

CURRENT REPERTOIRE



ETHICS

with Dr. Susan Friedman (p. 5)

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Seeking YOUR Recommendations

If you would like to contribute to our newsletter, we are seeking recommendations for your "Meaningful Differences" plus other articles of interest for our readers.

[Recommend an article, chapter, or book that had a meaningful impact on you.](#)

[Contact the Center to submit yours.](#)

CONFERENCE DATES

Friday, August 6

9th Annual Ethics in Professional Practice Conference

Saturday, August 7

Annual Meeting of the Trustees 2021
following our Ethics Conference in MA
[Contact us for more details!](#)

August 17-19

Behavioral Safety Now is now part of Safety in Action - DEKRA

Friday, November 12

3rd Behavioral Science: Applications in Leadership & Supervision Conference

Message from our Board: Dr. Thomas Zane



Welcome to the May/June 2021 *Current Repertoire*! As of this writing, the national news is indicating the effects of the pandemic are receding, society is slowly opening up again, and the stringent safety rules are relaxing a bit, although unevenly, across the country. It will be interesting to see to what extent the behavioral changes that occurred during the past year will extend into the future. Will we continue to wear masks? Will we limit our exposure to large groups? Only time will tell.

Throughout the past year in my graduate classes at the University of Kansas, we often discussed the pandemic in the context of human behavior. The discussions were far-ranging and fascinating. Nothing like a world-wide crisis to clarify the importance and relevance of human behavior! The role of behavior and the influences as to why behavior happens tied directly to different aspects of the pandemic. Certain behaviors led to the spread of the virus. When medical professionals urged certain restrictions and regulations on the population, numerous variables led to behavioral compliance and noncompliance with those rules. The best vaccine ever invented would be completely useless unless people were motivated to become vaccinated. Now that the pandemic is easing a bit in some areas, behavior is once again the focus – will people follow the easing of restrictions? Will some people continue to behave in ways to maximize protection? Will people be vaccinated at a rate that affords public protection?

This crisis drove home the point to my students of the importance of understanding the real variables that explain human behavior (an interesting confluence of medical science and behavioral science).

Some of our discussions focused on a functional assessment of refusal to wear masks, refusing to socially distance and the protests against science. We discussed the potential reinforcers for such behaviors. We tried to analyze why some of the apparent reinforcers functioned as reinforcers? We certainly spent a great deal of time debating how to arrange local, regional, and national political organizations to develop and disseminate effective contingencies to maximize healthy behavior. We debated how the government could influence establishing operations in a way to increase the value of the reinforcers for *following rules* put in place to maximize health? Was there a way that governments and other regulatory agencies could minimize the influence of variables that evoked push-back against some of the rules?

From a 30,000-foot view of the COVID-19 crisis, we discussed more system-wide issues. What do organizations (e.g., federal government) need to do to effectively implement policies and procedures? To what extent do organizations really have influence over individuals within that organization? To what degree can organizations implement policies and procedures that would effectively compete with individually-developed contingencies under which everyone operates? We pondered how organizations can effectively assess individual reinforcers and punishers, and to what extent the response class of following rules is established across members of our society.

The point is, this pandemic provided a real-life ‘learning moment’ in which all of the textbooks, research articles, and conceptual papers came to life for the students and myself. And, gratifyingly, for both the students and me, we all came to the realization that the science of behavior is needed as ever before. It was clear that the way to comprehend the mix of human behavior reacting to the pandemic was through a scientific approach, our worldview of radical behaviorism. Behavior analysis has caused a paradigm shift in the treatment and prognosis of autism spectrum disorder, where behavior analysis is recognized as the most effective treatment for this disorder.

Not to be forgotten, though, is the extent to which the methodologies born from radical behaviorism has had major impact on other areas, such as sports, addiction, human safety, space, gerontology, juvenile delinquency, education, healthcare, and sustainability. In whichever area that this philosophy (and the methodologies connected to it) has been applied, significant improvement has been accomplished. The power of behavior analysis comes from its foundation and philosophy of science.

Only through the application of the principles of behavior discovered through behavior analysis can we make sense of what happened behaviorally throughout the pandemic. However, the model we have put to good use continues to influence our behavior in studying areas moving forward. It has never been more important to consider how we can improve our outcomes, broaden our goals, navigate our challenges, and train the next generation of clinicians and leaders. For example, studying the most effective strategies for supervision and leadership will be highlighted in November at the [3rd Annual Supervision and Leadership Conference at the University of Kansas](#). The complicated issues surrounding the ethical application of our science will be explored this August at Endicott College’s [9th Annual Ethics in Professional Practice Conference](#).

Our science had led the way in understanding why we do what we do. In good times and bad, in pandemics and normal everyday life. The Cambridge Center is the window to the world on all things behavioral. Thank you for supporting the Center as it does its important work. I think this past year has underscored the importance of its mission, and the vast opportunities that exist for further application of the science to improve human experience.

Tom

Thomas Zane, PhD, BCBA-D
Director of Online Behavior Analysis Programs,
Department of Applied Behavioral Science,
University of Kansas
Clerk, CCBS Board of Directors

Meet One of our Newer Trustees



Ruth Anne Rehfeldt, PhD, BCBA-D

Dr. Rehfeldt holds a BA in psychology from the University of Puget Sound in Tacoma, WA (1993), and masters and PhD degrees from the University of Nevada (1998). Dr. Rehfeldt is now serving as assistant chair and professor in the Applied Behavior Analysis program at the Chicago School of Professional Psychology Chicago campus. She is ecstatic to be living and working again

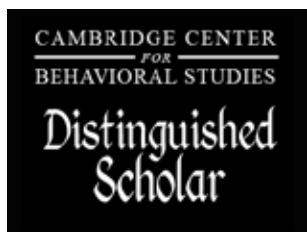
in Chicago. Dr. Rehfeldt has published over 100 articles and book chapters in behavior analysis, most of which have focused upon language interventions for persons with developmental disabilities. She co-edited a book with Yvonne Barnes-Holmes entitled, "Derived Relational Responding: Applications for Learners with Autism and other Developmental Disabilities," and recently co-edited a text entitled, "Applied Behavior Analysis of Language and Cognition," with Mitch Fryling, Jonathan Tarbox, and Linda Hayes as co-editors, due to be released in 2021. Dr. Rehfeldt served as the editor and business manager for The Psychological Record for 12 years, a journal started by J. R. Kantor and for which B. F. Skinner was one of the first editorial board members. She is or has been an editorial board member for a number of prominent behavior analytic journals, including Journal of Applied Behavior

Analysis and Journal of the Experimental Analysis of Behavior, and has held a number of leadership positions within the Association for Behavior Analysis International. She is currently serving as Program Chair for the ABAI Annual Autism Convention, and at-large representative on the ABAI Council. Dr. Rehfeldt was a professor in the Behavior Analysis and Therapy program at Southern Illinois University for twenty years, where she won a number of teaching and research awards and served as PI on several state and federal autism-related grants. Some recent accomplishments include being awarded ABAI Fellow designation, a recognition granted to outstanding contributors in research and scholarship, and co-authoring a chapter on relational framing which was published in the highly anticipated Cooper et al 3rd edition text (the "white book.")

Distinguished Scholar Highlight



Matthew Laske, MA



Matthew Laske is a second-year doctoral student at the University of Kansas' behavioral psychology program, working under the supervision of Dr. Florence DiGennaro Reed. Matthew completed his master's degree in industrial-organizational psychology and human resource management at Appalachian State University working under the guidance of Dr. Timothy Ludwig. He completed his bachelor's degree in behavioral sciences from Western Michigan University. He previously served as a project manager for the safety analytics team at Appalachian State University seeking to identify variables that are most predictive of adverse safety outcomes. His current research interests include the investigation of effective communication, improving public speaking behaviors, and behavioral safety. In his free time, Matthew enjoys biking, painting along with Bob Ross, and anything involving basketball.

Matthew and CCBS Board Member Timothy Ludwig are completing work on a chapter intended to be the seminal review of behavioral safety for the upcoming edition of the *Handbook of Organizational Behavior Management*. This will be simultaneously published in the *Journal of Organizational Behavior Management (JOBM)*.

Matthew represented the Center during past Behavioral Safety Now conferences - now Safety in Action Conference. He has teamed up with fellow Distinguished Scholars to conduct a systematic review of data and content from the CCBS's Commission on Behavioral Safety who, for the past 15 years have been documenting the best in practice behavioral safety programs in the world.



Scoping Out Behavior

By Andy Lattal, Board of Directors



Figure 1. Australian troops in the trenches of WWI using a periscope to scope out the enemy.

Modern periscopes first appeared on submarines in the mid-19th century, a creation of French chemist-inventor Hippolyte Marié-Davy (1820-1893). By the time of the First World War (1914-1918) they were *de rigueur* on submarines. They also found use in the trenches of the Great War as a means of scoping out the enemy without getting one's head removed by unfriendly fire (Figure 1). During the Second World War (1939-1945), artillery spotters used them to direct fire and tank drivers used them to see where their behemoths were headed, lest the driver be be-headed. Despite these nefarious applications as a tool of war and destruction, by the 1950s periscopes were harnessed to more peaceful and humane purposes by behavioral psychologists.

Skinner included in his article "The experimental analysis of behavior" (1957) the photograph shown in Figure 2. It illustrates my often-made point that in looking at old photographs the most interesting things are to be seen not in the central object, but in the background. Ogden Lindsley is shown examining one of many relay racks filled with electromechanical programming equipment controlling operant conditioning experiments on psychiatric patients. At his back on the

left side of the photo is another person who looks like the Headless Horseman (minus the horse) in Washington Irving's famous short story about eerie events in Sleepy Hollow. In fact, he has a head, but it is covered so that, by blocking out ambient light, he can better see what a participant is doing in the room behind the wall he is facing. He is observing the participant with a "behavior-scope," a periscope for behavior analysts. Lindsley (1956) first described it as a "mirror-and-lens system, and this provides hidden observation facilities through a metal screen in the ceiling of the experimental room" (p.

126). Given the time of the photograph and the fact that the observer was covering his head to prevent ambient light leakage into the "Skinner room," the version in the photo most likely is a Lindsley original design. A later commercial version described in a 1964 technical note in the *Journal of the Experimental Analysis of Behavior*, corrected the light leakage problem, the authors noting that "[a]s no reverse light leakage occurs, it is unnecessary to darken the observation area. This is a major advantage for the investigator who wishes to have ready access to both the observation system and the controlling and programming equipment in a well lighted apparatus area" (Asano & Barrett, 1964, p. 430). The behavior-scope described in the technical note is diagrammed in Figure 3. Looking through the eyepiece places the observer in contact with a reflected image detected by the behavior scope's wide-angle lens system (labeled "b" in Figure 3). The behavior-scope was manufactured by the Shintron Company in Cambridge, MA. The company apparently exists today, as an electrical and electronics manufacturing company. The development and success, however, is a topic for another historian of behavior analysis to pursue.

A hallmark of operant conditioning laboratory research always has been to optimize control by isolating the participant from distractions; hence the "Skinner box." At the same time, it always has been a desirable practice, but



Figure 2. Ogden Lindsley in the first human operant lab, located at Waltham State Hospital in Massachusetts. The figure of interest is the "headless horseman" behind Lindsley and to his left. The labels "a" and "b" are on, respectively, a reinforcer dispenser and the head cover for a second behavior scope, not being used.

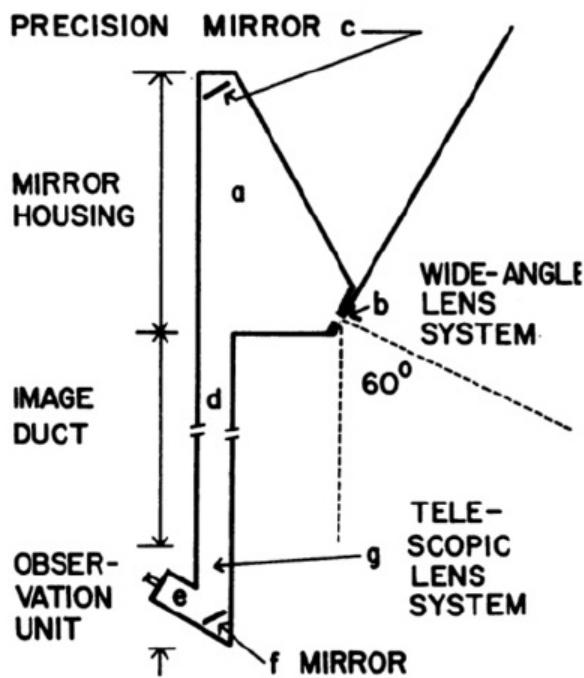


Figure 3. Diagram of the Shintron Behavior-scope described by Asano and Barrett (1964).

a practice not always practiced, to know what the participant was doing in addition to responding on the operandum provided in the box. Heron and Skinner's (1939) early candy-barrel operant chamber, shown in Figure 4, did not allow such monitoring in that the rat was completely enclosed in the sound-attenuating barrel. The peephole of the sort found today in apartment entry doors was invented by George Waddington in 1932. By the 1950s, these peepholes were common features on operant



Figure 4. A "candy barrel" operant conditioning chamber of the sort reported by Heron and Skinner (1939). The rat work area is located behind the dark circle in the center of the left end of the barrel. It pulls out, revealing a 6 inch or so diameter tubular-shaped chamber with a hole in the top for inserting the rat.

chambers for animals, but when this device first appeared on a chamber is unknown, at least to the present author. Lindsley was among the first, if not the first, to create a "Skinner box for humans," or maybe more accurately, a "Skinner room." In so doing, it was infinitely reasonable to wonder what else the participant was doing besides operating the "Lindsley operandum" in his "Skinner room." Enter the practice of scoping out the participant's behavior with, what else? A behavior-scope.

A final aside: In the same decade the behavior-scope first appeared in Lindsley's human operant lab, a 1956 #1 hit song by Jim Lowe asked the question "What's behind the green

door?" If Lowe had had access to a behavior-scope, the song might never have been written.

References

Asano, S., & Barrett, B. H. (1964). A periscope for behavior observation. *Journal of the Experimental Analysis of Behavior*, 7 (6), 430.

Heron, W. T., & Skinner, B. F. (1939). An apparatus for the study of animal behavior. *The Psychological Record*, 3, 166-176.

Lindsley, O. R. (1956). Operant conditioning methods applied to research in chronic schizophrenia. *Psychiatric Research Reports*, 5, 118-139.

Skinner, B. F. (1957). The experimental analysis of behavior. *American Scientist*, 45, 343-371.

Why Animals Need Trainers Who Adhere to the Least Intrusive Principle: Improving Animal Welfare and Honing Trainers' Skills

Dr. Susan Friedman, Professor Emeritus, Department of Psychology, Utah State University and Founder, Behavior Works, is an invited speaker to our 9th Annual ETHICS in Professional Practice Conference on Friday, August 6.

Abstract: Negative reinforcement is a bit like a train wreck: You know you should maintain speed and drive past it but you just can't help slowing down to satisfy your curiosity. Recent interest in basic research on negative reinforcement sets the occasion to check our understanding of why animals need trainers who support the least intrusive principle for selecting behavior-change procedures. This principle doesn't preclude the use of negative

reinforcement per se; rather, it limits the use of negative reinforcement when it isn't necessary, i.e., when positive reinforcement-based procedures may be equally efficient and effective. All professions have ethical guidelines — that part of applied practice that science doesn't (indeed can't) address. And many of them adhere to the least intrusive principle, e.g., special education, mental health, medicine and law. In this presentation, we will 1) examine the rationale for a hierarchy of behavior-change procedures according to the least intrusive principle, 2) consider its impact on both animal welfare and trainers' skills, and 3) address concerns with the adoption of this ethical guideline as it applies to the animal training profession.

[Read Dr. Friedman's companion article on her website behaviorworks.org.](http://behaviorworks.org)



Recommended Article

Death by Stop Sign - Why US traffic signs are killing thousands

by Trustee John Staddon, PhD

A recent article in The Economist reminds us that American traffic-control arrangements are among the worst in the world. The data are shocking and the reasons have been obvious for some time.

In 2013, France, Australia, Spain, Britain, and Germany suffered between 2.9 (Britain) and 5.4 (Australia) road fatalities per 100,000 inhabitants. The United States suffered 10.6 deaths per 100,000 inhabitants, a rate twice as high as the worst of these developed nations. But we drive more than the Brits, don't we? No matter. British fatalities per billion vehicle/kilometers over the same period are 3.6 vs. 7.1 for the U.S. Per capita or per mile driven, U.S. traffic death figures are the worst among developed countries.



[Read the full article online in Psychology Today.](#)

A note from John:

In 2008 I published in *The Atlantic* an article contrasting the scientifically sensible traffic control practices in the UK as compared to the US. I suggested that this difference might have something to do with the much higher traffic deaths-per-mile in the US vs. the UK.

The Atlantic article is here: <https://www.theatlantic.com/magazine/archive/2008/07/distracting-miss-daisy/306873/>

This piece, "Death by Stop Sign" is one of two follow-up articles. The other one is here: <https://www.psychologytoday.com/us/blog/adaptive-behavior/201607/speed-limits-safe-driving-or-driver-mis-education>

Traffic control practices should obviously be uniform across the US as they are in Britain. But, unfortunately, practices here are partly national and partly local which turns out to be confusing and dangerous.



John

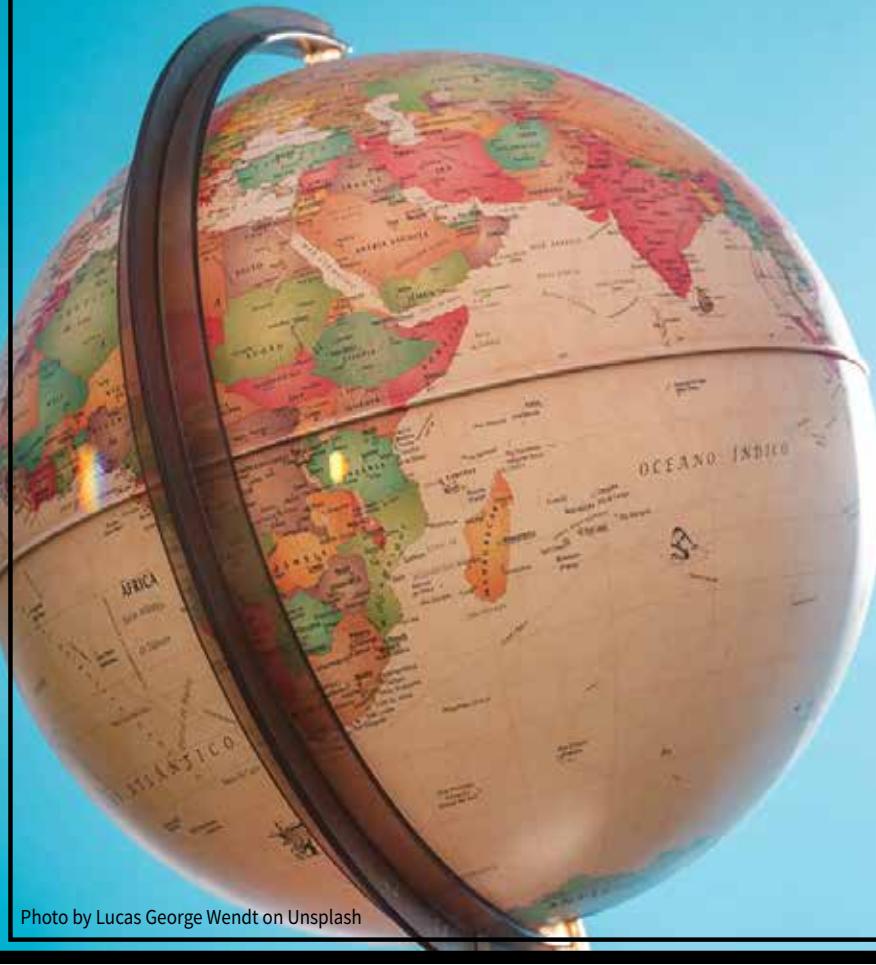
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Photo by Lucas George Wendt on Unsplash

Dr. Martha Pelaez Presents in June

Join our international community on Wednesday, June 30 (12 noon-2 pm Eastern)

Infant Social Learning: Behavior-Analytic Interventions

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During this 2-hour event Dr. Pelaez will: First, provide experimental illustrations of how operant conditioning methodologies and social reinforcement are essential to furthering our understanding of infant social learning phenomena; Second, offer procedures and interventions that have advanced our research with infants “at-risk” of autism and other developmental challenges; and Third, discuss alternative research tactics that can be quick and effective to applied behavior analysts conducting interventions with infants. It is the hope of the presenter that these procedures will be used more widely and more frequently in designing basic experimental research and in applied interventions.

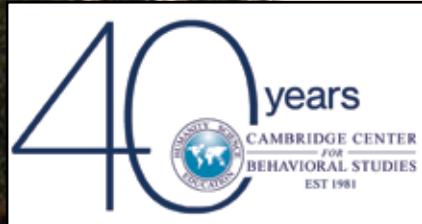
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2021 Annual Meeting of the Trustees

Saturday Morning, August 7



Endicott College Campus
Beverly, MA or
through webcast



Considering Covid restrictions and most of us being “Zoomed out” we have moved our 2021 Annual Meeting of the Trustees to Saturday, August 7, as a half-day, morning event, on the Endicott College campus in Beverly, Massachusetts.

Our meeting will follow our [9th Annual ETHICS in Professional Practice Conference on Friday, August 6.](#)

We are hoping that some of you may want to come to one or both events in person, but we will also offer webcasts.

If you are planning to attend in person, the Wylie Conference Center affiliated with Endicott College,

still has a few rooms available. <https://www.wyliecenter.com> We do not have a formal roomblock available given the uncertainty of future travel, but there are lots of choices in the Cape Ann region: <https://goo.gl/maps/kesdkcvsgQM7xSq7>

If you would, an early RSVP to Rebekah Pavlik for attendance in-person or via webcast would be appreciated for planning.

Please save-the-date! We will be sending more information & registration will open soon.

We look forward to your participation as a **Trustee, Advisor, Distinguished Scholar or Friend** of the Cambridge Center.

News from Our Strategic Partner

Save the Date!

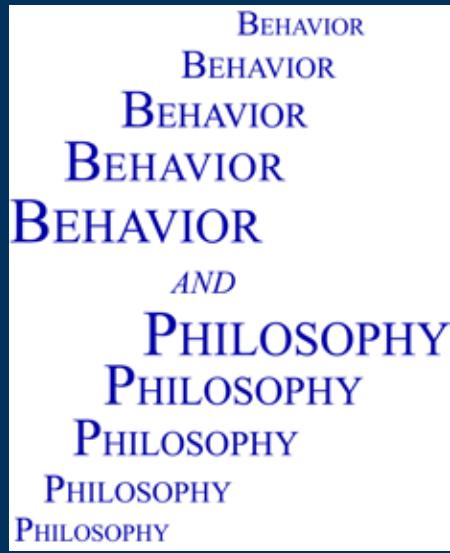
Charting in Autism

A Standard Celeration Society Event

Virtual Conference
July 23-24, 2021

Standard Celeration Society

ACCELERATING LEARNING & PERFORMANCE



In Volume 48

Behavior and Philosophy Volume 48 is Available

Editorial Excerpt: I had two main goals when I started the Ph.D. program in Experimental Psychology (Behavior Analysis) at the Institute of Psychology of University of São Paulo more than ten years ago: the first, obviously, was to complete the requirements to receive the Doctoral degree. The second was to explore the treasures hidden at the Institute's library. Among those were all the volumes of *Behavior and Philosophy* published to the date. For a researcher on theoretical issues in behavior analysis, that was the holy grail. Naturally, I started to make copies (we did not have digital subscriptions back then) and read everything, no matter the subject, from volume 1 to the last available there. I hoped someday to myself publish a paper in *Behavior and Philosophy*. A few years passed and I did publish in *Behavior and Philosophy*. **Mission accomplished.**

I'm sure there are others who share a similar history. This biographical reminiscence is to show how *Behavior and Philosophy* is important to me. So, it was a real honor to be considered for taking in the Editorship of the journal. A task I'm not taking lightly.

This is the first volume of *B&P* published during my editorship. However, Volume 48 is more properly described as a transitional volume because it contains two sections, one organized by the previous editor, J. E. Burgos, and one organized by me. ([Read full editorial on behavior.org](#))



Editor
Diego Zilio, PhD

Diego

Special Section – Comments on T.L. Smith's "Selection by Consequences in the Ontogeny of Behavior: The Problem of the First Instance" as published in *Behavior & Philosophy*, Volume 47

Drivers of Behavior: Comments on T. L. Smith's "Selection by Consequences in the Ontogeny of Behavior: The Problem of the First Instance" by [William M. Baum](#)

Natural Selection, Behavioral Conditioning, and the Problem of the First Instance: Comments on Terry Smith's Paper by [Elliott Sober](#)

Behavioral Causation, Continuity, and Novelty by [François Tonneau](#)

Improving on Skinner: An Evolutionary Theory of Behavior Dynamics and Its Neural Interpretation by [J. J McDowell and Steven Riley](#)

First Instances in Phylogenetic and Ontogenetic Selection as Captured by the Verbal Behavior of Scientists and Philosophers of Science by [W. David Stahlman and A. Charles Catania](#)

Replies to Comments on "Selection by Consequences in the Ontogeny of Behavior: The Problem of the First Instance" by [Terry L. Smith](#)

Special Section – On the Importance of Philosophy to Behavior Analysis

A Goldilocks Approach to the Philosophy-Science Relation by [José E. Burgos](#)

From "What is Philosophy" to "The Behavior of Philosophers" by [Bernard Guerin](#)

The Shadow of Metaphysics by [M. Jackson Marr](#)

On Usefulness of the Useless: Philosophy as the Consciousness of Scientific Knowledge by [Carolina Laurenti, Carlos Eduardo Lopes and José Antônio Damásio Abib](#)

[Read articles on behavior.org](#)



Introduction by
Dr. Rob Holdzabeck
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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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



Janet S. Twyman, PhD, BCBA, LBA

Founder
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Brian Conners, PhD, BCBA

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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



leadership & supervision

CONFERENCE

Friday, November 12, 2021



A one-day conference featuring leaders in the field of Applied Behavior Analysis, Organizational Behavior Management, and Autism, to discuss critical issues in supervision important to Behavior Analysts (BCBA-Ds, BCBAAs, BCaBAs & RBTs) and other professionals, such as psychologists, teachers, and special educators.

Invited Speakers



**RAYMOND G.
MILTENBERGER, PhD,
BCBA-D**

University of South Florida



LORI DIENER-LUDWIG, PhD
Performance Ally



TERRY MCSWEEN, PhD
DEKRA



**AMBER VALENTINO, PsyD,
BCBA-D**

Trumpet Behavioral Health



TIMOTHY LUDWIG, PhD
Appalachian State University
Safety-Doc.com

Panel



Claudia L. Dozier, PhD, BCBA-D

Pamela L. Neidert, PhD, BCBA-D

Jomella Watson-Thompson, PhD

University of Kansas



Department of Applied Behavioral Science

Introduction by



**Rob Holdsambeck, EdD,
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