



With all my foibles, I've created a world where everything I do is positively reinforced. I've redesigned a world in which I can behave well.

B. F. Skinner

BURRHUS FREDERIC SKINNER 1904-1990

Psychologist B.F. Skinner, born on March 20, 1904 in Susquehanna, Pennsylvania, and founder of modern behavioral psychology, passed away on August 18, 1990 in Cambridge, Massachusetts at the age of 86.

Skinner transformed John B. Watson's (1878-1958) older classical behaviorism into contemporary behavior analysis. Like Watson, he presumed that behavior was lawful and orderly in nature, and thus suitable as a subject matter for the natural sciences. Behavior was understandable to the extent that it could be predicted or, even better, to the extent that it could be controlled through the experimental analysis of the environmental and biological factors of which it was a function. Skinner, however, superseded classical behaviorism's mechanistic stimulus-response psychology with one emphasizing (a) the analysis of behavioral functions, (b) the selective strengthening and weakening of behavior by its consequences, notably positive reinforcement, and (c) the role of a person's ever-evolving history of interactions in determining the function of behavior at present.

Skinner's pioneering basic laboratory work established the research paradigm and branch of behavior analysis known as the "experimental analysis of behavior" (see the *Journal of the Experimental Analysis of Behavior*, est. 1958). This and later research provided the foundation for his insightful interpretations of human behavior based on already established principles. The latter, in turn, provided the conceptual impetus for applying those principles to preventing and modifying behaviors important to individuals and society at large, from developmental disabilities, to crime and delinquency, to cultural survival—the branch of behavior analysis known as "applied behavior analysis" (see the *Journal of Applied Behavior Analysis*, est. 1968). His conceptualization of a science of behavior, including the behavior of scientists, and other philosophic work, were the basis for his philosophy of behavior—"radical behaviorism" (see *The Behavior Analyst*, est. 1978).

Skinner earned an A.B. in English from Hamilton College in Clinton, NY, in 1926, and began a career as a writer, with initial encouragement from the poet Robert Frost (see *Particulars of My Life*, 1976). Not finding the literary method an effective means for understanding human behavior, he turned to psychology and received a Ph.D. from Harvard University in 1931 with a thesis on the history of the concept of the reflex and his own studies on animal learning (see *The Shaping of a Behaviorist*, 1979). He stayed on at Harvard, pursuing this and other work, until 1936.

By 1938, Skinner was among the world's leading researchers on animal behavior (see *The Behavior of Organisms*, 1938), among his contributions were: (a) the distinction between respondent, that is, "involuntary" or reflex behavior, and operant or "voluntary" behavior, (b) an analysis of the latter as activity governed by its consequences, (c) a psychological unit of analysis comprising a three-term contingency among antecedent stimuli, responses, and consequent stimuli, (d) principles of behavior describing the functional interdependencies among those three classes of events, and (e) methods and apparatus, for instance, the "Skinner" box (or operant chamber) for basic research on the operant behavior of individual nonhuman organisms.

After teaching at the University of Minnesota between 1936 and 1945, and at Indiana until 1948, Skinner returned to Harvard and established, more formally, contemporary behavior analysis (see *A Matter of Consequences*, 1983). He experimentally analyzed complex contingencies of reinforcement (*Schedules of Reinforcement*, with Ferster, 1957); he interpreted complex human behavior, including language (*Science and Human Behavior*, 1953; *Verbal Behavior*, 1957); he made important distinctions between contingency-shaped behavior and rule-governed behavior (*Contingencies of Reinforcement*, 1969); and he extended his analyses to education, for instance, to programmed instruction (*The Analysis of Behavior*, with Holland, 1961; *The Technology of Teaching*, 1967),

to problems in living, for instance, to aging (see *Enjoy Old Age: A Program of Self-Management*, with Vaughan, 1983), and to broader cultural issues involving economic, social, and political institutions (*Walden Two*, 1948; *Beyond Freedom and Dignity*, 1971).

Today, the experimental analysis of behavior is integral to research on learning, motivation, and psychopharmacology. Applied behavior analysis plays a leading role in education (e.g., classroom management, effective instruction, and peer tutoring), in applied and clinical psychology (e.g., language and social skills teaching for persons with developmental disabilities), and in rehabilitation (e.g., for head injuries). And, Skinner's radical behaviorism remains a viable alternative to the myriad philosophies of the mind.

If the Nobel Prize had a category for awards in the science of psychology, Skinner would have headed its recent list of laureates. As it was, at the time of his death, he was the world's best known living psychologist. Among his many honorary degrees, Skinner had received the Distinguished Scientific Award from the American Psychological Association (APA) (1958), the National Medal of Science (1968), the International Award of the Joseph P. Kennedy Foundation for Mental Retardation (1971), the Humanist of the Year Award from the American Humanist Society (1972), the Award for Distinguished Contributions to Educational Research from the American Educational Research Association (1978), and this last August, APA's Lifetime Achievement Award.

For the past 15 years, the members of the Association for Behavior Analysis have exemplified the best in Skinner's work and vision, garnering major research grant support for their contributions, expertise, and productivity; disseminating the science and its applications at annual conventions; and publishing widely in the discipline's many journals. B. F. Skinner has passed on, but his positive and productive legacy continues to thrive and to move forward, contributing to a science of behavior and society, alike.

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BURRHUS FREDERIC SKINNER THE MAN BEHIND THE SCIENCE

Gail Snyder

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Recently Aubrey Daniels [a well-known behavioral consultant] met with B.F. Skinner in Dr. Skinner's home. There Dr. Skinner discussed his thoughts and insights into the science of behavioral management. He and Dr. Daniels shared their views, some anecdotes, and some laughs. Dr. Skinner had a wry sense of humor, and at 86, was sharp and observant. "Too many people think of me as the person who taught pigeons to play ping-pong," he said at one point. "It turns up in the damndest places! I did it for a classroom demonstration to prove what you could do with these techniques, to show people the product of shaping behavior," he explained. "I didn't do it to teach them to play ping-pong. That's not science." Then after a brief pause, with perfect comic timing he added, "Although they did get pretty good at it...angle shots and so on."

Following are some of the other highlights of the conversation:

Daniels: I was introduced to your work late in my graduate days and was fascinated by it, as many people have been and still are. In the mid-60s I had some success applying operant conditioning techniques and set up some token economies with Ted Ayllon in the state hospitals. When I started working in vocational rehabilitation, my career was gradually shaped toward the workplace. One thing led to another and since the early 70s we've been applying these methods in the workplace. I started using the term behavior management, because modification had some negative connotations.

Skinner: I don't like the word modification. I use "management," also. Managing is what you actually do.

Daniels: We use the behavior analytic approach to problems at work and we're having quite a bit of success. But one of the things that we've not been particularly good at is publicizing this process much beyond our company. Why do you think that the behavioral sciences don't have a better image or aren't used more universally?

Skinner: Well, I've never been an empire builder. It's not my style. It's not the thing I love to do and other people have taken it over. I didn't even start the journals that are now around. I never let my name stand for president of APA [American Psychological Association] and I've never even been president of ABA. So of course if you have any ideas on how we could step up the public appeal for this kind of thing, I'd love to hear them.

Daniels: It's kind of ironic. When I first started doing this I moonlighted as a consultant for the school system. I found a fair degree of resistance on the part of administrators to the ideas of tangible reinforcers and those sorts of things. Then I started working with business, and 20 years later all of the people we train ask, "Why aren't the schools doing this?" As a result, in Tennessee, some of the performance managers from Tennessee Eastman trained many members of the local school board and we got performance management started in the school.

Skinner: One of the things that breaks my heart more than anything is my failure to put the teaching machine...across. It was blocked by a lot of nonsense. We know how to redesign the public schools in America, so that there is no question that the students would learn easily and enjoy what they're doing.

I tried this at the Harvard School of Education where I know the dean. I took him over to one of the several hundred centers that I designed many years ago in Boston. But the

schools can't buy the machines unless they use them for the disadvantaged. These kids, who can't learn in the classroom, progress a year and a half every year in reading using these simple teaching machines.

This country is in serious trouble in education. Everybody is saying it.

Daniels: Yes, I remember your article, "The Shame of American Education." I think what we're beginning to see is that maybe a more effective route is to go through business.

Skinner: If you can, get business interested in setting up a model school and show what can be done. The governor of North Carolina set up a school for exceptional kids a year ago. That turned out pretty well, but that was just for exceptional kids. I want everybody to benefit.

It can't be done through the area of education. There are laws in the separate states on education. For example, we find that we can't teach reading in kindergarten. That deprives the first grade teacher of something to do. We've got the school board, the parents, and the teachers union is the worst of them. Smash up the weaving machine so you can weave by hand! Can you imagine a bank running without computers these days? You'd have to have skyscrapers full of scribes, pens, and ledgers. You can't imagine it. Yet the only profession that doesn't use instruments is the teaching profession and they need them the most.

Japan and West Germany get along with the old style of education very well, because the kids come from homes where they are disciplined. We are [all for] "freedom" in America and we are proud of it, but it tends to be freedom to do nothing that you don't want to do.

Actually if you get a good teaching machine going, they love it. You can't get them to go back to their homeroom. The schools have been vandalized and they [the vandals] won't touch those teaching machines.

Daniels: One of the classrooms in the Tennessee system is called the Alternative School [for] kids who had problems and didn't come to school. The attendance in that class when they started using performance management was 48%. In one semester it went up to 92%, the second semester it was 99%, and the achievement went way above that of the average classroom.

Skinner: A teacher in Kentucky told me how she solved her problem. The kids wouldn't do homework and they wouldn't do assignments in class. She came in one day with a little transistor radio. She told them they would have a lottery and

one of them would win the radio. She said, "Every time you bring your homework in finished, I'll give you a card and we'll put your name on it. Every time you finish an assignment in class on time, we'll do the same thing. Then we'll shake it up and pull out a name."

The next week she brought in a Halloween costume as the lottery prize. (It was about that time of year.) In two weeks all her problems were solved. They brought in their homework and they finished their assignments.

Well, of course people say you shouldn't work in school to get prizes and so forth, but there is nothing more wrong with that than there is to use punishment, which is what they use. The students work to avoid punishment. Punishment doesn't teach, but they did get the students to apply themselves.

Daniels: Don't you think that's characteristic of the workplace in this country? A lot of people say, "Well we shouldn't have to do this to motivate employees to do better."

Skinner: Yes, I know, and of course, we have a beautiful example. Russia has found out, finally, that working for the common good isn't going to work. You see, wages paid on the basis of time require a supervisor. You then come to work on Monday not because you're going to be reinforced on Friday with a check, but because there is a supervisor watching you and you won't get the check if he fires you. So it's aversive control.

Now the other way is piece rate and everything you do is more money, more money. There is no question it works of course. If you put that on a variable ratio schedule, like one of those gambling devices. Can you imagine what a company would give to get as much attention to what is being done at work as in the Bingo parlor? That's your schedule!

You can, however get people who work too much. But if you wanted to reduce absenteeism, for example, if people get a ticket to a lottery every time they punch the clock, then they'll think twice when they wake up in the morning and say, "Aw hell, I'm not going to get up today." This might be the day, you see.

These things, I think, are justified and I know they work. There's no question about that. What a wonderful thing it would be if we did this right. People would much more enjoy what they're doing.

Daniels: You know, obviously, about the contingencies of reinforcement and so on, but there is a big push in business today for pay for performance, which we talk about being more effective, and also, profit sharing. What sort of problems do you see with those approaches if any?

Skinner: Well profit sharing is a remote consequence and you have to have a darn good immediate consequence that reflects what you're going to get. There's a swing toward this business of reinforcing a group. You break your plant down and one group does one thing, one group does another. And then they get a bonus if they do something with each other. It's a good idea to get a group spirit. "Come on, we're going to do so much today." "We're going to be ahead and make so much." Just the group talk back and forth, "What are you doing?" and so on.

Those will be the immediate things that have something to do with the ultimate and remote reinforcer [of profit sharing]. That's also the problem with the world today. How are we

going to get people to respond to what we're doing to the world? Those consequences are remote. All you hear is, "Bring it right down to bear on what we're doing now."

Daniels: Another problem with convincing people of the validity of the behavioral sciences is that they resist because they associate it with experimentation done on pigeons and rats.

Skinner: Well "people are not pigeons you know," and there is a story about that. I was on a committee many years ago at the Hutchins Foundation. Originally we met in New York and we'd bring in a guest to every monthly meeting. This month it happened to be Eric Fromm. All morning long he had easy explanations for everything. And after lunch it was the same thing. We were all seated at a big table, a couple of dozen of us. He was sitting across the table from me and he started in. "Pigeons aren't people you know," he told me. "You have to realize that man is different." He went on and on.

I wrote a note saying, "Watch Fromm's left hand. I'm going to shape a chopping motion." I passed the note down to the chairman. I just turned toward [Fromm] and every time his hand went up, I nodded. Pretty soon he was chopping and chopping the air with his left hand as he spoke. I thought, "Why does he say this doesn't work with people?" (A note soon came back from the chairman that said, "Let's see you extinguish it.")

Daniels: Looking back at all the things that you've done, which of them do you take the most satisfaction in?

Skinner: Well it was the *Behavior of Organisms*. That was something so different. It was just a stroke of luck. In my autobiography I made quite clear the extraordinary range of lucky accidents involved in that. But next to that, I would say my book, *Verbal Behavior*. That is the missing link between the rats, the pigeons, and the people. That is still not well understood, although there is a special interest group now publishing a journal. It will come into its own.

It may turn out in the long run that my book *Verbal Behavior* is more important than the experimental work. I started working on the autobiography when I was in the Society of Fellows at Harvard. I had an argument with Albert North Whitehead, the great philosopher. He said, "Well your behaviorism works except with verbal behavior. How can you explain my sitting here saying something like, 'No black scorpion is falling on this table?'"

The next morning I got up and started to write *Verbal Behavior*. That was about 1934 and it was published in 1957, so it took me a good quarter of a century. I mention in my book cases in which you can extend my analysis of verbal behavior to solve the so-called paradoxes of logic, things like, "This sentence is false." You can just dispense with that and statements like it by asking, "Under what circumstances would anyone say it?"

Daniels: What do you think about some of the things that are going on in brain research?

Skinner: Well obviously certain drugs will knock you out and split brains may do different things. That's been going on for a long, long time. But they are nowhere near what they need for the kinds of things I care about. There are chemical changes in the brain I'm sure. I could snip out this bit or that bit and certainly things would change. But they aren't anywhere near

knowing what's going on in the brain, just as we're talking here, for example.

I think that the behavior of people can give the brain scientists their assignment—what they should be explaining. But you see, the cognitive people are giving it to them, and it's all wrong. The brain scientists are looking for memories. There are no memories. Something happens to you and you are a changed person. It isn't the memory that survives, it's you. You are now a person that does things this way and if some occasion arises, you do them again this way. The brain is part of the organism, not the cause of what the organism does.

Daniels: There is still a resistance in business to use data as it relates to behavior. In other words, people still want to talk attitudes and inner kinds of things.

Skinner: Well the cognitive kind of thing is more familiar. You sit down and talk it over. I don't say that doesn't work. It works at times, but it will work only if something has been done about the behavior anyway, so that those words have effect. After all, when a racer starts when the gun goes off, he starts because the gun goes off, not because he's thinking it over and decides that's when he wants to go.

Daniels: Good point. The thing that I run into a lot as I work with people in upper management, quite frankly, is that the approach seems too simplistic and that's what they come back with. In other words, "With problems as complex as ours, how could something this simple work?"

Skinner: Well, I wish it were simple. I find it very difficult to make clear in my mind what is involved in these complicated things. We can do as good a job as anybody else. That's the point. When you say that people learn because they possess learnability or something like that, well, you aren't getting anywhere at all.

Ask those people, "What do you mean?" If you want your workers to feel more confident, that's fine, but you can't buy confidence. You can't inject it. You find that people are confident if what they have done has paid off. Simplify things and that is the whole point of programmed instruction—to give students things they can do and that pay off almost immediately. Then they change and they change until they can do more and more things.

Daniels: You wrote an article called "Having a Poem," in which you speak on where behavior comes from. How would you assess that were you to write it now?

Skinner: Well, I gave that to the poetry society in New York and I compared writing a poem with having a baby. We say if a woman has a baby, it's her baby. But she didn't really give it any of its features. Half of it came from the father and she gave it hers [genes], but they got those from their parents. So she has not contributed anything more than the place for this baby to grow, protected, warm, fed and so on.

And that is what a poem is. If you knew all of what went into the behavior of the poet, you would see that the poet didn't himself do anything more than get the writing done. (But the audience of that article was more upset about the mother than about the poet.)

Still, I think that is a very good point and I believe that. I believe it about myself too. I'm writing a book now on ethics and it's a devil of a thing...but I don't quote or even refer to Plato, Aristotle, St. Thomas Aquinas, on up to 1850. That's when the whole notion of the selection of consequences begins. Does this mean that I think all of this is all mine? No, I don't think I did anything either. I don't believe anything in this book is my contribution. The book emerged from what I've read, what I've done, what I've experimented with. So I'm not taking any credit. (I'm not giving them any credit either.)

A recent article in the *New York Times* states that scientists have discovered that optimism affects the resistance to disease. So how do you get optimism? Well, that's the point you see. I believe that people are optimistic when their behavior has been positively reinforced. When everything you do pays off, of course you're optimistic. And when things don't pay off, you get pessimistic.

The article went on to say that you should think positive thoughts. Think optimistically. Block out those non-optimistic thoughts. That's ridiculous! You can't move your thoughts and feelings around. But you can change the world that's giving you the feelings and the thoughts.

I think the whole idea of things that start inside is wrong. It doesn't start inside people. It starts with the conditions responsible. I think that is the main thing about behavior management. Don't try to change the person. Change the world the person is living in.

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MESSAGE FROM THE PRESIDENT

Philip N. Hineline
Temple University

We are saddened by the recent death of B.F. Skinner, and offer condolence to Julie and Ernie, and to the rest of the immediate family. None of us is untouched by his passing, for we have recognized him not only as a caring person, but also as the extraordinary locus of time and place where much of our worldview came together. Yet his long and productive career marks a life to be celebrated, not mourned, and the remarkable set of repertoires that we share as behavior analysts constitute part of that celebration. His own focus, even recently, was on what is to be done next, as part of a concern for the human condition in the longer term. That, too, must be our own focus and concern—to get on with the work.

At our annual meeting this past May, I began my term of office by proposing some *Priorities and Strategies for This New Decade*. I initially noted the solid accomplishments of my immediate predecessors—the restructuring of our organization that was drafted by Brian Iwata, and the enhanced role of local, state and regional ABA chapters that has been encouraged and supported by Julie Vargas. These efforts have been supported by improved financial management and prioritizing of ABA Office functions, which Bill Redmon has achieved in his new role as Consulting Executive Secretary. We seem to be developing a good balance between local initiatives and central coordination, managing our resources without the organization, as such, getting in the way.

Behavior analysis continues to face serious challenges, however, and the balance of my talk concerned what we might do about them: (1) As a conceptual position, behavior analysis never has been a mainstream of the academic or the vernacular culture. We often acknowledge this problem, but seldom have we addressed our special techniques and concepts to it; doing so may enable us to neutralize it. (2) Special strategies are appropriate for working from a nondominant position. Among these are several principles for working effectively with limited and dispersed resources; the principles are derived from guerilla warfare, but they are adaptable to peaceful activities. (3) We must give special priority to improved communication techniques—for enabling individuals to prevent or cope with intellectual isolation, for sharing resources, for coordinating the actions of people in dispersed locations, and for reinforcing each others' effective work. I plan to devote a *Newsletter* column to each of these topics. Because the third one is an especially urgent priority, I shall begin here by focusing on repertoires and techniques of communication.

Traditionally, academic and professional journals have enabled dispersed workers to share new findings, concepts and techniques in both basic research and practical applications. The journals also authenticate that work, with peer review and editorial scrutiny vouching for the validity of what is reported or asserted, supporting trust within the community of cooperating readers and giving legitimacy, more broadly,

to the type of work that the journals represent. More than two dozen journals now represent behavioral work, and at present we probably do not need more. Rather, it has become increasingly important that well-chosen behavioral work be placed in nonbehavioral journals, to enhance our visibility to the world at large. As our own journals have developed, most of us have ceased attempting to do this, which is understandable when such attempts risk punishment and a lowered probability of reinforcement. However, a result has been that respected mainstream scholars, including textbook authors and editors, seem honestly to believe that there has been no recent progress in behavior-analytic work, or even that such work has ceased to occur. An article placed in an outside forum may not be as warmly received as those placed in our own journals, but it plays an important role in letting the world know that we are still here and making progress. If well chosen and well crafted for its audience, the article may even produce discriminably salutary effects.

This need for "outside publishing" will be the focus of a subsequent column, but I note it here to make a different point: There may be a substantial number of behavior analysts who already publish outside our own journals, yet I know of only a few of these, and most of those I do not know in detail. This identifies a serious problem: When one places behavioral work outside the behavioral journals, one risks losing access to the very people most likely to be interested in the work. In addition, few of us manage to read or even peruse more than a select few of the primarily behavioral journals. Relatedly, I just learned that a French-Canadian organization of behavior analysts has existed for 20 years and has its own quarterly journal! How many others are out there?

Not long ago, a commercial journal entitled *Behavioural Abstracts* offered a remedy for this situation. However, it was so poorly marketed that it lapsed (a puzzling story in itself, for few behavior analysts ever learned of its existence). I advocated its revival by ABA or by the publishers of *JEAB* and *JABA* but my colleagues, perhaps wisely, were concerned that it would drain our economic resources. Perhaps a journal of abstracts is not the right solution. The functional need, however, remains. If you and I are to present our approach effectively in the varied occasions that arise for doing so, we need a means for acquaintance with the full range of contemporary behavioral work, and for easily locating specific references appropriate to topics outside our personal specialties. One relevant resource has recently become available, that being the *Behavior Analysis Digest*, edited and published by Joe Wyatt. We all can support his effort by supplying clippings, abstracts, or our own brief descriptions—of behavioral work that has been presented in nonbehavioral forums; of examples of behavioral principles operative in the public domain; and of work that has appeared in behavioral journals but that should be of general interest. In addition, we

all could reap the benefits of this effort by subscribing to the *Digest*, although it does not entirely satisfy the more thorough bibliographic function that *Behavioural Abstracts* addressed.

Behavioral newsletters have been proliferating lately, partly through the founding of local and regional ABA chapters, and partly as organs of special interest groups. With their informal style and shorter lead-times, these handle some of our other communication needs reasonably well—announcing meetings and conferences, and reporting minutes and abstracts from the same; describing individuals' research interests and reporting preliminary research results; coordinating activities that are pertinent only to a specific subgroup. However, each of these newsletters appears only once or twice per year. In addition, some offerings that appear in specialized or local newsletters could usefully be distributed, or at least noted, more widely. Among these are topical bibliographies, names and addresses of resource people for particular types of information, and listings of recent books that should be of interest to behavior analysts. Inclusion of these in the *ABA Newsletter*, and *JABA's* recent innovations in these domains, give fairly broad exposure to some of this, but much useful information remains inaccessible to people who could use it. As a partial "quick fix," we are increasing the *ABA Newsletter's* frequency of publication from three to four times per year, and we have arranged that copies of each behavioral newsletter be distributed to all editors of behavioral newsletters.

These traditional means have sustained and strengthened our enterprise. However, there are indications that a substantial number of us are troubled by isolation. Mickey Keenan, having surveyed the concerns of European ABA members, recently described the deleterious effects of isolation as experienced by some of these most widely dispersed of our members:

The main effect...was a deterioration in both their confidence and their competence. If there is nobody close at hand with whom to share and explore new ideas, then the extinction effects which inevitably appear are difficult to ward off. This becomes particularly important in an environment where one is forced to defend their discipline. Efforts which are made to translate behavioural principles for the lay person are all very well, but this has a bad effect on one's own competence...there is no audience for controlling one's scientific behaviour beyond the formal structures afforded by a journal. However, if someone is already having difficulties sustaining quality thinking then where do they turn to?

Keenan's first suggestion regarding what to do about this, is to improve communication and scientific exchange through electronic mail. That was also my own first thought regarding how to mitigate effects of isolation. The ABA Council has already designated a commercial facility, CompuServe, as one locus where we might concentrate our electronic communications. However, for members with access to institutional mainframes, BITNET is more convenient as well as free of charge. These and other e-mail facilities offer a variety of alternatives that range from fairly private person-to-person communication, to unedited bulletin boards, to electronic forums with varying degrees and types of constraint. In principle, it should be possible to enable each of us to have quick, informal and flexible communication like that which would easily occur if

there were behavior analysts in several flavors just down the hall. In practice, we must take care that our ventures into electronic communication do not become badly fragmented or subvert some of our present modes of communication that are effective for those without access to computers.

To address our needs in this domain, and to evaluate the possible solutions systematically but fairly quickly, I have invited a few people to form a President's Advisory Group. They work in varied geographical locations, in various types of settings, and have various types of relevant expertise. I hope that by early next year they can supply me with a well-considered list of our needs, identify a set of interrelated solutions, and indicate what will be involved in implementing them. A major component of the implementation could include a repeating set of tutorials and demonstrations at a center of activity in the ABA convention, perhaps to become a "road show" that would also appear at regional meetings. The tutorials (and thus the proposed solutions) should accommodate the full range of entering repertoires and resources, but especially should help computer novices select inexpensive but adequate equipment, and should demonstrate specific procedures for "getting on line." All members' suggestions are welcome—regarding particular needs, possible solutions, and particularly regarding individuals' willingness to help implement those solutions. Such messages can be sent to the ABA Office for routing to members of the advisory group as well as to me.

At the same time, each of us can develop more effective communicative repertoires with-or-without electronic aids. Any member can volunteer to be listed in the *Newsletter* as a "Contact for Information Sharing" on a relevant topic that is not already represented (cf. *ABA Newsletter*, Fall '89, p. 22). Doing this identifies one's need and/or interest; it need not be a claim to expertise. If your needs are already represented by such contact persons, by all means get in touch with them! Even though conventional mail is relatively slow, we still should use it for sharing useful reprints, teaching materials, and the like. If you find yourself feeling isolated, establish contacts by requesting reprints from authors whose work interests you. Send copies of your work to people whom you hope might be interested—or if you lack an appropriate product of your own, send a relevant article that others may not know about. In either case, a simple statement expressing the hope of mutual interest can allay any suggestion of presumption. My only word of caution for initiating such contacts, is to take care not to impose a heavy response cost on your potential correspondents. Frequent, informal and brief notes are easier to exchange than are long, thoughtful essay-length letters. If you don't know who might share your interests, peruse a recent copy of the ABA program, and acquire a copy of the ABA Membership Directory. Both of these are available from our office in Kalamazoo.

Isolation is as much a matter of repertoires as of distance. Each of us can bring spatially distant consequences to bear upon our own behavior; each of us can help to shape and maintain behavior of others who must function at a distance from their colleagues. However widely dispersed we are, each of us is a potential locus of constructive, innovative, even influential work, especially if we each help to provide consequences of such work when it is produced by others.

NOTES FROM THE EDITOR

In Phil Himeline's Presidential Address last May (*Priorities and Strategies for This New Decade*), he mentioned "targets of opportunity" and "targets of necessity" for applied behavior analysts. When Carl Cheney (Utah State University) noticed an article by Tina Adler in the *APA Monitor*, he sent it to Phil, with comments on how the topic related to both targets. Adler's article, "Behavior study needed as the earth warms up", suggested that psychologists could benefit from the research funding on global change, because natural scientists are beginning to acknowledge the need of input from social scientists. The funding for the U.S. Global Change Research Program was \$660 million in 1990, with \$1 billion the request for 1991, and \$15 million of that ticketed for research on human interactions.

One of Himeline's reactions was "It is clear that if behavior analysts are to participate in the grant-supported efforts in this domain, we should try to have some influence on how the problem gets framed. At present, they seem to characterize the problem as originating in the behavior of aggregates, rather than as the aggregate activity of individuals." Phil also commented that the issue doesn't match up with any current SIG or well-defined active subgroup within ABA.

Concern with the global warming trend has received considerable funding attention. However, according to an article in the summer 1990 issue of the *Trimtab Bulletin* (the newsletter of the Buckminster Fuller Institute), an opposing theory deserves just as much attention: global cooling. *The Survival of Civilization* (Hamaker, 1982) suggests that the cooling scenario is more urgent, with the deforestation phenomenon one source of evidence supporting it. Allegedly because of economic consequences involved, the Government has opted to fund research on warming and ignore proposals to study cooling. If this is the case, it once again demonstrates the hurdle confronting behavior analysis (and science in general)—the politics of research. Another example of politics influencing science occurs in the report by Steve Taylor describing how behavior analysts in Florida were to be affected by a licensing law for psychologists.

Roger Ulrich (Western Michigan University) focuses on similar issues in his letter to the ABA membership, and Rodney Cavanaugh (Ohio State University) affirms the role of behavioral optimism in two articles which tie in with the "priorities and strategies" theme. Tom Sharpe (University of Nebraska) and Andrew Hawkins (West Virginia University) provide a followup to Delprato's article from the previous issue on the topic of Interbehaviorism.

Affiliated chapter reports reach an all-time high in this issue. Some affiliates have their own newsletters, and the ones I've seen (ABAT/SC and North Carolina ABA) represent well done examples of desktop publishing.

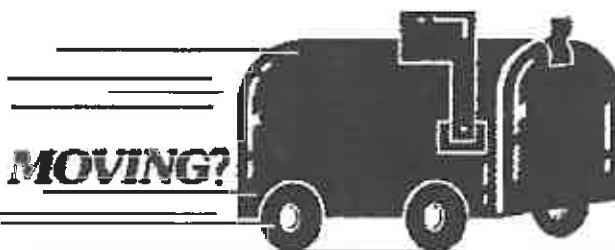
Dick Malott's "Notes From a Radical Behaviorist", which asked nine questions last winter in the *Newsletter*, have drawn a number of answers. The following list acknowledges those received without divulging any of the content. William Palya (Jacksonville State University) addressed question #6; Roger Ulrich responded to question #3; Nathan Stemmer (Bar-Ilan University, Ramat-gan, Israel) commented on questions #6

and #9, Larry Crawford (James Madison University) and Travis Thompson (Institute for Disabilities Studies, Minneapolis, MN) answered all nine questions. Tony Nevin (University of New Hampshire) provided a copy of his article, "Behavioral momentum and the partial reinforcement effect" (*Psychological Bulletin*, 1988, 103, 44-56) which dealt with questions #1 and #4; Ed Morris (University of Kansas) provided a copy of his article, "When speaking of probability in behavior analysis" (*Behaviorism*, 1987, 15, 107-129), dealing with question #5; and Stephen Ledoux (SUNY, Canton) suggested using these and similar questions in a booklet format to prompt class discussions. In addition, Don Baer (University of Kansas), Bea Barrett (Fernald School, Belmont, MA), Ogden Lindsley (University of Kansas), and Beth Sulzer-Azaroff (University of Massachusetts-Amherst) took part in a panel discussion at the Convention in Nashville covering question #5.

The latest edition of Malott's Notes plus another update on the Behavioral Bulletin Board provide other highlights for this edition.

Steve Graf

Editor, ABA Newsletter



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NOTES FROM A RADICAL BEHAVIORIST

Can We Build a World Free of Aversive Control?¹

Richard W. Malott
Western Michigan University

What do the hippie flower children of the '60s and most behavior analysts today have in common? The naive belief that we can build a world free of aversive control.

Why can't we build a world free of aversive control?

Our physical world is full of aversive control (e.g., punishment contingencies when we touch the hot stove and escape contingencies when we turn on the air conditioner). Of course, we continue to engineer toward a user-friendly, forgiving world—one where we won't accidentally touch the hot stove, and one where the automatic thermostat on the air conditioner anticipates our escape response. But, unless we end up regressing to the womb, we will always need to deal with an occasional mildly aversive physical reality.

Furthermore, our modern psychological world is full of another, more subtle form of aversive control—the deadline. A *deadline* is a time and date when something bad will happen, if you haven't previously made the right responses. The bad thing might be the presentation of an aversive condition: You will wake up with frost on your nose if you don't close the windows before you go to bed. Or the bad thing might be the loss of a current or potential reinforcer: Your garden tools will rust if you don't pick them up before the night's dew. Your cookies will bake to a crisp if you don't take them out of the oven in 30 minutes.

The outcomes involved in these deadlines are often too delayed to directly reinforce or punish the behavior that can affect them. Instead, according to one theory of rule-governed behavior, deadlines set up avoidance contingencies that indirectly control our behavior, causing us to avoid the chattering teeth, the loss of clean tools, and the loss of edible cookies.

These aversive outcomes control our behavior indirectly. People state rules describing the deadline contingencies. For example, *I must take my cookies out in 30 minutes, or they'll burn*. Such rule statements establish noncompliance as an aversive condition. *Oh, my gosh, the 30 minutes are up, I almost forgot!* And we escape that aversive condition by complying. *Excuse me while I take out the cookies*.

One more example, for the less domestic and more academic types: Class preparation (the student must prepare the next assignment and the teacher must grade the last assignment). You state this rule to yourself, *I must be prepared by class time, or I'll look bad*. As class time approaches, the aversiveness (fear, anxiety, whatever) increases, until beads of cold sweat dot your forehead. At last you've reached your threshold of aversiveness; so you make the escape response—you get off your duff and prepare for class, just at the last moment, of course.

The deadline can involve indirect-acting aversive conditions like being cold or looking bad. And it can involve indirect-acting reinforcers like tasty cookies or looking good. In either case, the direct-acting contingency is an aversive escape contingency; you effectively cope with the deadline by immediately escaping from or reducing a learned aversive condition—one associated with failure to comply with the rule that describes

the deadline contingency. (Humble social validity of this analysis is provided by the frequent complaints people make about the high pressure [aversiveness] of deadlines.)

You ask, **why can't we live in a world based solely on reinforcers, with no aversiveness?** Because our world contains many aversive conditions, such as the painful stimulation of a hot stove. Furthermore, it contains many deadlines that fortunately control our behavior, but only through the escape from learned aversive conditions (the fear or anxiety associated with noncompliance with relevant rules).

But why can't we prepare for class simply as a result of reinforcement by the presentation of reinforcers? We could, if we were pigeons in a Skinner box, reduced down to 80% of our free-feeding weight, with no concurrent schedules maintaining incompatible behavior. We'd prepare for class way before the deadline, if the experimenter gave us a bite to eat, every time we read or graded a page.

Ok, but why can't we use large enough learned generalized reinforcers to reinforce our preparing for class without such heavy deprivation? Suppose you get \$10 as soon as you complete each page. Even that may not do the trick. You're still in procrastination city. You don't need the \$10 right away; you can always do it later and catch a few zzz's now. Only two things will stop your procrastination: (1) an immediate need for the \$10 (you're hungry and can buy food) and (2) escape from the learned aversiveness of approaching a deadline after which you can no longer earn the \$10.

Then why not build the reinforcers into the task? Well, we try. That's part of what our book, *Elementary Principles of Behavior* is all about. We're doing our best to build in as many reinforcers as we can. And most students tell us we do a good job. Still, when do they usually read the book? Right before class, of course.

Even literature teachers need the aversive control of deadlines to get their students to read such great authors as Shakespeare, Hemingway, and Updike, let alone, Whaley, Malott, and Malott. And even suppose Hemingway *had* been able to load his books with an irresistible amount of reinforcers; there just aren't enough Hemingways to go around.

So the physical world has aversive control built into it; and deadlines demand aversive control, if compliance is to be achieved. Furthermore, we can't realistically escape from the need for aversive control by using added unlearned reinforcers, added learned reinforcers, or built-in reinforcers. But we can aim toward minimizing our contact with aversive events. We can aim toward making our aversive control as unaversive as possible.

¹ From Whaley, D.L., Malott, R.W., & Malott, M.E. (in perpetual preparation) *Elementary Principles of Behavior* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

For more details, see Malott, R.W. (1989) The achievement of evasive goals: Control by rules describing contingencies that are not direct-acting. S.C. Hayes (Ed.), *Rule-governed behavior: Cognition, contingencies, and instructional control* (pp. 269-322). New York: Plenum.

SABA SEEKS SUPPORT FOR PUBLICATION OF ABA 1991 CONVENTION PROCEEDINGS

The Board of Directors of the Society for the Advancement of Behavior Analysis voted to support publication of the proceedings of the ABA Convention and asked ABA staff to request summaries of presentations submitted for the 1991 meeting in publishable form. The ABA Executive Council agreed to take the following steps:

- (1) Each presenter whose work is accepted for the 1991 convention will be asked to submit a summary in photo-ready form for inclusion in the proceedings.
- (2) The summaries will be reproduced in a book in which the contents are sorted by categories (e.g., verbal behavior, developmental disabilities, etc.). Summaries will be indexed by subject and by author. Each entry will include an address and telephone number so that additional information can be requested by readers.
- (3) The Proceedings will be published only if sufficient entries are received to make it worthwhile. A preliminary objective of 200 entries has been set. Each presenter will be sent a request for a summary with the notice of when the submission was scheduled for presentation. Authors who wish to participate must send in their summaries by February 1, 1991 in order to have their work included. If 200 entries have not been received by February 1, the proceedings will not be published.
- (4) Each author will also be asked to purchase one copy of the proceedings and it will be listed for sale to members on the ABA convention registration and workshop registration forms for the 1991 meeting. A limited number of copies will be available for purchase at the convention in Atlanta. However, copies will be made only as needed to meet orders. Thus, no large and expensive inventory will be acquired.

If you would like to make suggestions about this process or obtain more information, please contact Bill Redmon, ABA, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008; telephone, 616-387-4485; FAX: 616-387-4457.

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A LETTER FROM ROGER ULRICH

I believe it is imperative at this time in history for researchers to speak with one another about the way in which human beings are treating Mother Earth. The problems resulting from our failure to comprehend the Second Law of Thermodynamics, (The Entropy Law) spread around the globe in various ways. Child abuse, animal abuse, crime, cancer, AIDS, ozone depletion, acid rain, mental and physical illnesses, etc. All are related manifestations of the same basic issue of earth's resources in decline and environmental pollution. Meanwhile at our academic institutions as well as everywhere else we face increased pressures to do whatever it takes to generate "growth" and more money. We count numbers of grants, presentations at conventions, publications, committees sat upon, etc. and ignore the fact that our research efforts more often than not, are totally meaningless to the countless life forms that daily become more sick and often extinct.

As did the church of the middle ages, reductionistic science needs a change in perspective. We need a shift in thinking, a modern scientific reformation which unites our findings once again to the whole earth. We need to observe all aspects of our explorations including our own behavior. We need a research renaissance; an attitude of respect for all life, especially in regard to how we relate with nonhuman life forms. Too much research today is nothing more than duplications of duplications, words about words, mentalistic exercises in cognition which do little to differentiate behaviorists from other theologians or to relieve the atrocities suffered by our mother earth who like ourself is a living organism who wishes to be well. After years of chasing numerical trivia our ethical pendulum has swung too far toward the faith of scientific salvation. We must begin to return toward the indigenous wisdom contained in the words Chief Seattle spoke in 1855 to the President of the U.S. which summarizes the results from years of cultural experimentation within the real situation.

"Whatever happens to animals will happen soon to human beings. Continue to soil your bed and one night you suffocate in your own waste. Humankind has not woven the web of life. Whatever we do to the web, we do to ourselves. All things are bound together. Whatever befalls the earth befalls also the children of the earth."

The data existent in the world today suggest strongly that modern science and its technological offspring are a major part of a behavioral pattern that has left the earth in worse shape than it was when we first began our crusade to explore ways to better ourselves. The condition of animals especially in laboratories and factory farms as well as natural habitats all support this finding.

I write these words as a new member of your association after 20 years of exploring the Walden Two dream in an experimental community. Come visit our lab sometime.

With sincere respect to all the ABA membership I remain,

Roger Ulrich
Lake Village, 7943 S. 25th, Kalamazoo, MI 49001

BEHAVIORISTIC OPTIMISM

Rodney A. Cavanaugh
The Ohio State University

Anyone who engages in work that is aimed at changing human behavior is vulnerable to acquiring a pessimistic view of the realities of the world that are products of human behavior. Skinner has stated that the application of technology to every aspect of people's lives except their behavior will do little to improve the conditions in which people live, today or in the future. Psychology is, and will be looked to for some of the answers to problems which plague society. The task of improving the lives of people through understanding their behavior is seriously impeded if this task is viewed as impossible by those who are expected to discover the answers to society's ills.

Behaviorists would seem to be at an advantage over mentalists in terms of their resistance to pessimism. The mentalist can see the problem but throughout history has been unable to take control of the causes of those problems. As long as causes are viewed as hypothetical entities, which by definition remain outside of science and within the individual, mentalistic approaches cannot help but breed pessimism about the future.

Behaviorists see the same problem as the mentalists and may be unsure of the solutions. The behaviorists' view of human behavior, however, can provide the defense against pessimism and defeat. To the behaviorist, many of the causes of behavior are directly accessible. While some have proved to be elusive, these causes, in principle, can be grasped by science and eventually predicted and controlled.

The behaviorist has an unlimited source of solutions to the problems faced by human kind. The variability of behavior which poses so many problems contains an equal number of solutions. To the extent that variability is observable, solutions are obtainable. As long as the behaviorist is willing to be persistent (through the occasional reinforcement of meaningful changes in an individual's behavior), the search for solutions can be an optimistic one because the solutions exist in the same world and are made of the same "stuff" as the problems.

1991 ABA CONVENTION MAY 23-27 Atlanta Hilton Inn & Towers

Important Reminder...

All submissions for the 1991 ABA Convention must be postmarked by November 7, 1990.

If you have not received a copy of the 1991 Call for Papers, call the ABA office (616-387-4494) and we will send you one!

HARD WON EXEMPTION ALLOWS FLORIDA BEHAVIOR ANALYSTS TO CONTINUE TO PRACTICE

Steve Taylor

Florida Association for Behavior Analysis

Survival in the '90s for behavior analysts will probably depend primarily on political acumen rather than extensive research experience. At least it appeared that way in the 1990 session of the Florida legislature.

Proposals for significant revisions to two laws (Florida Statutes 490 and 491) were under consideration which would have radically altered the practice of behavior analysis and modification in the state of Florida. These laws allow licensing and establish regulations for school psychologists, psychologists, clinical social workers, marriage and family therapists, and mental health counselors. Since all of these groups claim "behavior modification" and "behavior analysis" as techniques they use, the new law would have prevented any other nonticensed professionals from using them.

"This so-called 'practice act' could have essentially put behavior analysts out of business—literally," said Jerry Shook at the end of the session. If passed in its original form behavior analysts would have had 5 years to seek licensing in one of these professional groups or they would have to be supervised by someone so licensed.

FABA was never contacted by the groups seeking these changes. Late in the session, a phone call from an alert and conscientious legislative committee staffer put the FABA Executive Committee on watch. Dr. Jerry Shook took the lead and with help from Dr. Jon Bailey and other FABA members the political agenda became clear. Behavior analysts had to be exempted from the bills.

Nonstop discussions with legislative staff, phone calls to Senators and Representatives, and meetings with lobbyists from these professional associations ultimately resulted in an exemption for behavior analysts. As it currently stands, no license is required for behavior analysts to practice their profession. However, it is quite clear that FABA members are in a vulnerable position and the exemption could be under attack in any upcoming legislative session.

"Our future as a profession will be secure if, and only if, we have our own licensing law" was Jon Bailey's way of summing up the tense situation. FABA members agreed to a licensing bill at the 1989 annual meeting and steps are being taken to propose such a bill in the 1991 session. "This necessary action will be expensive and FABA members must be ready to dig deep to support a professional lobbyist who can guide us safely through the legislative jungle," said Bailey, FABA Secretary-Treasurer. "Members also can expect to contribute their time and effort before and during the 1991 legislative session. It will be essential to educate legislators about what behavior analysts do and the important role they play in the lives of the handicapped citizens in Florida," added Shook, the designated Legislative Liaison during the 1990 session.

Mike Hemingway (HRS) provided significant and timely support in researching the potential impact of the two bills.

In addition, the following FABA members played key roles in persuading the 1990 Florida Legislature to provide an exemption for behavior analysts: Tina Willard, Shari Titus (Threshold), Judy Favell (Au Claire), Tom McCarthy (Interdisciplinary Program Consultants), Brian Jacobson, Mike Hutchison, Cydney Yerushalmi (BMC, Inc.), and Steve Coleman.

Contacts for Information Sharing

The following people serve as contacts for information sharing in the topic areas listed. "SIG" denotes that the group has applied for and received ABA Special Interest Group status. Please write the contact person for your area(s) of interest.

Autism SIG. Ilene Schwartz, Juniper Gardens Children's Project, 1614 Washington Blvd, Kansas City, KS 66102

Behavior Analysis & Cultural Design. Deborah Altus, University of Kansas, Human Development Department, Lawrence, KS 66045; Leslie Burkett, University of North Texas, Center for Behavioral Studies, PO Box 13438, Denton, TX 76203

Behavior Analysis of Human Development. Gary Novak, California State University-Stanislaus, Psychology Department, Turlock, CA 95380

Behavior Analysis in Correctional Settings SIG.

Sherman Yen, PO Box 133, Owings Mills, MD 21117

Behavior Analysis in Education SIG. Corrine Donley, 10 Blue Ridge Rd, Brick, NJ 08724; Vikki Howard, Gonzaga University, Special Education Department, E502 Boone, Spokane, WA 99258

Behavioral Gerontology SIG. Kathryn Burgio, University of Pittsburgh School of Medicine, 110 Lothrop Hall, Pittsburgh, PA 15213

Behavioral Materials in Social Psychology. Dan Bernstein, University of Nebraska, Psychology Department, 209 Burnett, Lincoln, NE 68588-0308; David Schmitt, University of Washington, Sociology Department, DK-40, Seattle, WA 98195

Behavioral Medicine & Rehabilitation SIG. Kathleen Madigan, Children's Workshop, 248 Nutmeg St, San Diego, CA 92103

Behaviorists for Social Action SIG. John Nevin, University of New Hampshire, Psychology Department, Durham, NH 03824

Clinical Behavior Analysis SIG. Michael Dougher, University of New Mexico, Psychology Department, Albuquerque, NM 87131

Computer Users SIG. Charles Olander, Jacksonville State University, Biology Department, Jacksonville, AL 36265

Direct Instruction SIG. Paul Weisberg, University of Alabama, Psychology Department, University, AL 35487

Ethical & Legal Issues SIG. Deborah Shanley, Medgar Evers College, Education Division, 1150 Carroll St, Brooklyn, NY 11225

Experimental Analysis of Human Behavior SIG. Mark Galizio and Carol Pilgrim, University of North Carolina, Psychology Department, Wilmington, NC 28403-3297

Experimental Analysis of Nonhuman Behavior SIG. Lynn Bradshaw, Western Michigan University, Psychology Department, Kalamazoo, MI 49008

Human Behavioral Ecology. Bill Buskist, Auburn University, Psychology Department, Auburn, AL 36849

Infant/Child Behavior/Development SIG. Jacob Gewirtz, Florida International University, Psychology Department, University Park Campus, Miami, FL 33199

Interbehaviorists in ABA SIG. Linda Hayes, University of Nevada, Psychology Department, Reno, NV 89557-0062

JABA Users SIG. Jon Bailey, BMC, Inc, 1708 Kathryn Dr, Tallahassee, FL 32308

OBM Network SIG. Carl Johnson, Central Michigan University, Psychology Department, Mt Pleasant, MI 48859

Precision Teaching. Evelyn H. Ginsburg, 1113 Hull Trc, Evanston, IL 60202

Software for Educating the Developmentally Disabled. David Coleman, The Devereux School, Fox Hollow Rd, Rhinebeck, NY 12572

Standard Celeration Chart Data Sharing. Steve Graf, Youngstown State University, Psychology Department, Youngstown, OH 44555

Verbal Behavior SIG. Mark Sundberg, 1236 Stafford Ave, Concord, CA 94521

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Handicapped and Gifted Children. Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589. Telephone: 703-620-3660; FAX: 703-264-9494

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Junior Colleges. University of California, Math-Sciences Bldg, Rm. 8118, 405 Hilgard Ave., Los Angeles, CA 90024-1564. Telephone: 213-825-3931; FAX: 213-206-8095

Languages and Linguistics (includes Adjunct ERIC Clearinghouse on Literacy Education for Limited English Proficient Adults). Center for Applied Linguistics, 1118-22nd St., NW, Washington, DC 20037-0037. Telephone: 202-429-9551; FAX: 202-429-9766

Reading and Communication Skills. Indiana University, Smith Research Center, Ste. 150, 2805 E. 10th St., Bloomington, IN 47408-2698. Telephone: 812-855-5847; FAX: 812-855-7901

Rural Education and Small Schools. Appalachia Educational Laboratory, 1031 Quarrier St., PO Box 1348, Charleston, WV 25325-1348. Telephone: 800-624-9120 (outside WV); 800-344-6646 (inside WV); 304-347-0400 (Charleston area); FAX: 304-347-0487

Science, Mathematics, and Environmental Education. Ohio State University, 1200 Chambers Rd., 3rd Fl., Columbus, OH 43212-1792. Telephone: 614-292-6717; FAX: 614-292-4315

Social Studies/Social Science Education (includes Adjunct ERIC Clearinghouse on Art Education and the National Clearinghouse for US-Japan Studies). Indiana University, Social Studies Development Center, 2805 E. 10th St., Ste. 120, Bloomington, IN 47408-2698. Telephone: 812-855-3838; FAX: 812-855-7901

Teacher Education. American Assn of Colleges for Teacher Education, One Dupont Circle NW, Ste. 610, Washington, DC 20036-2412. Telephone: 202-293-2450; FAX: 202-457-8095

Tests, Measurement, and Evaluation. American Institutes for Research, Washington Research Center, 3333 K St., NW, Washington, DC 20037-3893. Telephone: 202-342-5060; FAX: 202-342-5033

Urban Education. Columbia University Teachers College, Institute for Urban and Minority Education, Main Hall, Rm. 300, Box 40, 525 W.120th St., New York, NY 10027-9998. Telephone: 212-678-3433; FAX: 212-678-4048

ATLANTA

B

A 1991

MAY 23-27

HILTON INN & TOWERS

WHY DOES ABA MEET DURING THE MEMORIAL DAY HOLIDAY WEEKEND??

The ABA Executive Council asked staff to investigate the costs of moving the convention to dates other than the Memorial Day holiday weekend. This request was based on inquiries from members concerning alternatives. Staff obtained hotel rate estimates from several major hotels (including those under consideration for 1995) and determined the following. For periods two weeks before or two weeks after the Memorial Day Holiday, hotel rates would average **\$20-30 per day higher** than during the Holiday weekend and surrounding period. These figures were initial estimates and do not represent negotiated final rates. However, it is clear from our interactions with hotel sales personnel and booking contractors that (1) the Memorial Day rates are substantially lower than those offered at other times and (2) hotels are interested in our business (and therefore willing to negotiate) because we meet on the holiday weekend.

*Why does ABA meet on Memorial Day Weekend??
To save you money!*

BEHAVIORAL BULLETIN BOARD BYTES #4

Richard Malott
CIS ID 73547,1141

CONSCIENCE INTERNATIONAL¹. *We'll stop procrastinating, when we get around to it...*

Having trouble

sticking to your diet,
keeping up with your exercise,
keeping up with your mail,
writing your thesis,
doing your homework,
doing your housecleaning,
weeding your garden,
being nice to the people you love,
being nasty to the people you hate,
making time for your hobbies,
getting things done,
getting your act together?

So are we. But less trouble, now that we've joined Conscience International. It's free (no dues). And it's on section 12 (Self-Management) of EDFORUM.

Everyday, we log on and upload our plans for that day—what we're going to do. Then we clean our conscience. We list what we did and what we didn't do the day before. This public pledge and public accounting nudges us closer to a few of life's elusive goals. Then we read the supporting words others have given our past efforts, read of the successes and failures of those others, and leave our own supporting words. (Susan Langer said life consists of two things: admiring other people's mud pies, and having our own mud pies admired in return.)

Technically, what we're doing is called *performance contracting* or *behavior contracting*. And technically, what I'm doing right now is called *hustling*. In any event, we'd love to have you join us. No harm in lurking around the Self-Management section for awhile. That way you can see how much fun we're having in the sand pile, before you decide to get your hands dirty.

THE ABA OFFICE IS NOW ON THE ON THE BBB!

You can now send messages, inquiries, or your 1991 convention program submission to ABA via CompuServe. ABA's CompuServe ID# is 76236,1312. Through ABA's CompuServe ID#, you can send messages to Bill Redmon (Secretary-Treasurer), Michele Burnette (Program Committee Co-Chair), Sue Goeters (Student Representative-Elect and Media Relations Coordinator), or to ABA Staff members Sharon Myers and Shery Chamberlain. We now have a telecommunications link with ABA and vice versa.

INTERNET. Want to send electronic mail to members of the BBB without joining CompuServe? No problem, if your modem connects to INTERNET. What's INTERNET?

CompuServe says: "INTERNET is an electronic mail system connecting governmental institutions, military branches, educational institutions, and commercial companies. There is no surcharge to send or receive messages through Internet. Only ASCII (text) messages up to 50,000 characters (1,000 lines) can be sent through this system."

You're connected to INTERNET, if, for example, you use UUNET or BITNET. (BITNET is a telecommunications system that connects universities around the world.) Send your message to a CompuServe user with this format: **XXXXX.XXXX@COMPUSERVE.COM**, where XXXXX.XXXX is the user's CompuServe ID# (with the period in the middle replacing the usual comma in the middle). For example, you can use BITNET to send a message to ABA's CompuServe mailbox. Address it to 76236.1312@COMPUSERVE.COM. Or send a message to me at 73547.1141@COMPUSERVE.COM. (In my case, this will reduce the latency of a reply about three months, and raise it's probability about 0.8.) Of course it works both ways. I send international messages from CompuServe through INTERNET to Joe Parsons who's using BITNET on Vancouver Island. I address him like this: >INTERNET:LEARNING@UVVM.UVic.CA (LEARNING is Joe's BITNET ID).

THE WMU ELECTRONIC SEMINAR. Six students spent the last half of the winter term in an electronic seminar. They stopped going to my behavioral systems analysis course at WMU to turn in their homework and to take part in the class discussion. Instead, they did it all without leaving their homes at times of their choice. It was great. All students got feedback on their biweekly homework from all the other students and from me (regular feedback came from the grad assistant only in my regular course). This means each student also read and gave feedback on all the other students' homework. And of course, they could reply to that feedback. So each student "presented" and "commented" 12 to 20 times per week (only 2 to 6 times per week in my face-to-face seminars). One student talked only reluctantly face to face. But she became a fluent, thoughtful star, when she let her fingers do the talking. However, I spent too much extra time in the electronic seminar. So I'm reluctantly holding off on taking it to a national or international level. First I need to find more time or more help or figure out a less time-consuming format. If you want to give it a shot, the BBB is waiting for you.

THE UNT ELECTRONIC SEMINAR. Sigrid Glenn combined the WMU Electronic Seminar with Bill Heward's OSU Teleconference Seminar to produce the UNT Electronic Seminar. Her students in Denton read a chapter I'd written on rule-governed behavior. Then they uploaded their comments and questions to the BBB, and I replied via the BBB. Other members of the BBB also had a chance to take part.

THE ELECTRONIC CONFERENCE. A half dozen of us BBBers joined the June meeting of the New York State Association for Behavior Analysis in Dave Roll's house on Long Island. Of course, we did so via computer, without leaving the comfort of our homes (computer potatoes?). It was a bit of a fiasco, because we weren't all that handy with the guidelines of live electronic conferencing. (We're used to the relaxed pace of privately reading and replying to message

threads on our electronic bulletin board, not to public, time-based key pecking. So performance anxiety caused both premature commenting and inhibition.) But Bobby Newman is setting up a series of electronic BBB conferences and is going to help us tighten up our skills. So, if you'd like to invite us into your home for a meeting with your ABA affiliate group, we'll behave better.

If you'd like to be the guest "speaker or discussant" at one of our electronic conferences, tell Bobby (CompuServe ID 71160,271) or me. A format we'd like to try is for the guest to select an article he or she has written (or is writing and would like feedback on). Then the guest would distribute it, either by uploading the article to the BBB or snail mailing it to each of us.

¹ Joe Parsons work at the University of Victoria inspired this effort.

To join the BBB, drop me a note at the Western Michigan University, Department of Psychology, Kalamazoo, MI 49008. Or if you're a CompuServe member, at the "!" prompt, type "GO EDFORUM." Once you join EDFORUM, go to the Message area. Then select Section 13, and you're home.

PERFORMANCE MANAGEMENT STRATEGIES

INTERVENTION

MARKETING

MOTIVATION

Third FABA/OBM Midwinter Conference
Clearwater Beach Hilton, Clearwater, Florida
January 16-18, 1991

Conference Overview

Wednesday, January 16, 1991

Welcome and Newcomer's Session (6-8PM)
 Performance Management Strategies and Trends

Thursday, January 17, 1991

Topic: Performance Management & Improvement
Speakers: Judy Doran, Richard Fleming, Cynthia Godbey, Carl Johnson, Tom Mawhinney, Steve Meisburg, Richard O'Brien, Martin Pollack, Julie Smith, Beth Sulzer-Azaroff, Leslie Wilk

Friday, January 18, 1991

Topic: Pay for Performance
Speakers: Bill Abernathy, Aubrey Daniels, Alyce Dickinson, Phil Duncan, Bill Hopkins

Keynote Address
Richard Sabo, Lincoln Electric
Praise Efforts and Pay for Results

For program or registration information, contact Jon Bailey, BMC Inc, 1708 Kathryn Dr, Tallahassee, FL 32308. For hotel reservations call: 1-800-248-1831 (Clearwater Beach Hilton)

INTERBEHAVIORISM: PHILOSOPHY OR SCIENCE? A REJOINDER TO DELPRATO

Tom Sharpe
 University of Nebraska
 Andrew Hawkins
 West Virginia University

Dennis Delprato's (1990) timely essay defends the inclusion of what is commonly termed interbehavioral analysis within the umbrella of radical behaviorism. Although Delprato is a self-proclaimed interbehaviorist, and an advocate of its position as one of the most recently evolved avenues of behavior analysis, his desire to eschew its ties with philosophy may be limiting its potential theoretical or conceptual utility. This rejoinder follows Delprato in a wholehearted acceptance of interbehaviorism. However, we differ on what constitutes philosophy, leading to an alternative (and hopefully more productive) argument for the incorporation of interbehavioral analysis within the Association for Behavior Analysis (ABA).

First, one must take exception with Delprato's equating philosophy with only that which is contained within the transcendental cultural traditions or extraspatial experience. His inference here clearly equates removal of interbehaviorism from the philosophical realm with removal of its implementors' needs for "getting clear on just what their job is all about: [or] when extraspatial constructs [no longer] permeate their thinking" (p. 13). But from an evolutionary stance within the context of the scientific endeavor in general, are we ever sure or certain or perfectly *clear* on just what our job is all about? Delprato ends his plea for acceptance by ultimately contradicting his clarity position within his closing statement of "... we are not there yet, folks" (p. 14), inferring future and perhaps even contradictory discoveries to come. Though branded a philosopher, Russell (1929) underscores this argument by noting that over time many scientists have come to doubt their ability to *know* the real causes of observable phenomena and therefore advocate that we minimize or abandon the notion of causality. (Funny, a philosopher with an interbehaviorist notion of cause?).

We are in agreement with Midgley's (1988) position that interbehaviorism was never intended to be taken as philosophy to the exclusion of science. One can only hope, however, that Delprato has been misled by Skinner's apparent dim view of what constitutes philosophy rather than that he has accepted the notion that philosophy is defined as "invisible, insubstantial, intangible worlds known only by mysterious processes of revelation and transmitted by heavy coercive hands of authority and power" (p. 14).

Delprato's campaign to distinguish philosophy and science is an exercise of questionable validity. Clearly, the two are not identical. However, distinguishing between them does not necessarily imply unrelatedness or mutual exclusivity. At risk of oversimplification, the term science generally refers to investigation of the world around us by observation and experimentation. A philosophy of research concerns the study of science itself, or the question of the validity, utility, feasibility, and intent of various strategies and tactics. It is

evident from this perspective that the science/philosophy demarcation, while distinguishable, is far from clear-cut.

It may be more productive to consider philosophy and science, not as sharply divided fields, but as segments on a spectrum of types of inquiry. Given this perspective, one end of the spectrum contains technology, which does not test scientific principles but assumes them in order to design practical applications. Adjacent to technology is science, which derives principles from the systematic observation and analysis of data. Philosophy may be viewed as next in the array, concerning itself with questions of method and the logic of explanations. Given the argument that philosophy and science are overlapping points within the same inquiry spectrum, we may better view interbehavioral pursuits as containing elements of philosophy, science, or even potentially, technology depending upon the contextual frame of the researcher. This is evidenced within the methodological questioning of Kantor's (1963) work to the application strategies of Ray and Delprato (1989) and Sharpe and Hawkins (1990), respectively.

If this is, indeed, the case then any discipline that is aligned with inquiry may be labeled alternatively as philosophy, science, or technology depending upon which of the aforementioned contexts of inquiry is currently employed (e.g., method, systematic observation, or practical application). Given this argument, Skinner's (1988) queries regarding the interbehavioral perspective may be turned with equal veracity on traditional behaviorism (though I may risk excommunication here). For while in agreement with Delprato that Skinner's work is the historical marker by which we have rediscovered the Aristotlean assumption that there is no aspect of the human condition that is anything but relatable to naturalistic factors, such a behaviorism may be subjected to the same flawed criticisms, or more precisely, of what science is "behaviorism" the philosophy? For when we make an assumption about the nature of reality, we are engaging in a philosophical endeavor.

In coming full circle, it might be more advantageous to state that at a conceptual level both Skinner (1938) and Kantor (1963) thought of radical behaviorism and interbehavioral psychology, respectively, from a philosophical context, and that both traditions have evolved over time toward science (as simplistically defined above), and each has incorporated a technological component, though interbehaviorism is in its infancy and Skinner's behaviorism has evolved to fruition. Though Skinner's perspective on interbehaviorism has been tainted by his pedantic and arrogant dissemination, he does have a legitimate point to make. Scientific endeavors are most readily discernable by their fruits and interbehaviorists may point to very little of how we know X, Y, and Z by interbehavioral methodology. At present, we have a great responsibility to communicate interbehavioral research results to the scientific and popular cultures so that they may be readily understood. If we are going to evolve in concert with ABA, then we must concentrate our research agendas on moving quickly toward scientific and technological applications.

Further, we could do better in promoting the interbehavioral cause in terms of kindred revolutionaries if we were to take to heart the recommendation of Morris (1982) and concentrate

primarily on the similarities of Skinner's behaviorism and Kantor's interbehavioral psychology, and look upon both schools of thought as fitting within any point on the inquiry array, rather than focusing upon definitional aberrations of the terms "philosophy" and "science" to the continued fractionation of the behavior analysis field. For, as Delprato points out, both camps (a) advocate complete description of the human condition in terms of naturalistic factors, (b) negate a dualistic mind/matter stance to organismic description, (c) proclaim themselves to be sciences and have produced ample evidence in support of their alignment with this segment of inquiry, and (d) each tradition has a critical component of variable degree. If viewed from similar perspectives under the guise of a spectrum approach to philosophy, science, and technology, and coupled with a more tentative and open minded approach to the process and evolution of scientific inquiry, we may more easily attain a thoroughgoing integration between interbehavioral psychology and ABA. Thus, the interbehaviorism which Skinner finds so "repugnant" is not philosophy in search of a science any more than radical behaviorism may be said to be. Better stated, both are on differential points of the inquiry spectrum, stemming from similar research philosophies and resulting in science and technologies at different times and in different contexts within their respective evolutions.

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Recent mailings from ABA...

Membership Renewal Request
1991 Convention Call for Papers
Nominations Ballots-Voting and Student Members

Are you missing one of the above mailings?

Please call the ABA office
616-387-4494
and we'll send you a copy!

RITES of LIFE

by Roger E. Ulrich, Ph.D.

Research Professor
Department of Psychology
Western Michigan University

A book about the use and misuse of Animals and Earth

This book is about the use and misuse of animals. The author is a researcher who used to experiment on animals in labs. However, he saw this was really torture based on the assumption that humans were somehow better than other forms of life. As Roger writes, "Human beings (God love us) are a real problem . . . and unless we surrender to the other animals and watch and listen very carefully to them, as they show us how to live lives that are more in balance with the laws of nature, we will disappear off the face of the earth sooner than later. We must, as humans, learn how to live better, using fewer resources and, above all, learn to show greater respect for all animals and all of life."

This book is written by a maverick professor, but it is a very responsible look at how to be an advocate of animal rights, including humans.

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NEWS FROM ABA AFFILIATED CHAPTERS

DGVM—Deutsche Gesellschaft für Verhaltensmedizin & Verhaltensmodifikation

The 3rd DGVM (German Association of Behavioral Medicine and Behavior Modification) Conference will be held March 21-23, 1991 in Trier (FRG). All symposia are interdisciplinary and each will be chaired by a physician and a psychologist. A variety of topics relevant to behavioral medicine and behavior therapy will be covered. At the present time, DGVM has 153 members. For further information, contact Congress Office DGVM, Prof. Dr. Dirk Hellhammer, Research Unit for Psychobiology and Psychosomatics, University of Trier, Building D, P.O. Box 3825, D-5500 Trier, FRG.

DGVM will also host the 2nd International Congress of Behavioral Medicine in Hamburg, July 14-18, 1992. For information, contact Congress Office ISBM, Prof. Dr. Imela Florin, Department of Psychology, University of Marburg, Gutenbergstr. 18, D - 3550 Marburg, FRG.

ABAT/SC—Assn of Behavior Analysis & Therapy/Southern California

ABAT/SC has been involved in several activities. On February 15, Dr. Joseph Wolpe presented "Behavior Therapy and the Role of Cognition; 1958-1990." ABAT/SC offered a symposium on April 28 on "Understanding Human Behavior Through Behavior Analysis." Presenters included Mark Durand, Ivar Lovaas, and Paul Touchette. The symposium concluded with a panel discussion. The discussants, Marjorie Charlop, Tom Haring, and John Lutzker, summarized the three presentations and raised some interesting questions. The summer issue of the ABAT/SC newsletter has been printed. ABAT/SC and NCABA are in the process of forming a state-wide organization—CALABA. We hope to have it in operation during early 1991. For further information regarding ABAT/SC, contact G. Roy Mayer, President, ABAT/SC, 10600 Pinyon Ave., Tujunga, CA 91042.

BABAT—Berkshire Assn for Behavior Analysis & Therapy

BABAT will hold its 11th annual conference in Amherst, Massachusetts, Friday and Saturday, October 12-13, 1990. Invited addresses will be given by Ian Evans, Beth Sulzer-Azaroff, and Alan Poling. The B.F. Skinner address will be given by Judy Favell. There will also be symposia, workshops, and poster sessions. For more information write Dr. Michael Powers, Community Resources, 27 School Street, Springfield, MA 01105 or call Dr. Christopher Fox at (413) 323-6311, ext. 514.

FABA—Florida Assn for Behavior Analysis

It's Anniversary time! At the September meeting in Orlando, FABA will celebrate its 10th year. This three-day conference starts Wednesday, September 19th, with Pre-conference workshops by Drs. Ivar Lovaas, Jack Michael, Garry Martin, and Louis Burgio. Thursday and Friday are filled with additional workshops, several symposia, paper and poster sessions and a behind-the-scenes tour of Sea World. Our invited speakers are coming from such diverse places as Connecticut, California, Illinois, Pennsylvania, Canada, West

Virginia, Kansas and Norway. On Thursday night we will have our 10th Anniversary Celebration and Awards Banquet. After this the evening will be filled with music provided by The Wings of Sound. For additional information contact the FABA Office at 904-644-6443.

GABA—Georgia Assn for Behavior Analysis

GABA is sponsoring its 3rd Annual Conference on October 12, 1990 at the Rodeway Inn Midtown, Atlanta. The program, entitled *Ethical and Legal Issues in Assessment and Treatment*, includes several individual presenters and a roundtable discussion. The speakers and their respective topics include: John Banja, *Ethical and Legal Issues in Competency Determinations*; Robert Arrington, *Forms, Limits and Moral Dimensions of Control*; Susan G. O'Leary, *Ethical and Practical Issues in Treatment of Child Behavior Problems*; and James Phillips, *Ethical and Legal Issues Pertaining to Effective Treatment of Persons with Developmental Disabilities*. For more information contact GABA President Pamela Dorsett, Ph.D., The Behavioral Institute of Atlanta, 5555 Peachtree Dunwoody Rd., Ste. 106, Atlanta, GA 30345.

Atlanta is the host city for ABA in 1991, and GABA will be involved in co-planning an experience unique to Atlanta and the South for ABA members and their families.

NYSABA—New York State Assn for Behavior Analysis

NYSABA members hosted regional behavior analysis seminars throughout the year in the Long Island/New York City area. The first seminar was hosted by Theresa Giacobi-Greico at the Suffolk Child Development Center. Five SCDC staff members presented applied behavior analytic research and intervention programs. Bruce Brown hosted the January 1990 seminar at Queens College and featured presentations by graduate students on applied and experimental behavior analysis with human and nonhuman subjects.

In March, NYSABA co-hosted the 2nd Annual Symposium on Behavioral Research in Developmental Disabilities at Queens College. Don Baer's keynote address, *A Behavior Analytic View of Development, Normal and Otherwise*, highlighted this half-day symposium. Baer, and conference coordinators Claire Poulson and Nancy Hemmes deserved a 'Save of the Year' award for their response to a family emergency that kept Dr. Baer from traveling to New York for the conference. He videotaped his talk at the University of Kansas. The taped talk was presented on a large screen at Queens and a telephone hookup was provided at the Symposium so that the audience could speak with Baer live from the Midwest. The Symposium opened with a poster session of presentations about basic and applied research relating to developmental disabilities.

Susan Friedlander and Deborah Shanley hosted an informal meeting at Debbie's Manhattan apartment in April and Dave Roll hosted a similar meeting at his home on Long Island in July. Each of these meetings involved about 20 members working on the focus of future NYSABA development. At the July meeting Bobby Newman helped conduct a live

News from ABA Affiliated Chapters (con't)

conference on the CompuServe Behavioral Bulletin Board. NYSABA members were able to interact in real-time with such ABA luminaries as Dick Malott, Donald Cook, and John Eshleman. The July regional seminar was hosted by Richard O'Brien at Hofstra University and featured work in the areas of OBM and sports psychology by graduate students and recent graduates of that program. An Executive Committee meeting for NYSABA was held at Long Island University's C.W. Post Campus on September 14. Barry Stern discussed behavior analysis in human resource development after the meeting.

The next annual meeting of NYSABA will take place in Massachusetts. Conference Chair Tom Zane has worked with the Berkshire Association for Behavior Analysis and Therapy (BABAT) to arrange a NYSABA poster session and a membership meeting at the BABAT Conference on October 12-13 in Amherst. This unusual move was taken to avoid competition with BABAT as well as many other related fall conferences, to facilitate participation by behavior analysts in upstate New York, and to expose NYSABA members to a much higher quality conference than our resources would allow in this first year as an affiliate. BABAT's willingness to share limited resources to help this fledgling organization is much appreciated.

NORTH CAROLINA Assn for Behavior Analysis

The North Carolina Association for Behavior Analysis opened its first convention on March 1 of this past year by honoring Dr. Fred S. Keller for his contributions to the field of Behavior Analysis. His presence and encouragement were a sanction for the existence of North Carolina ABA and reinforcement for the effort to create a professional society dedicated to behavior analysis in North Carolina. Some 50 individuals attended the first conference.

The Association is publishing a newsletter and distributed the first issue in July. Plans for the second conference are underway, and a late February or March date in 1991 is anticipated. For information, write to North Carolina ABA, P.O. Box 2813, Morganton, NC 28655.

Current elected officers include: Dr. Jim Phillips, President; Dr. Jim Bodfish, President-Elect; Dr. Andy Wheeler, Secretary/Treasurer; Ms. Vicki Harper, Student Representative; Dr. Fred Spooner and Dr. Carolyn Green, Representatives-at-Large.

TABA--Tennessee Assn for Behavior Analysis

The 3rd Annual TABA Conference is scheduled for October 26-27, 1990 at the East Tennessee State University Campus and at the Rodeway Inn, Tri-City Regional Airport, Blountville, TN. Invited speakers are William Palya, William Wolking, and Jim Fox. Program Co-Chairs are Phillip Wishon and Charles Olander. In addition to poster sessions, the Lindsley/Graf Data Share is open and everyone is invited to share frequency data. TABA members are urged to send in their 1990-91 dues to support for the conference. Dues should be sent to TABA, PO Box 3766 CRS, Johnson City, TN 37602.

BAAM--Behavior Analysis Assn of Michigan

BAAM is currently undertaking steps to become an ABA-affiliated chapter of ABA. BAAM's 5th annual conference is scheduled for March 21-22, 1991, at the Radisson Resort and Conference Center in Ypsilanti. Thursday, March 21, is reserved for workshops. Workshops are presented in a one-half day format encompassing a variety of current, innovative therapeutic applications, each directed by outstanding individuals in their respective fields. Friday, March 22, is reserved for the seminar portion of the conference. Participants will be able to attend presentation in such areas as: schools, mental health, behavioral medicine, traumatic brain injury, OBM, geriatric care, and prisons. A poster session is planned and lunch will be provided. For information, write BAAM, Eastern Michigan University, Department of Psychology, Ypsilanti, MI 48197.

SEABA--Southeastern Assn for Behavior Analysis

SEABA's 7th Annual Meeting will be held October 18-20, 1990, at the Blockade Runner Hotel, Wilmington, NC (for reservations call 919-256-2251). Featured speakers include: Don Baer, Scott Geller, Kate Saunders, Phil Chase, Linda Dykstra, Jean Hatten, Anna Hatten. For more information, contact Carol Pilgrim, Program Chair, University of North Carolina, Department of Psychology, 601 S. College Rd., Wilmington, NC 28403-3297.

ABA Affiliated Chapters...

To publicize your chapter activities in the ABA Newsletter, send information to the Editor, Steve Graf, Youngstown State University, Psychology Department, Youngstown, OH 44555. *Submission Deadlines:* March 2 (Summer Issue); June 15 (Fall issue); September 2 (Winter issue); and December 2 (Spring issue).

Interested in forming an ABA Affiliated Chapter?

To receive an application packet, contact Sharon Myers, ABA, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052. Telephone: 616-387-4494. FAX: 616-387-4457. CompuServe: 76236,1312. Internet: 76236.1312@COMPUSERVE.COM.

The Don Hake Award

The Don Hake Award was established by Division 25 of the American Psychological Association in honor and memory of Don's work. Award recipients are scholars whose work symbolizes the basic/applied bridge embodied in Don Hake's career. The winners then give an address based upon their work. An initial endowment was created from donations from colleagues and friends in Don Hake's memory.

For more information, contact Barbara C. Etzel, Ph.D., Division 25 Awards Committee Chair, University of Kansas, Department of Human Development, Lawrence, KS 66045.

1990 ABA CONVENTION REVIEW

For first time in 5 years, ABA arranged for evaluation of convention events by attendees. Shery Chamberlain, of the ABA office staff, designed a comprehensive evaluation system for the 1990 meeting. The system included immediate evaluation of addresses and invited addresses, an overall convention evaluation (handed out at the Presidential Address) and an intensive evaluation completed by several volunteers who provided ratings on travel, food, rooms, event quality, staff performance, and many other factors throughout the meeting. Based on all of the information which has now been tabulated, we can say without a doubt that the convention was a big success. (Specific data from the evaluation report will be published in a future issue of the *ABA Newsletter*.) The evaluation forms also served as a way of obtaining suggestions from the membership regarding future program events, speakers and convention sites.

The Amazing Randi (James Randi) provided entertainment and information as the Presidential Scholar. His address, *Science and the Paranormal*, included healthy doses of both. Certainly, Julie Vargas is to be commended for choosing a scholar who was both entertaining and enlightening. For those who don't know, the Presidential Scholar is selected and invited by the ABA President. The Scholar is paid an honorarium and reimbursed for travel expenses from the ABA general fund. Some ABA Presidents have chosen not to select a Scholar. The most recent Presidential Scholar Marvin Harris who spoke in Milwaukee in 1986. Philip Himeline will select the Scholar for 1991.

The ABA Banquet was a major international event with members from eight countries at the head table. Many thanks to Judy LeBlanc (University of Kansas) and Shery Chamberlain (ABA staff) for working hard to arrange the details. Also, gratitude should be extended to Phil Himeline for suggesting the event and arranging for Sid Bijou to be present to pronounce the names of our international representatives.

Another highlight of the convention was the Presidential Address, *Priorities and Strategies for This New Decade*, in which Phil Himeline (Temple University) set out an agenda for improving the influence and effectiveness of behavior analysis in the marketplace. Dr. Himeline's address will be published in its entirety in *The Behavior Analyst* in the Fall 1990 or Spring 1991 issue.

During the 1990 convention, Paul Chance, a freelance writer and friend of behavior analysis, served as a consultant for ABA's convention media relations. Dr. Chance presented a workshop on media relations as part of the Preconvention Institute and advised ABA's media relations staff about strategies for greater media exposure. Dr. Chance was invited by Susan Goeters (ABA Media Relations Coordinator) and agreed to provide the workshop and his consultation services in exchange for travel expenses. The results of Susan's efforts and Dr. Chance's advice were immediately evident: two front page stories on ABA events appeared in the local press and several radio interviews were arranged with ABA speakers by local stations. See Ms. Goeters' report on media relations for more details.

This year, ABA scheduled a mid-convention workshop. Arranged in conjunction by Behavior Intervention Specialists of Oxford, Mississippi, the workshop included sessions by Nathan Azrin, Louis Burgo, Johnny Matson, and Nirbhay Singh. All of these speakers are well known to ABA members and are respected behavior analysts. ABA worked with Walt Antonow of BIS to set up rooms for the workshop and will share in the income. Most of those who attended the workshop were not ABA members. Thus, the workshop also served to familiarize potential members with our organization.

ABA's own Preconvention Institute was well-attended this year. More than 160 participants attended the 10 workshops on topics ranging from Organizational Behavior Management to Verbal Behavior. The two most well attended workshops were: *Functional Analytic Psychotherapy: A Radical Behavioral Approach to Adult Outpatient Psychotherapy* by Robert Kohlenberg and *Motivation from an Operant View* by Jack Michael.

Overall, the evaluations, personal communications and comments made in passing at the convention indicated that the 1,245 who attended ABA in Nashville enjoyed the program and the entertainment. We look forward to repeating this experience in Atlanta in 1991!

Bill Redmon
Secretary-Treasurer

ABA INFORMATION DISPLAY

Each year, ABA Committees and Task Forces are asked to provide a display of their activities during the Convention. Displays this year were provided by the International Development Committee, the Professional Development Committee, and the Student Committee.

Special Interest Groups and ABA-Affiliated Chapters are also invited to provide displays. Special Interest Group displays were provided by Computer Users, Experimental Analysis of Human Behavior, Interbehaviorists, and Verbal Behavior. Chapter Displays were provided by the Behavior Analysis Society of Illinois, Northern California ABA, and Tennessee ABA.

At the May 1990 meeting, the Executive Council unanimously approved a proposal to provide free display space to the Special Interest Groups and Chapters. We hope that discontinuing the charge for the display will result in greater participation in this event and provide ABA members with greater opportunity to get involved in Association activities!

BEHAVIOR ANALYSIS AROUND THE WORLD!!!

The International Development Committee solicited displays of behavioral programs and research from countries other than the U.S. Among the countries represented this year were: Brazil, Canada, Italy, Mexico, the Netherlands, Norway, Peru, Spain, Switzerland, Uruguay, and Venezuela. The International Development Committee accepts posters for the display even if a representative from the country is unable to attend. Thanks to the Committee members for their efforts to increase our awareness of behavior analysis activities around the world!

GRADUATE TRAINING OPPORTUNITIES IN BEHAVIOR ANALYSIS

University programs displayed information about their training opportunities and representatives were available for discussion and information about the programs. Among the participants at the 1990 Convention were: Auburn University, Kennedy Institute/Johns Hopkins University School of Medicine, Lehigh University, St. Lawrence College-Saint Laurent, Canada, Ohio State University, Southern Illinois University, Temple University, University of Kansas, University of North Texas, West Virginia University, and Western Michigan University. We hope to see you again next year in Atlanta!

If you missed the session, the *Directory of Graduate Training Opportunities in Behavior Analysis* is available from ABA! Send \$7.00 for the *Directory*, \$3.00 for the 1990 *Supplement* to ABA, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052.

MEDIA RELATIONS AT THE 1990 CONVENTION

Many media-related activities took place at the 1990 convention in Nashville. Among the most exciting was the workshop given by Paul Chance, a contributing editor for *Psychology Today* and a long-time advocate for behavior analysis. In that workshop, Chance presented some general principles on what writing is and isn't, what **good** writing is, and ways to turn bad writing into good writing. Workshop attendees had the opportunity to apply these general writing principles when they examined and edited various press releases prepared for them by Chance. These principles are important to behavior analysts because, as Chance explained, "writing is behavioral engineering and your job [as a writer] is to get the reader to do something...to induce the reader to behave." If you missed Chance's workshop this year, do not fret! You will have the opportunity to work with Chance again (or for the first time) at next year's convention in Atlanta. Details on that workshop will be released in the next *ABA Newsletter*.

Other exciting media activities at this year's convention included the newspaper and radio coverage of several ABA presentations. Newspaper articles were published on three of the interviews conducted at the Convention. The articles covered presentations by Betty Fry Williams and Vikki F. Howard on *Cocaine-Exposed Infants: Current Findings and Directions for Research*, James Randi on *Science and the Paranormal*, and V. Thomas Mawhinney on *Epidemic Threatens Our Culture*. A radio interview was broadcast with Marsha Linehan on *Behavior Therapy for Borderline Personality Disorder and Suicidal Behavior*. Press releases for these presentations were received and sent to the local media before the Convention.

An increase in media interest and representation at the Convention was evidenced this year; see the following data:

Media Exposure	1990	1989
Press	11	4
Interviews	10	3
Articles Published	4	2
Radio Interviews	2	0

To all who submitted releases prior to the convention, thank you for your support of ABA's media relations activities. Your participation is a valuable component of ABA's Convention Media Relations. I would like to especially thank the following people for their advice, assistance, and support of the 1990 Convention media relations activities: Paul Chance, Shery Chamberlain, Hank Schlenger, Bill Redmon, Jeanne LaMere, Joe Wyatt, Hank Pennypacker, Phil Hine, Ed Morris, Julie Vargas, Jon Bailey, Jan Miller, and Martha Schumacher.

Remember, you can all help by sending articles relevant to behavior analysis to Susan Goeters, ABA Media Relations Coordinator, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052. These articles provide information on the status of behavior analysis in the media. I hope we can continue to keep ABA media relations growing!

Susan Goeters
Media Relations Coordinator

PLACEMENT SERVICES

The Placement Service operates only at the convention. Applicant and position summaries are posted for review. Registered applicants can request a complete copy of the position description for review and registered employers can request a copy of the applicant's resume for review. As in previous years, more than three positions were registered for every applicant registered.

Placement Service Registrants	1990	1989	1988
Applicants Registered	31	16	19
Doctorate	15	11	16
Masters	15	4	3
Bachelors	1	1	0
Employers Registered	32	37	48
Positions Registered	104	77	95
Doctorate	26	33	30
Doctorate/Masters	28	14	19
Masters	9	19	24
Masters/Bachelors	17	1	7
Bachelors	24	10	15

If you are seeking a position in 1991, please remember the Convention Placement Service! I hope to see you in Atlanta!

Vicky Pelletiere
Convention Placement Service Coordinator

POSTER SESSIONS

Poster Session Awards were suspended by Council pending the appointment of the Awards Committee to review all awards given by ABA. Council was also interested in the opinions of the membership about these awards. In addition to the request for opinions which appeared in the preceding issue of the *Newsletter*, a brief survey was distributed at the 1990 Convention Poster Sessions. The items on the survey were drawn from comments made by ABA members about the Poster Session Awards.

Thanks to all who took the time to complete and return the survey!

POSTER SESSION SURVEY RESULTS

Membership Category: Affiliate = 4; Full = 20; Student = 25;

Supporting = 1; Sustaining = 1

Posters Authored (past 3 Conventions): 0 posters = 2; 1-2 posters = 25; 3-4 posters = 9; 5-6 posters = 9; 7+ posters = 6

Poster Awards (past 3 Conventions): 0 awards = 35; 1-2 awards = 10; 3-4 awards = 4; 5-6 awards = 1; 7+ awards = 1

Rating Scale: Strongly Agree	1	2	3	4	5	NA
Students really like the idea	24	8	10	4	2	3
Judges careful about selection	8	11	13	8	3	8
Only reason I present is to win an award	1	1	4	6	36	3
Good reinforcer for students/young professionals	22	13	10	2	4	0
Selection of posters to receive award was fair	11	12	9	8	4	0
Would present only if awards are given	1	0	3	6	39	2
Judging should be done by peer review	11	13	7	7	11	2
Overall, Poster Awards should be continued	21	8	8	8	6	2

Comments:

As a reviewer/judge, it is difficult to do, peer review would be impossible, might give judges paper before like with a discussant. Peer review should be done by people in specialty area, but not presenters in same session.

There is no way that judges taking their specialty fields in consideration could be fair to the various methods. The reason most students present is not to get an award, it is to demonstrate their knowledge in the behavior analysis community. Don't cheapen the reasons for presenting research by giving awards. It is not a reinforcer for anything except listening for the winner. Money awards!

I was very disappointed when I found it was discontinued. I'm disappointed ABA couldn't develop fair criteria within a year.

In this issue of the *Newsletter*, you will note a call for applications for Chairpersons of the Committees governed by the Membership Board; one of which is the Awards Committee. If you have comments about awards which you would like considered by the committee, please send them to Bill Redmon, Secretary-Treasurer, ABA, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052.

VOLUNTEER AND INFORMATION DESK

Convention volunteers are crucial to the distribution and collection of the many evaluations distributed and collected at the 1990 Convention. We would like to thank all of you who volunteered your time to help out during the convention. Evaluations were returned for every workshop and almost every address. Volunteer compensation included t-shirts, bookbags, books on display at the book exhibit, 1991 ABA membership and 1991 ABA convention registration waivers.

Student Members... If you can commit 15 hours to help during the 1991 Convention, you will receive waivers for your 1991 ABA membership and convention registration! Send your name, address, telephone number, and the days of the Convention (May 23-27, 1991) you will be available for scheduling to Shery Chamberlain, ABA, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052.

ABA BANQUET REPLACED WITH ALTERNATIVE SOCIAL EVENT NEW EVENT BEGINS IN 1991!

In recent years, Council and staff have encountered difficulties in arranging the annual Banquet. A great deal of time has been spent planning and implementing the program. During discussion of this issue, Council members expressed the view that the banquet no longer serves the purpose that it did originally (e.g., exposure to well-known figures in an informal setting) and that it requires effort, time and expense which might best be invested in other activities. Therefore, the ABA Executive Council decided to replace the annual Banquet with an "alternative social event." The alternative will be implemented for the first time in 1991 in Atlanta and will continue thereafter.

A majority indicated that some form of social gathering should be retained to provide an opportunity for members to gather during one evening of the convention. Therefore, current plans call for holding a dance, with live music, providing snack foods (buffet style), and arranging for a cash bar. Plans also call for a later starting time (e.g., 9 PM) which will allow members to arrange dinner before attending the dance. A small entrance fee will be charged to pay for food.

This decision was supported by membership opinion as well. Two of the evaluations distributed at the convention contained items about the Banquet. The rating scale for the evaluation items ranged from 1 (valuable/excellent) to 5 (worthless/poor). Items with a rating of 2.0 or lower were considered as having a satisfactory rating. However, all items related to the Banquet failed to meet this criteria (see below).

<i>Convention Evaluation:</i> Value of the Banquet (1 = very valuable to 5 = not valuable)	3.0
<i>Intensive Evaluation:</i> (1 = excellent to 5 = poor)	
Excellent Presentation	3.0
Ticket Price was Reasonable	3.2
Program was Well-Organized	2.2
Excellent Food	3.8

Future ABA Conventions!

1991 Atlanta Hilton Inn & Towers

May 23 (Thursday)-May 27 (Monday)

*1992 San Francisco Hyatt Regency at
Embarcadero Center*

May 24 (Sunday)-May 28 (Thursday)

*1993 Chicago Marriott at
Water Tower Place*

May 26 (Wednesday)-May 30 (Sunday)

CALL FOR MEMBERSHIP COMMITTEE CHAIRS APPLY NOW!!!

ABA's Committees are critical to the future of the organization. This is particularly true for Membership Committees in that a large percentage of the operating budget comes from membership dues and indirectly from members who register for the annual convention. We need strong leadership in this area to keep ABA viable in the future. Joe Wyatt (Allied Behavioral Services, Charleston, WV) was appointed *Coordinator of the Membership Board* and will work with all of the Membership Committee Chairs to carry out activities. Other Membership Board Committees include International Development (Yolanda Suarez, Chair) and Membership Review (Jack Michael, Chair). ABA policy requires that all Committee Chair openings be publicized in the *ABA Newsletter* and that applications be sought from the membership. In this context, the ABA Executive Council seeks applicants for *Chair of the Membership Recruitment and Retention Committee* and for *Chair of the Awards Committee*. The Charges are given below.

Membership Recruitment/Retention Committee Charge

Adopted May 1990

Purpose of Committee

The purpose of the Committee is twofold: (1) To study and recommend to Council policies that build and maintain a membership sufficient to support the functions of ABA. (2) To monitor the status of the ABA membership and recommend action when detrimental influences are observed.

Committee Activities

1. Meet at least annually to conduct committee business.
2. Make recommendations for changes in bylaws, policies and rules that affect recruitment and maintenance of membership.
3. Submit all recommendations and information to Council through an annual report given by the Chairperson or a designated representative of the Committee at the Spring meeting of Council (in person and in writing) and present a brief report of activities to the membership at the annual business meeting at the convention.
4. Recommend immediate and long-term strategies for recruiting and maintaining membership.
5. Study reasons for membership cancellations and fluctuation in total membership and make recommendations for policies that counteract the detrimental influences of such trends and actions.
6. Maintain contact with the staff member in charge of membership in the ABA office to monitor ongoing recruitment activities (e.g., direct mail, convention flyer, etc.) and to recommend specific strategies to recruit new and renewing memberships.
7. Work with the Professional Development Committee to devise strategies for recruiting members from underrepresented groups (e.g., minorities, women, etc.) in numbers to ensure sufficient representation by all parts of the culture.
8. Devise policies that enhance recruitment of members of underrepresented groups (e.g., minorities, women, international members, etc.) and work with other ABA committees as needed to accomplish this goal (e.g. Student, Professional Development).
9. Make recommendations to the ABA staff for an annual membership recruiting campaign which will be implemented to obtain new members.
10. Implement policies approved by Council through activities approved by Council.

Awards Committee Charge

Adopted May 1990

Purpose of Committee

The purpose of the Committee is twofold: (1) To study and recommend policies to Council regarding all awards given by ABA and on behalf of ABA by its constituents. (2) To review proposed new awards and make recommendations to Council concerning the appropriateness of awards and procedures for their delivery.

Committee Activities

1. Meet at least annually to review new award proposals, make recommendations to Council on existing awards and set policy regarding awards in general.
2. Prepare an annual written report of activities to be submitted to Council for review.
3. Maintain contact with the ABA staff member who is in charge of awards for purposes of monitoring changes in the awards programs administered by the membership and guiding publicity and routine communication (e.g., in *ABA Newsletter*) about awards programs in general.
4. Review all existing awards programs every five years and make recommendations for continuation or termination of each award.
5. Review all new awards proposals and make recommendations to Council concerning each.
6. Periodically review all ABA policies on awards and make recommendations to Council concerning such policies. This function includes but is not limited to study of
 - a. methods for obtaining nominations and recommendations for awards
 - b. methods for review of nominations and recommendations for awards
 - c. criteria for selection of award recipients and topics
 - d. methods of announcing and presenting awards
 - e. ways in which awards can enhance the image and influence of ABA among behavior analysts and the culture at large.
7. Study problems or issues related to awards as requested by Council.
8. Implement policies approved by Council through activities approved by Council.

Are you interested in either of these positions?

Please submit a letter of application to arrive in the ABA office on or before October 25, 1990. The letter should indicate the position for which you are applying and describe your reasons for seeking the position. Send your application to Bill Redmon, Secretary-Treasurer, ABA, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008.

Or send by FAX: 616-387-4457, CompuServe: 76236.1312, or Internet: 76236.1312@COMPUSERVE.COM.

NEW DEVELOPMENTS IN BEHAVIOR ANALYSIS

In the Spring 1990 issue of the *ABA Newsletter*, we asked readers to submit book titles, descriptions of effective procedures, requests for information/assistance, and other "good" ideas for publication in future issues. This column will become a regular feature of the *ABA Newsletter*. We hope the following information is of interest to you.

BOOKS SUGGESTED BY OUR READERS

CULTURAL DESIGN

Ardila, R. (1990). *Walden three*. New York: Carlton Press. *Walden Three* is a scientific utopia, constructed entirely on psychological principles, mainly those of B.F. Skinner. Political factors are taken into consideration, much more than in *Walden Two*. The book was originally published in Spanish, and translated into German, and now into English. The author is a Colombian behavior analyst, professor at the National University of Colombia, Bogota. Available from Carlton Press, 11 West 32 St., New York, NY 10001. Price: \$10.75.

METHODOLOGY

Suen, H.K., & Ary, D.E. (1990). *Analyzing Quantitative Behavioral Observation Data*. Hillsdale, NJ: Lawrence Erlbaum & Associates. This new book provides a comprehensive and current summary of developments in theory and techniques within the areas of sampling, measurement, and statistical methods for analyzing behavioral data. By unifying new theories, techniques, methodologies, terminology and languages in behavioral observation research, the authors provide a comprehensive source for students and researchers. The text's coverage of the field emphasizes: time sampling, interobserver reliability, data generalizability, and time series analysis. *Analyzing Quantitative Behavioral Observation Data* unifies theories, techniques, and language into a general frame of reference and clarifies some of the confusions, languages, parallel developments, and rediscoveries across disciplines. Available from Lawrence Erlbaum & Associates, 365 Broadway, Hillsdale, NJ 07642. Price: \$34.50.

PRECISION TEACHING

The Journal of Precision Teaching has been resurrected! For subscription or submission information, contact Claudia E. McDade, Ph.D., Editor, Jacksonville State University, Center for Individualized Instruction, Jacksonville, AL 36265.

BEHAVIOR DISORDERS

Cipani, E. (Ed.) (1989). *The treatment of severe behavior disorders: Behavior analysis approaches*. Washington, DC: AAMR. New approaches to problem behavior developed over the past decade emphasize positive programming, community-referenced treatment plans, organizational behavior technology for effective staff management, and a more human and comprehensive behavioral diagnostic approach. *Severe Behavior Disorders* reviews these and other recent experimental programs in terms of effectiveness, durability of effect, and feasibility and cost-effectiveness of implementation outside the research settings. The strategies in this state-of-the-art monograph are applicable in school and residential settings and at different age and functioning levels. The critical role of direct care staff in program maintenance and treatment success is addressed and a variety of parent train-

ing interventions are reviewed. *Severe Behavior Disorders* presents realistic approaches to behavior problems that have serious health, social and educational consequences for people with mental retardation, autism and other disorders. An excellent resource for the clinician or students of behavior management. Available from AAMR, 1719 Kalorama Rd., NW, Washington, DC 20009. Price: \$22.95 (\$19.50 for AAMR members).

Cipani, E. (Ed.) (1988). *Transitioning exceptional children and youth into the community: Research and practice*. New York: Haworth Press. Also published as *Child and Youth Services*, 10(2) 1988. Includes explorations into historical and philosophical issues in normalization, and basic issues in assessment and training. Available from Haworth Press 12 West 32 St., New York, NY 10001. Price: \$32.95.

SOCIAL WORK

Thyer, B.A. (1989). *Behavioral family therapy*. Springfield, IL: Charles C. Thomas. *Behavioral Family Therapy* is a review of behavior analytic and cognitive-behavioral practice with families. Individual chapters are devoted to parent training, child abuse and neglect, adolescents, juvenile offenders, schizophrenics, men who batter, couples suffering from sexual dysfunction, and alcohol abusers. Available from Charles C. Thomas Publisher, 2600 S. 1st St., Springfield, IL 62794-9265. Price: \$45.75.

Research on Social Work Practice a new quarterly journal from Sage Publications devoted to empirically-oriented outcome studies of social work and social welfare services. The journal is atheoretical, but contributions from behavior analysts are especially encouraged. Articles evaluating practice, new methods of assessment, review articles and conceptual works are appropriate, providing the article contains clear and compelling applications to social work practice. Available from Sage Publications, 1-800-499-0871. Introductory price: \$31.50. Submit manuscripts to Bruce A. Thyer, Editor, University of Georgia, School of Social Work, Athens, GA 30602.

STAFF MANAGEMENT

Reid, D.H., Parsons, M.B., & Green, C.W. (1990). *Staff management in human services: Behavioral research and application*. Springfield, IL: Charles C. Thomas. This text describes and critically reviews organizational behavior management research and application as it relates to staff performance in human service settings. Over 120 applied research investigations are discussed that have evaluated methods of improving staff work performance in a variety of human service settings including institutions for mentally ill and mentally retarded people, schools, nursing homes, mental health centers and preschools. Numerous performance areas are addressed ranging from administrative duties to staff proficiency in implementing client treatment regimes. Based on critical review of the literature, management strategies of choice

New Developments (con't)

are described for respective work performance problems. The book is intended for working or aspiring managers, and management researchers. Available from Charles C. Thomas Publisher, 2600 S. 1st St., Springfield, IL 62794-9265.

Developmental Disabilities Services Managers, Inc. The *DDSM Newsletter* began in 1988 as a means of unifying and enhancing the managerial profession in developmental disabilities. It is the purpose of the *DDSM Newsletter* to share relevant information among DDSM members as well as among other interested persons in regard to management in developmental disabilities. A primary interest of DDSM is to be responsive to the needs and concerns of managers in developmental disabilities. Hence, throughout the *Newsletter* are various invitations for developmental disabilities managers to share and/or seek relevant information through DDSM. Available from DDSM, PO Box 805, Morganton, NC 28655.

VERBAL BEHAVIOR

Hayes, L.J., & Chase, P.N. (Eds.). (1990). *Dialogues on verbal behavior*. Reno, NV: Context Press. The first volume from a new press devoted to behavior analysis, *Dialogues on Verbal Behavior* contains chapters from Steve Hayes, Ullin Place, Kurt Salzinger, Ernest Vargas and many others. Available from Context Press, 933 Gear St., Reno, NV 89503-2729.

Behavior Analysis Language Instrument (BALI). Bellevue, WA: EDMARK Corp. *BALI*, a criterion-referenced instrument that identifies student/client deficits across a range of language skill areas, is now available. The instrument covers four language skill areas: receptive language, expressive labeling (tacting) skills, beginning conversational (intraverbal) skills, and requesting (manding) skills. Objectives are included in the *BALI* to facilitate the completion of an IEP or IPP. *BALI* is designed for personnel that serve children, adolescents, and adults with severe and profound handicaps. Available from EDMARK Corp., PO Box 3903, Bellevue, WA 98009-3903.

Behavior Analysis Language Program (BALP). Bellevue, WA: EDMARK Corp. *BALP*, is a supplement to the *Behavior Analysis Language Instrument (BALI)* and provides the theory and rationale behind the *BALI*. The manual provides an analysis of basic behavioral principles with respect to language theory, assessment, and training methods for those practitioners who wish to acquire a greater understanding of behavior approach. Now available from EDMARK Corp., PO Box 3903, Bellevue, WA 98009-3903.

MATERIALS NEEDED BY READERS

Please send information on any educational program now in place that primarily uses behavioral technology such as Precision Teaching, Direct Instruction, etc. This is needed for the continuing program of the *Enhancing Instructional Technology: From Research to Reality* conference sponsored by the Center for Southern Studies of Jacksonville State University (most recently held immediately preceding the 1990 ABA Convention in Nashville). Send information to Evelyn H. Ginsburg, 1113 Hull Trc., Evanston, IL 60202.

NEW DEVELOPMENTS COLUMN SUBMISSION FORM

FROM

- ☐ Books Published
☐ Books/Materials Needed
☐ Exemplary Procedures/Products

DESCRIPTION

Fill out this form and send it to ABA, 258 Wood Hall,
 Western Michigan University, Kalamazoo, MI 49008-
 5052. FAX: 616-387-4457. CompuServe: 76236.1312.
 Internet: 76236,1312@COMPUSERVE.COM

a program of sessions highlighting infant/child behavior and development for the 1991 ABA convention in Atlanta. Another objective of the SIG might be to expedite the preparation of an introductory textbook on child developmental psychology for use by behaviorally-oriented instructors. If you are interested in contributing suggestions for the SIG's program at the upcoming ABA or in joining the SIG, contact Jacob Gewirtz, Florida International University, Psychology Dept., University Park Campus, Miami, FL 33199. Telephone: 305-348-3375. FAX: 305-348-3879.

ABA Special Interest Groups...

To publicize your Special Interest Group's activities in the *ABA Newsletter*, send information to the Editor, Steve Graf, Youngstown State University, Psychology Department, Youngstown, OH 44555. **Submission Deadlines:** March 2 (Summer Issue); June 15 (Fall issue); September 2 (Winter issue); and December 2 (Spring issue).

Interested in forming an ABA Special Interest Group?

For application information, contact Shery Chamberlain, ABA, 258 Wood Hall, Western Michigan University, Kalamazoo, MI 49008-5052. Telephone: 616-387-4495. FAX: 616-387-4457. CompuServe: 76236,1312. Internet: 76236.1312@COMPUSERVE.COM.

PUBLICATIONS

SOS! HELP FOR PARENTS: Useful family therapy tool & parents' handbook. Effective, illustrated, research-based behavioral methods. Reviewed in *USA Today*. \$10.45. Contact Parents Press, PO Box 2180-H, Bowling Green, KY 42102. Send for free catalog & Time-Out Parent Inventory (TOPI).

ANALYSIS OF VERBAL BEHAVIOR, a publication of the ABA Verbal Behavior SIG, dedicated to the development of behavioral analyses of issues relevant to verbal behavior. Contact Mark Sundberg, 1236 Stafford, Concord, CA 94521.

BEHAVIOR & SOCIAL ISSUES is soliciting manuscripts on the contributions of behaviorism to the analysis of social problems & solutions. Philosophical, theoretical, empirical & descriptive articles welcome. Send manuscripts to Richard Rakos, Cleveland State Univ, Psychology Dept, Cleveland OH 44115.

PUBLIC FIRE EDUCATION DIGEST will be introduced in August at the 1990 Oklahoma Public Fire Education Conference. Published by Fire Service Training, Oklahoma State University, the bulletin will have a broad national distribution. They are interested in providing readers with an overview of significant information and trends in allied fields as well as news and progress in public fire education. If you are doing research in safety education, counseling juvenile firesetters and their families, or other areas pertaining to public fire safety education, please send a brief abstract to Jan Thomas, Editor, Public Fire Education Digest, 2004 S. Deerborn Circle, Columbia, MO 65203.

INTERNATIONAL DEVELOPMENT COMMITTEE NEWS

Yolanda Suarez-Balcazar
Loyola University, Chicago

The International Development Committee (IDC) plays an important role in recruiting members from outside the United States. IDC goals and purposes also extend to North American behaviorists in sharing knowledge about behavioral programs and research activities around the world. The committee has worked on many projects to increase the exchange of information with international behavior analysts. A listing of behavior analysts from outside of the United States will soon appear as a regular appendix to the ABA Membership Directory (available from the ABA office). Please contact anyone listed if you plan to visit that area or are interested in behavioral programs and activities in that country.

The 1990 International Poster Event was again a big success. More than 16 posters were presented representing, among others, Brazil, Canada, Italy, the Netherlands, Norway, Peru, Spain, and Switzerland. For the first time, we had a welcome session in which international participants were invited to introduce themselves, talk about their research activities, and share information about ABA International. About 40 people came to this meeting representing more than 15 countries. The IDC annual business meeting was equally well attended. We hope to see you at these events at the 1991 Convention.

At the 1991 Convention, the IDC will sponsor symposia on international-related topics inviting behavior analysts from different countries. Look for IDC events in the 1991 Convention program book.

Some of the international participants have expressed concern about the high cost of attending the convention. Often only one person from the area is able to attend the convention. The cost of attending is escalated because these attendees do not know anyone with whom to share a room. If you would be willing to share a room with an international participant or help defray the costs of their convention participation in other ways, please send the following information to Yolanda Suarez-Balcazar, Loyola University, Psychology Dept., 6525 N. Sheridan Rd., Chicago, IL 60626.

Yes, I would like to support international participation at the ABA Convention in the following ways:

- ☐ Share a room and its cost.
- ☐ Share a room paying the cost.
- ☐ Invite an international participant to visit my program/university.
- ☐ In another way (please describe) _____

Name: _____

Address: _____

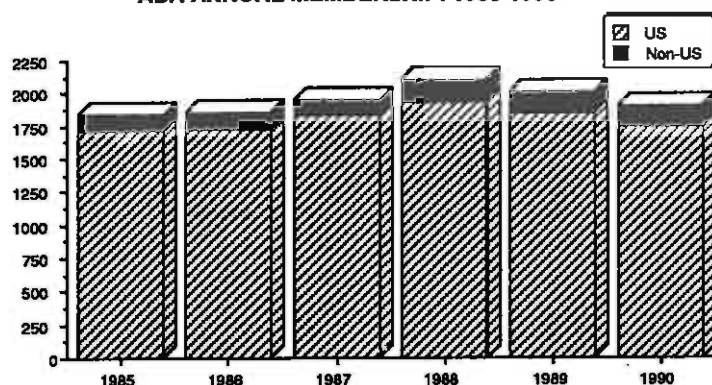
Telephone Number: _____

Membership and Registration Data

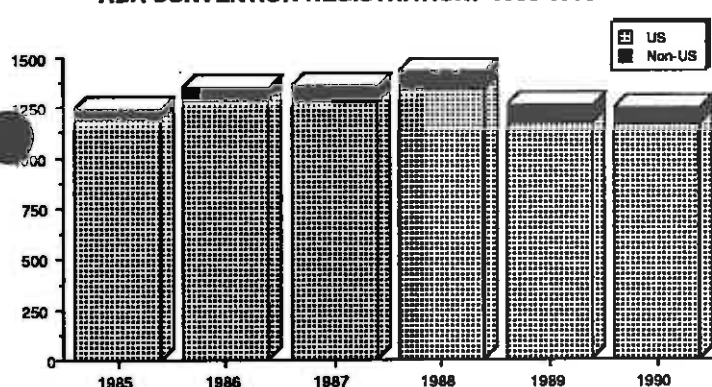
The membership and registration figures for 1985 through 1990 follow. Our best membership and registration year was 1988 in Philadelphia, indicating that we should hold the convention at larger, metropolitan cities. And during the next three years, we will do just that!

1991--Atlanta 1992--San Francisco 1993--Chicago

ABA ANNUAL MEMBERSHIP: 1985-1990



ABA CONVENTION REGISTRATION: 1985-1990



HSI TAPER, developed by Health Software Inc. in cooperation with the Mayo Clinic, is a computer software program for use in the detoxification of patients who are physiologically or psychologically dependent on medications. HSI TAPER quantifies the drug taper schedules with an algorithm provided a more even detoxification process with, in many cases, a lesser amount of drug required. A unique feature of the algorithm is the capability to readjust the taper based on the patient's actual clinical response. For information contact Laureen Limber, Product Specialist, Health Software Inc, 4440 Logan Way, Youngstown, OH 44505; 216-759-2103.

NATIONAL INSTITUTES OF HEALTH CONSENSUS DEVELOPMENT CONFERENCES. September 11-13, 1989, Treatment of Destructive Behaviors in Persons with Developmental Disabilities; January 22-24, 1990, Noise and Hearing Loss; March 19-21, 1990, Surgery for Epilepsy; March 26-28, 1990, Treatment of Sleep Disorders of Older People; May 8-10, 1989, Sunlight, Ultra-violet Radiation, and the Skin. Free, single copies of the complete NIH Consensus Statements are available from the Office of Medical Applications of Research, National Institutes of Health, Building 1, Room 260, 9000 Rockville Pike, Bethesda, MD 20892.

BEHAVIORIST CONFERENCE IN CUBA JUNE 1991

Jerry Ulman and Joe Morrow spent 12 days in Cuba last spring at a conference of North American and Cuban philosophers. While there, the two behaviorists met with the chair and vice chair of the Psychology Department at the University of Havana, proposing a joint conference of behaviorists and their Cuban counterparts for June 1991.

Although still in the planning stage, the proposed conference would involve about 12 days in Cuba with round-trip airfare from Miami, all hotels, meals, tours and interior transportation probably costing less than \$900. Ulman and Morrow hope to have 15-30 participants giving papers or posters, with the possibility of an equal number of observers.

If you are interested in being informed as planning progresses, write to Jerry Ulman, Ball State University, Special Education Department, Muncie, IN 47306.

Advertise Your Products, Services, and Position Openings in ABA Publications!

Preconvention Flyer. Camera-ready-copy and payment must be received by December 1, 1990.

Full Page	8" wide x 10" deep	\$350
Half Page	8" wide x 4 3/4" deep	\$275
Quarter Page	3 3/4" wide x 4 3/4" deep	\$200
Business Card	Use your business card as your ad!	\$50

ABA Newsletter. Now published four times each year!

Advertising deadlines: October 15, January 15, April 15, and July 30.

Full Page	8" wide x 10" deep	\$250
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Quarter Page	3 3/4" wide x 4 3/4" deep	\$100
Eighth Page	3 3/4" wide x 2 1/4" deep	\$75
Business Card	Use your business card as your ad!	\$50
Classified	35 characters/line	\$1/line

ABA Convention Program Book. Camera-ready-copy and payment must be received by December 1, 1990.

Inside Cover	5" wide x 8" deep	\$325
Full Page	5" wide x 8" deep	\$250
Half Page	5" wide x 3 3/4" deep	\$150
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SPECIAL ADVERTISING PACKAGE. Reserve space in all three of these publications and save! Camera-ready-copy and payment must be received by December 1, 1990.

Full-page ad in all three...you save 47%!	\$450
Half-Page ad in all three...you save 42%!	\$350
Business Card in all three...you save 33%!	\$100

To reserve space for your advertisement, call the
Association for Behavior Analysis

616-387-4494 or 4495

258 Wood Hall, Western Michigan University
Kalamazoo, MI 49008-5052

Positions Available

APPLIED BEHAVIOR ANALYST: One chief psychologist (unclassified) position is available with Department of Human Services, Developmental Disabilities Services Division (May office in Enid or Oklahoma City). *Minimum qualifications include:* Completion of the curriculum requirements for a doctorate in psychology from an accredited college or university with a specialty in clinical, counseling, educational, developmental or school psychology including one (1) academic year in a full-time post-masters or pre-doctoral internship, [one (1) additional year of experience under the direct supervision of a psychologist licensed in the major program of doctoral study may be substituted for the internship] and four (4) years of post-master's degree or higher experience providing professional psychological services. *Candidates are preferred* with academic backgrounds in applied behavior analysis, experience working with developmentally disabled persons, and eligibility for Oklahoma licensure. *Duties include:* Organizing community-based psychological services for a large geographical area, consulting with private psychologists who provide services, designing and monitoring behavior treatment programs, and supervision of master's level practitioners.

Positions Available

Focus on deinstitutionalization and community integration. *Salary range* is \$36,191 to \$55,788 annually (negotiable dependent upon qualifications). Interview expenses are not paid. Send current resume/vita and letter of interest by October 31, 1990, to: **Department of Human Services, Personnel Unit, Recruitment/Selection Section, PO Box 25352, Oklahoma City, OK 73125, (405-521-3613).** For more specific information on duties of position, contact Dr. Jerry Eyer, PhD, (918-560-4750). EOE

BEHAVIOR ANALYST in PEDIATRIC PSYCHOLOGY: The Division of Child Development and Rehabilitation of The Children's Seashore House and The Children's Hospital of Philadelphia, in affiliation with the Department of Pediatrics of The University of Pennsylvania School of Medicine, is seeking an Applied Behavior Analyst to serve as Unit Manager for a new 10-bed inpatient Biobehavioral Unit for children with severe behavior disorders. This person will coordinate training of MA- and BA-level behavior analysts, supervise the implementation of functional analyses and behavioral protocols, act as a liaison with medical personnel, and provide administration and organizational behavior management

Positions Available

for the Unit. Academic appointment commensurate with credentials available at the Instructor or Assistant Professor level. Candidates with medical center experience and established record of research are strongly encouraged to apply by sending a letter of inquiry and curriculum vitae to F. Charles Mace, PhD, Department of Pediatric Psychology, **The Children's Seashore House, University of Pennsylvania School of Medicine, Philadelphia, PA 19104.** EOE/AEE.

BEHAVIORAL COUNSELORS (up to 4) and **RESEARCHERS** (up to 4) currently and periodically available on Project 12-Ways, a child abuse/neglect treatment program. Positions require BA in behavior analysis, psychology, or related field; graduate study required for Counselor position. Good opportunity to work full-time; or part-time school/part-time work. Fringes, benefits. Salary starting at \$1,487 based on 1.0 FTE. Send letter, resume, 3 letters of reference & transcripts to Roger C. Lubeck, **Project 12-Ways, Rehabilitation Institute, Southern Illinois University, Carbondale, IL 62901; 618-453-2434.** Hiring anticipated for October (1990), February (1991), May (1991), and August (1991). EOE/AEE.

THE TRANSITIONAL LEARNING COMMUNITY AT GALVESTON BRAIN INJURY REHABILITATION



POSITION AVAILABLE FOR BEHAVIOR ANALYST

The Transitional Learning Community, a comprehensive treatment program for brain injured adults, is seeking a Behavior Analyst to provide community re-entry services. Requires Master's Degree in Applied Behavior Analysis or in Behavioral Psychology. Prefer eligibility for Certification as a Psychological Associate in the State of Texas. Experience with Neurobehavioral Disorders would be helpful. EOE

PLEASE SEND LETTER OF INTEREST AND RESUME TO:

Cynthia Calhoun
Transitional Learning Community
1528 Postoffice Street, Galveston, TX 77550
OR CALL

CAREER OPPORTUNITIES IN APPLIED BEHAVIOR ANALYSIS

Educational Settings and Program Consultation

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

Spectrum Center operates a public school consultation and training project, a demonstration project teaching social problem solving skills to regular education students, and education integration pilot program, three special education schools, a behavioral family counseling center, and several research projects. It also operates a corporate university (Spectrum University) which provides opportunities for staff to obtain additional training and professional development.

Spectrum Center currently has openings in its Special Education Schools. As a result of continued growth, there will be additional employment opportunities available over the upcoming year (from paraprofessional to professional, Masters and Ph.D. levels). These positions will range from clinical to organization management. All positions are full time and include full health, dental, and workers compensation insurance, and generous leave benefits. Applicants should have strong backgrounds and interest in applied behavior analysis in human service settings.

Specific positions open at this time include:

Clinical Psychologist

Special Education Teacher

Direct-Line Service Providers

(positions in both the integration pilot program and schools)

For further information, contact

Randy Keyworth at Spectrum Center

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

BEHAVIORAL PSYCHOLOGIST:

Richmond State School, located 20 miles southwest of Houston is an ICF/MR accredited facility serving persons with mental retardation. Consider the benefits of working at a behaviorally-oriented residential facilities where applied behavior analysis is well established. Duties include: Developing, implementing, and evaluating individualized behavior therapy programs; staff consultation; supervision of psychology staff; inservice training; psychological assessment. Serves as a member of a unit interdisciplinary treatment team. Works under the supervision of the Director of Behavioral Services. A behavioral psychiatric clinic provides the opportunity for applied behavioral analysis of medication and behavioral programming effects. Qualifications include: MA or PhD in Applied Behavior analysis or Psychology; experience serving mentally retarded persons; certified or eligible for certification by the Texas State Board of Examiners of Psychologists; working knowledge of applied behavior analysis principles and applied literature in developmental disabilities/treatment of aggressive and self-injurious behavior or related areas.

Salary Range (MA) \$27,012-\$31,848; \$965 paid social security; \$1380 health insurance benefits. Salary based on experience and qualifications. Contact: Don E. Williams, PhD, Director of Behavioral Services, **Richmond State School**, 2100 Preston, Richmond, TX 77469; 713-342-4681, ext. 466.

DENTON STATE SCHOOL has immediate opportunities for Clinical Psychologist, PhD and Psychologist, MS/MA. Salaries: Clinical Psychologist, PhD-\$3034 to \$3695; Psychologist, MA/MS-\$2251 to \$2654. Excellent benefits! Please submit resume in confidence to **Denton State School**, PO Box 368, Denton, TX 76202-0368; or call 817-387-3831, ext. 3374 or 3381. EOE

DIRECTOR OF PSYCHOLOGY: This position is responsible for overall psychological services and the professional supervision of nine MA and PhD level psychologists at an ICF/MR center serving 350 persons with severe handicaps. The position requires a PhD in psychology, special education or rehabilitation, and four years of professional experience, of which two years of experience should be in the administra-

tion of psychological services. In addition, the successful candidate will have training and experience in applied behavior analysis with persons with severe handicaps and challenging behaviors. Winfield, a small midwestern town with excellent schools and recreational opportunities, is located within one hour from Wichita, the largest metropolitan area in Kansas. Annual starting salary is \$40,000, based upon qualifications, with excellent health and fringe benefits. Please call or send vita to Dr. Duke Schell, Program Director, **Winfield State Hospital and Training Center**, RR #1, Box 123, Winfield, KS 67156. Telephone: 316-221-1200, ext. 371. EOE.

PSYCHOLOGIST: 23-member behavioral psych. dept. at MR Institution. Raleigh-Durham-Chapel Hill area. Thorough background in and commitment to behavior analysis required. License-eligible in NC. (1) Senior Psychologist I (PhD) \$30K-\$49K. (2) Staff Psychologist II (MA or PhD) \$26K-\$43K. Plus benefits. Send Vita, 3 references, and transcripts to: A.M. Myers, PhD, **Murdoch Center**, Butner, NC 27509.

POSITIONS AVAILABLE (CON'T)

HUMAN SERVICES-BEHAVIOR ANALYST, PSYCHOLOGIST, SOCIAL WORKER. The Devereux Foundation's, Bridgeton, New Jersey Center for Autism has immediate openings for a Behavior Analyst, Psychologist, and Social Worker. Persons with training/experience in Behavior Analysis, Autism, and Severe Handicaps are encouraged to contact us. We offer a competitive salary and benefits package. Send a current vitae to Vincent Winterling, Ed.D., **The Devereux Foundation**, 186 Roadstown Rd., Bridgeton, NJ 08302. EOE. M/F

MEETINGS, SEMINARS, ETC

IV WORLD CONGRESS ON BEHAVIOR THERAPY. Bogota, Colombia, JUN 25-30, 1993. Offers a systematic view of behavior analysis & therapy throughout the world. Exchange of ideas & personal contacts at the scientific sessions to be complemented by cultural & tourist events. The Congress includes lectures, symposia, thematic sessions, posters, individual papers, workshops, conversation hours, & A/V presentations. Contact IV World Congress on Behavior Therapy, Ruben Ardila, PhD, Apto 250770, Bogota, COLOMBIA.

AMERICAN PSYCHOSOMATIC SOCIETY, Annual Meeting, Santa Fe, NM, Hilton Hotel. MAR 14-16, 1991. Workshops, invited presentations, scientific papers and a poster session form the core of this educational program. For abstract proposal forms and registration information, contact the American Psychosomatic Society, 6728 Old McLean Village Dr, McLean, VA 22101; 703-556-9222.

ASSOCIATION FOR THE ADVANCEMENT OF BEHAVIOR THERAPY (AABT), 24th Annual Convention, San Francisco, CA, Hilton Hotel. NOV 1-4, 1990. Theme: Clinical Applications of Scientific Knowledge. For additional information and a copy of the complete Convention Program, contact Program Chair, AABT, 15 West 36th St., New York, NY 10018; 212-279-7970.

CROSS-CULTURAL COUNSELING AND PSYCHOTHERAPY, 8th Annual Teachers College Winter Roundtable, Columbia University Teachers College, FEB 22-23, 1991. Contact Robert T. Carter, Columbia University Teachers College, Box 102, New York, NY 10027; 212-678-3346.

GERONTOLOGICAL SOCIETY OF AMERICA, 43rd Annual Scientific Meeting, Boston, MA, Marriott at Copley Place, NOV 16-20, 1990. Contact Gerontological Society of America, 1275 K St., NW, Ste. 350, Washington, DC 20005-4006.

INTERNATIONAL PRECISION TEACHING CONFERENCE, Boston, MA, Park Plaza Hotel, OCT 31-NOV 3, 1990. Educators with experience in Precision Teaching to gather in Boston to promote their method for producing large measurable gains in academic achievement, problem-solving skills, and students' self-esteem. Contact: Mary Supple-Dailey, 508-478-5597 or Carl Binder 617-332-2656.

MANAGEMENT SEMINARS. Several management seminars, developed from applied behavior analysis technology, are offered throughout the year by Aubrey Daniels & Associates. For information on topics, dates, and locations, write Aubrey Daniels & Associates, 3531 Habersham at Northlake, Tucker, GA 30084.

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ABA 1991

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