

# CURRENT REPERTOIRE



## 14<sup>th</sup> Annual Conference on Autism & Related Disorders: Research-Based Solutions



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

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



A Brief Look at Using Therapy Dogs in ABA Individual and Group Educational Sessions with Children with Autism Spectrum Disorder (ASD)

**Alexandra "Sasha" Protopopova, PhD**



Putting Social Interaction at the Heart of Autism Interventions

**Alice Shillingsburg, PhD, BCBA-D**



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

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



Team Collaboration in Schools for Students with Complex Communication Needs

**Lori A. Frost, MS, CCC/SLP**



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

**Robert C. Pennington, PhD, BCBA-D**

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### Friday, April 30



Special Introduction by  
**Dr. Rob Holdsambeck**  
Executive Director

### CONFERENCE DATES

#### OUR 2021 CONFERENCES

**Friday, April 30**

14<sup>th</sup> Annual Conference on Autism & Related Disorders: Research-Based Solutions

**Friday, August 6**

9<sup>th</sup> Annual Ethics in Professional Practice Conference

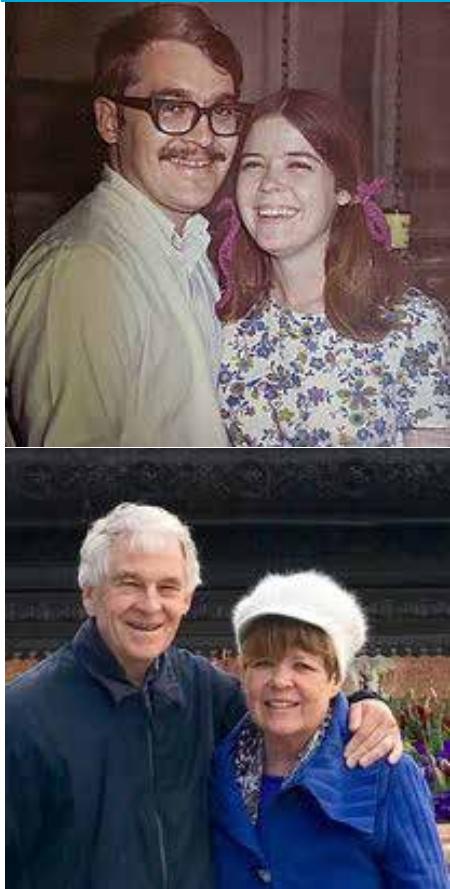
**Friday, November 12**

3<sup>rd</sup> Behavioral Science: Applications in Leadership & Supervision Conference

# Message from our Board: Dr. Darnell Lattal

## On Addressing Diversity: The ever-broadening influence of Trustee José Martinez-Diaz, PhD, BCBA-D

**Happy 56th Anniversary to our Board Members  
Drs. Andy & Darnell Lattal**



One life that ended last year continues to teach me lessons that have broad application to our troubled social fabric in this year 2021: lessons about diversity, compassion, and a sense of our mutual humanity. José Martinez-Diaz talked about the harm done in assuming that unfamiliar, awkward, socially unconventional behavior needs to shape up to an “acceptable level” solely for the benefit of others made uncomfortable by such patterns. Instead, in many situations, behavior analysts might better focus on how to help others understand the value of function over form, variation vs. conformity. He appreciated diversity. He hoped we all take care in modifying another’s behavior. If doing no harm to self or others, there is no need to assume one is wise enough or has the right to do a “beauty do-over,” a term he used once about himself—laughing uproariously—if

only to appeal to someone else’s socially correct rules of conduct. Help others if their life might be easier by a deliberate change, if they ask for such change, but to paraphrase, “... a well-intended change may reduce a beneficial, if unconventional, effect.” So true, José. So true in our communities, often steeped in fear about the unfounded impact of tolerating patterns different than our own.

José hoped we could apply our understanding about how difference arise, reduce fear and increase appreciation for others, ultimately increasing understanding at a cultural level. He had a particular interest in increasing behavior analysts’ skill in addressing issues of intolerance, in part informed by his own family’s forced exit from Cuba. He wanted to consider how to introduce an additional element into his educational approach to students to encourage at least some to gain experience that would prepare them to have a role in shaping national policy. He wanted our voice to be heard as readily as those from social psychology, political science, and economics, for example. He wondered how many behavior analysts might readily pursue public policy if encouraged through innovative placement options, clarifying the unintended effects of designs intended to address various ‘isms’ in our society.

Because behavior analysts have a head start in understanding how fear-driven biases arise and the systemic conditions that maintain unfounded stereotypes, José believed addressing conditions surrounding and maintaining such destructive behavior is a cultural issue of great importance. He thought our field has a duty to engage in the issues surrounding such behavior at both a policy and practice level. He compared it to the days when behavior analysts first started having a voice in the treatment of autism, a real public policy shift led by this field. In the last year of his life, José was concerned that the field was yet to be routinely called upon by the think tanks in America for all that our science could

do to improve the human condition. He wanted to produce well-prepared voices to ensure we are heard. I am sure he would have.

There were many who offered him advice about containing his exuberance, modifying his speech, and at least wearing shoes, not flipflops. He often said he had earned the right to be who he was. He did not want to embarrass others but said, again with a laugh, “I yam what I yam” (ala Popeye the Sailor Man). He patiently rejected most modifications but tried a few along the way. After he died, the enormity of his influence, the depth of his friendships, the need for his guidance, was made very visible indeed. After all, his own often misunderstood behavior, a web of bias to overcome, were exactly what started him on his very personal journey to an undeniable lifelong passion about the power of behavior analysis.

José made an immeasurable difference in the lives of thousands of students, who, in turn, are impacting the lives of many in need of this compassionate, science-based approach. His death thrust his company into the epicenter of an outpouring of broken hearts, letting loose a sea of stories about his



generosity, his belief in the capability of each to be an exceptional behavior analyst, and the inspiration he provided as a teacher and mentor. José told stories that made the science and application of behavior analysis understandable. He was loved. Students were his lifeblood. He excelled at asking people to join in the study of behavior analysis—clerks, wait staff, baggers in grocery stores - all asked by a man in a Hawaiian shirt just what they wanted to do with their lives. He immediately recognized behavior that could be shaped into something amazing. “I like your effort to serve, bag, handle questions. Come to the School of Behavior Analysis. Here’s my card. Let’s talk about what amazing things you can do after you

study behavior analysis. Don’t worry about money to go to school. That’s a temporary problem. We can fix that together.” In the last weeks of his life, he was talking more about a broader educational-mandate, providing opportunity for behavior analysts interested in systemic change, cross-disciplinary studies, etc.--while continuing his commitment to excellence in online learning to serve clinical populations in need. His vision is, for many of us at the CCBS, our vision as well: Increasing tolerance and understanding in a culture that embraces behavioral diversity.

You can learn more about him from this link to Florida Institute of Technology (<https://news.fit.edu/psychology>

[behavior analysis/applied-behavior-analysis-program-pioneer-passes-away-at-70/](https://behavior-analysis.org/applied-behavior-analysis-program-pioneer-passes-away-at-70/)).

José would have enjoyed attending our [14th Annual Conference on Autism & Related Disorders](https://behavior.org/event/14th-annual-conference-on-autism-related-disorders-research-based-solutions/). Learn more and register to reserve your seat: <https://behavior.org/event/14th-annual-conference-on-autism-related-disorders-research-based-solutions/>

*Nothing happens until something moves.~ Albert Einstein*

## Darnell

A. Darnell Lattal, PhD  
CEO & President, ABA Technologies  
CCBS Board of Directors

## Memorial for the Life & Work of David Dwight Harshbarger (1938-2020)

Join the Cambridge Center's esteemed panel with Chair Tim Ludwig, Hank Pennypacker, Andy Lattal and Mark Alavosius during the online 47th Annual Convention of the Association for Behavior Analysis International in memorial for Dwight Harshbarger, past Executive Director of the Center.



Dwight wrote of “sliding doors” in his autobiography in CCBS’ Behavioral Science: Tales of Inspiration and Service as discrete moments when opportunities arise that send one’s life in a different trajectory. Whether we knew him or not, we are all the beneficiaries of Dwight’s work and relationships as sliding doors in our careers and outreach. For many of us this includes the development of what came to be Behavioral Safety Now, for others it was an invitation to impact humanity through his work as Executive Director for the Cambridge Center for Behavioral Studies, and still others it was the founding (along with Bill Hopkins) the Commission on Behavioral Safety Accreditation. His scholarship includes seminal works in Behavioral

Systems, his professional career included executive positions with Sealy and Reebok, and his many historical fiction novels remind us of the externalities of our corporate actions. His mission to apply the science of behavior analysis to reduce human suffering in all its forms will remain a central tenet of our field. Celebrate Dwight’s life and legacy. [Panel #324A, Sunday, May 30, 6:00-6:50 pm \(Online\)](#)



## BEHAVIORAL SAFETY NOW is now part of the SAFETY in ACTION® CONFERENCE

DEKRA

SAFETY IN ACTION® Conference

## Navigating the New Normal

August 17-19, 2021 | Orlando, Florida  
Registration Opens Soon!

A 360 Approach to Safety at Work

### Behavior Analysis in Service to America: The Earliest Days

By Andy Lattal, Board of Directors

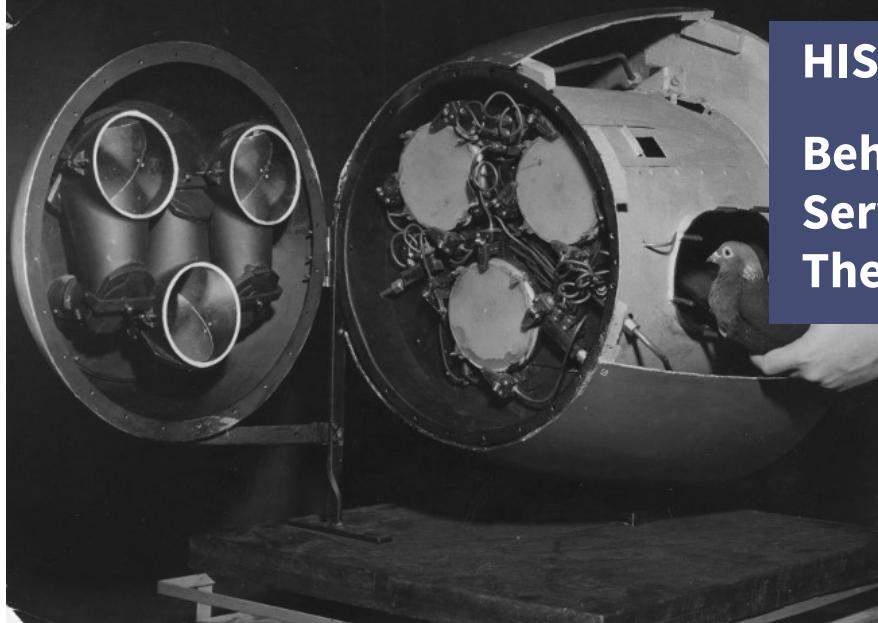


Figure 1. A pigeon ready for placement into a prototype nose cone of a guided bomb described in the text. One pigeon was placed behind each of the three white circles on the unhinged side of the opening. The white coverings are screens on which images of a ship were projected. Pecks on different points of the screen combined to move the nose cone in different directions such that the ship was kept centered on the crosshairs.

The association of the science of behavior with the American military goes back at least to Skinner's research during the Second World War (1941-1945) on what he later called "Project Pelican," which was funded by the Office of Science and Development. That project, of course, was his famous research to develop a bomb guided by pigeons taught to keep a battleship target in the crosshairs of a bombsight by pecking at different response recording devices (keys). A photograph of the device appears in Figure 1. After WWII, clinical psychology underwent enormous growth because of the treatment needs of GIs experiencing what we now call post-traumatic stress disorders as well as other problems of adjustment related to wounds received and adjustment to a peaceful life after the combat horrors of that war. Behavior analysis was still emergent at the end of WWII, compared to what it has become today. As a result, there seems to be little of a systematic nature that behavior analysis as such contributed to the efforts of clinical psychology of that time. Skinner, however, continued to receive support from the Navy after the war for his work on schedules of reinforcement, culminating in Ferster and Skinner's (1957) encyclopedic volume, and also to develop teaching machines and programmed instruction.

In the early 1950s, a young experimental psychologist named Joe Brady was invited by psychiatrist David Rioch, the Chair of the Department of Psychiatry, to join him in establishing "a division devoted to applied experimental psychology" (Thompson, 2012) at the Walter Reed Army Medical Center just outside Washington, D. C. in Bethesda, Maryland. Thompson nicely reviewed the many activities and accomplishments that made Brady a central figure in the early development and expansion of behavior analysis. Brady attained the rank of Colonel in the U.S. Army before "retiring" to continue his work vigorously and until his death at age 89 in 2011- at the Institute for Behavioral Studies, which he established while in the military. Brady is shown in Figure 2, toward the end of his life. At the Walter Reed Army Institute of Research, stress and stress management, of the sort seen and expected in armed combat, was a major research focus. Another of Brady's assignments at Walter Reed was to an important role in America's space program. His contributions (see Brady, 2007 for a review) continued long after his retirement from the Army. In fact, at the time of his death, he had the longest continuous funding of his research by NASA of any scientist in its history. As Thompson noted, Brady was instrumental

in placing young behavior analysts into research positions in the Army, not only at Walter Reed, but at several of the Army's other labs in other places around the United States. Furthermore, other branches of the service also maintained laboratories conducting basic and applied research on problems of interest to the military and to which experimental psychologists trained in behavior analysis contributed.

In the applied arena, in 1969, two Walter Reed psychiatrists, Arthur D. Colman and Stewart L. Baker, Jr, described a program they established at Walter Reed for soldiers exhibiting "character and behavior disorders" (Coleman & Baker, 1969). The program was modeled in part on Allyon and Azrin's (1965) then-relatively new token economy treatment program. It incorporated both individual and group psychotherapy-type interventions with "an extrinsic motivational system." Colman and Boren (1969) and Boren and Colman (1970) detailed the latter for a behavior-analytic audience.

[References found on behavior.org](http://behavior.org)

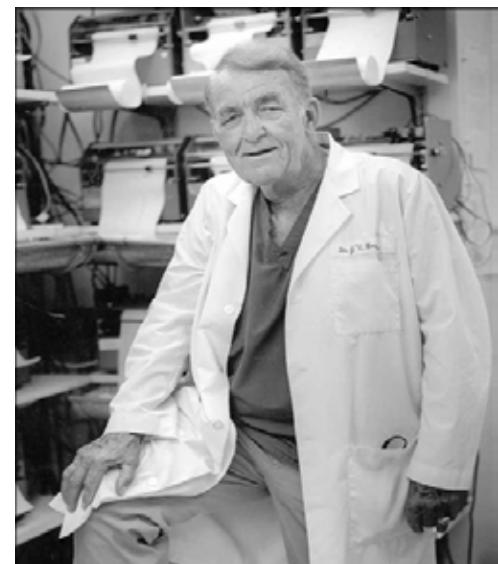


Figure 2. Joseph V. Brady sitting in front of a bank of cumulative recorders in a laboratory at Johns Hopkins University, date unknown.

# Recommended Journal Articles

## **"Current behavior modification in the classroom: be still, be quiet, be docile"**

From time to time, CCBS would like to note a publication as a classic for its lasting influence on the field. Winett & Winkler published this paper in JABA in 1972 and for everyone the title words, be docile, focused immediate attention to a significant problem. I was fortunate to have had the late Robin Winkler as my advisor and mentor as an undergraduate student 1970-71 at Stony Brook. He was a remarkably kind and calm person, who sponsored me in a 12-credit independent study relating to autism, even though he noted that this was not his specialty. He helped teach me how to think about what I was doing and why I was doing it. He even spent time talking with many students during various campus sit-ins and shutdowns- tumultuous times. He was the consummate teacher. Sadly for the world and everyone who knew him, he passed away far too young.

This article highlights that issues related to what we choose to behaviorally influence always involves ethical decisions. Why should we choose to modify a particular behavior? Should we simply assume that everyone else has considered the moral and ethical questions and then embrace their decision? We hope reading this paper helps foster discussion about whether we should intervene in alternating behaviors independent of the intended direction of change for that action.

I did not know Dick Winett while at Stony Brook but I did reach out and asked him to contribute some additional thoughts about his paper. I appreciate his note and share it with you. *Andy Bondy, PhD, Vice Chair, CCBS Board of Directors*



Richard A. Winett

This [paper](#) was the product of a special time and place. The 60's was a time of cultural, political, and social change and the questioning of traditions. A better description is 'upheaval'.

That was true in psychology perhaps especially in what we now call clinical science and other programs focusing on behavior change especially through applied behavior analysis.

The place was what is now called Stony Brook University, that had opened very recently as part of the state university system. A great investment was made in the psychology department with a stellar group of faculty more broadly focused on behavior change well as other areas in psychology.

At this time a charismatic very young visiting professor came from Australia. This was the extraordinary Robin Winkler. Robin

always was concerned with the way our work can contribute to social justice and the rights and advancement of all people in areas including education and health. Stony Brook provided an environment where questioning what was the status quo was encouraged.

The advent of particularly applied behavior analysis into classrooms to modify children's behaviors was one area of focus. A hallmark of the approach was very specifically defining the behaviors to be changed and the target behaviors to be increased or decreased or replaced by other behaviors.

Because in these intervention studies behaviors were so well defined one point became very apparent. The desired behaviors had less to do with education and more with having children 'be still, be quiet, and be docile'. What should behavioral programs in schools really be doing?

*Richard A. Winett, PhD  
Heilig Meyers Emeritus Professor of Psychology*



Trustee Dr. Claire St. Peter

## **"Accumulated reinforcers increase academic responding and suppress problem behavior for students with Attention-Deficit Hyperactivity Disorder"**

We became interested in how the distribution of reinforcers affected student outcomes after reading related research and seeing some anecdotal evidence that frequently presenting and removing short-duration reinforcers seemed to negatively affect our own learners. Nicole Robinson (now Nicole Brown)

conducted this study as part of the requirements for her Master's degree. In the study, we completed within-subject comparisons of a situation in which students earned short-duration reinforcers delivered immediately after a target response (a "distributed" reinforcer arrangement) to a situation in which the student worked for a longer period of time and received access to a longer-duration reinforcer at the end of the work period (an "accumulated" reinforcer arrangement). The amount of reinforcer access per target response was equated across the two conditions. Generally, performance was better in the accumulated reinforcer condition, but students didn't always prefer that reinforcer arrangement. Nicole and I are excited that this study has gotten some attention, including being featured in [episode 115 of the Behavioral Observations podcast](#) and this issue of the Cambridge Center news!

[Available through the Wiley Online Library.](#)

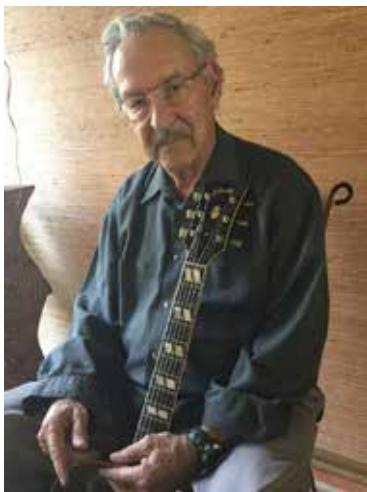


Trustee Dr. Andy Bondy

# New Publication Coming

## Engineering the Upswing

H.S. "Hank" Pennypacker, PhD



H.S. "Hank" Pennypacker, PhD

Sometime last fall, Frank Perez, a naturalized American citizen of Cuban descent and a University of Florida graduate on whose doctoral committee I served, contacted me with interest in the Cambridge Center. He had become an accomplished clinical neuropsychologist with a continuing interest in the behavioral approach he had

acquired while at Florida. I explained the mission of the Cambridge Center and he became excited and wanted to become involved. I nominated him for a trusteeship because of his outstanding career and accomplishments. Soon he introduced me to Robert Putnam's recently published book, *The Upswing*. Putnam's main thesis is that our culture took a bad turn around 1960 and went from an I/We society to one emphasizing I Only. Putnam documents an earlier similar period in US history that we came out of during the thirties until the sixties. He says the earlier upswing was fueled by science and technology but bemoaned the fact that technology has become I-centered and there was no obvious science to reverse that process. Our response was "Oh yes there is."

The behavioral sciences came of age during the last half of the twentieth century and have now spawned technologies that can, if properly understood and deployed, created the next Upswing. We are therefore writing

a book titled *Engineering the Upswing* which lays out the possibilities. It is written as a rejoinder to Putnam and aimed at the intelligent laypeople, not just the behavioral community. Bill Webber of Sloan Publishing has agreed to publish it and any royalties will come to the Center. Wish us well!



Francisco I. Perez, PhD, ABPP

# New Publication Available

## The Morningside Model of Generative Instruction

Building a Bridge Between Skills and Inquiry

Kent Johnson, Elizabeth M. Street, Andrew R. Kieta and Joanne K. Robbins

**At over 500 pages**, this comprehensive work significantly expands on an earlier publication to provide a thorough overview of how best practices in behavioral education can bridge the seemingly endless divide between educators who build basic skills and those who aim to teach inquiry and thinking. This is a must-have for those interested in expanding from direct instruction and fluency-based instruction into higher order thinking and problem solving, as well as teachers looking to build solid foundations from which to continue inquiry-based approaches.

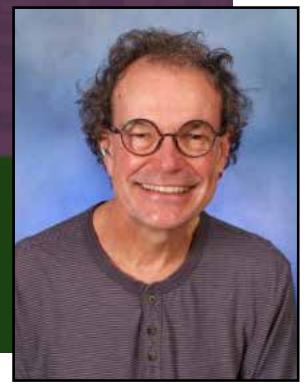
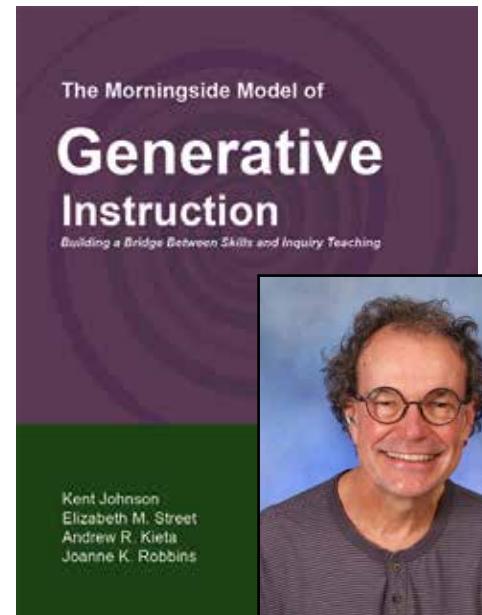
For over 40 years, Morningside has investigated the most effective methods for

developing learners, thinkers, and citizens. In this book, the authors describe a technology of instruction based on scientific research that has improved the academic performance of children at schools and agencies throughout the world. The Morningside Model of Generative Instruction combines curated curriculum, formal instruction, practice to fluency, and a focus on directly teaching functional thinking repertoires

for generative responding. The result is expert and confident learners who apply skills and strategies to think about the world around them, continue to learn on their own, and solve problems of daily living.

**"Let's bring functional thinking repertoires to behavioral education!"**

[Available in the CCBS Store](#)



Trustee Kent Johnson, PhD

# Meet One of our Newest Trustees



**Francisco I. Perez** is a board-certified clinical neuropsychologist. He is now retired from his clinical practice. He graduated from the University of Florida in 1972. Hank Pennypacker was the co-chair of his dissertation and instrumental in obtaining his first job at the University of Houston College of Education. He taught precision teaching and was a consultant with the Houston Independent School

District. He then joined the faculty at Baylor College of Medicine Neurology Department and was the director of the Clinical Neuropsychology Laboratory. NIH funded his research studying sensory neglect in patients with parietal lesions applying operant methodology. Was in private practice for more than 30 years. He remained on the adjunct faculty at Baylor and the University of Houston where he taught for 16 years a graduate seminar on the Biological Basis of Behavior. True to his scientist-practitioner training, he continued, while in clinical practice, his collaborative research at Baylor at the Multiple Sclerosis Clinic where he initiated a computer-based research program for cognitive rehabilitation in MS patients. He expanded his MS research engaging in a joint initiative with the College of Nursing

at The University of Texas – Austin. He was a co-principal investigator for 8 years in an NIH funded research program in 3 multi-city centers in Texas. This research allowed him in 2016 and again in 2017 to return to his native Cuba, after more than 50 years, by invitation of the government to share the research findings at the CIREN Rehabilitation Hospital. He has been on the adjunct faculty at The University of Texas Health Science Center School of Public Health – Houston for more than 20 years where he has lectured about psychological aspects of occupational injuries, and supervised medical residents in occupational health that rotated through his practice. Currently he teaches an online graduate course in Occupational Health Psychology to students in the Total Worker Health program.

## Distinguished Scholar Highlight



ALYSSA McELROY,  
MA, BCBA, LBA

CAMBRIDGE CENTER  
FOR  
BEHAVIORAL STUDIES

Distinguished  
Scholar

Alyssa McElroy is Board Certified Behavior Analyst (BCBA) and License Behavior Analyst (LBA) who is in her fourth year of the doctoral program at Western Michigan University, under the advisement of Dr. Jessica Frieder. Alyssa received her master's degree in Behavior Analysis from Western Michigan University from Dr. Richard Malott's Behavior Analysis Training System (BATS) in 2013, and her Bachelor's degree in psychology at Ohio University in Athens, Ohio in 2011. During her MA, she gained experience implementing early intervention for children diagnosed with autism and other developmental disabilities in a school-based practicum setting and develop skills related to organizational behavior management. Upon her graduation from the MA program in 2013, Alyssa worked as a clinician at Trumpet Behavioral Health in San Jose, CA, where she developed and implemented a variety of behavioral assessments and interventions for children diagnosed with autism, collaborated with parents and teachers, and developed community wide trainings. After two years in California, Alyssa transferred to Trumpet's office located in Denver, CO, where she served as the Senior Clinician, overseeing the operations of the center. After spending four years in the field, Alyssa re-joined Western Michigan University at a doctoral student. Since her return, Alyssa has focused on collaborating with teachers and schools, supervising practicum students, teaching courses, conducting research, and supporting WMU initiatives on campus related to supporting college and transition-age students with autism. [Read full bio online.](#)

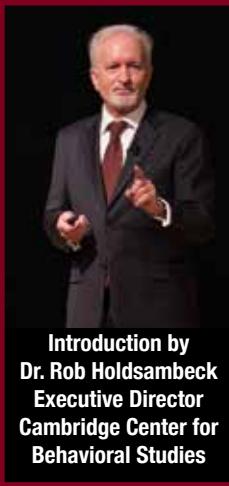


### SUPPORT THE CENTER WITH A CLICK!

**\$56**

Advisor Michael Kranak earned \$56 for the Center this past quarter effortlessly!

Choose the Cambridge Center for Behavioral Studies™ as your charity on Amazon Smile! Remember, always start at [smile.amazon.com](https://smile.amazon.com) Amazon will donate .5% of the price of your eligible AmazonSmile purchases. <https://smile.amazon.com>



14<sup>th</sup> Annual Conference on  
**Autism & Related Disorders:  
Research-Based Solutions**

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

Friday, April 30, 2021

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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 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**

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dramatically affects the lives of all who face it. For families, the autism community and public organizations, Anderson Center is uniquely qualified to serve as a valuable, compassionate resource by providing education, support, and outreach services, and information aimed at delivering assistance and increasing overall autism awareness.

Learn more through: <https://www.andersoncenterforautism.org>

## MELMARK

Melmark is a multi-state human service provider with premier private special education schools, professional development, training, and research centers in Pennsylvania, Massachusetts and the Carolinas. The not-for-profit organization provides clinically-sophisticated evidence-based special education, residential, vocational and therapeutic services for children and adults diagnosed with autism spectrum disorders, developmental and intellectual disabilities, acquired brain injuries, medical complexities, and other neurological and genetic disorders. Melmark's applied behavior analytic programs are offered in the least restrictive environment possible.

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Since 1998 Behavior Development Solutions (BDS) has helped several thousand behavior analysts become Board certified, primarily through their CBA Learning Module Series, the premier exam prep and curriculum supplement for behavior analysts in training. They've helped clients achieve success by applying the scientific principles and methods of applied behavior analysis to the development of instructional content and software. More specifically, BDS uses goals and specific measurable objectives to teach the discriminations necessary to ensure that those objectives are learned. They then provide plenty of practice to ensure fluency and maintenance. BDS also provides 40-Hour training and exam prep courses for individuals seeking to become Registered Behavior Technicians. In addition, a variety of on-demand and webinar CE courses are available, including an 8-hour supervisory training course, and a well-stocked bookstore for behavior analysts!"



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Cambridge Center for Behavioral Studies™ in cooperation with Endicott College is proud to present



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

9th Annual

# ETHICS

## in Professional Practice

**Friday, August 6, 2021**

8:30 am ~ 5:00 pm

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## 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  
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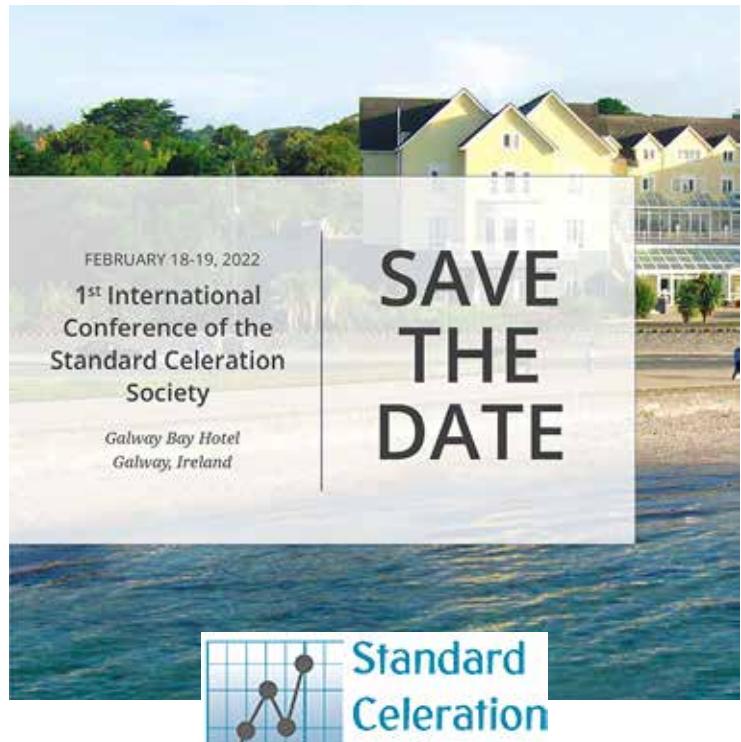
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**Looking at Dissociative Identity Disorder through a Behavior Analytic Lens**



**ABSTRACT:** Skinner (1974) stated "Complex contingencies of reinforcement create complex repertoires, and as we have seen, different contingencies create different persons in the same skin, of which so-called multiple personalities are only an extreme manifestation" (p. 171-172). Except for this reference, Skinner did not elaborate on the topic of "multiple personalities." Arguments will be made that personality is behavior, and this behavioral repertoire could exhibit sufficient variability to be described as the display of multiple role enactments. Dissociative Identity Disorder (DID) can be conceptualized as overt behavior as well as complex verbal behavior, primarily in the sense of inappropriate tacting of one's experiences, emotional responses and bodily states. But, as Skinner alluded, such behavior would result from complex contingencies of social reinforcement and punishment. The behaviors of reporting to be different individuals, with different histories, and having differential abilities are likely operants resulting from atypical reinforcement and punishment contingencies, as well as inappropriate rules controlling a persistent avoidance or escape repertoire.

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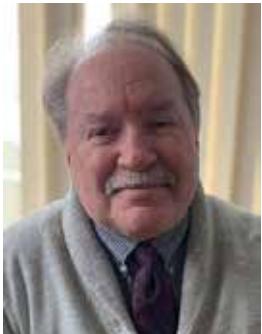
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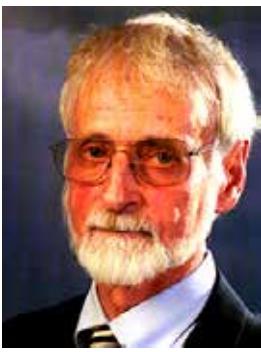
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### Mechanisms within Contexts: First Steps Towards an Integrative Approach

**Abstract:** In a series of discussions that later became known as the debate between mechanism and contextualism, some behavior analysts vehemently criticized the mechanistic proposition in favor of the contextualist alternative by arguing that the latter would be more consistent with radical behaviorism. The purpose of this article is to revisit this debate, but this time from the perspective of explanatory mechanism. Explanatory mechanism has been gaining attention in several domains of science, from molecular biology to the social sciences, to the point of being considered the most influential position in contemporary philosophy of science. In addition, considering that the debate between contextualism and behaviorism predates the explanatory mechanism revival in philosophy of science, it is important to explore the place of behavior analysis in this new mechanism framework. [Full abstract online.](#)



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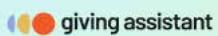


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