

CURRENT REPERTOIRE



Eric V. Larsson



Alice Shillingsburg



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Alexandra Protopopova



Kerri Milyko



Robert C. Pennington

14th Annual Conference on Autism & Related Disorders: Research-Based Solutions

Friday, April 30

Now an
**ONLINE
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CONFERENCE**

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ATTENTION STUDENTS


[Learn more on Page 5](#)

SAVE THE DATES

OUR 2021 CONFERENCES

Friday, April 30

14th Annual Conference on Autism & Related Disorders: Research-Based Solutions

Friday, August 6

9th Annual Ethics in Professional Practice Conference

Friday, November 12

3rd Behavioral Science: Applications in Leadership & Supervision Conference

Message from our Board

From our Treasurer:



The Cambridge Center for Behavioral Studies offers a variety of volunteer opportunities to our Trustees, Advisors and friends. One is to support the advancement of elite graduate students on their journeys toward becoming leaders in behavioral science. Our Distinguished Scholar group has 12 such students who excel in leadership, collaboration, and scholarship. Student-initiated projects align with the Center's other main goals: to create and deliver trustworthy information on high quality behavioral services and science around the world and to promote global collaboration among behavioral organizations. I was pleased and honored to work with the group on one such project, developing an online course, "Contingency-Shaped & Rule-Governed

Behavior: Implications for Correct and Incorrect Instructions."

Developing multiple-choice questions for fluency-based instructional content takes a lot of skill. For instance, learners are likely to see the same material several times. Therefore, the developer has to apply strategies that mitigate inappropriate stimulus control (e.g., avoid irrelevant salient stimulus, randomize question sequence and option position, etc.), ensure all questions address specific learning objectives, and craft correct and incorrect options that enable critical discriminations.

We recruited three Distinguished Scholars to develop a CE course that employs these and many other strategies to ensure an effective learning experience. The scholars were Jessica Mias, Catherine Stephens (now Williams), and Tyler Erath ([Find their biographies on page 11](#)). They chose the topic and title, acquired the authoring skills, and developed all of the questions and graphics. They also wrote the product description. Since the course was launched, we've received numerous positive comments. It is our hope that instructional design becomes part of their career.

If you're interested in taking a look at this course, you could find it at <https://behaviordevelopmentsolutions.com/contingency-shaped-rule-governed-behavior-implications-for-correct-and-incorrect-instructions>. Revenues from this course are always shared with the CCBS.

However, this March all revenues will go to the CCBS. You will find a [course description in this newsletter](#) along with an introduction to the students.

The Center currently has two coveted openings for our Distinguished Scholar group. [Chair Dr. Mary Sawyer](#) and [Co-Chair Dr. Michael Kranak](#) (both former students, now Advisors to the Center) are now taking nominations for candidates. [If you have an exceptional student to nominate, complete their survey through Google today](#). Or, if you'd like a chance to work with the group as a mentor, advancing our mission, [contact Dr. Michael Kranak](#).

Steve

**Stephen Eversole, EdD, BCBA-D
Treasurer, Board of Directors**

From Catherine Williams

"Working with Dr. Eversole helped me appreciate how much thought goes into designing effective instruction. I will never be able to look at a multiple choice question the same way."

Meet One of our Newest Trustees

Nicole Gravina, PhD, Assistant Professor, Department of Psychology, University of Florida



Dr. Nicole Gravina is an Assistant Professor of Behavior Analysis in the Department of Psychology at the University of Florida. Nicole earned her Master's in Industrial-Organizational Psychology and her Ph.D. in Behavior Analysis from Western Michigan University. She has published over 40 articles and book chapters and delivered over 100 presentations and workshops. She serves on the editorial boards of *Behavior Analysis in Practice and Occupational Health Science*, as an Associate Editor for the *Journal of Organizational Behavior Management*, and now serves as a Trustee for the Cambridge Center for Behavioral Studies. In 2019, Nicole was honored with the APA Early Career Impact Award in Consulting Psychology. Nicole specializes in designing behaviorally-based workplace interventions that improve employee safety, healthcare delivery, and leadership and consulting skills. In addition to her faculty appointment, Nicole has consulted in a variety of industries, including healthcare, human services, manufacturing, public utilities, insurance, and construction.

We are pleased to announce that Dr. Gravina is an Invited speaker to our [3rd Annual Behavioral Science: Applications in Leadership & Supervision Conference](#) on Friday, November 12. We are hopefully holding the conference in-person on the campus of the University of Kansas this year.

A Fourth Re-Accreditation

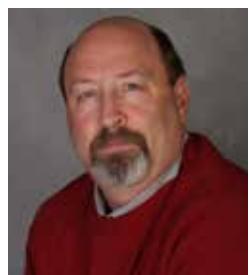
Marathon Petroleum's Michigan Refining Division has been Re-Accredited for the fourth time since 2011.

CCBS [Commission on Behavioral Safety](#) is honored to announce that a longtime partner program has been Re-Accredited at the Gold Level. The Circle of Safety (COS) program at Marathon Petroleum's Michigan Refining Division has been Re-Accredited for the fourth time since 2011.

Commissioners Dr. Angela Lebbon and Donald Kernan, both CCBS Advisors, wrote in their review:

"COS is truly employee-led, management supported and accepted by the vast nested contractor network. The COS team is trained

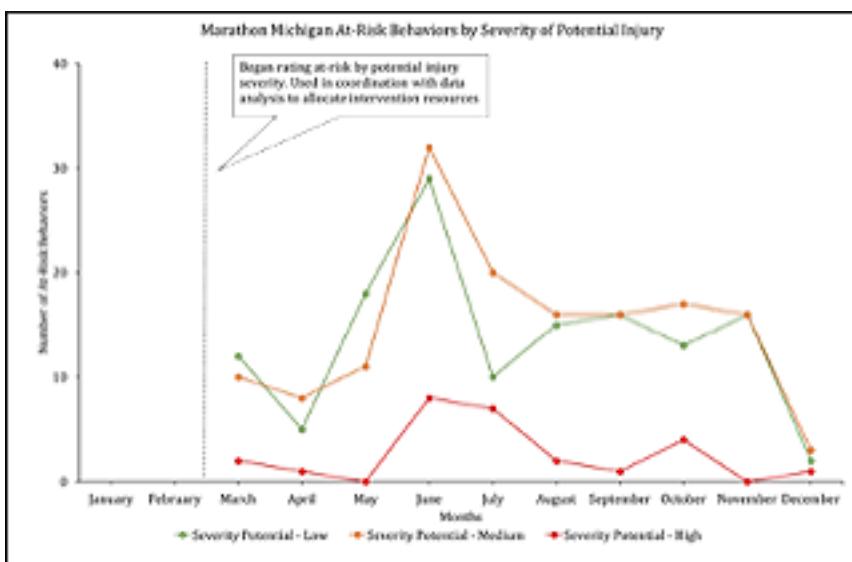
well in the application of behavior-based safety, including conducting behavioral observations and providing feedback. There is strong follow-up on behavioral observations and worker concerns to improve conditions and safety behavior. Data collected from observations are frequently reviewed and used to have deeper conversations to understand what influences at-risk behaviors; those assessments then help direct the COS team and management to targeted solutions to minimize/eliminate identified risks."



Donald H. Kernan



Angela Lebbon



News from a Strategic Partner



Mary Reagan, MS, JD, BCBA, LBA, Executive Director of [The Standard Celeration Society \(SCS\)](#) is happy to announce that in addition to their annual conference in November, they are launching an annual, virtual one-day conference in the summer. Each year the event will focus on a different concentration in their field. This year's presentations are related to autism and are scheduled for July 23rd. More information is coming soon to [celeration.org](#).

A New, Virtual One-Day Summer SCS Conference



ACCELERATING LEARNING & PERFORMANCE

Meet Don Kernan, Commissioner



Don's diverse leadership experience throughout his 32 year career in supply-chain/distribution management with SUPERVALU, Inc. included leading his team to achieve accreditation of their BBS system. In 2011 Don joined the CCBS as an advisor and as a commissioner of the Safety Accreditation Commission. Following his retirement in 2012 Don started his own company, JD Kernan LLC, in order to help others achieve the benefits of Behavioral Based Safety.

LEARN MORE ABOUT ACCREDITATION

[The Seal](#) • [The Benefits](#) • [The Commission](#)

[The Application Process](#)



14th Annual Conference on
**Autism & Related Disorders:
Research-Based Solutions**

Introduction by
Dr. Rob Holdsambeck
Executive Director
Cambridge Center for
Behavioral Studies

Friday, April 30, 2021

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Now an
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A one-day conference featuring leading experts in fields of Science, Special Education, and Autism Spectrum Disorders.

**Behavior Analysts • Psychologists • Speech Language Pathologists • Parents • Teachers
Special Education Providers**

Invited Speakers



Eric V. Larsson, PhD, LP, BCBA-D

Executive Director, Clinical Services
Lovaas Institute Midwest

**Using Dynamic Management to Get the Greatest
Gains in Comprehensive ABA Treatment Programs
for Children on the Autism Spectrum**



Alexandra "Sasha" Protopopova, PhD

Assistant Professor, Animal Welfare Program
NSERC/BC SPCA Industrial Research Chair in Animal
Welfare, The University of British Columbia

**A Brief Look at at Using Therapy Dogs in ABA
individual and Group Sessions with Children on the
Autism Spectrum**



Alice Shillingsburg, PhD, BCBA-D

Senior Vice President
Children's Clinical Services and Training
May Institute

**Putting Social Interaction at the Heart of Autism
Interventions**



Kerri Milyko, PhD, BCBA-D, LBA (NV)

Director of Clinical Programming
CentralReach

**Integrating 5 Pillars of Precision Teaching into Your
Practice: Gaining the PT Perspective**



Lori A. Frost, MS, CCC/SLP

Vice President & Co-Founder, Pyramid Educational
Consultants (PECS)

**Team Collaboration in Schools for Students with
Complex Communication Needs**



Robert C. Pennington, PhD, BCBA-D

Lake and Edward J Snyder, Jr. Distinguished
Professor in Special Education
University of North Carolina, Charlotte

**Shopping Lists to Shakespeare: Teaching Written
Expression to Students with Autism Spectrum Disorder
and Intellectual Disability**

Presented by

Cambridge Center for Behavioral Studies™
ABAC, LLC & Holdsambeck Behavioral Health



*Powered by: ABAC's
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**14th Annual Conference on Autism & Related Disorders:
Research-Based Solutions**

Friday, April 30

**NOW
ACCEPTING POSTERS**

Through our strategic partners at the University of West Florida, Center for Behavior Analysis, we are now accepting poster presentations.

Our 14th Annual Conference on Autism & Related Disorders: Research-Based Solutions will again be held as a live, online event this year due to Covid concerns. We are offering you an opportunity to present your poster to our attendees through a virtual poster session, a channel to disseminate your empirically-based ABA research in a visual online format.

Your poster will be presented within a discussion area in the online conference portal powered by ABAC's Learning Management System and Webinar Platform. (ABAC is our technology strategic partner producing the event.) Your submitted video introduction and poster plus a chat/comment section will be available to attendees through the day of the event and for 10 days post-conference.

[Submission instructions](#)
[Deadline: March 20, 2021](#)

Sponsor Our Conferences

Have the Center's conference attendees, supporters, friends and social media followers **get acquainted with your organization** through sponsorship. Benefits include your linked logo on our online Event listing & registration page, prominent placement in the conference virtual expo (for online conferences) and inclusion in email communications and newsletters. Depending on the level you choose, you will also be mentioned during opening remarks and receive a number of complimentary conference registrations that may be donated for scholarships.



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opportunities



GOLD
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opportunities



SILVER
2 Professional Registrations
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opportunities

Get Full Descriptions to Choose Your Level Online



HISTORIANS' CORNER

The Skinner-Rogers Debate

By Andy Lattal, Board of Directors

Public debates between people holding different points of view on topics of importance to a scientific discipline have a long and distinguished history. Because the debates typically are between articulate people with strongly held points of view, they sometimes become acrimonious. Charles Darwin was notoriously reticent to engage his critics in public, but his colleague, the anthropologist Thomas Huxley (grandfather of Aldous, who wrote *Brave New World*) relished the opportunity to champion Darwin's ideas in the public arena. During a famously acrimonious debate with Huxley in 1860, the cleric and Darwin thorn-in-the-side William Wilberforce ended his comments by asking Huxley if he considered himself descended from an ape through his grandmother or grandfather. Huxley replied:

[A] man has no reason to be ashamed of having an ape for his grandfather. If there were an ancestor whom I should feel shame in recalling, it would be a MAN, a man of restless and versatile intellect, who, not content with an success in his own sphere of activity, plunges into scientific questions with which he has no real acquaintance, only to obscure them by an aimless rhetoric, and distract the attention of his hearers from the real point at issue by eloquent digressions, and skilled appeals to religious prejudice."

Ouch.

Although not a debate in the formal sense Ivan Pavlov and Vladimir Bechtereve clashed over several issues, culminating in a disagreement

over whether or not a conditioned salivary response eliminated by ablation of a particular cortical site could be reestablished following recovery from the ablation surgery. Bechtereve said it was not possible, Pavlov said it was. Bechtereve took two dogs so treated to a public demonstration during a meeting of the Russian Society of Physicians, where one of Bechtereve's students showed that neither of two dogs with the brain area in question removed showed a conditioned response. "Not so fast," said Pavlov (or words to that effect, anyway), who went to the demonstration area at the front of the room and proceeded to classically condition the salivary response of both dogs. The crowd must have gone crazy (Well as crazy as a room of early 20th century Russian physicians can go).

Ouch.

Some time later, the hot topic in psychology was behaviorism, and its status drew British psychologist William McDougall into a debate with the father of behaviorism-cum-wall street advertising exec John B. Watson. On February 5, 1924 at the psychology club in Washington, D. C., McDougall began modestly enough by observing that he "would begin by confessing that in this discussion I have an initial advantage over Dr. Watson, an advantage which I feel to be so great as to be unfair; namely, all persons of common-

sense will of necessity be on my side from the outset, or at least as soon as they understand the issue." Only the ignorant could miss the wisdom of his words. Hello circularity, good-bye objectivity. It is said that a vote was taken at the end of the debate to determine the winner. McDougall claimed unfairness because the famously handsome Watson won over all the swooning young ladies present.

Hmmm.

Fast forward to the 1960s, when Skinnerian behaviorism was in its heyday. Emerging from the dark

continued

Vol. XI, No. 1

June 11, 1962

PSYCH EXPERTS HERE



HUMAN BEHAVIOR CONTROL DIALOGUE BEGINS TODAY

Dr. B. F. Skinner and Dr. Carl Rogers, two of America's most distinguished psychologists, today open a two-day dialogue on human behavior control at UMD.

The informal meeting of ideas, entitled "Education and the Control of Human Behavior: A Dialogue" is being sponsored by UMD's Department of Psychology.

Seven-hundred persons—psychologists, counselors, educators and sociologists—are expected to attend the conference.

Internationally recognized for their research into the control of human behavior, the two psychologists disagree on how such knowledge should be used.

shadows of existentialism blended with other concerns of “personal growth” at around this same time is psychology’s Third Force (after Freudian and behavioristic psychology), humanistic psychology, personified by Abraham Maslow (himself earlier of the behavioristic persuasion) and always reflective Carl Rogers. The debate occurred in 1962 over two days at the University of Minnesota at Duluth. Reportedly, more than a thousand people attended the event. You can hear the whole thing right here: [B. F. Skinner - Carl Rogers Dialogue Debate \(1976\) - YouTube](https://www.youtube.com/watch?v=6XzJyfjyfjw). Skinner starts his introductory remarks with a couple of humorous remarks, and a good story. After that, things get serious and the debate is lively, but with Carl Rogers as one of the participants, it probably would be too much to expect fireworks of the sort displayed by Wilberforce and Huxley.

How do you feel about humanistic psychology?

Of course, an equally important debate - that never happened - was between Noam Chomsky and Skinner. Chomsky’s scathing but often misguided attack (no other word works here) on behaviorism not even disguised as a review of Skinner’s book *Verbal Behavior*. As the debate with Rogers illustrated, as well as his incisive comments on many topics in many forums, Skinner certainly was willing to engage his critics. He nonetheless famously never responded in writing or in person to Chomsky. Skinner’s most renowned champion in taking on Chomsky was Kenneth MacCorquodale, who wrote two pieces addressing Chomsky’s criticisms, but was 7 years after the original review, and it was preaching to the choir because the retort appeared in the *Journal of the Experimental Analysis of Behavior*. The impact of the Chomsky-Skinner non-debate is still today the subject of debate among those who enjoy debating such things.

Recommended Journal Articles



Advisor Dr. Kathleen Dyer

How do we make sure the ABA programs are provided with intensity in school settings?

Published in *Psychology in the Schools*, "[Providing implementation supports to intensify instruction in an autism classroom](#)" provides an empirical study to answer this question. Drawing on Implementation Science and Organizational Behavior Management Frameworks, authors Kathleen Dyer and Caroline Redpath provide recommendations to monitor and increase implementation frequency for children with ASD in the classroom.

[Available through the Wiley Online Library](#)

CCBS Advisor Kathleen Dyer will be presenting for our ABACLive Cambridge Center Series in July. Watch for announcements.



Advisor Dr. William Baum

Ontology For Behavior Analysis: Not Realism, Classes, Or Objects, But Individuals And Processes

Abstract: Realism, defined as belief in a real world separate from perception, is incompatible with a science of behavior. Alternatives to it include Eastern philosophy, which holds that the world is only perception, and pragmatism, which dismisses the belief as irrelevant. The reason realism is incompatible with a science of behavior is that separating perception of objects from real objects leads directly to subjective-objective or inner-outer dualism. This dualism, in turn, leads directly to mentalism, the practice of offering inner entities as explanations of behavior. Positing unobservable causes renders a science incoherent. [Read full abstract](#).

[Available on behavior.org - Behavior & Philosophy Journal](#)



Submit an Article If you have a peer-reviewed article for consideration for this recommended reading area, please submit abstract/link, description and permissions to [Rebekah Pavlik](#).

9th Annual

ETHICS in Professional Practice

Friday, August 6, 2021

8:30 am ~ 5:00 pm

Endicott College Campus or
Remote Access
Beverly, Massachusetts

www.behavior.org

We are planning a **HYBRID EVENT**

A smaller in-person gathering with
electronic options.

[Watch for news on our event listing on behavior.org](http://www.behavior.org)

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A one-day live online conference features leaders in the fields of
Psychology, Business, Autism & Applied Behavior Analysis.

Invited Speakers



Andy Bondy, PhD

President & Co-Founder
Pyramid Educational Consultants (PECS)
Vice Chair Board of Directors
Cambridge Center for Behavioral Studies



Gerald P. Koocher, PhD, ABPP

Senior Associate in Psychology
Boston Children's Hospital
Senior Lecturer, Department of Psychiatry and Behavioral Sciences & Faculty Member
Center for Bioethics, Harvard Medical School



Nasiah Cirincione-Ulezi, EdD, BCBA

CEO & Founder, ULEZI, LLC
CEO & Co-Founder, Pivot 2 Inclusion, LLC



Brian Conners, PhD, BCBA

BRIAN CONNERS, BCBA, LLC
Speaker, Consultant, Author



Susan G. Friedman, PhD

Professor Emeritus, Department of Psychology
Utah State University
Founder, Behavior Works

Panel



Moderator

Mary Jane Weiss, PhD, BCBA-D, LABA

Director, Graduate Program in Autism/ABA Studies
Endicott College



Ksenia Gatzunis, PhD, BCBA-D

Adjunct Faculty, Endicott College & Northeastern University



Kimberly Edwards, MEd, National Certified Speech-Language Pathologist

Adriana Rodriguez, MA, BCBA, St. Lucie County Public Schools

New in our Autism Help Center

What is Autism Spectrum Disorder?

by Meagan Harder, MA & Jessica Juanico, PhD, BCBA-D

Department of Applied Behavioral Science, University of Kansas

Autism spectrum disorder (ASD) is a developmental disability that may affect many aspects of an individual's day-to-day functioning (National Institute of Neurological Disorders and Stroke, 2020). Although prevalence of ASD varies depending on the source and sample, a recent study by the Center for Disease Control and Prevention estimated ASD affects 1 in 54 individuals and is more four times more common in males than females (Center for Disease Control and Prevention, 2019; Fombonne, 2005). ASD is characterized by persistent deficits in social communication and interactions (e.g., abnormal social approach, lack of conversing back-and-forth, poorly integrated verbal skills, lack of developing and maintaining relationships) and restricted, repetitive patterns of behavior

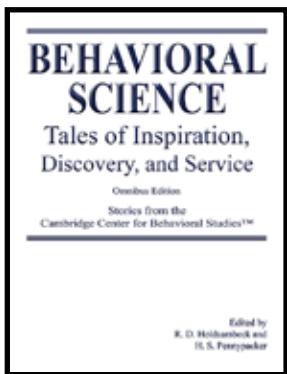
(e.g., repetitive motor movements or speech, insistence on sameness, inflexible adherence to routines, highly fixed interests, and hyper- or hypo- reactivity to sensory input). The characteristics of ASD can range in severity, appearance, frequency, and level of support required for daily functioning (American Psychiatric Association, 2013; Pratt et al., 2017).

In addition to the characteristics above, individuals with ASD may experience difficulties with social awareness, effective communication, flexibility, and emotion regulation. Some individuals may engage in behaviors such as aggression, self-injurious behavior, property destruction, elopement, and tantrums. Although there is no cure for ASD, there are many learning opportunities for individuals with ASD to



become more independent in their day-to-day functioning (National Institute of Neurological Disorders and Stroke, 2020). Additionally, many individuals with ASD are independent, functioning members of society.

[Read complete post on behavior.org.](#)



Request Your **DESK COPY** Plus FREE Ancillary Teaching Materials

Make your teaching life easier while enthusing your students about behavioral science. **“Behavioral Science: Tales of Inspiration, Discover, and Service”** has motivating stories from 29 leaders and experts.

The Center will also provide you FREE ancillary teaching materials for the first 18 chapters that include:

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If you would like a desk copy with our FREE ancillary teaching materials, contact [Tara Kasey, Business Manager](#). We hope you utilize these valuable teaching tools provided by our premier experts in the field.



Familiar Faces in New Places



Assistant Professor **Alexandra (Sasha)**

Protopopova wants to know why some animals are adopted into new homes while others are left behind.

As the inaugural British Columbia SPCA Chair in Companion Animal Welfare, she wants to understand how adopters make choices in animal shelters and what can be done to increase adoptions. With a PhD and MSc in Behaviour Analysis (Psychology) at the University of Florida and two Bachelor of Science degrees from the University of Massachusetts Amherst (one in Pre-Veterinary and Animal Sciences and the other in Neuroscience), Protopopova aims to improve the welfare of companion animals in shelters, pet homes and service work.

As a new faculty member at the **University of British Columbia**, she is excited to collaborate

with our leading animal welfare experts and to mentor the most enthusiastic students she has met thus far.

We are pleased to share news of transitions of our center supporters. If you are in a new place, literally or figuratively, and want to make that announcement, Submit your information to [Rebekah Pavlik](#). Please be aware that CCBS does not endorse private companies, publications, products or programs in this section.

Dr. Protopopova is an invited speaker at our 14th Annual Conference on Autism & Related Disorders: Research-Based Solutions. Join us and register for Friday, April 30.

Robert Pennington, PhD, BCBA-D Returns in March!

Join us on March 10, 2021 from 12:00 to 1:00 pm eastern (New York)

Behaving Behavior Analytic in the Provision of School Supports



Dr. Pennington returns to spend more time on topics covered and to offer the audience more time to discuss barriers and successes working in schools.

If you attended Dr. Robert Pennington's ABACLive Cambridge Center Series Event in February, log back into the ABAC webinar portal for Dr. Pennington's event and join the live presentation! *This add-on event is not CE eligible.*

Didn't catch the event the first time around?

ABAC will keep the event open for registration for both the free and CE sections until March 10, 2021.

Recordings of the original event and the add-on hour will remain available to view for 10 days after the live event.

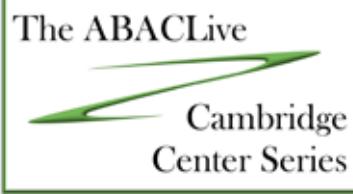
REGISTER

ABSTRACT: Serving educational professionals and their students in school contexts is a challenging but meaningful endeavor. In this session, Dr. Pennington will draw on his over 25 years working in schools to discuss functional contingencies related to teacher behavior change and provide an approach for assessing and then supporting teachers in the improvement of classroom programming. Dr. Pennington will demonstrate the use of the program evaluation tools, model the development of behavioral objectives for addressing teacher behavior, and describe several strategies for improving teacher engagement (peer to peer coaching, training students, behavior skills training).

"Helping Those Who Help Others, One Live Webinar at a Time" Our [ABACLive](#)

[Cambridge Center Series](#) is offered for **FREE** or at a discounted registration fee to earn BACB® Learning CEs plus other continuing education opportunities.

Our 2021 Line-up is Growing! Watch for news on presentations from Brady Phelps, PhD • Salvador Ruiz, PhD, BCBA Ronald Allen, PhD, BCBA-D • Kathleen Dyer, PhD, CCC-SLP, LABA, BCBA-D and Robin M. Kuhn, PhD, BCBA, LBA with Sarah Pinkelman & April Becker



Distinguished Scholar Highlight - Working with Board of Director Stephen Eversole



Tyler Erath, MA, is a third-year doctoral student in the department of applied behavioral science at the University of Kansas working under the supervision of Dr. Florence DiGennaro Reed in the Performance Management Laboratory. He obtained his bachelor's degree in psychology and his master's degree in experimental psychology from Appalachian State University, working with Dr. Cynthia Anderson. Tyler's research interests include staff training, performance management, and behavioral consultation. Currently, he is pursuing a thematic line of research that seeks to enhance the implementation integrity of evidence-based training practices within a human service setting. Tyler has served as a guest reviewer for peer-reviewed journals, a practicum supervisor for undergraduate students interested in OBM, and the instructor of record for an introductory course on child development. In his free time, he enjoys cooking, exploring the outdoors, and chatting about craft beer.



Catherine Williams (formerly Stephens) is completing her last year in the Behavior Analysis PhD program at West Virginia University. She earned her BS in psychology from Georgia Tech, where she worked with Dr. Jack Marr and developed an interest in using behavior analysis to improve education. Currently, she is conducting research under the supervision of Drs. Claire St. Peter and Michael Perone on identifying ways to design instruction that results in effective generalization and discrimination of responses. Ms. Williams also recently completed a practicum providing behavior-analytic services for students who engage in problem behavior in schools. She hopes to continue research related to education and to facilitate system-level changes that incorporate behavior-analytic strategies into widespread educational practices.



Jessica has earned her doctorate from Simmons University so has left our Distinguished Scholar Group. She currently serves as District BCBA for the Norwich Public School District. In addition, Jessica has been a part-time lecturer at Northeastern University and an adjunct instructor at Simmons University.



We are seeking nominations for Distinguished Scholars, an opportunity for your exceptional students who excel in leadership, collaboration and scholarship. [Use our Google survey form to submit your student](#) or contact [Chair Dr. Mary Sawyer](#) or [Co-Chair Dr. Michael Kranak](#).

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Behavior & Philosophy

Volume 48 soon to be published

Special Sections

- On the Importance of Philosophy to Behavior Analysis
- Comments on T. L. Smith's "Selection by Consequences in the Ontogeny of Behavior: The Problem of the First Instance" (*Behavior & Philosophy*, Vol 47)

Editor: Diego Zilio, PhD

BEHAVIORAL SCIENCE: APPLICATIONS in leadership & supervision*

CONFERENCE 2021

Friday, November 12

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Department of Applied Behavioral Science

Earn 4 BACB Learning CEs

Contingency-Shaped & Rule-Governed Behavior: Implications for Correct and Incorrect Instructions

Usually when we give people instructions, we are changing their behavior. It is necessary to understand how instructions can affect the way people respond when exposed to contingencies that follow and do not follow the instructions they were given. Galizio (1979) examines the effects instructions have on behavior. At the completion of this CE program, the learner will be able to describe the effect instructions have on contingency-shaped behavior and identify ways instructions can be given to minimize this effect.

About this course:

This course uses a fluency model. This model involves answering a series of questions, first during acquisition modules (one hour per module), and then again during fluency modules (which have a shorter time criterion). The fluency model provides many

opportunities for practice. Each question is accompanied by a hint, to be used unless you are absolutely certain you know the answer. When hints are used properly, fluency-based courses can be errorless or near-errorless. Keep in mind that fluency-based courses employ a practice (active student responding) model that involves completing learning exercises that are similar to tests, but include hints and feedback. Concepts are learned when users consistently make correct discriminations on questions designed to teach concepts and promote generalization. This course is recommended for BCBAs and BCaBAs.

Earn 4 Learning BACB CE credits upon completing this course.

[Go to Behavior Development Solutions to take this course.](#)



A gift to the Center for MARCH

Developed by the Cambridge Center's Distinguished Scholars and edited by Board of Director Dr. Stephen Eversole, the proceeds from this course are shared with the Center. **For the month of March, Dr. Eversole's organization, BDS, is donating 100% of the proceeds.**

Most of our work is through the voluntary efforts of our directors, trustees, and advisors. These individuals represent the best experts in behavioral science and practice. [Find out "Who We Are" on behavior.org.](#)

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Your generosity brings the best of behavioral science to the public.

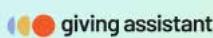


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