

ABA Membership Reaches Record Level

Convention Attendance Increases Significantly!

Participation data for 1991 indicate dramatic increases in the membership, convention attendance and convention workshop registration. The membership of ABA (as of July 23) stands at 2,121, the highest level in the history of the organization. Atlanta convention attendance reached the second highest level in ABA's history at 1,437, up by 192 registrants over last year and the highest since 1978. At the Atlanta Convention, 262 registrants signed up for 16 workshops, an increase of 80 over 1990 registration levels. In addition to these trends, convention program submissions increased dramatically in 1991 reaching record levels. More than 790 submissions were received, and the final convention program contained 772 meetings, symposia, addresses, panel discussions and other events.

At the convention, the ABA Social replaced the annual Banquet and featured roundtable discussions with many well-known members as well as the ABA Executive Council. Following the roundtable period, important contributors were recognized and awards announced. The evening's entertainment began with "tricks" by volunteer magicians, followed by the annual ABA Dance. The ABA Social will be repeated in 1992 and will serve as a permanent alternative to the Banquet.

Several important decisions were made by ABA members in their annual business meeting and by the ABA Executive Council prior to and following the convention. First, a program to accredit behavioral studies in colleges and universities was approved for implementation in 1991. An accreditation board will be appointed in August, and applications for accreditation are now being solicited from interested programs (see details elsewhere in this issue of the Newsletter). Second, Council voted to accept an invitation to apply for membership on the Executive Board of the Accreditation Council for Persons with Developmental Disabilities (ACDD). Third, Council appointed one member to assume responsibility for communication with affiliated Local, State, Regional, and National Chapters. Sigrid Glenn will assume this responsibility for 1991-92.

The 1992 Convention will be held in San Francisco at the Hyatt Regency-Embarcadero May 24-28. The Call for Papers has been mailed. The deadline for Submissions is November 7, 1991. We encourage all interested persons to submit papers for consideration and to participate in the 1992 program. For more information contact, Shery Chamberlain at (616) 387-4495.



MESSAGE FROM THE PRESIDENT

The ABA convention and ABA governance are complete for another year — well, not exactly. Actually, that is a terrible lie. The work is never done. The ABA office staff and the Program Committee, for instance, were already preparing for next May's meeting in San Francisco before the Atlanta meeting began. The Program Committee (Michele Burnette and Mike Perone) had begun revising and fine-tuning its procedures for next year. The office staff (Shery Chamberlain and Sharon Myers) were busy preparing the call for papers so that it would be available in Atlanta. These and other activities continue unabated.

In working with the central office and ABA's various committee and task force chairs and co-chairs this past year, I have come to recognize (again) the enormous amount of work, energy, and dedication that many people put into this organization — without most of us recognizing it. Not recognizing it, we sometimes forget about it. My first presidential message, then, is one of thanks to many people. My list is a long one and cannot be adequately rendered in the space allotted, so I invite each of you to add your own thanks when the moment is right. I thank the following:

The volunteers who worked at the convention — John Barlow, Harold Briggs, Angela Collins, Rachel DaCunha, Karen Gibbons, Sonia Gilmore, Kim Hamby, Noreen Humphrey, Ken Huntley, Ellen Koch, Jim Kucera, Senez Rodriguez, Pam Slater, Ken Thyer, Julia Waid, Robert Woll — and the ABA convention staff who made the convention work: Shery Chamberlain (Convention Manager), Monica Porter (Assistant Manager), Gordon Henry and Julie Glasser (Exhibits), Susan Goeters (Media Relations), Jeanne LeMere and Jan Miller (Press Desk), Joe Keller and Vicky Pelletiere (Placement Services), Ken Alling and Shelly Biby (Poster Sessions), Sharon Myers (Registration Manager), Katie Cronin, Claudia Perdomo, and Angela Williams (Registration Staff), Sue Keller, Rebecca Perez, and Ruth Stankiewicz (Volunteer/Information Desk), and Judy Agnew, Karen Courtney, Asiah Mayang and Tom Spencer (Program Staff).

ABA Presidential Advisory Group chairs and their members who worked expediently (and gracefully) on difficult problems needing immediate attention: Judy Favell and the Advisory Group on ACDD (Saul Axelrod, Jon Bailey, Edward Carr, Robert Horner, Lynn McClannahan, Stephen Schroeder, Gerald Shook, David Wacker), and Rick Shull and the Advisory Group on Electronic Mail (Carl Binder, Judith Doran, David Eckerman, Michael Keenan, Richard Malott, Michael Markham, William Redmon, Terje Sagvolden, Kenneth Stephens, Thomas Tatham).

ABA Task Force chairs (and their members) who completed their important work: Bea Barrett and the Task Force on the Right to Effective Education (Ray Beck, Carl Binder, Donald Cook, Sigfried Engelmann, Doug Greer, Sarah Jane Kyrklund, Kent Johnson, Michael Maloney, Nan McCorkle, Julie Vargas, Cathy Watkins) and Bill Hopkins and the Task Force on Accreditation (Jon Bailey, Karen Blase, Don Bushell, Tony Cuvo, Wayne Fuqua, Bill Heward, Jim Johnston, Andy Lattal, Chuck Salzberg, Laura Schreibman).

The ABA committee chairs and co-chairs who ended their appointed terms this year — Michele Burnette (Program Committee), Susan Goeters (Media Relations), Judy LeBlanc (International Committee), Hank Pennypacker (Public Relations), and Beth Von Seggern (Professional Development).

SABA officers and the editorial staff and board members of *The Behavior Analyst* who will end their terms this year — Julie Vargas (SABA President), Sam Dietz (Journal Editor), Philip Hine and Sigrid Glenn (Journal Advisory Board), Paul Andronis, Janet Ellis, Joel Greenspoon, John Hughes, Iver Iversen, Kimberly Kirby, Terry Knapp, Vicki Lee, David Lubinski, David Lyon, Jack Marr, Edward Morris, Henry Pennypacker, Richard Rakos, and Deborah Shanley (Journal Editorial Board).

ABA Council members who have ended their elected terms of office with distinction — the distinction that ABA governance has reached new heights in effectiveness and efficiency: Phil Hine (President), Jon Bailey (Applied Representative), Judy Favell (At-Large Representative), and Sherry Serdikoff (Student Representative).

In each case, their hard work will make my work, and that of the current Council, all the easier.

Three other individuals also deserve special mention, though it will make them blush—but I must: First, Bill Redmon, the ABA Executive Director and Secretary-Treasurer, whose superb organizational skills and foresight have professionalized the organization, making it more responsive, more effective, and more efficient. Second, Shery Chamberlain, the ABA Business and Convention Manager, whose dedication to the day-to-day operation of the central office and the "care and feeding" of its members and governance make her the most indispensable of us all. And third, Sharon Myers, the ABA Membership Services Coordinator, who deserves notable appreciation this year because she is moving into another job at Western Michigan University. In August of 1979, Sharon began as ABA's Business Manager and served the Association with distinction during its early years. I

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Message from the President continues

I feel especially bad about Sharon's leaving under these circumstances because when I gave thanks to the ABA staff and volunteers at the ABA Social at the convention, I thoughtlessly omitted mention of Sharon. Sharon, I apologize. Good-bye, good luck, and thanks.

This completes my first presidential message. It was not long, it was not involved. It simply addressed what I thought needed doing. In subsequent issues, I will take up similar themes — similar in the sense that they will address how ABA-the-organization might better serve your purposes (our purposes). Some of these themes will be local, for instance, with respect to this year's banquet replacement — the ABA Social — and socials to come. Other themes will have broader import for the organization and its membership, for instance, affiliated chapters (state, regional, and international) and affiliate members. In these cases, and any others, please feel free to write me directly (along with Bill Redmon) with any concerns and suggestions.

Edward K. Morris, Ph.D.

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Lawrence, KS 66045 ♦

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Notes from the Editor . . .

Preliminary reports showed that ABA's convention registration at Atlanta appears to be the second highest in the Association's history, edging the 1429 at the 1988 convention in Philadelphia by a handful but falling short of the 1456 at Chicago in 1978.

Six years ago in this column (Volume 8, No. 3), I reported that ABA memberships on a yearly Standard Celeration Chart were accelerating by a factor of times 1.2 every five years, which projected to a membership of 3000 by the year 2000. A current check of the updated chart shows that this trend has continued and is still on course, with about 2100 memberships in 1991. Convention registrations, which were "maintaining" in 1983, have continued to neither grow nor decay; they just "bounce" from year to year between 1020 and 1460.

In that same Newsletter from six years ago, I noticed that mention was made of Claus Thiermann of West Germany, who led the recruiting of new ABA members at that time. Claus, even though a long-time radical behaviorist, was attending his first ABA Conference in 1991 at Atlanta. Talking with him, a North American received quite a different analysis of German events than what one sees or reads in the news media. I hope all our international members, particularly those able to attend the Convention, realize the significant role they play interacting with other members of ABA.

In related areas, Joe Morrow summarizes a trip taken by behaviorists to Cuba, and Osborn Cresson suggests a Special Interest Group on peace and violence.

Finally, we welcome Ed Morris as our President and congratulate Judy Favell, our President-Elect.

Steve Graf, Ph.D. ♦

Deadline for Submissions of Articles for Volume 14, #4 of The ABA Newsletter is September 2, 1991

Send your article to Steve Graf, Ph.D., Editor, ABA Newsletter, Department of Psychology, Youngstown State University, Youngstown, OH 44555

We want to hear from you!

News for Student Members

Susan Goeters, Student Representative
 Bryan D. Midgley, Past Student Representative
 April D. Miller, Student Representative-Elect

This year's ABA Convention in Atlanta was a success for all, including the student members. In all, 519 student members registered for the convention, a substantial increase over past years. Additionally, ABA's student membership came to a total of 709 this year, our highest ever. Congratulations and thanks for your support!

At the Atlanta convention this year, the Student Committee was pleased to make available the following events and activities: (1) the Student Committee Meeting, (2) the Student Committee Symposium on teaching the history of psychology, (3) the Student Committee poster display, and (4) the two Breakfast for Student Members events, sponsored by the Spectrum Center and Aubrey Daniels & Associates. During many of these events, we had the opportunity to meet some of you and determine your concerns and ideas for the future of all students in ABA. Thank you so much for your support, your ideas, and your time.

Currently, we are acting on your ideas, and we will keep you informed of our progress on those actions for students in ABA. Have a great year. ♦

ABA International

Dedicated to advancing behavioral science and its applications

18TH ANNUAL CONVENTION MAY 24-28, 1992

San Francisco, California, Hyatt Regency at Embarcadero Center

PRECONVENTION WORKSHOPS MAY 24-25, 1992

ABA: International
 258 Wood Hall
 Western Michigan University
 Kalamazoo, MI 49008-5052, USA
 Telephone: 616-387-4494

ABA: International was founded in 1974 to promote the experimental, conceptual, and applied analysis of behavior. Our annual convention draws 2,000 or more to the largest conference of behavior analysts in the United States. Our workshops, symposia, poster sessions, and invited speakers keep you in touch with the latest developments in the field.

*Call or write the ABA office to
 receive a copy of the
 1992 Call for Papers!*

*Submissions must be postmarked
 by November 6, 1991.*

From the EAHB SIG...

STUDENT PAPER COMPETITION

The Experimental Analysis of Human Behavior Special Interest Group (EAHB SIG) seeks submissions for its Annual Graduate Student Paper Competition. The competition was created to recognize and promote student scholarly activity in the experimental analysis of human behavior.

Current students and recent graduates (terminal degree received less than one year before the submission deadline) may submit conceptual, empirical, or review papers addressing issues relevant to the experimental analysis of human behavior. The student must be the primary author. The paper may not exceed 25 double-spaced pages and must be prepared according to APA format. A letter from the faculty sponsor describing the relative contributions of sponsor and student must accompany the submission.

Papers must be received no later than September 20, 1991. Send submissions to Tom Critchfield, Psychology Department, Auburn University, Auburn, AL 36849-5214. Phone: 205-844-4412. (For a complete description of contest and rules, see the Summer 1991 edition of the *Experimental Analysis of Human Behavior Bulletin*.) ♦

Free Registrations Available for Student Presenters at the 1992 ABA Convention!

Several ABA members petitioned the Executive Council requesting that complimentary registrations be provided for student presenters at the annual ABA conventions. Due to financial concerns, the Executive Council could not approve the proposal as presented. However, it was decided that contributions should be sought to provide student presenters with complimentary registration.

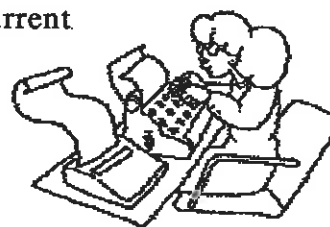
As of July 1, 1991, sufficient contributions have been received to provide about 30 students with complimentary registration for the 1992 ABA Convention. These complimentary registrations will be issued on a first-come, first-served basis to student members who are sole or senior authors of accepted convention submissions. If you are a student member and plan to submit a proposal for the 1992 ABA Convention, submit early! You could receive a free registration for the Convention!

Please contact Bill Redmon, ABA Secretary-Treasurer (616-387-4494) if you have any questions. ♦

YOUR HELP IS NEEDED TO SUPPORT STUDENT PRESENTERS AT THE 1992 ABA CONVENTION!



At the Fall 1990 meeting, the Executive Council reviewed a petition from several ABA members requesting registration waivers for students who presented at ABA Conventions. The Executive Council determined that the current budget would not permit such a policy and voted to solicit donations from the membership to help pay the convention registration fees of student presenters at future ABA Conventions.



For the 1992 ABA Convention in San Francisco, students who are sole or senior authors of convention presentations may receive complimentary registration for the convention depending upon the amount of funds raised.

You may donate funds by sending
your contribution (payable to ABA) to

William K. Redmon
Secretary-Treasurer
258 Wood Hall
Western Michigan University
Kalamazoo, MI 49008-5052



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☐ **BEHAVIOR of ORGANISMS by B.F. Skinner.** A classic first printed in 1938 and recently republished by the B.F. Skinner Foundation. Cost: \$20.00

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☐ **RECOMMENDATIONS of the TASK FORCE on the RIGHT to EFFECTIVE BEHAVIORAL TREATMENT.** Report, recommendations, and ABA's Position Statement. Cost: \$1.50

Note: All prices are in U.S. funds and include shipping and handling charges. Prices are subject to change without notice.

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INTRODUCING BEHAVIOR ANALYSTS AND BEHAVIOR ANALYSIS

Philip N. Hineline, Ph.D.
Temple University-Philadelphia

What do you say when, at a social gathering, someone introduces you as a behaviorist? Given the unsympathetic ways in which behaviorism is characterized by many introductory textbooks as well as by popular media, your new acquaintance may well be thinking:

("Behaviorist? Ah, yes:

the guy who scared the hell out of that little kid named Albert ...

pigeons playing ping-pong...

black-box psychology...

CONTROL...

Clockwork Orange...")

during the brief pause before he or she asks: "Do you study rats pressing levers?" The fact that I sometimes *do* study rats pressing levers does not make that an easy opening to the conversation, and over the years I've had occasion to try various gambits that address that opening. First, of course, there's the rat. Outside the laboratory they are considered vermin, so I might have begun with: "Yes, we choose them for laboratory study because they are among the most successful generalists among mammals—actually rather clever and friendly little critters...." But to most people a rat is a rat, unless they've established a meaningful relationship with one through a series of experiments, and defending our favorite rodent's good name merely plays into the stereotype (equivalence class?) that I'm concerned to eliminate. One might think the lever would be a more neutral starting point, but that seems not to be the case, for people find it an impoverished representative of most things that humans do—or even that rats do, for that matter. To discuss the sense in which its very arbitrariness makes lever-pressing worthy of study, is rather too subtle a beginning for casual conversation. After more than a decade of unsuccessful practice at dealing with this problem, I hit upon a fairly effective gambit: "Yes, I sometimes study rats pressing levers, in much the same way that someone concerned with intelligence studies people checking boxes." This leads easily and favorably into the *relationships* that we study, and appropriately, rats, levers, and pigeons pecking keys fade into the background.

Alternatively, one usually can pre-empt the stereotyping question by quickly correcting: "I'm a behavior ANALYST." This introduces useful confusion, since for most people psychological analysis suggests troubled free-associating clients reposed on couches—and that does not fit with the listener's likely understanding of "behavioral." Indeed, given the difficulty of providing a clear introduction to behavior analysis in the few minutes afforded by a social conversation

the most important thing to get across may be the fact that behavior analysis is interesting, subtle, amenable to complexity, and above all, quite unlike what the person had previously heard about it.

My main point here, is that one can develop a set of specific introductory repertoires for frequently-encountered situations, and one can employ those repertoires just as one shifts among various strategies within a game. Those repertoires can be supported with well-chosen examples of good works that have been achieved through behavioral principles. If pigeons have already come into the conversation, I try to work in the fact that it is a straightforward matter to train pigeons to detect the orange life-vests of people lost at sea, and riding in observation domes under Coast Guard helicopters, the birds readily do a better job at it than people do. I try to introduce behaviorally-based interventions that most anyone is likely to be familiar with—weight-control programs, the airlines' frequent-flyer programs, programs for orphaned children. My collection of such examples needs improving, and we all could benefit from discussing and sharing the gambits and examples that we find especially effective. The *Behavior Analyst Digest* is a good forum for sharing examples; perhaps the electronic Behavioral Bulletin Board would be a good forum for discussing discursive strategies.

One can amplify the effects of one's efforts at improving the ways in which behavior analysis is introduced, by communicating directly with authors of successful text-books that are likely to go into new editions. Distinguished status in the field is not a prerequisite for doing this, for each teacher represents a share of the market. It is especially important to praise the parts that the author has handled well, and to offer specific suggestions for change rather than general criticisms. One can ease the task of revision by supplying reprints describing work that might well be included—especially work that shows how behavior analysis has developed far beyond the 25-year-old examples that introductory textbooks usually describe.

Another feature of introductory textbooks bears our special attention, for it is one in which behavior analysis has not fared well, and it may reveal an important general principle for introducing one's viewpoint. That is: contemporary textbooks—in psychology, at least—often contain inset panels describing a particular psychologist as well as his or her work. Even in the sections on learning theory, behavior analysts other than B. F. Skinner have seldom, if ever, been selected for such presentation. To be sure, a valid principle is more important than details of the person who discovered

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Introducing Behavior Analysts and Behavior Analysis continues

or developed it, and thus we tend to keep ourselves out of the foreground, even though numerous people have contributed conceptual as well as empirical advances that extend beyond Skinner's initial formulation. However, this may also have contributed to behaviorists being seen as shadowy background figures indulging in control—rather than involved in reciprocal relationships that are inherent to applications of behavioral principles. We need to present behavior analysts, up front along with their analyses, as the real flesh-and-blood, caring people that we are.

My basis for suggesting that a general principle is involved here, is an observation of journalistic practice: Newspapers have a strong bias toward portraying someone describing facts, rather than merely describing the facts themselves. While I am not schooled in the principles of journalism, I can discern possible reasons of credibility or accountability that would favor this practice. On the other hand, perhaps a description of a person describing the facts, rather than a mere description of the facts alone, more effectively reinforces the behavior of reading. In any case, we should be developing brief "research biographies" of contemporary behavior analysts. These could be used initially at the press desk at the ABA meeting, to aid the orientation of reporters, and subsequently for other introductory purposes.

As to how such material might be generated: has any of you, my colleagues, considered teaching a course entitled "research biographies?" Such a course makes good pedagogical sense, for a substantial part of the focus would be upon the strategies as well as techniques that a given researcher used—the continuities of a developing program of work, choices of which experiments to follow up, apparent blind alleys, and so on. The course requirements could include the preparation of brief biographies that describe the persons as well as their work, using as models the descriptions of other scientists that already appear in textbooks and other media. This places some of our burden upon students—yet to me the task appears less onerous than many that I undertook when completing seminar requirements. In addition, I am willing to personally pay the cost of a night's hotel room at the ABA meeting in San Francisco, to the student who sends me the best Research Biography in a form that would be suitable for one of the above uses. Any takers? Any additional sponsors? ♦

ABA '92 Convention

Call for Papers mailed August 1, 1991

Submission Deadline is November 6, 1991

ABA PSYCHIC DETECTIVE CONTEST WINNER

As part of the entertainment during the Social Hour at the 1991 ABA Convention, an effort was made to find the best psychic detective in ABA. The means to determine this best debunking detective was to have the audience members write an analysis of a series of events with supposed extraordinary claims or "ESP" as the stated cause. The award reads:

Congratulations on Winning the "Ghostbuster/Elery Queen of E.S.P." at ABA Convention 1991. This most coveted of awards is presented to those who have detective skills like Elery Queen and Ghostbusters. In the footsteps of these great detectives, your high level of explanations of these supposed ESP activities indicate your outstanding level of skill in analysis of complex behavior. Good job!

In a close contest, the winner was Mark Clingan, from Morgantown, West Virginia.

Jerry Mertens has a handout available which describes how he utilizes this debunking procedure in behavioral courses. For a copy, write Jerry Mertens, Psychology Department, St. Cloud State University, St. Cloud, MN 56301. ♦



**REMEMBER to SEND YOUR NEW ADDRESS
and TELEPHONE NUMBER to
ABA, 258 Wood Hall, Western Michigan
University, Kalamazoo, MI 49008-5052**

KANTOR BIOGRAPHY PROJECT

Dr. Donna M. Cone and Dr. Paul T. Mountjoy are undertaking a biography of Jacob Robert Kantor and request that anyone who has information relevant to this project contact one of them.

Donna M. Cone, Department of Mental Health, Rehabilitation & Hospitals, 600 New London Ave, Cranston, RI 02920. Daytime phone: 401-464-2334, Evening phone: 401-821-8796.

Paul T. Mountjoy, Department of Psychology, Western Michigan University, Kalamazoo, MI 49008-5052. Daytime phone: 616-387-4498. Evening phone: 616-344-0814. ♦

Notes from a Radical Behaviorist . . .

Can the Dead Man's Test Change Reinforcement to Punishment?

Richard W. Malott
Western Michigan University

What is *behavior*?

Anything a dead man¹ can't do.

This criterion, developed by Ogden Lindsley some 25 years ago, helps me and my students keep our eye on the doughnut and not the hole. It helps us avoid analyzing nonbehavior. But it ain't easy. Here's a challenging and entertaining instance we struggled with in writing our much ballyhooed, but yet to be published, second edition of *Elementary Principles of Behavior*. With this instance, we thought we had an example of an unusual process — shaping based on an escape contingency. But the dead man's definition of behavior suggested we had confused the hole with the doughnut. (The indented sections are interspersed commentary.)

In the text we have established that a child named *Clark* is so disruptive in the dental chair that the dentist can't work on his teeth. At this point, Dawn, a behavior analyst, has come to the rescue:

Dawn found an ingenious intervention that Keith Allen² had done for his doctoral dissertation at West Virginia University, a major center for behavior analysis. She would need the help of Carol, the dental assistant. They would have Clark practice, before seeing Dr. Hook. Carol said to Clark, "You can be a big helper by lying still and quiet while we practice working with you. Whenever you're a big helper, we'll stop our work for a while, to give you a rest."

Then, Carol turned on a drill without a bit and gradually moved it closer to Clark's mouth.

(Now originally we thought that the behavior of interest was being quiet and that being quiet was reinforced by an escape contingency; so we described the procedure like this: *When he was quiet for 3 seconds, Carol stopped the drill. Sitting still and quiet was reinforced by the removal of an aversive stimulus, the drill.* But Todd Nadaeu, a grad student at WMU, suggested that we should apply the dead man's test:

Is being quiet behavior? Does it pass the dead man's test? Could a dead man do it?

Yes, dead men are experts at being quiet. But behavior is anything a dead man can't do; so that means being quiet isn't behavior.

Then what is the behavior we're analyzing?

Would it be disruptive behavior?

Yes. And what's contingent on disruption?

Keeping on the aversive sound of the drill. So we changed the description of the procedure:

Carol gave Clark "a rest" every 3 seconds, unless he was disruptive. (Each of Clark's disruptions prevented the termination of the aversive sound of the drill until 3 seconds had passed since that disruption. If he had been disruptive every 3 seconds, she would never have turned off the drill.) This is a punishment contingency — punishment by the prevention of the removal of an aversive condition.

Now you may be right if you think I'm losing much of my dangerously thin hair because I split those hairs too finely. But at least for reasons of pedantic precision, we might want to know whether we're using an escape contingency or a punishment contingency. For example, imagine the grizzly possibility that, unnoticed by Dawn and Carol, poor little Clark died of fright in the dentist's chair. Then Dawn and Carol would have continued turning off the drill every 3 seconds, and they would claim they had been **reinforcing** Clark's being quiet. But using the dead man's test, they, at least, would not claim to have been **punishing** Clark's posthumous disruptions.

Notice, by the way, the contingency *punishment by the prevention of the removal of an aversive condition*. This convoluted contingency may be more important in behavior modification and in everyday life than its absence from the traditional behavioral literature would suggest. Now back to our story.

When Clark reliably met the 3-second criterion, Dawn and Carol raised it to 10 seconds. So then the first disruption in each 10-second interval was punished, by preventing the termination of the drill's aversive sound. When Clark reliably met the 10-second criterion, they raised it to 20 seconds, and finally to 30 seconds.

Dawn and Carol gradually increased the required duration of no disruptions. Does that make this a shaping procedure?

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¹ Be serious, you really don't want us to call it the *dead person* test, do you?

² Based on 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. The data presented in this section are also from this article.

Notes from a Radical Behaviorist continues

For this to be shaping, the duration must be a dimension of the shaped behavior. Duration would be a dimension of being quiet if being quiet were a behavior. But because it isn't, the behavior of interest is being disruptive. Dawn and Carol are not gradually changing the duration of a disruption response, they're just changing the duration of time during which they're sampling that response. So this isn't shaping.

And when Clark was disruptive, Dawn and Carol quit talking to him, avoided eye contact, and turned away slightly, though Carol kept the drill going and kept "working" with him. (So being disruptive was also punished by the removal of attention—a penalty contingency.)

Again, the dead man's test convinced me that they were punishing disruptions, with a penalty contingency, rather than reinforcing being quiet.

After Clark had mastered the drilling, they moved on to five other major threats of the dental office: dental exploration, water suction, injection (no needle), placement of the rubber dam, and restorative procedures.

Dawn and Carol also added a third punishment contingency: They would periodically give him praise and small stickers unless he was disruptive—punishment by the prevention of reinforcers. They placed the stickers on a colored index card containing a picture of a pie sliced into six pieces. They attached the card to the dental light above Clark, where he could see it easily. Each time Clark earned enough tabs to fill the card, he got to keep it.

That's another area where the dead man's test rescued me from intellectual confusion, from mistaking a penalty contingency for a reinforcement contingency.

It worked! Clark's disruptive behavior decreased from 88% of the time to less than 15%, from 3.1 disruptions per minute to .38 disruptions per minute (about 4 disruptions every 10 minutes). ♦

Reader Reactions to Notes from a Radical Behaviorist . . .

Gaps and Confusions (The ABA Newsletter, 14, #2):

Jack Michael and Al Poling convinced me I'd drown if I swam unnecessarily against the tide of terminological convention. So we're extending the definition of S^D and S^A to include punishment as well as reinforcement contingencies. That means that an S^D is a stimulus in the presence of which a contingency is in effect, either reinforcement or punishment. And we're regressing to the common, though theoretically prejudicial terminology of *warning stimulus* rather than the more neutral *preliminary stimulus*, for the avoidance contingency. ♦

Help! Help! Help! Help! Help! Help! Help!

BEHAVIORAL MEDICINE AND REHABILITATION SIG MEMBERS

The National Association of Rehabilitation Professionals in the Private Sector (NARPPS) has announced the formation of a Task Force to develop Rehabilitation Procedural Terminology (RPT) Codes to assist the insurance industry's understanding of the importance of all aspects of rehabilitation. These codes will be similar to the CPT-4 system which is used by the medical community to code invoices for reimbursement.

This is an important opportunity for Behavior Analysts to shape the payment protocol for our services! That is, we have the ability to define our clinical procedures so that all insurance companies nationwide will acknowledge, understand, and reimburse our services.

The RPT Codes must be written providing a descriptor and a definition of the procedure, who implements the procedure, and the time required for the procedure (see following example).

Descriptor:	Splinting
Definition:	The application of any device which renders joints immobile for specified periods of time
Implementor:	RPT, OTR
Time:	1 hour

All interested parties, everyone who renders rehabilitative services and who expect to be paid for their services, are invited to participate. Please contact our representative on the Rehabilitation Procedural Terminology Codes steering committee, Mark Pavlovich, PSI, 5249 Rockbridge Drive, Stone Mountain, GA 30087-4222. Telephone: 404-469-7704. ♦

ABA'92 Convention

**San Francisco Hyatt Regency at
Embarcadero Center**

**Sunday, May 24
through
Thursday, May 28**

News from Affiliated Chapters

NYSABA ~ New York State Association for Behavior Analysis

The 1st Annual New York State ABA conference is tentatively scheduled for April, 1992 at the Devereux Center. This one-day conference will include Poster sessions, workshops, invited addresses and round-table discussions. To encourage the development of new behavior analysts, one poster session will feature students and paraprofessionals. For more information, write to NYSABA, Psychology Department, Long Island University, C.W. Post Campus, Brookville, NY 11548. ♦

TxABA ~ Texas Association for Behavior Analysis

The TxABA annual convention was held March 1-2 in Austin. A pre-conference institute on mental retardation was held Friday, March 1 with workshops presented by Michael Cataldo and Raymond G. Miltenberger. A panel discussion included Jaylon Fincannon, Texas Deputy Commissioner for Mental Retardation Services, David Cansler, Chief Psychologist at Austin State Hospital, and Jerry Vincent, Deputy Assistant Secretary, Louisiana Department of Health and Hospitals. The annual TxABA Conference on Saturday featured Sigrid Glenn, Susan Miller, Kim Kirby, Terry McSween, and Gerald Shook.

Don Williams was elected President of TxABA and Hilary Karp was elected to the TxABA Council, joining Betty Armstrong (Past-President), Louise Kent-Udolf (Secretary-Treasurer), and Deborah Grossett. For membership information, write Don Williams, Richmond State School, 2100 Preston St, Richmond, TX 77469-1499. ♦

Needed. . .

Chapter News Submissions!

Let us know what's happening in your area! Of special interest is news from our Chapters located outside of the United States.

Send news about your Chapter's activities to Steve Graf, Editor, The ABA Newsletter, Psychology Department, Youngstown State University, Youngstown, OH 44555. ♦

Special Interest Group Development

PEACE AND VIOLENCE

Osborn Cresson
Western Michigan University-Kalamazoo

Our culture is violent in many ways. Existing efforts to change this have failed. The pattern will continue until we find a better way to decrease violence and increase peace in our culture. For instance, history suggests that little children growing up in America today will experience one war in their twenties and at least one more later in life. They will live in a violent world unless we change how we work for peace. What can our profession offer?

Behavior analysts have produced theoretical articles on nuclear weapons, programs to decrease violence in schools, prisons and other institutions. Therapies for individuals and families often address conflict situations. Assertiveness training and negotiation skills have been studied. There is a body of literature on the basic procedures of aversive conditioning. However, our profession as a whole has rarely organized to work for peace. A few years ago there was a group called BANWAR (Behaviorists Against Nuclear War). There are other organizations, such as Behaviorists for Social Action, but they have more general agendas. We need a coalition that draws everyone in regardless of their views on anything else.

Behavior analysts need a peace organization. It could be an ABA Special Interest Group. Peace groups could be set up in different psychology departments and in the many specialized behavioral groups and geographic associations. Advocates in each group could volunteer to work on different types of violence. We would be looking at all forms of violence because they derive such support from each other. To do something about one form, such as war, we have to be prepared to address them all. We could produce a newsletter, a clearinghouse, programs on specific types of violence and projects such as catalogues, conferences and courses. There could be a poll of ABA members to see their views on peace and violence, work being done in the area and suggestions for how we should proceed.

It is important to design an organization that can be placed in a wide variety of host communities (our profession being one). A SIG could coordinate the efforts of other communities, such as the members of a church, union, profession, reform movement, special interest group or social organization. Each version of the organization would have its own special features. Even among behaviorists the groups would emphasize different activities. It will be a supreme challenge for behavior analysts to find a way to change behavior on a cultural scale and to cooperate with others on this even if they reject our basic approach. Please send your reactions to Osborn Cresson, Psychology Department, Western Michigan University, Kalamazoo, MI 49008 (616-343-8652). ♦

BEHAVIORISTS GO TO CUBA

Joe Morrow and Murray Work

Immediately after ABA in Atlanta, eleven radical behaviorists went to Havana, Cuba for a conference: "Behaviorism in Cuba". Nine papers covering behaviorism's history and philosophy to applied behavior analysis to basic research were given by the behaviorists at the School of Psychology in the University of Havana. For their part, the Cubans offered critiques and asked questions about the research, as well as presenting some of their own work. This included a paper by Professor de la Torre on the history of behaviorism in Latin America.

The papers were presented before audiences of mainly students who, at times, numbered about 100. None of the Cubans were behaviorists, but they described themselves as "open" to behavioral views. One, Professor Alvarez, read a letter he had received from Skinner in response to questions about the Soviet psychologist Vygotsky.

The Cubans were particularly interested in applied matters and many questions followed these papers. Two of the papers (by Deborah Shanley and Mary Boyle) were so well received that the Cubans requested additional presentations at a local school and hospital.

One group visited a school for children with learning disabilities and observed the teaching methods and some of the research taking place there. We also visited a cigar factory where the work is conducted under an elaborate incentive system. One of our members spent a few days poring through the numerous books of data that have been compiled over the years from the various incentive systems that govern most of the Cuban enterprises.

We were entertained officially by the University, and the psychologists threw a party for us. There was almost daily contact with a few of the psychologists and a strong feeling

of friendship emerged. Several of our group have expressed a definite interest in future co-work in the areas of education and organizational behavior management. The general agreement was that a similar conference would be planned for January 1993.

The U.S. Government has conducted a 30-year embargo of Cuba and does not permit its citizens to be "tourists"

there. Under the Carter administration, there was a slight easing of this policy and meetings of this type are now allowed as "academic research."



Standing Left to Right: Jerry Uiman, Maria Malott, David Feeney, Carlos Tablada (Cuban host), Robert Kopec, Mary Boyle, Murray Work, Dick Malott. **Kneeling Left to Right:** Deborah Shanley, Masaya Sato, Naoko Sugiyama, Joe Morrow

For information on the next trip contact

Deborah Shanley (212-734-8041)

or

Joe Morrow (916-923-5330)

As a final comment, the above account does not do justice to the many positive statements by the group of behaviorists about Cuba and its people as a result of the experience.

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(Please, note some sessions are two tapes as indicated by A□ and B□. Cost is per tape-not per session.)

VOLUME I

- Expressions of Appreciation**•Fred S. Keller 741-202 □
- Wittgenstein:Radical Behaviorism's Door to Academic Philosophy**•J.D. Mason,Ullin T. Place,Douglas C. Taylor 741-215 □
- Emotion & Behavior:RSs and SrS,DSs & SDs**•Arthur W. Staats,David R. Schmitt 741-224 □
- Feelings Aren't Epiphenomenal:Implications of Verbal Behavior for the Analysis of Emotions** 741-236 □
Steven C. Hayes,Michael J. Dougher
- Conceptual Issues in Verbal Behavior** 741-240A□
Thomas J. Spencer,Jay Moore,Ted Schoneberger,Steven M. Kemp,Willy-Tore Morch 741-240B□

VOLUME II

- Behavioral Ecology**•Kennon A. Lattal,William Timberlake,Jennifer M. McFarland,William H. Ahearn,Philip N. Hineline,F.G. David,William H. Baum,Jesse Dallery,Carl D. Cheney 741-241A□
741-241B□
- The International Diffusion of Behavioral Technology**•Maria Emma Malott,Judith M. LeBlanc, Sidney W. Bijou,Aubrey C. Daniels, Richard W. Mallott,Saturo Shimamura,Henry S. Pennypacker,Robert N. Woll 741-244A□
741-244B□
- The Origins of Deviant Sexual Interest...and What to do About It**•Robert M. Stein 741-252 □
- Behavior Assessment & Treatment of School Refusal-Behavior**•Steven C. Hayes,Christopher A. Kearney,Wendy K. Silverman 741-259 □

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- Licensing of Behavior Analysts:The Time is Now** 741-306 □
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- Image of Behaviorism in Literature**•Bobby Newman,Terry E. McSween,Richard W. Malott,Donald A. Cook 741-312A□
741-312B□
- Behavior Analysis in the Zoo**•Jack Marr,Terry Maple,D.L. Forthman,J.J. Ogden,Hal Markowitz 741-319A□
741-319B□
- The Radical-Behavioral Psychoanalytic-Process Connection:Implications for Radical Behavioral Psychotherapy** 741-332 □
Robert J. Kohlenberg,James Cordova,Julian Somers,Kelly Koerner

VOLUME IV

- Behavior for What? Lessons Learned from the Real World**•Joe H. Harless,Carl V. Binder 741-334 □
- The Integration of Cultural Materialism and Behavior Analysis**•Anthony Biglan,Marvin Harris, Sigrid S. Glenn,E.F. Malagodi,Kenneth E. Lloyd,Richard W. Malott,Carol Metzler,Steven C. Hayes 741-346A□
741-346B□
- Conceptual Foundations of Behavior Analysis:Do We Need a Textbook?**•Jay Moore,Edward K. Morris, James M. Johnston 741-401 □
- On The Evolution of Rational Behaviors: Comparative Studies of Learning,Language,and Numbers** 741-402 □
Duane M. Rumbaugh,Jack Marr
- Project SUPPoRT:A Behavioral Approach to Drop-Out Prevention**•G. Roy Mayer,Lynda K. Mitchell,Tamara Clementi,Daniel T. Bullara 741-403 □

VOLUME V

- Innovative Behavioral Interventions for Survivors of Traumatic Brain Injuries:Beyond Systematic Replication**•James H. Joyce,J. Stuart Phillips,Robert McDaniel, Ann Sievert,Frank D. Lewis,Paul Nau,Craig Bitter,Michael Hofmeister 741-410 □
- What Do We Know About Behavioral Gerontology?**•Elsie M. Pinkston,Linda Teri,Louis D. Burgio 741-411 □
- B.F.Skinner's Contributions to Clinical Psychology**•Michael J. Dougher,M. Michele Burnette 741-418 □
- 101 Research Topics from the Book Verbal Behavior**•Mark L. Sundberg,Elizabeth M. Street 741-422 □
- President's Invited Symposium**•Philip N. Hineline, Paul Chance,Jeanine Czubaroff,Julie Tetel Andresen 741-429A□
741-429B□

VOLUME VI



- B.F.Skinner's Influence on Training and OBM** 741-506 □
Terry E. McSween,Susan M. Markle,Carl V. Binder,Donald A. Cook,Aubrey C. Daniels
- B.F.Skinner's Influence on Pharmacology**• 741-510 □
Kenneth Silverman,Joseph B. Brady,Peter B. Dews,Victor G. Laties
- Considerations in the Treatment of Severe Maladaptive Behaviors**•Shirley O'Brien,Donald M. Baer,Saul Axelrod,Brian A. Iwata,Alan C. Repp,Kathryn G. Karsh, F. Charles Mace 741-511A□
741-511B□
- Boundaries of Behavior Analysis**•Bryan D. Midgley,Hayne W. Reese,William M. Baum,Henry S. Pennypacker,William S. Verplanck,Dennis J. Delprato 741-516A□
741-516B□

VOLUME VII

- From the Shakers to Los Horcones:What can we learn from 200 years of communal experiments?** 741-519 □
Deborah E. Altus
- Current Status of Behavioral Assessment & Treatment of Adult Sex Offenders**•Gene Abel,Michael J. Dougher 741-521 □
- Stimulus Equivalents in 1991:What We Are Asking & What We Need to Know**•William J. McIlvane,Carol Pilgrim 741-536 □
- The Role of Antecedent Variables in the Assessment and Treatment of Severe Problem Behaviors** 741-541 □
Saul Axelrod,Ron Van Houten,Shannon L. Hamm,Ahmos E. Rolider
- The Relationship between Basic & Applied Behavior Analysis:Where Do We Stand and Where Do We Want to Go?**•Beatrice H. Barrett,Patricia M. Meinhold,Travis Thompson,James M. Johnston,Richard W. Malott, Ogden Lindsley,Raymond G. Romanczyk 741-543A□
741-543B□

VOLUME VIII

- B.F.Skinner:Past,Future,and Perfect** 741-545A□
Jay Moore,Daniel J. Bjork,John A. Nevin, A. Charles Catania 741-541B□
- Using Direct Instruction to Teach Higher Order Thinking in First Through Sixth Grade Mathematics** 741-602 □
Siegfried Englemann,Douglas Carmine,Bernadette Kelly,Roberta Weisberg
- Applying and Refining a Staff Training Technology in Developmental Disabilities**•Dennis H. Reid,Carolyn W. Green,Joyce E. McCann,Marsha B. Parsons, Maureen M. Schepis 741-613 □
- Promoting Freedom and Dignity:A New Agenda for Behavior Analysis**•Jon S. Bailey,Jack Michael 741-619 □
- Behavior As Evolutionary Biology** 741-622 □
Michael D. Zeiler,Michael Perone

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Annual Business Meeting of the Association for Behavior Analysis Hilton Inn & Towers, Atlanta, Georgia, May 25, 1991

Please note: The following record is being provided for information only. This record will not serve as the official minutes of the meeting until approved at the May 1992 Business Meeting.

Minutes of the May 1990 Business Meeting

Jon S. Bailey moved to approve the May 1990 Business Meeting Minutes as presented. The motion was seconded and unanimously approved.

Election and Referenda Results. William K. Redmon, Secretary-Treasurer, presented the results of the 1991 election and referenda, in which 51.7% of the voting membership returned their ballots.

- ✓ The candidates for President-Elect were Judith E. Favell and M. Jackson Marr. Favell was elected with 59.0% of the vote (.4% abstained and 7.2% were void).
- ✓ The candidates for Applied Representative were Karen S. Budd and Richard M. Foxx. Foxx was elected with 49.9% of the vote (2.4% abstained and 7.2% were void).
- ✓ The candidates for At-Large Representative were Marc N. Branch and Kenneth E. Lloyd. Lloyd was elected with 47.3% of the vote (3.2% abstained and 7.2% were void).
- ✓ The referenda on modifying the election policy to include provisions for ties was approved with 85.1% of the vote (3.8% abstained and 7.2% were void). In the future ties will be broken by a vote of the Executive Council.
- ✓ The referenda on an Association position with respect to the treatment of nonhuman research subjects was approved with 82.7% of the vote (6.6% abstained and 7.2% were void).
- ✓ In the election for Student Representative-Elect, 18.2% of the students returned their ballots. The candidates were Michael Markham and April D. Miller. Miller was elected with 67.9% of the vote (none abstained and 2.7% were void).

Convention Site Report. Redmon reviewed the sites with which ABA has contracted

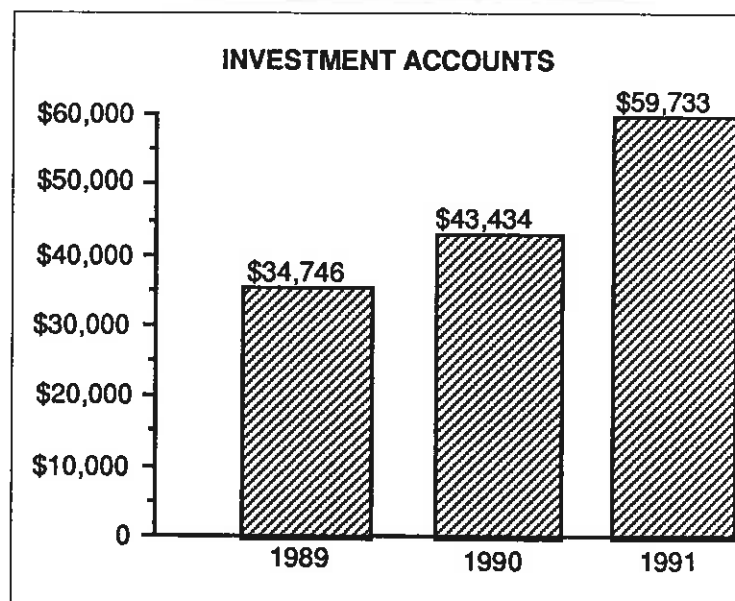
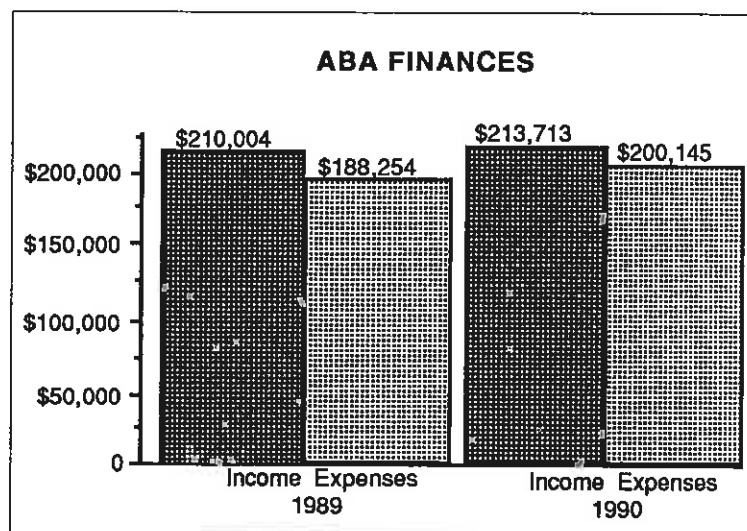
1992 ~ May 24-28, San Francisco, Hyatt Regency at Embarcadero Center

1993 ~ May 26-30, Chicago, Marriott at Water Tower Place

1994 ~ May 26-30, Atlanta, Hilton Inn and Towers

1995 ~ May 26-30, Washington DC, Grand Hyatt at Washington Center

Financial Report. Redmon presented ABA's income, expenses, and investments (see following figures).

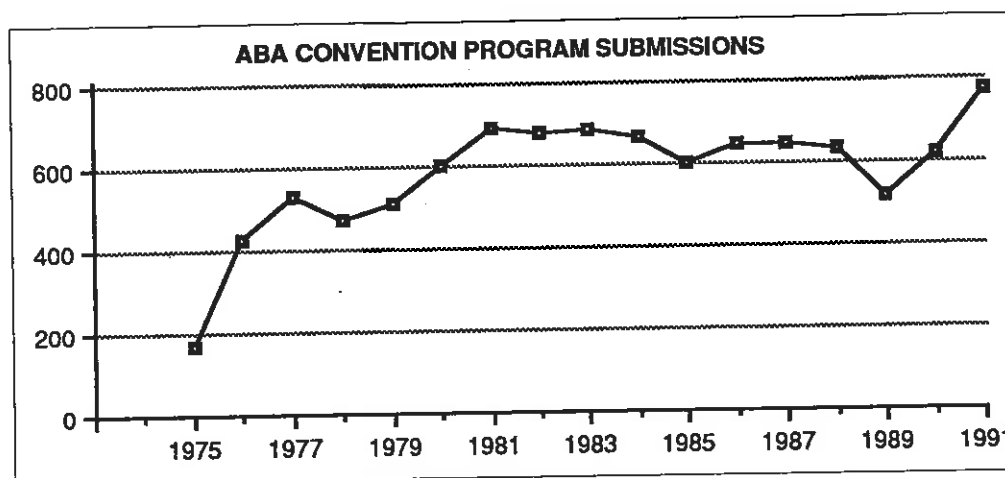


Submission Review and Scheduling Committee. Michael Perone, Co-Chair, presented the report. Perone expressed appreciation to the following people for their participation in the development of the 1991 convention

continues

ABA '91 Business Meeting continues

program: the Specialty Area Coordinators for arranging the invited addresses in their areas; William Redmon for serving as Continuing Education Chair; Edward Morris, Program Board Coordinator, who made arrangements for the special and social events; and Philip Hine line for the President's Invited Symposium. He also expressed appreciation to Michele Burnette whose term as Co-Chair of the Submission Review and Scheduling Committee ended with this convention. Michael Dougher, University of New Mexico, was appointed Co-Chair of the Committee for 1991-1994. He also presented the number of presentations for each convention (see following graph).



Membership Board Report. W. Joseph Wyatt, Board Coordinator presented an overview of the Board activities. Chuck Merbitz has been appointed Chair of the Membership Recruitment and Retention Committee. Jack Michael continues as Chair of the Applications Review Committee and Yolanda Suarez-Balcazar continues as Chair of the International Development Committee.

- A mailing was developed to recruit members from the Affiliated Chapters and the Florida Association for Behavior Analysis was selected for a pilot test on the effectiveness of the mailing. Based on the results, the effort will be expanded to other chapters during the coming year.
- International Development Committee. Yolanda Suarez-Balcazar, Chair, presented the report. The International Event in the ABA Expo included 20 posters from 12 countries with 35 presenters. There are about 100 attendees from outside of the United States at this year's convention, up from 59 at the 1990 convention.

Public Relations Committee. Susan Goeters, Media Relations Coordinator, reported that ABA had contracted with Paul Chance to assist and advise the Public Relations Committee. He assisted with the development of the press kit materials and advised on the arrangements for a press

conference held the first day of the convention. Goeters announced her resignation as Media Relations Coordinator. Council will appoint her replacement at the Fall 1991 meeting. Henry Pennypacker's term as Public Relations Committee Chair ends at this convention and Jon S. Bailey has been appointed Chair of the Committee for 1991-1994.

Student Committee. Bryan D. Midgley, Chair, reviewed the Committee activities of the previous year including a symposium arranged for the 1991 Convention, the convention roommate matching system, the sponsoring of student breakfasts during the convention, and the graduate training directory.

Professional Development Committee. Beth Von Seggern, Chair, reported on the change from task force status (formerly the Task Force for the Professional Development of Women) to committee status. The Committee will be meeting during the Convention to develop specific objectives for the coming year. Von Seggern's term as Chair ends at this convention. Karen Budd was appointed Chair of the Committee for 1991-1994.

Presidential Advisory Group on Electronic Mail. Philip Hine line

reported that the group had submitted their final report and Council would review the recommendations in the report for future action.

Accreditation Council for Persons with Developmental Disabilities. Judith E. Favell reported that ABA had been invited to apply for membership in ACDD, a national quality assurance group. The cost of membership is \$5,000.00 for two ABA representatives to attend the ACDD meetings.

- A suggestion was made that members could contribute their frequent flyer mileage to provide assistance to ABA when it was necessary to bring representatives to the ABA Convention.
- The membership was in favor of ABA's involvement in this activity and supportive of the necessary expenditures.

Accreditation Task Force. Bill L. Hopkins, Chair, reported that the Task Force had submitted a recommendation to Council for accreditation of graduate programs in behavior analysis.

- It was recommended that an appeals process be included to minimize legal issues.

continues

ABA Business Meeting continues

Sigrid S. Glenn moved to accept the report, with the addition of an appeals process and to support moving ahead with the accreditation program. The motion was seconded and unanimously approved.

APS Summit. Hineline reported on his and M. Jackson Marr's participation in the American Psychological Society Summit. Celia Wolk Gershenson has agreed to serve as ABA's representative in the development of examples of success stories to construct a document for politicians and federal agencies. She asked members to submit examples of successes in behavior analysis for inclusion in the report.

Business from the Floor

■ Jon S. Bailey, representing the Florida Association for Behavior Analysis, requested that Orlando, Florida, be considered for a future ABA Convention site.

■ Sigrid S. Glenn asked members to ask their doctors, dentists, etc. if they would place a copy of the *Behavior Analysis Digest* in their waiting rooms if the subscription was paid for them.

Bill L. Hopkins moved to adjourn the meeting. The motion was seconded and unanimously approved. ♦

The ABA Newsletter is published four times/year (Spring, Summer, Fall, Winter) by the Association for Behavior Analysis. *The ABA Newsletter* is ABA: International's primary means of communicating with the membership about association activities and developments.

Publication of articles, announcements, or acceptance of advertisements in *The ABA Newsletter* does not imply endorsement by ABA. Articles and announcements must be submitted to the Editor for consideration. ABA reserves the right to edit all copy.

Editor: Stephen A. Graf, Youngstown State University, Department of Psychology, Youngstown, OH 44555

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1991 SUPPORTING AND SUSTAINING MEMBERS

Through their contributions, Sustaining and Supporting members help 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
Aubrey C. Daniels
Matthew L. Israel
Jack Michael

Donald M. Baer
Michael J. Dillon
Ogden R. Lindsley
Henry S. Pennypacker
Beth Sulzer-Azaroff

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Terry E. McSween
John E. Stone
Claus Thiermann

James H. Cowardin
James G. Holland
Francis Mechner
Vincent Strully

SUPPORTING MEMBERS

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A. Charles Catania
James E. Daniels
Howard E. Farris
Israel Goldiamond
Jeffrey C. Grip
Daniel Houlihan
Edward J. Korber
Peter A. Lamal
John H. Mabry
Raymond Miltenberger
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Richard L. Shull
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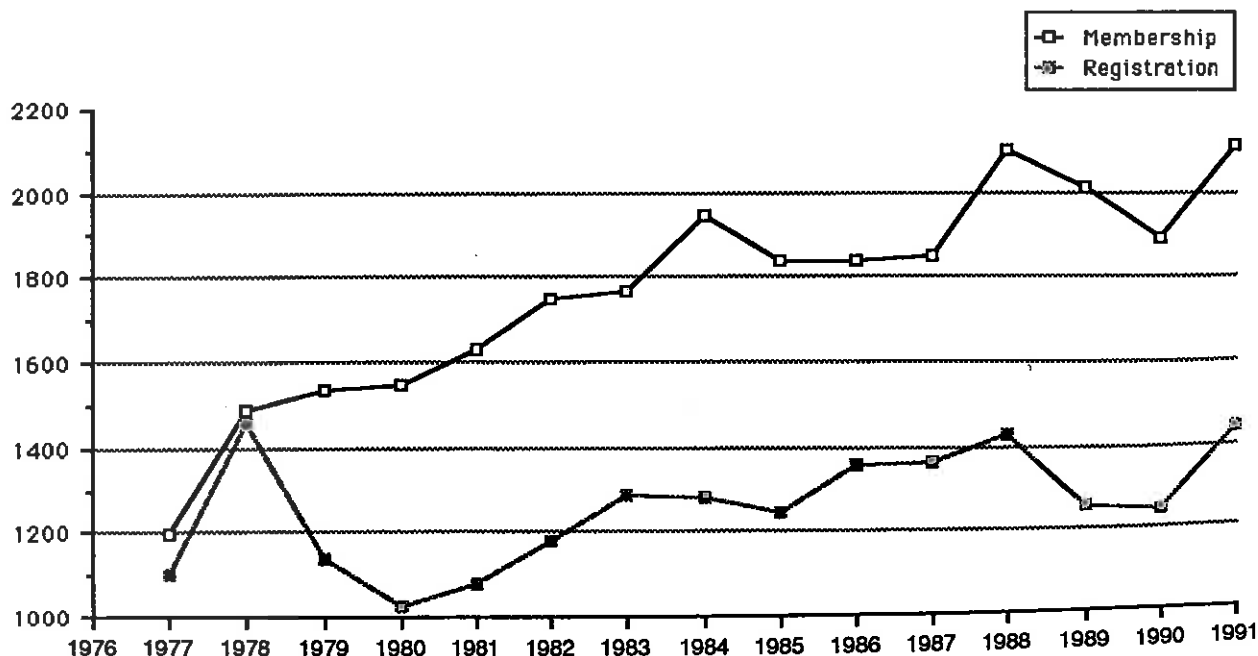
Ted Ayllon
Marilyn K. Bonem
Shlomo I. Cohen
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Jon A. Farsethas
Jon Gosser
Peter Harzem
Kennth B. Hranckuk
Patricia J. Krantz
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Eileen Gambrell
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Gerald D. Lachter
Thomas Linscheid
Zulekha Metha
J. Grayson Osborne
Leo J. Reyna
Gerald L. Shook
Lawrence T. Stoddard
Julie S. Vargas
W. Scott Wood

ABA MEMBERSHIP AND CONVENTION REGISTRATION



ABA TO BEGIN ACCREDITING GRADUATE PROGRAMS OF STUDIES IN BEHAVIOR ANALYSIS

B. L. Hopkins
Auburn University

The Task Force on Accreditation

In 1988 the Executive Committee of the Association for Behavior Analysis created a task force to work on possible accreditation of graduate programs in behavior analysis. The charge was not specific, rather the Task Force on Accreditation was left free to define accreditation and what kind of accreditation, if any, might be appropriate for ABA.

The members of the Task Force were Jon Bailey (Florida State University), Karen Blase (Hull Community Services), Don Bushell (University of Kansas), Tony Cuvo (Southern Illinois University), Wayne Fuqua (Western Michigan University), Bill Heward (Ohio State University), Jim Johnston (Auburn University), Andy Lattal (West Virginia University), Chuck Salzburg (Utah State University), Laura Schreibman (University of California at San Diego). I chaired the Task Force.

The First Meeting in Milwaukee

A small part of the Task Force met for several hours during the annual meeting in Milwaukee in 1989. We quickly discovered that we frequently misunderstood each other because of different contexts in which we spoke the words accreditation, certification and licensure. We agreed to some working definitions.

Accreditation refers to asserting that a program meets certain standards. For example, The Southern Association of Colleges and Schools accredits Auburn University's education programs as being appropriate for awarding bachelors degrees.

Certification refers to a person's having met certain standards of training or preparation. For example, The American Speech and Hearing Association certifies that a person's training is appropriate to their working as an audiologist.

Licensure refers to permission, often granted by states, to make legal a person's engaging in some business or occupation, such as a board specified by state law licenses people to work as dentists in Alabama.

Debate at the first meeting was vigorous with primary topics being whether ABA should get into the accreditation business, how accreditation might be carried out to derive some benefits from accreditation while avoiding the many costs all present had seen associated with various forms of accreditation.

The consensus seemed to be that accreditation, if it were well carried out, could benefit graduate programs in behavior analysis. The predominant sentiment seemed to be that we can do graduate training better if we are explicit about what we are doing, regularly review what we are doing, create a forum for continually debating what we are doing, and get to work helping each other develop our graduate programs.

Much talk centered around, at least initially, keeping the standards for accreditation simple and few in number, keeping the standards flexible so that they would not get in the way of innovation, keeping the costs low so that academic departments could afford them, and keeping the standards and process such that they benefitted students and clients of behavioral services and education rather than just the professionals who teach behavior analysis or provide behavioral services, as seems to be the case in much accreditation.

We discovered that we might often have trouble if we tried to accredit entire educational programs because the term program often already has political meanings at many universities and because many university programs already have accreditation standards that might conflict with the ones we would set. For example, a program of teacher education may already be specified in considerable detail and in conformity with the standards of the National Council for Accreditation of Teacher Education (NCATE). Some members of the faculty of a department that provides teacher training might want ABA accreditation for the work they do with students but other faculty members in the same department might not be interested in the ABA standards. If they imposed ABA standards on all of the program, they might also run afoul of NCATE standards.

We decided that we were particularly interested in accrediting *programs of studies*. A program of studies could be a part of a program that had a particular political definition in a college or university and it need not exhaust all characteristics of a program so that faculty and students would have to give up some other accreditation in order to qualify for accreditation in behavior analysis.

The group that met in Milwaukee worked as though there was no particular hurry in coming up with ABA accreditation standards and methods. ABA initiatives for licensure and certification had not been well received. There were no loud or consistent calls for accreditation.

continues

*Accreditation continues***The Second Meeting In Nashville**

The meeting of the Task Force in Nashville in May of 1990 was entirely different. First, twice as many people showed up. Second, there was much talk about the need for accreditation. Third, the task force members easily compromised on differences about standards and mechanisms saying that getting accreditation started was more important than the slight differences about which we could have otherwise argued.

In just a few hours time, we hammered out a proposal that specified that the standards for accreditation of a doctoral-level program of studies in behavior analysis would minimally include instruction in behavior analytic approaches to research or applications with specific courses in the principles of behavior, within-subjects research methodology and direct observation of behavior, conceptual issues, behavioral interventions and a dissertation based on behavior analytic approaches to problems. The proposal included a few administrative features such as control of an Accreditation Board by the ABA Executive Council and accreditation for a period of five years.

Towards the end of the Nashville convention, I reported our recommendation to Council. Council embraced the general direction of the recommendation, but wanted the standards we had set forth for doctoral-level accreditation made into standards for accreditation of masters programs of study, the recommended administrative procedures specified in more detail, estimates of probable costs of accreditation, and some activities to inform the interested membership of ABA about the work on accreditation.

These objectives were accomplished between May of 1990 and the first day or two of the annual ABA meeting in Atlanta. Particularly, a second report was prepared to recommend standards for both masters and doctoral programs of study in Behavior Analysis and to set forth more elaborate administrative procedures for accreditation.

The Meeting In Atlanta

Jim Johnston and Jon Bailey, two of the more active task force members, and I held a symposium on Friday, the first regular day of the Atlanta meeting. Jim summarized the ABA activities that led up to the work of the Task Force on Accreditation. Jon Bailey described some of the reasons why ABA should get into the business of accrediting graduate programs. I summarized the work of the task force and the current recommendations. Presentations were kept short to allow members of the audience to discuss accreditation.

The discussion at this symposium was wide-ranging. Perhaps the most discussed topic was whether or not the present recommendations would support the work of the various state groups that are struggling with questions of certification and licensure. Someone observed that the

current recommendations are more disciplinary than applied in focus. This observation was correct. The Task Force had always kept as an objective trying to develop standards that could be used by programs of study that were oriented towards any of basic research, applied research, conceptual work, or applications.

The recommendations of the Task Force were also distributed and discussed at the ABA business meeting on Saturday. Members of the audience raised two particular technical questions that the Task Force had not addressed. One concerned possible provisions for appeal of recommendations that a program of studies not be accredited. A second question concerned possible provisional or probationary accreditation. The recommendations had specified only approval or disapproval of applications for accreditation.

Along with the questions and discussion at the business meeting, there was considerable enthusiasm for the recommendations. Finally, there was a motion to support the recommendations and to encourage council to act favorably upon them.

Council Action

On Monday, May 27, 1991, the members of the Executive Council considered the report of the Task Force. They agreed that the administrative rules for accreditation should include provisions for appealing recommendations that programs of study be denied accreditation. However, they declined to install possibilities for provisional or probationary accreditation. The counter argument was that the board handling accreditation is likely initially to have its hands full making recommendations to accredit or not accredit and should not be burdened with having to discriminate a third degree of adherence to standards.

There was general discussion that the recommendations of the Task Force should be regarded as simply a first step, that it was important that the accreditation process be used to improve on graduate training rather than prohibit experimentation with graduate training, and that the standards for accreditation and the methods of accreditation are likely to undergo continual evolution if the process is to be functional.

Finally, the members of Council voted unanimously to adopt, as policy of the Association for Behavior Analysis, the recommendations of the Task Force on Accreditation.

In Retrospect

ABA is a very special organization for me. In one 24-hour time span in Atlanta, I heard Mike Zeiler talk about the implications of evolutionary biology for behavior analysis and vice versa, Ed Morris polish some of the implications of our principles, Don Baer talk about recent experimental research that may put speculations about thinking where they can do some good—in the realm of procedures for promoting behavioral development, and Aubrey Daniels and some of his staff talk about the practicalities of getting managers from business

continues

Accreditation continues

and industry to take our principles into account as they work with people.

Where else can you find such intelligent people talking so well about such diverse topics—how we relate to other natural sciences, what the implications of our theory are, how we can perhaps profitably extend our ways of working to the cognitive domain, how we can immediately explore some of the usefulness of the implications of the principles of behavior?

ABA is a rare organization. We must preserve it in a form that keeps people with interests in applied research, basic research, conceptualizations, and applications talking with each other.

Of that small group of people that met in Milwaukee over 2 years ago, I was probably the least enthusiastic about our getting into the accrediting business. I may still be the least enthusiastic of a lot of people with whom I have talked about accreditation over the last few months.

My reticence has a simple explanation. I have seen other accrediting groups maintain particularly uninspiring and conservative standards that seem to get in the way of changes that might lead to improved education and training. I have seen other accrediting groups, and particularly certification and licensing groups, operate primarily to restrict competition in favor of the few who are already accredited, certified, or licensed. I don't want to see ABA get in the way of innovation in education or promote the welfare of select members at the expense of clients or potential members. If we allow that to happen, I fear that we will deservedly lose the present functional balance of interests we now enjoy among our members.

The recommendations for accreditation provide nothing more than a few rules that can guide our behaviors for a short time. They also provide a challenge that we make something functional from our accrediting. That challenge is particularly for our members who will be involved in accrediting to remain constantly vigilant to our behaving fairly, to our cherishing evidence as a basis for making decisions, and to our fostering innovation, particularly innovation when the accustomed ways of doing something are not supported by a data base. Our accrediting should consider general well-being including that of our clients and students as well as ourselves. It should consider how inclusion and exclusion in any preferred groups will affect the interactions among our members. Particularly we should accredit to support our learning more about that part of nature we call behavior and our putting to work what we learn.

There may be something to be gained from accreditation. There is risk in accreditation. We must now begin working to insure that what is gained is worth the risk we are taking. ♦

*Update and Call for Information*

AMERICAN PSYCHOLOGICAL SOCIETY HUMAN CAPITAL INITIATIVE

As was announced in the Summer 1991 issue of *The ABA Newsletter*, ABA is one of several organizations participating in the formulation of a national research agenda for Psychology. An initial document entitled "Human Capital Initiative" is in its final stages of revision. This document provides an overview of the problems to be addressed and the critical role behavioral research has toward the amelioration and solution of these social problems. The six social problems targeted by the Psychology National Research Agenda Steering Committee are: (1) drug and alcohol abuse, (2) the aging society, (3) violence in families and among strangers, (4) schooling and literacy, (5) productivity and the workplace including issues of dependent care, and (6) mental and physical health. The supporting document detailing specific types of research initiatives is being developed.

A portion of the supporting document being prepared by ABA representatives will highlight some of the applications that have been effective, or could be effective if implemented, and the basic research from which they evolve. An archive of such reprints and references will be an invaluable resource for ABA, in addition to providing material for the APS document. Please take a few minutes and consider your area of specialization and interest and send a list of such references and/or reprints to Celia Wolk Gershenson, Department of Psychology, University of Minnesota, 75 East River Road, Minneapolis, MN 55455-0344. General suggestions and comments also are most welcome. Celia, as coordinator of ABA Initiative, would like to take this opportunity to thank those who have responded to an earlier request for these references. ♦

ABA '91 Proceedings

Association for Behavior Analysis ~ International
17th Annual Convention ~ May 24-27, 1991 ~ Atlanta

The Proceedings of the 17th Annual Convention of the Association for Behavior Analysis contains abstracts of more than 200 presentations given at the 1991 Convention. This valuable reference is available from the Society for the Advancement of Behavior Analysis for only \$17.50! Send your name, mailing address, and \$17.50 for each copy ordered to SABA, 260 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052. All prices are in U.S. funds and include shipping/handling charges.

**LEADERSHIP
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Nomination Ballots Mailed September 1st!

The following information is included to prepare ABA members for the upcoming nomination and election process. If you have any questions about this process, please contact the ABA office (616-387-4494).

The Executive Council serves as the governing body for the Association for Behavior Analysis. Decisions are made by the Council members concerning policy issues, the stance ABA takes with respect to professional issues, and how funds will be allocated during the year. All voting members of Council are elected to office by ABA members. The voting body of the Executive Council consists of the Past-President (Philip N. Himeline, Ph.D.), the President-Elect (Judith E. Favell, Ph.D.), the Representative for Applied Issues (Richard M. Foxx, Ph.D.), the Representative for Experimental Issues (M. Jackson Marr, Ph.D.), two At-Large Representatives (Sigrid S. Glenn, Ph.D. and Kenneth E. Lloyd, Ph.D.), and three Student Representatives (Susan Goeters, M.A., Bryan D. Midgley, B.S., and April D. Miller, M.A.). The President (Edward K. Morris, Ph.D.) votes on issues before Council only in case of a tie.

The Secretary-Treasurer (William K. Redmon, Ph.D.) is a nonvoting member of Council. The Secretary-Treasurer is appointed to office by the Executive Council and serves as the Chief Executive Officer and manages the day-to-day operations of the Association. The Secretary-Treasurer regularly reports to the President on the finances, issues raised by ABA members, and the daily activities of the ABA office.

ABA's Affiliated Chapters play an important role in the continued growth and development of behavior analysis. They are critical in monitoring rules, regulations, and legislation at the state level which affect the behavior analyst's ability to practice. Affiliated Chapters also provide training and other opportunities for professional development to many direct care service providers. In response to a petition from several of the Affiliated Chapters, Council designated one of the At-Large Representatives to serve as the Council Liaison to the Affiliated Chapters. Sigrid Glenn was appointed to this role at the May 1991 meeting.

Nomination ballots for Council officers whose terms end at the May 1992 Business Meeting will be mailed on September 1, 1991, to members whose dues are paid in full for 1991 on that date. All members who have been approved for Voting Status (e.g., Full) by September 1 will receive a nomination ballot for the offices of President-Elect and At-Large Representative. Student Members will receive a nomination ballot for the Student Representative to Council. *All ballots sent during the year are based on your membership status as of September 1, 1991.* Thus, if you are a 1991 Student Member on September 1, you will receive a nomination and election ballot for the Student Representative even if you renew your membership for 1992 in another membership category.

Nominations close November 1, 1991. Candidates are then notified and the election ballots prepared. The election ballots will be mailed on or before January 2, 1992, and elections close on April 15, 1991.

Restrictions on Campaigning

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 recognized 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 or to place any campaign materials naming an individual candidate in any ABA publications.

Remember...

*You must sign the ballot envelope
for your vote to be counted!*

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 2.

Publications

Publications

Publications

Publications

Publications

Behavioral Medicine

Logue, A. W. (1991). *The Psychology of Eating and Drinking: An Introduction* (2nd ed.). Available from W. H. Freeman, 41 Madison Ave, New York, NY 10010 (212-576-9400). List price: \$17.95 (paperback); \$28.95 (hardcover).

Classroom Management

Shapiro, E.S., & Kratochwill, T.R. *Behavioral Assessment in Schools: Conceptual Foundations and Practical Applications.* Specifically addressing behavioral assessment in educational settings, each chapter in this sound reference focuses on a different assessment strategy and examines in detail relevant conceptual, methodological, and research issues. Available from Brookline Books, PO Box 1046, Cambridge, MA 02238. List Price: \$45.00.

Clinical Interventions

Beach, S.R.H., Sandeen, E.E., & O'Leary, K.D. (1991). *Depression in Marriage: A Model for Etiology and Treatment.* All practicing marital therapists and clinicians working with a depressed population see patients in whom depression and a dysfunctional relationship exist concurrently. Due to the unique problems they present, and the therapy process issues involved in seeing treatment through to successful completion, these cases are usually considered difficult. The first book to bring the relevant research literature to bear on this thorny clinical problems, *Depression in Marriage* views the marital relationship as a powerful point of therapeutic intervention for depression and offers step-by-step guidance to flexible treatment. Available from Guilford Publications, Inc, Dept Z, 72 Spring St, New York, NY 10012. List Price: \$16.95 (paperback); \$40.00 (hardcover).

Brigham, T.A. *Self-Management for Adolescents: A Skills Training Program.* A complete program that can be easily added to one's clinical repertoire, this practitioner's

manual describes the program's rationale and approach, presents a detailed set of procedures, and has an accompanying client manual, *Managing Everyday Problems*, for the adolescent. The manual introduces the client to the program, describes steps to be taken, and offers exercises to reinforce the adolescent's development of self-management skills. Available from Brookline Books, PO Box 1046, Cambridge, MA 02238. List Price: Practitioner's manual (includes one client manual) \$25.00; Client manual, \$12.95.

Denny, M.R. (Ed.). (1991). *Fear, Avoidance, and Phobias: A Fundamental Analysis.* This book presents updated and expanded research in this complex and important area. Nearly every aspect of research on fear and its removal is discussed, including learned helplessness, taste aversions, phobias, self-punitive behavior, math models, conditioned analgesia, fear systems in the brain, two-factor theory of avoidance, relaxation/relief, memory for aversive events, and conditioned inhibition of fear and its extinction. Available from Lawrence Erlbaum Associates, Inc, 365 Broadway, Hillsdale, NJ 07642 (217-356-8391). List Price: \$39.95 (paperback); \$79.95 (hardcover).

Deinstitutionalization

Lewis, D.A., Riger, S., Rosenberg, H., Wagenaar, H. Lurigio, A.J., & Reed, S. (1991). *Worlds of the Mentally Ill: How Deinstitutionalization Works in the City.* The authors offer an important perspective on the mentally ill who have been released from mental hospitals and are no longer isolated from society. The study is based on a series of interviews with 313 former patients who were released from 4 different hospitals. Lewis and his co-researchers began interviewing when the patients were released and followed up on their subjects for 12 months, allowing them to trace the former patients' efforts to adjust to society, the effect of society on their self-esteem, and

(continues)

New Development ~ Publications continues

their eventual success or failure in making their adjustments. Most of the former patients who lost their support networks by alienating families and employers found themselves homeless and eventually in jail. Half of the subjects ended up with criminal records, a third of them convicted felons. Of the former patients who eventually returned to mental institutions, 97% did so voluntarily, and 20% of that group re-entered such facilities because they lacked jobs and housing. "If we don't do anything about poverty," the authors say, "we can't do anything about mental illness. We must tie work and welfare to treatment settings." Available from Southern Illinois University Press, PO Box 3697, Carbondale, IL 62901 (618-453-6619). List Price: \$29.95, plus \$2.00 shipping and handling.

Instructional Design

Tiemann, P.W. & Markle, S.M. (1990). *Analyzing Instructional Content: A Guide to Instruction and Evaluation* (4th ed). This text provides a clearly developed task analysis of teaching concepts. The authors work through the construction of examples and non-examples, detail how to analyze errors made by learners, and what remediation would be appropriate. They use a programmed learning format to set forth concept analysis principles: mutually-exclusive critical attributes, variable attributes, minimum rational sets of examples and close-in non-examples for teaching and testing, etc. Available from Stipes Publishing Co, 10-12 Chester St, Champaign, IL 61820 (217-356-8391). List Price: \$18.80.

Parent and Staff Training

Milne, D. *Training Behavior Therapists: Methods, Evaluation, and Implementation with Parents, Nurses, and Teachers*. What are the factors in training parents, staff, and others to implement behavioral programs that work? Milne addresses these issues directly and provides abundant examples of how to institute this training in different settings. Available from Brookline Books, PO Box 1046, Cambridge, MA 02238. List Price: \$29.95.

Quantitative Analysis

Commons, M.L., Nevin, J.A., & Davison, M.C. (Eds.) (1991). *Signal Detection: Mechanisms, Models, and Applications*. This volume is based on the 10th annual Harvard Symposium for the Quantitative Analysis of Behavior. The first Harvard Symposium was devoted to signal-detection analyses of reinforcement and choice behavior. The present collection of papers reprises the signal-detection theme, incorporating additional insights based on experimental and theoretical analyses undertaken during the years separating the two conferences. This collection illustrates how signal-detection theory, first advanced to account for performance in threshold-level sensory discrimination, has broadened to encompass a

variety of psychological problems involving discriminations between confusable stimuli. The approach is quantitative in its emphasis on estimation of independent parameters of the discrimination process, and analytical in its efforts to separate the determiners of discriminability and bias, and to identify the mechanisms of their operation. Above all, the book is broadly integrative in its approach to diverse problems. Available from Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642 (217-356-8391). List Price: \$49.95.

Severe Behavior Problems

Reld, D.H. & Parsons, M.B. (1990). *Providing Active Treatment in Residential Environments for Persons with Severe Handicaps: A Working Manual for Practitioners, Supervisors and Evaluators*. The manual describes realistic procedures for providing active treatment to groups of individuals with severe handicaps in congregate care settings. Particular attention is directed to leisure time periods that have proved to be very difficult for service providers and direct care staff. Special features of the manual include working definitions of active treatment, objective and reliable means of observing active treatment, and normative data to compare one's own program with other programs in the U.S. The strategies discussed have been developed through applied research and utilized successfully in institutional living units and group homes. Available from Habilitative Management Consultants, PO Box 3216, Morganton, NC 28655. List Price: \$13.00.

Training and Development

Wexley, K.M. & Latham, G.P. (1991) *Developing and Training Human Resources In Organizations* (2nd ed.). This up-to-date book offers an inclusive examination of the training and development field. Backed by examples lifted straight from the desks of today's managers, the authors employ a systematic process of identifying training needs, developing programs based upon job information, and evaluating training in terms of objectives. The legal aspects of training and development, goal-setting theories, and training minorities are among the most current issues analyzed. The authors introduce experiences from consulting and field research, providing real examples that underscore the direct relationship between theory and practice. Available from Harper Collins Publishers, 10 East 53rd St, New York, NY 10022. ♦

To Submit a Listing for the New Developments Column. . . Send the name(s) of the author(s), the year of publication, the title, a brief description of the content, the publisher's name and address, and the list price to Steve Graf, Editor, ABA Newsletter, Psychology Department, Youngstown State University, Youngstown, OH 44555.

POSITIONS AVAILABLE

ASSOCIATE DIRECTOR. To assist in directing a 23-member behavioral psych. dept. at Murdoch Center. Raleigh-Durham-Chapel Hill area. Thorough background in developmental disabilities as well as extensive knowledge and serious commitment to behavior analysis required. Supervisory experience preferred. License-eligible in NC. \$33K-\$51K, plus benefits. Send vita, samples of written work, 3 references and transcripts to A.M. Myers, PhD, Director of Psychology Services, **Murdoch Center**, Butner, NC 27509. Phone: 919-575-7913.

BEHAVIORAL PSYCHOLOGIST.

Richmond State School is an ICF-MR accredited residential facility serving persons with mental retardation. Consider the benefits of working at a behaviorally-oriented facility where applied behavior analysis is well-established. Interdisciplinary, data-based analysis of psychotropic medication and behavioral treatment programs ensure that interventions are used within the least restrictive and most effective treatment model. Psychologists serve as members of unit interdisciplinary teams and work under the overall supervision of the Director of Behavioral Services. Personal computers for use by psychologists. Opportunities exist for applied behavioral research and travel to ABA, TxABA and regional workshops sponsored by the Texas Department of Mental Health and Mental Retardation. Richmond State School is located in Richmond, Texas approximately 30 minutes from Houston. Richmond offers the peace and quiet of a small rustic town and access to the large metropolitan amenities of Houston's sports, cultural activities, and shopping. Opportunities for outdoor recreation abound with the beaches of the Gulf as well as lakes and rivers all within easy driving. Housing is rated as one of the most affordable in the country. **Duties:** developing, implementing and evaluating behavioral treatment programs; assessing psychotropic medication effects with graphic displays of behavioral data; staff training in behavior management; consultation with staff and families; supervision of psychology technician staff; monitoring staff performance in delivery of behavioral treatment programs and interactions with clients. **Qualifications:** MA in Applied Behavior Analysis or Psychology; experience serving individuals with mental retardation and behavior problems; eligible for certification by the Texas State Board. **Salary Range:** \$27012-\$31848, depending on experience and qualifications; plus

POSITIONS AVAILABLE

\$965 paid social security benefits; \$1854-\$2521 per year paid health insurance premiums, depending on number of dependents. Salary increases expected September 1, 1991. Contact: Don E. Williams, PhD, Director of Behavioral Services, **Richmond State School**, 2100 Preston St, Richmond, TX 77469. Phone: 713-342-4681x466

DIRECTOR OF CLINICAL/BEHAVIORAL SERVICES.

This is an administrative position, involved with direct management, development and monitoring of behavioral and treatment programming for a 200 bed Residential Treatment Center in West Chester, PA. Primary emphasis will be placed on research; program enhancement and development; oversee the professional staff organization and the ability to develop and promote the Center as a model Residential Treatment Center serving Dually Diagnosed (mental health, mental retardation) Developmentally Disabled and Autistic children, adolescents and young adults. Independent judgement and action is required along with Center Administration and Program Directors. The level of basic training and experience that is indicated for successful performance in this position is at least five years administrative/supervisory experience as a Behavioral Psychologist in a residential or in-patient setting serving the above stated population and an expertise in applied behavior analysis. Hold a doctorate degree in Clinical/Counseling/School Psychology or related psychological field with an appropriate current license and certification. Please contact Jane Vasile, Human Resources Director, 215-431-8119, **The Devereux Foundation**, 891 E Boot Rd, West Chester, PA 19380. EOE.

POSTDOCTORAL POSITION in the Human Behavioral Pharmacology Laboratory (HBPL), part of the Substance Abuse Research Center. The HBPL consists of five faculty members and six research assistants and is supported by five NIH grants and a drug contract. Laboratory facilities include 13 individual sound-attenuated test chambers and general purpose laboratory space. Research activities are focused upon the effects of drugs and environment on human operant behavior, including social behavior (aggressive, cooperative and competitive) and performance (matching-to-sample, etc.). A background in experimental analysis of behavior preferred; experience in pharmacology or human research is not required. Interested

POSITIONS AVAILABLE

individuals should send a c.v. to Don R. Cherek, PhD, Substance Abuse Research Center, Dept. of Psychiatry & Behavioral Science, **University of Texas Health Science Center**, 1300 Moursund St, Houston, TX 77030. Phone: 713-792-7925.

DIRECTOR OF BEHAVIOR ANALYSIS.

Devereux Hospital & Children's Center of Florida is seeking a doctoral-level psychologist to develop, supervise, and promote behavioral programs in residential and school settings. Devereux is a private, not-for-profit center providing a continuum of services for children and adolescents with severe emotional disturbances and/or developmental disabilities. Responsibilities include: performing behavioral assessments and designing group and individual programs; evaluating programs and conducting clinical research; supervising four BA-level behavior analysts; upgrading and maintaining a hospital quality assurance system; and supervising practicum students. Requirements are: a PhD in psychology or an EdD in special education; licensed or eligible for licensure in Florida; at least 1 year of experience in residential or inpatient settings; and demonstrated skills in behavior analysis and therapy. Interested persons should submit a vita to Stephen E. Wong, PhD, Director of Psychology & Research, **Devereux Hospital & Children's Center of Florida**, 8000 Devereux Dr, Melbourne, FL 32940 or call 407-242-9100.

MEETINGS

INTERNATIONAL STRESS MANAGEMENT ASSOCIATION, 4th Interdisciplinary Meeting, Paris, France, September 1-5, 1992. Proposals for presentations are welcomed on any scientific or applied study of Stress or Stress Management. Some specialized topics are aging, cognitive functioning, bereavement, the cardiovascular system, psychopathology, and alcoholism. Contact, write Professor F.J. McGuigan, Director, Institute for Stress Management, United States International University, 10455 Pomerado Rd, San Diego, CA 92131.

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MEETINGS

SOCIETY FOR COMPUTERS IN PSYCHOLOGY, 21st Annual Meeting, Hyatt Regency Hotel, San Francisco, California, November 21, 1991. Contact William L. Palya, Psychology Department, Jacksonville State University, Jacksonville, AL 36265 (Bitnet FWLP@JSUMUS). Phone: 205-782-5641. FAX: 205-782-5680.

GERONTOLOGICAL SOCIETY OF AMERICA, 44th Annual Scientific Meeting, San Francisco, November 22-26, 1991. For more information, contact The Gerontological Society of America, 1275 K Street, NW, Ste 350, Washington, DC 20005-4006. Phone: 202-842-1275.

CALL FOR ARTICLES

EMPOWERMENT. Jossey-Bass is considering a reader on empowerment to be edited by Judith Vogt, associate professor of Communication, Florida State University. The concept of empowerment is increas-

PUBLICATIONS

ingly evident in the language and literature of communication, business management, education and other areas of academia. This volume provides a forum for the most innovative ideas, theoretical concepts, and applications of empowerment. Areas around which articles may focus include: (1) defining empowerment from a historical and theoretical perspective; (2) measurement techniques used to assess and better understand outcomes generated through empowerment applications; (3) operationalization of empowerment in various contexts (e.g., education, politics, business/private sector); (4) the impact and influence of empowerment in international settings; (5) methods of consultation which support empowerment. Completed work must be submitted for review by January 5, 1992 to Judith Vogt, Communication Department, Rm 356 Dittenbaugh, Florida State University, Tallahassee, FL 32306-4021.

PUBLICATIONS

PERSPECTIVES ON DISABILITIES - TEXT AND READINGS ~ Mark Nagler PhD, editor. Comprehensive, Relevant, Timely - Indispensable for therapists, gerontologists, spec. ed. teachers & rehabilitationists who work with disabled; and for the disabled and their caregivers. Reviewed in major professional journals. ORDER FROM: **HEALTH MARKETS RESEARCH**, 851 MOANA COURT PALO ALTO, CA 94306 (415) 948-1960 FAX (415) 948-7827. List prices: paperback \$60, cloth \$75 - **SPECIAL 10% DISCOUNT TO ABA MEMBERS** = paperback \$54, cloth \$67.50 + 10% shipping, CA residents add 7% tax. **FREE SHIPPING ON PRE-PAID ORDERS.**

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Journal of Organizational Behavior Management

Editor: Thomas C. Mawhinney, PhD
College of Business & Administration, University of Detroit

"To those truly interested in systematic and effective approaches to the management of human behavior in organizations, JOBM is an invaluable resource. The journal has often satisfied my need for ingredients, procedures, justification, or just a 'prompt' as I endeavor to develop and implement performance management systems in all areas of the business organizations, from production to sales."

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David Dean, PhD, Booz, Allen, & Hamilton, New York, New York

Here is the only professional journal devoted to behavior management in organizations, serving as a tool for improving productivity and the quality of working life. Top researchers provide proven methods—backed by facts, not opinions—to show you the the best

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For further information, contact

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