stimulus condition.

The single-factor theorist says, "the animals frequently waited out the light [warning stimulus] when it came on, took the shock, and then resumed responding, postponing both light and shock." I presume this suggests that responding in the preliminary stimulus meant they had to respond once every 5 seconds and so the rats preferred to take their shock and get back into the more favorable prewarning stimulus condition where they had to respond only once every 15 seconds. And I presume this is to support the S^D interpretation of the "warning stimulus."

I prefer this analysis: The experimenters didn't terminate the aversive preliminary stimulus contingent on what is an escape response in the more traditional procedure. So the subjects didn't acquire the ineffective "escape" response. This means the animal wasn't "waiting out the light," because it would then get into a more favorable prewarning condition. And this means a two-factor interpretation in terms of the aversiveness of the preliminary stimulus is still tenable.

To me, the moral is that there are no crucial experiments or even crucial sets of experiments. For any set of data, it ain't that hard to superimpose either a molar, single-factor interpretation, or a molecular, two-factor interpretation, depending on your theoretical biases, which in turn probably depends on where you went to grad school. This also may mean we should follow Skinner's suggestion that our research be of value in its own right and not depend for its value as a resolver of issues that may become as irrelevant as the latent-learning research of yesteryears. But then, the moral with which I conclude itself depends more on where I went to grad school than the correctness of my meta-analysis. ♦

A Reply to Malott

Philip N. Hinline
Temple University-Philadelphia

If I had anticipated that my handwritten cover-note was going to be published (an apparent hazard of writing to a columnist), I would have been a bit more careful in my characterization of two-factor avoidance theory—and called it seriously incomplete and inadequate, instead of old, irrelevant, and wrong.

Dick Malott provides a fairly detailed two-factor account of a set of experiments (published by Sidman & Boren in 1957), which I had emphasized in my note as the earliest *serious* challenges to two-factor theory. However, he does not acknowledge other experiments that also were described in the reprints I supplied, that are much less amenable to his reinterpretation. One is by Field and Boren (1963), who used two sequences of successive warning stimuli, both visual and auditory, first separately and then in combination. The final phase of their experiment examined effects of the combined auditory and visual stimuli, clearly revealing that the role of the warning stimuli was that of discriminative rather than of conditioned aversive events. A second experiment is by Krasnegor, Brady and Findley (1971), in which monkeys were seen to allocate their responding to situations with most favorable response requirements, and with these allocations apparently not attributable to differential shock frequencies pertaining to the different situations, which is the feature that Dick uses to account for the earlier Sidman and Boren results in experiments with rats.

Describing my approach as "single-factor theory" tends to obscure the fact that while, to be sure, it minimizes the contribution of Pavlovian processes in avoid-

continues

Hineline's Reply to Malott continues

ance, it invokes combinations of variables—concurrent three-term relations with conjoint contingencies—that are at least as complex as the linear Pavlovian-operant concatenations of two-factor theory. To paraphrase from the summary of these combinations that appear on page 505 of my 1984 article that Malott cites:

- (1) Negative reinforcement is to be understood in terms of transitions between situations as well as by postponement of events within situations.
- (2) Relative aversiveness of a situation depends only partly upon primary aversive stimuli that occur within the situation. Even when this is operative, the distributions of those events (short-term vs longer-term) is relevant. For example, one might postpone them without preventing them, or one might reduce their frequency without postponing particular ones.
- (3) Relative aversiveness of a situation depends substantially upon:
 - (a) contingencies in that situation, but also
 - (b) contingencies in alternative situations.
- (4) *Most importantly*, the effect of an alternative situation upon behavior within the given situation depends upon what is involved in the subject's getting from one situation to the other (a superordinate set of contingencies).
- (5) All things being equal, performance tends to allow persistence of the situation closer to primary aversive events.

Two-factor theory is inadequate because it is silent regarding most of these relationships, which are likely to be operative when we speak of avoidance in everyday life.

While, as Dick suggests, there may be no crucial sets of experiments that can change one's interpretive biases, I like to think that I came to the interpretive position through an interaction with experiments and their data. Offering the admittedly tenuous self-reports of events remote in my history, my crucial experiences concerned not specifically where I went to graduate school, but rather several years of experimentation and a three-year struggle to make sense of the avoidance literature when writing a chapter for the Honig and Staddon *Handbook*, which appeared in 1977.

Dick Malott and I share the serious concern that colleagues such as ourselves not settle into rigid assertions implying that particular types of analysis be uniquely valid. For me, this includes a recognition that particular *scales* of analysis probably are not uniquely

valid. As I had hoped was clear in the second reprint he cites above, I view molecular and molar analyses as complementary (e.g., see the "bridge analogy" on p. 506). I tend to emphasize molar analyses partly to make the point that the functional relations of behavior analysis are not predicated upon contiguous causation. There is an irony here, in that Skinner's early papers on the nature of the reflex show how to dispense with contiguous causation, while his subsequent discussions of operant behavior often emphasize the immediacy of reinforcement in a way that suggests a special role of contiguity in selective processes. Malott, closely following Skinner's lead in this latter domain, seems uncomfortable with remote consequences being effective, and thus with behavioral process being distributed over time. However, Baum (1973) has shown how it is that the importance of immediate reinforcement can be accommodated without appealing to contiguous causation. I have argued that Skinner's adopting rate of responding as primary datum forced a construal of behavioral process as distributed over time, which negate any essential role for contiguity, *per se*, between events (Hineline, 1990, pp. 305-306).

Since I seem to have become a regular columnist in this Newsletter, thus intruding into a prerogative of my successor's term of office, let me rest my case by honoring our present President, quoting my favorite excerpt from his writings:

Just as the power of a microscope must be adjusted as a function of the phenomenon under study, so too does the level of behavior analysis need to be adjusted to the functional unit of behavior-environment interactions. To be specific, when order is not apparent at a molar level, a more molecular analysis may be necessary. ... Conversely, if one fails to find an immediate stimulus that controls a response, perhaps the response is only an element of a larger functional unit which is controlled by currently operating variables not immediately attendant to that element (Morris, Higgins, & Bickel, 1982, pp. 119-120).

The main thrust of two-factor avoidance theory seems to be a denial of this view.

Additional References

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- Field, G. E., & Boren, J. J. (1963). An adjusting avoidance procedure with multiple auditory and visual warning stimuli. *Journal of the Experimental Analysis of Behavior*, 6, 537-543.
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continues

Hineline's Reply to Malott continues

- Hineline, P. N. (1990). The origins of environment-based psychological theory. *Journal of the Experimental Analysis of Behavior*, 53, 305-320.
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Burying the Dead Man's Test: A Reply to Malott

Keith D. Allen

Meyer Rehabilitation Institute,
University of Nebraska Medical Center

Raymond G. Miltenberger
North Dakota State University

As we read Dick Malott's column in the recent *ABA Newsletter*, we found ourselves disheartened to find one more example of someone making behavior analysis more confusing for the neophyte. Although his column does provide our students with a valuable exercise in trying to create order and make behavior analytic sense out of the confusion wrought by others, we were disappointed to find the example in *The ABA Newsletter* in a column by a radical behaviorist.

Malott's effort to reconceptualize a contingent escape procedure as punishment (see Allen & Stokes, 1987), based on the "dead man's test" serves principally to highlight the limitations of that test. Admittedly, the test has been a useful heuristic for helping students think about behavior as observable action, thereby avoiding, for example, efforts to "reinforce dry pants" (in a toileting program) or "reinforce weight" (in a weight reduction program).

The notion, however, that a response must be detectable by the unaided senses of another human observer to qualify as behavior has a flavor of methodological behaviorism. Would driving your car on a straight stretch of the interstate not be considered behavior simply because you have the cruise control on and your hand on the wheel without moving it for

minutes at a time? This doesn't pass the dead man's test (we could prop a dead man at the same wheel for minutes at a time), but appropriate physiological monitoring equipment (EMG) could easily record changes in striated muscles undetected by the human eye. Likewise, the children exposed to the escape contingency were taught to lie still and quiet, responses that require a perhaps subtle but measurable continuous interactive process to maintain. The fact that we measured the duration of this behavior rather than some other parameter does not negate it as behavior. Not to mention, it was their behavior, albeit more readily observable, that put them into the desired position in the dentist's chair in the first place.

Finally, as you sit and "think" about our response to Dick's column, many of you wouldn't pass the dead man's test administered by an observer. You are, we believe, engaging in covert verbal behavior, a view we should all embrace as radical behaviorists.

References

- Allen, K.D., & Stokes, T.F. (1987). Use of escape and reward in the management of young children during dental treatment. *Journal of Applied Behavior Analysis*, 20, 381-390.
- Malott, R.W. (1991). Can the dead man's test change reinforcement to punishment? *The ABA Newsletter*, 14(3), 9-10.

E-Mail Experts Needed!

Many ABA members are now using electronic mail, and many more are beginning to do so. A mentoring system has been suggested, matching experienced and novice electronic mail users. If you would be willing to participate, send a note to the ABA office with your name, e-mail address, network, software and whether you're willing to mentor or need one.

You can contact the ABA office by telephone (616-387-4494), FAX (616-387-4495), or E-Mail (Compuserve 76236,1312 or Internet:76236.1312@compuserve.com). Of course, you can always send it by "regular" mail (ABA, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052).

The names of both those willing to serve as mentors and those in need of a mentor will be published in each issue of *The ABA Newsletter*. Continued updating of the list of experts should provide a useful resource list of ABA members available by e-mail. ♦

Call For Nominations for the ABA International Development Award

The ABA International Development Committee (IDC) announces the approval by Council of the International Development Award. Many behavior analysts (outside and inside the United States) have shared their vision of Behavior Analysis in many countries besides the U.S. or their country of residency. We believe such behavior contributes importantly to the survival of the field and dissemination of behavior technologies throughout the world. The IDC award will therefore recognize the accomplishments and services conducted by ABA members in any of the following areas:

- Technical assistance and consultation provided to institutions, programs, and other organizations outside the United States or country of residency
- Seminars and classes conducted in other countries which diffused knowledge, information, and technology about Behavior Analysis
- Collaborative research efforts with a program or institution outside the country of residency
- Internationally recognized written material and/or textbooks

Please nominate behavior analysts who you think deserve recognition for his/her international contributions. Those individuals nominated will be asked to send vitae highlighting their international contributions. The first award will be given at the 1992 ABA Convention in San Francisco. Only one award will be given each year.

International Development Award Nomination

Name: _____

Affiliation: _____

Telephone (if known): _____

Address: _____

Specify briefly why you think this person should receive the award:

Please send to: Yolanda Suarez-Balcazar, Ph.D., Chair ABA International Development Committee,
6525 North Sheridan Rd., Chicago, IL 60626.

Poster Hoc

Ned Carter

University Hospital & Uppsala University
Uppsala, Sweden

Berit Scott and Anders Boulogner
Uppsala University, Uppsala, Sweden

Attending a poster session should be like a visit to a candy store where the visitor is confronted with a collection of tasty morsels waiting to be consumed.

How many great posters did you consume at ABA in Atlanta?

For that matter, how many have you devoured at any convention?

Conversely, how many posters did you ignore despite an interest in the subject?

Personally, we (Berit and Ned) found many posters to be excellent, but we also saw many which could have been improved. We wish that we could say that our poster was the best at ABA. It wasn't. Nonetheless, we would like to offer some suggestions and comments for improved poster presentations.

The suggestions below were prepared in cooperation with Anders Boulogner, Uppsala University.

1. **A poster is an ad, not a report.** The function of the poster is to get the reader to read more, to ask questions.
2. **Tell your story in a few seconds.** Do what you have to do to get your "point" across in less than 60 seconds. The "average" poster reader spends less time than this per poster.
3. **Use short, descriptive titles.**
4. **Use figures and pictures.** Tables are more difficult to comprehend.
5. **Use colors, arrows, etc. to highlight important aspects.** Avoid red and green, especially adjacent to one another in bar graphs etc.
6. **Use "clean" type styles,** for example, Helvetica. Avoid curlicues.

7. **Reduce the amount of text and enlarge what you show.** ABA suggests legibility at 3 ft. We suggest legibility at 6 ft.

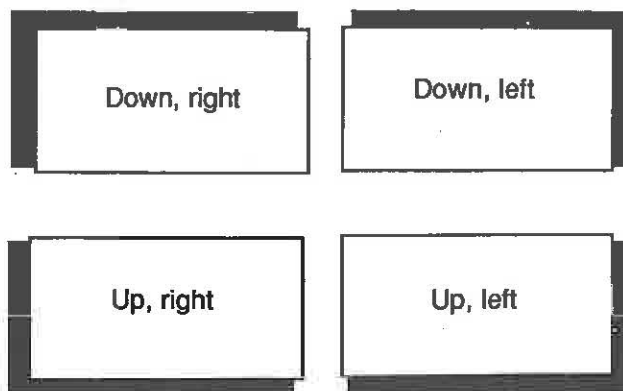
This means:

Title

for main titles, and **text** for text.

We can hear you saying, "But I could never get in all my material if I use type that large." Our response is, "If a prospective reader doesn't read the text, it doesn't make any difference what you've written." **Make your text accessible.**

8. **Capitalize only when necessary.** Lower case letters are easier to read than are upper case letters.
9. **Use effects to move the readers eyes** where you want them to be. In general, people scan a poster from upper left to lower right before they start reading the title, content etc.



Examples of a drop shadow, and how they move the readers' eyes.

continues

10. **Bring along a ring-binder or folder with material you didn't include in your poster.** Detailed data, procedural details, etc. are then available for discussion with the truly interested without cluttering up your poster.
11. **Bring handouts or business cards**--professional or home-made. List your name, address, poster title and conference. Consider including a picture of yourself. Abstracts and press releases are preferable for direct distribution. Send full papers to those who request them.
12. **Use rolls or sheets of mailing labels if you are prepared to send material to people following the presentation.** Let people write their name and address directly on the label and save yourself the bother of deciphering their handwriting. Before you remove the label from the backing, make a photocopy so you retain a record of who was interested in your work.

Obviously, there are other techniques which can enhance a poster presentation. Use them. The guiding rule of poster presentation is: **Make your text accessible!**

Further and more detailed information concerning poster production and presentation can be obtained from the following:

Blew, P.A., & Christian, W.P. (1984) How to prepare effective poster presentations for professional conferences. *the Behavior Therapist*, 7, 129-132.

Clark, H.B. (1982) Travel tips: Some technology for poster session participants. *the Behavior Therapist*, 5, 94.

Sulzer-Azaroff, B., & Reese, E.P. (1983) *Applying behavior analysis: A manual for developing professional competence*. New York: Holt, Rinehart, & Winston. ♦

Remember...

To take advantage of the discount for early renewal of your 1992 ABA membership, your form and payment must be mailed to the ABA office by December 31, 1991!



News from Affiliated Chapters

NESBAT~New England Society of Behavior Analysis and Therapy

The NESBAT meetings are held in the DeMareffe Building at McLean Hospital in Belmont, Massachusetts. Refreshments are available from 7:00-8:00pm, and the program begins at 8:00pm. Programs are scheduled for November 12, December 10, January 14, February 11, March 10, April 14, May 12, and June 9. For more information, contact Doris Berkstresser, NESBAT President, at 617-275-3644 or 617-862-6162. ♦

TxABA~Texas Association for Behavior Analysis

TxABA will hold its Annual Conference and Pre-Conference Institute March 6-7, 1992, in Dallas. Speakers at the Pre-Conference Institute (March 6) will be: Gordon Bourland - "Evaluation of Behavioral Interventions", Dennis Reid - "Staff Management", and Jon Bailey - "Functional Analysis". Conference speakers (March 7) will be: Jon Bailey - "Code of Ethics for Behavior Analysts", William Redmon - "Analysis of OBM Systems", Rob Zettle - "Clinical Behavior Therapy and Research", and Donald Pumroy - "Behavior Analysis/Modification in the Regular Classroom". For more information contact: Janet Ellis, Center for Behavior Analysis, University of North Texas, PO Box 13438, Denton, TX 76203 (817) 565-3318. ♦

TABA~Tri-State Association for Behavior Analysis

TABA has evolved into the Tri-State Association for Behavior Analysis (formerly the Tennessee Association). David Sabatino, President-Elect, moved that TABA expand to cover the Tri-State area at the Executive Board Meeting prior to the 3rd Annual TABA Conference. After discussion led by Lawrence Fraley, the motion passed unanimously. The ABA Council approved the change in January, 1991. TABA will now serve Tennessee, Virginia, and West Virginia; annual conferences will rotate between the three states. The 4th TABA Conference has been set for October 30th through November 1st, 1992 in Morgantown, West Virginia. For more information contact TABA, PO Box 3766 CRS, Johnson City, TN 37602. ♦

Send news about your Chapter's activities to:

Steve Graf, Editor
The ABA Newsletter
Department of Psychology
Youngstown State University
Youngstown, OH 44555

NEW DEVELOPMENTS IN BEHAVIOR ANALYSIS

At the suggestion of the ABA Newsletter readers, the "New Developments in Behavior Analysis" column was developed and is now a regular feature of the Newsletter. The categories for submission are:

Publications. We are especially interested in getting information on new books in behavior analysis. If you have published a book recently or know about a book that would be useful to behavior analysts, please send a brief description of the book (include authors, title, publisher, ordering address and sale price) for this column. We are also interested in listing articles which you may have published in journals which are not likely to be regularly read by behavior analysts.

Books/Materials Needed. In many cases, members contact us to seek books for courses, training programs, etc. We suggest contacts, but do not maintain a database of this information. If you need a book or materials for such purposes, please send a brief description of the materials needed and a contact person and address so members can contact you directly.

Newsletter Submission Deadlines: March 2, June 15, September 2, December 31.

Publications Publications Publications

Classroom Behavior

Ward, W.D. (1991). *Applied Behavior Analysis in the Classroom: The Development of Student Competence*. This book offers educators practical classroom procedures that reduce off-task behavior and increase attention to academics. It encompasses preventive measures, the identification of target behaviors and participants, methods of increasing desired responses, decreasing undesired ones, ways of providing consequences and "putting it all together". Specifically, there are 13 steps to encourage children to perform competently. The first 10 provide information for program planning and the remaining 3 are for planning, implementation, and program modification. Of special interest are the sections on the maintenance and generalization of target behavior. Elementary methods of program evaluation are also listed. The author provides the essential concepts and the depth with which they are treated is limited to what is necessary in order for the readers to develop their own programs. Although written primarily for practicing teachers, this "how-to" manual is also appropriate for those in pre-service programs. The student focus includes children from nursery school through high school in regular classrooms as well as special education programs. Available from Charles C. Thomas Publisher, 2600 S. First St., Springfield, IL 62794-9265 (217-789-8980). List Price: \$21.75.

Stoner, G., Shinn, M.R., & Walker, H.M. (Eds.) (1991). *Interventions for Achievement and Behavior Problems*. This book consists of 34 detailed chap-

ters (787 pages) with an emphasis on the design, implementation, and evaluation of interventions for achievement and behavior problems in educational settings. Specifically addressed are general intervention strategies (e.g., study skills, social skills, peer tutoring), interventions specific to level of schooling (e.g., pre-school level—promoting social and academic integration in kindergarten programs; elementary level—interventions for problems of reading, writing, spelling; secondary level—prevention of behavior problems, adapting textbooks for students with disabilities), and interventions for specific problems (e.g., vandalism, lying and cheating, depression, attention problems, antisocial behavior). Also included are chapters addressing school-based service delivery models, systematic evaluation of intervention programs, and training intervention-oriented professionals. Available from National Association of School Psychologists, Publications, Dept. 5128, Washington, DC 20061-2158. List price: \$45.00 (paperback); \$60.00 (hardcover).

Cultural Practices

Lamal, P.A.(Ed.). (1991). *Behavioral Analysis of Societies and Cultural Practices*. The book's theme is that the working assumptions, constructs, and methods of behavior analysis can be extended beyond small, controlled groups and settings. Potential obstacles to this extension of behavior analysis are considered, and diverse examples are described. Available from Hemisphere Publishing, 1900 Frost Rd., Ste. 101, Bristol, PA 19007-1598. List Price: \$49.50.

continues

New Developments ☛ *Publications continues***Parent and Staff Training**

Clark, L. (1991). The Video SOS! Help For Parents. This video-discussion education program is used for parent training, workshops, staff development, in-service training, and teacher training. 42 live action scenes, many with humor, teach over 20 behavioral principles and methods for helping children. The easy-to-use program includes 65 minute videocassette, Video Leader's Guide, reproducible handouts, and illustrated behavioral handbook. Available from Parents Press, PO Box 2180, Bowling Green, KY 42102. List Price: \$150.00. A Sampler-Preview Video is available for \$12.00.

Clark, L. (1991, revised). SOS! Help For Professionals. This kit of professional materials is used for parent training and parent education. The kit includes an illustrated child management book, How to Use Time-Out Effectively audiotape and manual, Child Rearing Methods illustrated flip cards, Time-Out Steps illustrated flip cards, Time-Out Parent Inventory (TOPI), reproducible Parent Handouts, Quizzes for parents, professional manual, and other materials. Available from Parents Press, PO Box 2180, Bowling Green, KY 42102. List Price: \$48.95 (includes shipping).

Speers, G.E. (1991). Understanding and Improving Child Behavior: A Guide for Parents and Professionals (2nd Ed.). This book provides a step-by-step guide to understanding and improving child behavior. It explains principles and strategies for observing, analyzing and improving problem behavior, and of measuring progress, with a focus on both antecedents and consequences of behavior. It then systematically identifies possible antecedents and consequences for a variety of problem behaviors or disorders, and offers step-by-step procedures or suggestions for intervention. It covers oppositional and aggressive behavior, hyperactive and impulsive behavior, emotional problems, school related problems, problems in preschool settings, and coping problems of parents. The approach is based primarily on empirical study and research, with an emphasis on concepts and strategies from social learning theory and applied behavior analysis. It contains numerous illustrations, samples, charts and checklists, and true-false quizzes on basic concepts and strategies. Available from Kendall/Hunt Publishing Co, 2460 Kerper Blvd, PO Box 539, Dubuque, Iowa 52004-0538. List Price: \$18.95 (paperback).

Supervision

Speers, G.E. (1990). Supervision In Human Service Organizations: A Guide for Front-Line Supervisors (2nd Ed.). This book covers principles and strategies of

supervision related to various functions of front-line supervisors in human services, and to typical problems faced by front-line supervisors. The approach is based primarily on empirical study and research in leadership, counseling, motivation, behavior management, group dynamics and organizational behavior, with an emphasis on concepts and strategies from social learning theory and applied behavior analysis. It contains numerous illustrations, step-by-step procedures or suggestions for dealing with various functions and problems, and study and instructional aids. 229 pages. Available from Jade Publications, PO Box 841, Brantford, Ont, Canada N3T 5P9. List Price: \$22.50 (paperback).

Therapy

Kohlenberg, R.J. & Tsai, M. (1991). Functional Analytic Psychotherapy. The authors present a Skinnerian radical behavioral approach to understanding and producing the dramatic and pervasive improvements shown by some clients when involved in intense client-therapist relationships. Kohlenberg and Tsai argue that radical behaviorism is unusually well suited for understanding psychotherapy, but due to persistent misunderstandings, its potential has been overlooked. Capitalizing on the precision of behavioral concepts, FAP provides a clear conceptual formulation of psychotherapeutic process which guides moment-to-moment therapeutic interaction. The book includes behavioral analyses of such notions as cognitive therapy, the self, personality disorders, and psychoanalytic concepts. Case examples touch on most of the types of problems seen in a typical outpatient practice. Available from Plenum Publishing, 233 Spring St., New York, NY 10013 (800-221-9369). List Price: \$34.50.

*Send descriptions for the
New Developments Column to*

*Stephen Graf, Ph.D.
ABA Newsletter Editor
Department of Psychology
Youngstown State University
Youngstown, OH 44555*

News from ABA Special Interest Groups

Behavior Analysis in Education

The Behavior Analysis in Education SIG consists of educators and trainers working as teachers, administrators, special educators, students, and others who are members of ABA. *The Behavioral Educator* is the publication of the BAE-SIG and serves the SIG by disseminating manuscripts that are related to the behavior analysis of educational practices. Contributors are encouraged to submit materials such as: articles describing basic, applied, or conceptual research relevant to education; research/teaching profiles; interviews; position announcements; and, other items of interest to the community. Submissions from students are particularly encouraged.

For more information, write Vikki F. Howard, Ph.D., E 502 Boone, Gonzaga University, Spokane, WA 98926 or Corrinne R. Donley, Ed.D., 10 Blue Ridge Dr, Brick, NJ 08724. Dues are \$7.00. ♦

Behaviorists for Social Action

At the 1991 Convention in Atlanta, Behaviorists for Social Action (BFSA) met under the guidance of Tony Nevin. We discussed with great excitement this year's presentations honoring the legacy of B.F. Skinner and his contribution to social justice. Mike Wessells, President-Elect of APA's division on Peace Psychology, talked to us regarding peace issues while David Myers related his work on a program focusing on battering spouses. In addition, Jerry Ulman chaired a symposium of presentations which included information provided by our friends at Comunidad Los Horcones.

We also discussed plans regarding activities for next year's conference in San Francisco. The theme agreed upon is Powerlessness and a number of suggestions were made. Joe Morrow volunteered to recruit speakers from the Native American and homeless communities as well as a nationally known individual. Also, a number of our colleagues (including Morrow and Ulman) may put together a presentation on their 1991 trip to Cuba, focusing on a behavior analysis of social issues in that country.

Finally, the first issue of *Behavior and Social Issues* is ready for consumption. Anyone interested in making a contribution to that publication should forward manuscripts and inquiries to Richard Rakos, Editor, *Behavior and Social Issues*, Department of Psychology, Cleveland State University, Cleveland, OH 44115. ♦

Clinical Behavior Analysis

The Clinical SIG now has 55 paid members, and has published its first Newsletter. For the 1992 ABA Convention, the Clinical SIG will sponsor a student paper competition. Papers may be conceptual, historical, or empirical, but they must be directly relevant to clinical behavior analysis. The winning paper will be presented at the 1992 ABA Convention and the author will receive complementary Convention registration and \$100.00 toward travel expenses. Submit papers to Michael J. Dougher, Ph.D., Department of Psychology, University of New Mexico, Albuquerque, NM 87131 by January 1, 1991. Membership dues for the SIG are \$6.00 for Full members and \$3.00 for student members. To join send your payment (check or money order payable to Michael Dougher, Clinical SIG) to Dougher. ♦

Direct Instruction

Viewed broadly as an educational philosophy and a set of teaching procedures, Direct Instruction (DI) reflects a dedication to excellence in education. Its goal is to maximize instructional efficiency and effectiveness for all kinds of learners. DI stands at the crossroads of three separate analyses.

The first is a logical analysis of the structure of knowledge that results in a common set of rules or descriptions that can unify different content areas. Finding sameness across divergent phenomena should provide the basis for designing instructional systems for teaching the broadest range of tasks.

The second is a logical analysis of communication, which has as its aim the design of teaching sequences that will transmit concepts and operations related to the knowledge base in a form that is logically consistent and brings about appropriate learning.

The third is the analysis of behavior wherein empirically based principles are sought to reveal how the teaching environment directly affects academic and related performance. This analysis deals with classroom organization variables, teacher delivery and teacher training systems, and those antecedent and consequent events which serve to strengthen and maintain behaviors.

For more information, write Paul Weisberg, Ph.D., Department of Psychology, University of Alabama, Tuscaloosa, AL 35487-0348. ♦

News from Special Interest Groups continues

Experimental Analysis of Human Behavior

The Experimental Analysis of Human Behavior Special Interest Group (EAHB SIG) consists of over 100 ABA members. The group is organized to facilitate the growth of a multi-faceted experimental literature using human subjects to analyze the relations between behavior and the variables influencing it. The *EAHB Bulletin* serves the SIG by disseminating information that customarily is not published in the archival journals of behavior analysis.

Contributors are encouraged to submit materials such as: articles about EAHB as a specialty area; research notes, e.g., information about specific procedures, anomalous findings, etc.; annotated bibliographies; research profiles; convention and conference notices; course materials; and job announcements and other news of interest to SIG members (see recent issues for examples). A March 1, 1992, deadline is planned for the Spring 1992 issue. Submissions should be sent to the *EAHB Bulletin* at the address given below.

Address all correspondence to *EAHB Bulletin*, c/o Kate Saunders, Ph.D., Parsons Research Center, P.O. Box 738, Parsons, KS 67357. ♦

OBM Network

The following mission statement for the OBM Network was formally adopted at the OBM Network Meeting held at the 1991 ABA Convention.

It is the purpose of the OBM Network to advance the development of the field of Organizational Behavior Management. This mission can best be realized by encompassing the following behaviors of the members of the OBM Network:

- (1) Collect and disseminate information concerning OBM theory, research, and applications.
- (2) Promote Performance Management at all levels of various organizations. In doing so, it is important that we (a) promote the use of contingencies of positive reinforcement in organizations and minimize the use of aversive control procedures and (b) support reinforcement contingencies that maximize individual as well as organizational productivity and which maximize socially valid outcomes.
- (3) Support the community of OBM by (a) developing an organizational culture of trust, credibility, and nondiscriminatory practices, and (b) by recognizing contributions which develop and promote OBM.

- (4) Organize OBM Network activities for the annual convention of the Association for Behavior Analysis.
- (5) Strengthen positive relations with ABA, ABA Special Interest Groups, and public or private organizations in the global economy.

The OBM Network Small Grants Program still has funds available. Grants of up to \$1,000.00 are available and any ABA member is eligible to apply. Application guidelines can be obtained from Alyce M. Dickinson, Ph.D., Department of Psychology, Western Michigan University, Kalamazoo 49008-5052.

Membership dues are \$5.00 for Full membership and \$2.50 for Student membership. Membership information is also available from Dickinson. ♦

CALL FOR PAPERS

Research on Social Work Practice

Manuscripts are being sought for publication in the new journal *Research on Social Work Practice*, a quarterly journal produced by Sage Publications. *RSWP* will serve as an outlet for the following types of articles, with an emphasis upon the first two: (1) original evaluation studies on the outcomes of social work; (2) validation studies of assessment methods for use in social work practice; (3) empirically-based reviews of the literature that provide direct applications to social work practice; and, (4) theoretical or conceptual papers with direct relevance to social work practice.

Social work practice is broadly defined, to include behavior analysis and therapy, psychotherapy with individuals, case management, group therapy, practice involving couples and families, community practice, and the evaluation of social welfare policy. All articles published in the journal are abstracted by *Psychological Abstracts*, *Sociological Abstracts*, and *Social Work Research and Abstracts*. ABA members are particularly invited to submit manuscripts to the journal, providing one or more of the authors is a professional social worker, or that the article deals with services provided by social workers.

Authors should submit four copies prepared in accord with current APA-style guidelines to the journal's editor, Bruce A. Thyer, School of Social Work, University of Georgia, Athens, GA 30602 (202) 542-5440. Authors can expect an editorial decision within three months of submission. ♦

John Alfred Barlow 1924 to 1991

John A. Barlow was a member of ABA since 1980. He volunteered at every convention and was always willing to help out whenever and wherever necessary.

The threads of John's life were bound with family, teaching, internationalism, and mysticism. The influence of his life remains important to many.

John was born in Gallipolis, Ohio on January 22, 1924. John and his sisters Anne and Patricia grew up around Cleveland, Ohio, where their father was Chief Attorney for the Veterans Administration.

After graduating from high school in 1942, John spent three years in the Army Air Force, serving in the South Pacific as a radioman in fighter-plane control. His experiences in combat during the Philippine Liberation campaign, along with his readings at the time, led him to a life-long commitment to nonviolence.

On his return after the war, John enrolled in Oberlin College, where he and Dulcie Dimmette met. They were married in Lenoir, North Carolina, Dulcie's home, on the 29th of June, 1948 and honeymooned at John's parents' home in Mexico. John graduated a year later, then entered the doctoral program in Psychology at Duke University. He was awarded his Ph.D. in 1952.

While a student, John involved himself deeply in social-concerns projects. These led to his interest in the American Friends Service Committee, an assistance organization that shares his honesty, caring, and respect for the needs of others. Participation in Friends activities became the outward expression of his strong inner commitment to the spirit of life.

Teaching became John's primary passion as well as profession soon after he left graduate school. His research centered on it, involving him in programmed instruction and, later, in classroom techniques of student mastery before proceeding to new material. He never relaxed his concentration on teaching, and he never taught a course the same way twice.

"Leadership as operant conditioning" (modifying extant behavior) developed into an intellectual focus for John, growing out of a childhood interest in China and his own interest in new teaching techniques. He was fascinated by the great social experiment of the Maoists, where mass-line leadership methods paralleled his techniques of *Stimulus, Response, and Contiguity*, the revised title of his 1965 book.

John and his family lived in Thailand where he was a Fulbright Lecturer, establishing a Department of Psychology at Thammasat University in 1964 and 1965. He studied Mandarin, visited China and collected an extensive library on Asia. Such interconnectedness of involvement exemplified his own definition of happiness as integrated striving.

John's honesty helped him approach others with consideration of differing perceptions and needs. He avoided exploiting others or allowing others to exploit him, knowing others' integrity to be as important as his own. Teaching was always a struggle to him, though a positive one; many students remember his efforts and value the learning he helped them accomplish.

On August 2, 1991, John died of cardiac arrest at Brookdale Hospital in Brooklyn, New York with Dulcie present. John had suffered an heart attack in March but had been out of the hospital for most of the intervening months, returning, due to shortness of breath, a week before his death.

We miss John. But his spirit, his influence, and his interests will always be with us.

ABA Affiliated Chapters

The Affiliated Chapters are national, state, regional, or local organizations. Membership in the Affiliated Chapters is separate from membership in ABA: International. To receive information about an Affiliated Chapter in your area, please contact the person listed below.

Assn for Behavior Analysis & Therapy/Southern California. Marjorie Charlop, Claremont Center for Autism, Claremont-McKenna College, Pitzer Hall, Claremont, CA 91711

Behavior Analysis Association of Michigan. Peter A. Holmes, 1619 Gregory, Ypsilanti, MI 48197

Behavior Analysis In Ireland. Kevin J. Tierney, Department of Psychology, University of Ulster at Jordanstown, Shore Rd, Newtonabbey, Co. Antrim, Northern Ireland BT37 0QB

Behavior Analysis Society of Illinois. Lynette Chandler, Special Education Dept, Southern Illinois University, Carbondale, IL 62901

Belgium Assn for Study of Behavior Modification & Therapy. O. Fontaine, 36 rue du Jardin Botanique, 4000 Liege, BELGIUM

Berkshire Assn for Behavior Analysis & Therapy. Christopher J. Fox, 49 Brandwywine Dr, Belchertown, MA 01007

Chicago Area Assn for Behavior Analysis. Jeffrey C. Grip, Chicago School for Professional Psychology, 806 S. Plymouth Ct., Chicago, IL 60205

Delaware Valley Assn for Behavior Analysis. Saul Axelrod, Temple University, Department of Special Education, Philadelphia, PA 19122

Florida Assn for Behavior Analysis. Jon S. Bailey, BMC, Inc, 1708 Kathryn Dr, Tallahassee, FL 32308

Georgia Assn for Behavior Analysis. Pamela Dorsett, 2671 Galahad Dr., NE, Atlanta, GA 30345

German Assn for Behavioral Medicine & Behavior Modification. Irmela Florin, Phillips University, Department of Psychology, Gutenbergstr. 18, D-3550 Marburg, WEST GERMANY

Italian Assn for the Analysis & Modification of Behavior. Paolo Moderato, Dipt di Psicologia, Viale delle Scienze 61, 90128 Palermo, ITALY

Japanese Assn for Behavior Analysis. Koichi Ono, Psychology Dept, Komazawa University, 1-23 Komazawa, Setagayaku, Tokyo 154 JAPAN

Latin American Assn for Behavior Analysis & Modification. Gustavo Ekroth, Ave. Italia 3269, Montevideo, URUGUAY

Minnesota Assn for Behavior Analysis. Michael Fatis, Mankato State University, Department of Psychology, Box 35, Mankato, MN 56001

Mississippi Assn for Behavior Analysis. Jean Anderson, Rt 5, Box 250, Oxford, MS 38655

New England Society of Behavior Analysis & Therapy. Robert F. Putnam, 24 Pheasant Ln N, Easton, MA 02368

New York State Assn for Behavior Analysis. Bill Bryson-Brockman, Pediatrics Dept, Winthrop University Hospital, Mineola, NY 11501

North Carolina Assn for Behavior Analysis. James F. Phillips, Western Carolina Center, Cedar Cottage, 300 Enola Rd, Morganton, NC 28655

Northern California Assn for Behavior Analysis. Ted Schoneberger, Psychology Department, California State University/Stanslaus, Turlock, CA 95380

Northwestern Assn for Behavior Analysis. David R. Schmitt, University of Washington, Sociology Department, DK-40, Seattle, WA 98195

Peruvian Society of Behavior Analysis & Modification. Jose Anicama, University Perua Cayetano/ Psych, Heredia Av. Honorio Delgado, 430 Urb Ingenieria, SMP Apto 5045, Lima, PERU

Scientific Assn for Behavior Modification—Canada. Jocelyn Keroack, Summitt School, 1750 Deguire, St. Laurent, PQ, CANADA H4L 1M7

Southeastern Assn for Behavior Analysis. Anna Hatten, Averett College, Department of Psychology, 420 W. Main, Danville, VA 24541

Texas Assn for Behavior Analysis. Cloyd Hyten, Center for Behavior Analysis, University of North Texas, PO Box 13438, Denton, TX 76203

Tri-State Assn for Behavior Analysis. Robert Spangler, East Tennessee State University, College of Education, Box 18940A, Johnson City, TN 37614

Uruguayan Assn of Behavior Analysis & Modification. Gustavo Ekroth, Ave. Italia 3269, Montevideo, URUGUAY ♦

POSITIONS AVAILABLE

Assistant Professor. Pending the availability of funding, the Department of Psychology, Temple University, invites applicants for one tenure-track position, to begin in the fall of 1992. We are looking for the best person in one of two areas, and expect to hire someone in the other area within two years. (1) **Behavior Analysis**, preferably with research interests in human and non-human behavior. (2) **Behavioral Neuroscience** with neurochemical laboratory expertise and related research interests, and with ability to teach both physiological and sensory psychology. The person we hire will teach both undergraduate and graduate students. Minority and female candidates are especially encouraged to apply. Send a copy of your curriculum vitae and a statement of research plans and interest, three letters of recommendation, and reprints/preprints to Experimental Search Committee, Department of Psychology, Weiss Hall, Temple University, Philadelphia, PA 19122. Evaluation of

POSITIONS AVAILABLE

credentials will begin October 15, and will continue until a candidate is selected. EOE/AEE.

Associate Clinical Psychologist.

Austin State School, an ACDD, ICF-MR accredited facility serving persons with mental retardation has an opening for an Associate Clinical Psychologist. Performs psychological evaluations, diagnosis, assess intellectual and adaptive behavior levels, and plan individual/group programs. Requires Master's degree in Psychology or related field plus six months experience as a Psychologist. Salary \$2403 per month. We offer an excellent benefits package including health insurance, state holidays, vacation, and sick leave, retirement, and partial paid Social Security tax. For more information call Bruce Weinheimer at 512-371-6164, or write to Austin State School, Personnel Dept, PO Box 1269, Austin, TX 78767. EOE

POSITIONS AVAILABLE

Behavioral Psychologists A variety of Psychological positions available at Richmond State School. **Position I:** Provides psychological services and behavioral treatment and training to children and adults with mental retardation residing in the natural home, foster families, supported independent living environments, and clients enrolled in the Home and Community Based Services Program, including a short-term evaluation/training group home. Responsibilities include the development, implementation, and evaluation of behavior therapy programs, using the least restrictive model. Emphasis is placed on training parents, school personnel, and other paraprofessionals in the management of behavioral challenges. Serves as a member of interdisciplinary team and completes psychological evaluations as necessary. Flexible work hours and reimbursed travel. **Position II:** Provides behavioral treatment and training services and psychological services to children and adults in a three-county

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service region. Responsible for developing, implementing, monitoring, and evaluating behavioral programs for clients residing in the natural home, group homes, foster care, 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 flexible hours as necessary. Reimbursed travel. **On Campus Position:** Serves as a member of a unit interdisciplinary team under the supervision of the Director of Behavioral Services. Responsible for the development, implementation, and evaluation of behavior therapy programs individuals with self-injurious/aggressive or other inappropriate behaviors; staff training for direct contact staff in behavior therapy program procedures; data analysis; supervision of therapist technician staff, clinical monitoring and program development for individuals with psychiatric disorders; and/or receiving psychotropic drugs, psychological evaluations; other duties as assigned. Full

POSITIONS AVAILABLE

time psychological assistants are provided, along with access to personal computers. Research and travel to conferences are supported. Services systems offer a choice of living and working in rural environments in Southeast Texas. Houston and Galveston/Gulf Coast are within easy driving distance. **Salary/Benefits:** Competitive salaries 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. **Critical 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. One year experience working with people with mental retardation. On campus position requires two years experience in applied behavior analysis; extensive knowledge of behavior

POSITIONS AVAILABLE

therapy principles. Must be capable of enduring extensive contact with physically aggressive individuals. **Richmond State School**, 2100 Preston St, Richmond, TX 77469 (713-342-4681).

Mental Retardation-Auburn University: Extension faculty position working with existing faculty group and MR system personnel to implement a statewide behavioral services model. Position involves critical leadership role in coordinating diverse aspects of service delivery system in the field. Applicants should have a PhD in behavior analysis, current involvement in the discipline, extensive supervisory experience in retardation facilities, comprehensive staff training and programming experience and exceptional ability to interact effectively with all levels of retardation personnel. Applicants should submit a letter of application, a curriculum vitae, and three letters of recommendation to J. M. Johnston, Department of Psychology, Auburn University, Auburn AL



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36849. Applications will be reviewed upon receipt and accepted until the position is filled. Minorities and women are especially encouraged to apply. AA/EOE

Psychologist, PhD or PsyD 2 positions. **Requirements:** training in animal or human operant, behavior modification, applied behavior analysis, or behavioral clinical. **Duties:** Assist director in carrying out the Behavior Research Institute treatment program for 16 clients at residential school for students with severe (autistic-like) behavior disorders, and conducting research. Private program committed to Skinnerian orientation, implementing state-of-the-art behavior modification procedures. Prior experience not required. Ideal as first job for experimentally-trained person wishing to work in a clinical setting, or as a sabbatical opportunity. Licensing supervision available for RI and MA. Salary \$30,000-\$65,000 depending on experience and qualifications. Excellent benefits. Call

POSITIONS AVAILABLE

or send resume to Rosemary Silva, **Behavior Research Institute**, 240 Laban St, Providence, RI 02909 (404-944-1186).

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.

Rhain C. Operations, Inc. (RHA) is recruiting for individuals with Masters or Doctorate in Psychology. RHA provides community residential services to persons with developmental disabilities. Positions are available in various communities throughout North Carolina. Qualifications for the job include at least a Masters Degree in Psychology. Licensure supervision is provided for Psychological Associates and Practicing Psychologist-Temporary. Applicants with training emphasis in Applied

POSITIONS AVAILABLE

Behavior Analysis, School Psychology, Rehabilitation Psychology, or Mental Retardation will be given special consideration. Experience in services to persons with developmental disabilities in ICF/MR settings is particularly desirable. Salary is very competitive and negotiable based on training and experience. New graduates are encouraged to apply. For further information or to make application contact **RHA**, 175 W New Hampshire Ave, Southern Pines, NC 28387 (1-800-233-6536; toll free in North Carolina).

MEETINGS

Student Assistance Conferences, Southeast: Jan 18-20, 1992, at the Clarion Hotel, Orlando, FL. **Northeast:** Feb 2-4, 1992, at the Hilton Hotel, Pittsburgh, PA. Contact the Conference Department, **Performance Resource Press**, 1863 Technology Drive, #200, Troy, MI 48063 (313-588-7733; Fax: 313-588-6633).

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Call after January 1, 1992 for special, low, unpublished fares. Travel on selected flights departing on May 23 and returning on May 29, 1992. Some of the departure cities included are Boston (BOS), New York City (LGA), Pittsburgh (PIT), and Kansas City (MCI). Seating is limited and some restrictions apply. These fares are available through Conventions in America only.

Travel Tips:

Book before April 30 for the absolute lowest fares. Discounts apply through May 31, 1992. Stay over a Saturday night for substantially lower fares. Plus, you'll receive free travel benefits when you purchase your ticket through Conventions in America.

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Reservation hours: 7:00am-5:00pm Pacific Time (24 hr. message service) - 7220 Trade St., #120 - San Diego, CA 92121

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:

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(positions in both the integration pilot program and schools)

Clinical Psychologist

School Administrator

For further information, contact

Randy Keyworth at Spectrum Center

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