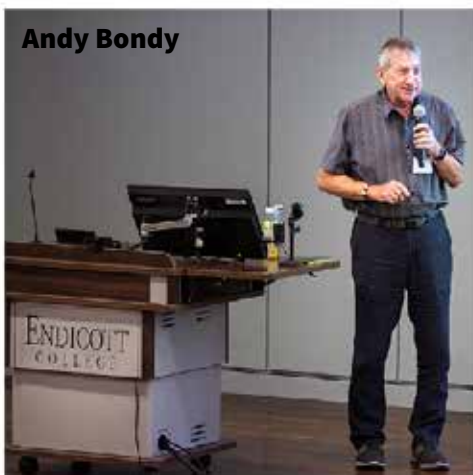


# CURRENT REPERTOIRE



**Andy Bondy**



**Our safely-spaced audience who joined a large group of online attendees**



**Kimberly Edwards**

**Adriana Rodriguez**

**9<sup>th</sup> Annual ETHICS Conference was a Success**



**Mary Jane Weiss**

## INSIDE THIS EDITION

Photos from ETHICS Conference	2	LEADERSHIP & SUPERVISION in Kansas & Online	8
Meet a New Trustee, Advisor & Distinguished Scholar	3	Behavioral Safety & The Center Timothy Ludwig, Board	10
CCBS Then and Now: A 40-Year Retrospective from Trustee Francis Mechner	4	Melmark Thank You	11
Thank You to Our Sponsors - Behavior Development Solutions & Butterfly Effects	5	Thank You to Sponsor Bierman ABA Autism Center	12
MEANINGFUL DIFFERENCES Contributed by Trustee Henry Schlinger	6	ABACLive Cambridge Center Series Presentations	13
		WAYS YOU CAN HELP	14

## OUR NEXT CONFERENCE

**Friday, November 12**

**3rd Behavioral Science: Applications in LEADERSHIP & SUPERVISION Conference on the campus of the University of Kansas or Virtually**



# Our 9th Annual ETHICS in Professional Practice Conference A Hybrid Success - Great to Meet In-Person Again!



**Lisa Tereshko**



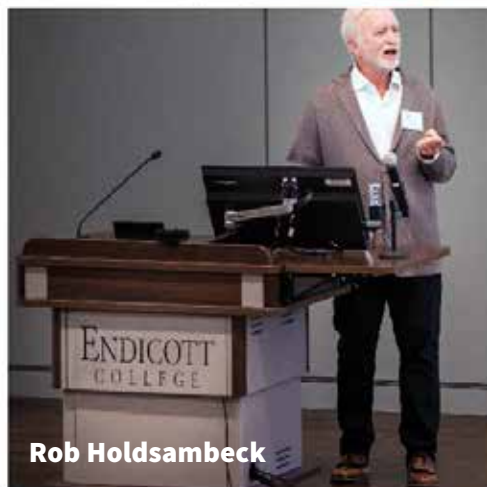
**Rob Holdsambeck & Sponsor**



**Thomas Zane**



**Anna Linnehan**



**Rob Holdsambeck**



**Brian Connors (Presenting Virtually)**



**Susan Friedman (Presenting Virtually)**



**Janet Twyman**



# Congratulations to New Trustees & Advisors Elected & to Incoming Distinguished Scholars Announced During our 2021 Annual Meeting of the Trustees

We had over 50 Trustees, Advisors. Distinguished Scholars & Supporters attending.

**Elected Trustees:** Tara Fahmie, PhD, BCBA-D; Eric V. Larsson, PhD, LP, BCBA-D; Kerri Milyko, PhD, BCBA-D, LBA (NV)

**Elected Advisors:** Nicole M. Davis, PhD, BCBA, LABA; Marcin Nazaruk, PhD; Catherine Williams, PhD, BCBA

**New Distinguished Scholars:** Nicole Kanaman, MA, BCBA Kristen Rolf, MEd and Ashley Romero, MA, BCBA

## *Watch for Future Introductions*



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

#### **Director of Clinical Programming, CentralReach**

Dr. Kerri Milyko joined CentralReach as the Director of Clinical Programming as of October, 2019. In this role, she and her team create a fully-digital, integrated, evidence-based curriculum to service the needs of neurodiverse learners, CR Elements. Prior to this role, she served as Director of Research and Development of The Learning Consultants, and Director of Development and Outreach of Agile Learning Solutions (formerly known as Precision Teaching Learning Center). Dr. Kerri is also adjunct faculty at the University of West Florida where she created and teaches their VCS, master's-level Instructional Design class.

Her primary behavior analytic focus is in measurement, instructional design, precision teaching, direct instruction, percentile schedules of reinforcement, compassionate-focused applied behavior analysis, behavioral education, and bettering products for clinicians.

Finally, Dr. Kerri volunteers on various boards. In 2019, she was elected to serve 3 years on the Board of Directors for the Standard Celeration Society where she currently resides as the Chairperson. In the same year, she was appointed by the governor of Nevada to serve on the first-ever Board of Applied Behavior Analysts to create ABA practice regulations for the state for licensure where she served as President for 2019. Personally, Kerri values quality time with her three children, her husband, and dear friends. She loves wine and butter, true crime podcasts, and a good sci-fi novel while tinkering in her backyard.

### **Advisor Nicole M. Davis, PhD, BCBA, LABA**

#### **Assistant Clinical Professor & Director of Supervision in the Applied Behavior Analysis Programs, Northeastern University**



Dr. Nicole Davis is an Assistant Clinical Professor and the Director of Supervision in the Applied Behavior Analysis Programs at Northeastern University in Boston, MA. She teaches in both the graduate ABA and school psychology programs, and has worked diligently to incorporate behavior analysis into her courses. Prior to her time at Northeastern University, Dr. Davis served as an adjunct professor at Simmons College where she taught a number of courses to graduate students, in addition to providing supervision. Although Dr. Davis originally started teaching in traditional on-campus classes, the majority of her recent teaching has been online. This has allowed Dr. Davis to explore methods for transitioning the core features of effective instruction to online teaching. Her recent interests also include an evaluation of evidenced-based instructional methods for online teaching, and the application of behavior analytic technologies into online instruction. Dr. Davis earned both her master's and doctoral degrees in Behavior Analysis at Simmons College. Although she is committed to promoting the application of behavior analysis in all areas of human and animal behavior, Dr. Davis has presented nationally and published on behavior analytic approaches to health-related behavior, avoidance, and learning in higher education.

### **Distinguished Scholar Nicole Kanaman, MA, BCBA**



I am a fifth-year doctoral student in the department of Applied Behavioral Sciences at the University of Kansas working under the supervision of Dr. Claudia Dozier. I received my bachelor's degree in applied behavior analysis from the University of North Texas and my master's degree in applied behavioral sciences from the University of Kansas. Broadly, my research interests include the assessment and treatment of problem behavior across the lifespan and staff training. Currently, I provide consultative behavioral services to adults with intellectual and development disabilities living in community-based residential placements and supervise undergraduate research and practicum students interested in working with adults with IDD. In my free time, I enjoy reading, biking, and camping.



by Dr. Francis Mechner, CCBS Trustee

as if we were being told: Look at your mission statement. It doesn't mention building libraries or museums. But it does mention the application of the science of behavior.

The flourishing of CCBS that followed has been likened to a phoenix arising from the ashes. Among the CCBS Trustees that led, and are continuing to lead, the organization on the path defined by its mission statement were the eminent applied behavioral scientists Hank Pennypacker and Rob Holdsameck. Progress along this new path was made possible by Trustee Ed Anderson's generous and indispensable financial contributions. At the same time, the progressive emergence of the internet and the world wide web was transforming the modes of interaction and

## CCBS Then and Now:

Celebrating a 40-year anniversary presents an opportunity to step way back and take the historic perspective. Looking back over CCBS's history reveals that the important things have stayed the same. Luminaries of behavioral science are continuing to join the board of trustees and advisory board on a regular basis. They still see CCBS as a beacon for their science's application. And they continue to add components to this beacon as it beams behavioral science at such challenges as autism, workplace safety, ethics, economics, education, terrorism, robotics, management, supervision, health, leadership, and other domains in which the behavioral sciences offer the keys.

All of this is evident today, but to someone who was there in the early 1980s, the contrast between CCBS's current culture and focus and that of 40 years ago is striking. In the early 80s, CCBS's focus was on physical facilities that would allow "Fellows and Resident Scholars" to spend time on CCBS premises for extended visits—a concept inspired by the respected Stanford University Center for Advanced Study in the Behavioral Sciences. "We feel that an advanced studies institute with the science of behavior as its entree is long overdue," wrote the original editors of the CCBS newsletter. In 1981, Fred Keller wrote, "Important documents and records can be housed, book collections can be started and made accessible to scholars, and historically significant apparatus can be stored. Study and lyceum space can be provided, together with facilities for experimental research." CCBS was collecting historically

## A 40-year Retrospective



LR: Fred Keller, Kurt Salzinger & BF Skinner

significant documents, records, and apparatus, and building an impressive 3,000-volume library that the resident scholars would presumably access. It even commissioned a bust of B.F. Skinner.

CCBS was first housed, proudly, in a "beautiful old mansion facing the historic Cambridge Common" that the Red Cross made available to it with the expectation that CCBS would launch a \$2 million fundraising campaign to renovate and enlarge it. Some questioned whether such a goal made sense, while others argued that it was necessary not just to provide a meeting place but also to continue to attract a distinguished Board of Trustees and Advisory Board.

The issue was clarified for us rather harshly in 1989 when the building burned down, along with most of CCBS's archives. It was



LR: Rob Holdsameck, Julie Vargas & Hank Pennypacker

communication among scientists in ways that continue to diminish the importance of physical facilities to this day.

In the 1980s, nuclear conflicts and the population explosion, and its inevitable consequences for world hunger and pollution, loomed large among our fears. Ah, the good old days, when the world was still comfortable ignoring the admonitions of scientists that there was an urgent need to halt the progression of

*continued*

global warming and climate change! And when sporadic incidents of neofascism could still be dismissed lightly as mere hangovers from a dark past!

Compared to those challenges, those we are facing today are far more ominous; a potentially irreversible destruction of planet Earth's environment; the worldwide spread of neo-fascism; the proliferation of potentially endemic pandemics; insurrectionist attacks on the American government from within; powerful new technologies that

spread myths with unprecedented velocity. And those are just the most widely recognized challenges. All five represent existential threats driven by human behavior.

CCBS is one the few organizations whose memberships are equipped by their orientations and competencies to address the behavioral and sociological aspects of these challenges. Let us hope that CCBS's next retrospective will report on some of its members' efforts to address them.

## Thank You to Sponsors of our 9th Annual Ethics in Professional Practice Conference



Since 1998 [Behavior Development Solutions \(BDS\)](#) has helped tens of thousands of 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.

**SUMMER SALE ALERT - NOW THRU LABOR DAY WEEKEND!** BDS also provides [40-Hour training and exam prep courses](#) for individuals seeking to become Registered Behavior Technicians, and for a **limited time, we are offering this course FOR FREE!**

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!](#)

The [Center for Behavior and Climate \(CBC\)](#) is a new division of Behavior Development Solutions and an outgrowth of our educational work. CBC's mission is to make a difference in climate change by educating climate professionals, college and high school students, and individual learners about climate science, climate solutions, and behavioral approaches to climate solutions. We develop online courses, webinars, and training workshops on behavior change and climate action, and on climate science and solutions. We help our clients and students master this complex educational material through proven effective and efficient educational strategies.



### Transforming lives through ABA Therapy

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ABA treatment in partnership with families affected by ASD to foster a more independent and joyous life. We have more than 100 BCBAs and 800 behavior technicians servicing families in 12 states throughout the country. These professionals are locally managed by a regional director and supported by our leadership team and administrative staff located at our corporate office in Deerfield Beach, FL.

Our leadership team has more than 75 years of combined experience serving families affected by autism and is led by Dr. Steve Woolf. A Licensed Applied Behavior Analyst (LABA) and Board-Certified Behavior Analyst-Doctoral (BCBA-D), Dr. Woolf has been working with individuals and families affected by Autism Spectrum Disorder (ASD) for more than 20 years. He was appointed to the Massachusetts State Licensure Board by Governor Charlie Baker, is the former president and founder of MassABA and a recipient of the 2018 MassABA Outstanding Contributions Award.



# Meaningful Differences

## Dr. Henry Schlinger shares his selection

Most people who know me might predict that I would select an article or book by Skinner or some other behavior-analytic theoretician for the Meaningful Differences section, especially given my own theoretical musings and leanings. There are, of course, many from which I could pick. So, you might be surprised at my selection. Before I tell you what it is, however, let me first provide a little backstory.

I have for some time been thinking about how, in the early days of our field, before the term Applied Behavior Analysis (ABA) was coined and the term Behavior Modification was more commonly used, behavior analysts applied their science to a wide range of practical problems. Such problems included the behavior of people diagnosed with mental illness, dementia, chronic pain disorders, mutism, neuroses, and deviant adult behaviors. Autism was only one of many problems that were tackled.

Then, one day, recently when I was searching for something related to the early days of behavior modification, I stumbled upon an unpublished master's thesis from the early 1970s by a student at the University of the Pacific. In his thesis, he referenced a chapter titled "*Learning, behavior, and rehabilitation*" by my doctoral advisor and mentor, Jack Michael, and his colleague at the University of Houston at the time, Lee Meyerson (Meyerson, et al. 1960). In that chapter, Meyerson and colleagues introduced a distinction between habilitation, dishabilitation, and rehabilitation. Habilitation is the term for the original learning of some behavior; dishabilitation is literally learning to be disabled; and rehabilitation is learning to be better able.

Now, I certainly knew that many so-called disabled behaviors were a function more or less of operant contingencies. But the distinction by Meyerson and colleagues, as well as other writings by these authors at the time (e.g., Meyerson, Kerr, & Michael, 1967; Michael, 1970), clarified for me the relationship between the three concepts. More specifically, they forced me to rethink the important role of reinforcement in the acquisition and maintenance of many behaviors said to reflect a wide range of disabilities, and to reacquaint myself with how some behavioral psychologists in the 1960s and 1970s showed the power of operant learning in changing these behaviors and improving the lives of individuals once thought to have intractable disabilities. In many instances, I thought, they had performed miraculous feats.

When I was invited to present at the 101st annual meeting of the Western Psychological Association this past April, I took that opportunity to present about these miracles, and, following from the Meyerson and Michael chapters, I titled my talk "Habilitation, Dishabilitation, and Rehabilitation: Implications for Learning Disabilities." In my presentation, I summarized the work of Meyerson, Michael and colleagues, and others, and extended the concepts of habilitation, dishabilitation, and rehabilitation to the problem of what are called learning disabilities, in particular, to dyslexia.

With that as the backstory, one of the books that made a meaningful difference, not for me as much as for many behavior analysts in the late 1960s and 1970s, was *Case Studies in Behavior Modification* edited by Ullmann and Krasner (1965). The reason is that Ullman and Krasner selected 50 articles showing the power of operant principles to address behaviors related to a wide range of so-called disabilities, such as schizophrenia, autism, anorexia, hysterical blindness, phobias, sexual fetishes, stuttering, tics, tantrums, social isolation, hyperactivity, mutism, and others. The book also contained several classic papers, including the two earliest studies demonstrating the power of operant principles, Fuller's (1949) "Operant Conditioning of a Vegetative Human Organism" and Ayllon and Michael's (1959) "The Psychiatric Nurse as a Behavioral Engineer."

In short, by compiling a set of articles that showed the power of using operant principles to tackle a wide range of disabled behaviors, Ullmann and Krasner, as well as other books, such as, Ulrich, Stachnik, and Mabry's *Control of Human Behavior* series from 1966 to 1974 (e.g., Ulrich Stachnik, & Mabry, 1966), confirmed early on Skinner's and others' optimism that operant principles could be used to change almost any behavior, no matter its origin. Moreover, some of the studies represented in these books confirmed that operant principles were responsible for many of the "disabled" behaviors in the first place—dishabilitation.

Another reason I am selecting the Ullmann and Krasner book is that I hope ABA practitioners will revisit it and other writings of the time and realize the almost infinite



by Trustee  
Hank Schlinger, PhD

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"Meaningful Differences" is a new, recurring newsletter section where CCBS Directors and Trustees recommend an article, chapter, or book that had a meaningful impact on them. And now, hopefully an impact on you. Thanks Directors Andy Bondy and Janet Twyman for the idea. If you have a recommendation for "Meaningful Differences," [contact the Center.](#)

possibilities of applying their craft to behaviors other than those of people diagnosed with autism. I can think of no better way to help a much broader range of individuals and to increase the visibility of our science.

### Postscript

Notice that I said that the Ullmann and Krasner book was not a major influence in my life at the time it was published, which was several years before I would be introduced to behavior analysis. So, let me briefly tell you about a book that did have a major influence on my life at the time, as well as on the lives of many other budding behavior analysts: *Elementary Principles of Behavior* by Whaley and Malott (1970). This book, first published only five years after the Ullmann and Krasner book, was the first real textbook in ABA. Whaley and Malott's book presented many of the studies included in the Ullmann and Krasner book, but in the context of an easy-to-read and entertaining textbook that introduced the concepts and principles of ABA.

I was introduced to this book a few years after it was published by none other than Don Whaley himself in a class I took with him one summer as an undergraduate student at what is now the University of North Texas. It is no exaggeration to say that Whaley, both in person and in the book (with Malott), was responsible for my entry into the field. And even though it may seem dated, I would still recommend this book for a basic class for RBTs, BCaBAs, or even BCBAAs.

I think we need updated versions of books such as these. It would be nice to see an edited book that compiles some more recent studies that have demonstrated the power of operant learning across a wide range of both typical and atypical behaviors. There is nothing like reading about examples of how seemingly intractable behaviors can be changed with behavioral principles to reach a new generation of potential behavior analysts.

### References

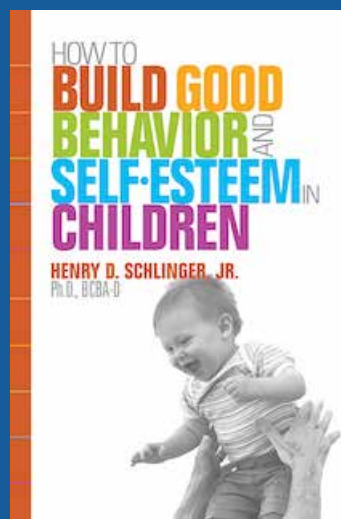
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Do you find it challenging to get your child to do what you ask? Does your child cry, whine, argue, or throw tantrums? Are you curious about what you can teach your infant? Are you looking for things you can do to build new behaviors or improve existing behaviors that can make you and your child happier?

Take control of your own actions and those of your children with *How to Build Good Behavior and Self-Esteem in Children*, written by international scholar and professor of psychology and behavior analysis Dr. Henry Schlinger.

This practical guidebook — perfect for parents, caregivers, and practitioners — will teach you how to solve any behavior problem with principles based on behavior science. Specifically, it will help you learn more positive ways to engage with your child by rewarding the right behaviors and, in the process, building self-esteem.

Written in an interactive style, the book includes fill-in-the-blanks and questions in each chapter to ensure you understand and remember the key concepts. Step-by-step instructions for your own behavior change projects help you put your new knowledge to work.



3rd ANNUAL BEHAVIORAL SCIENCE: APPLICATIONS in

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## Invited Speakers\*



**Raymond G. Miltenberger, PhD, BCBA-D**  
University of South Florida



**Lori Diener-Ludwig, PhD**  
Performance Ally



**Terry McSween, PhD**  
Quality Safety Edge



**Amber L. Valentino, PsyD, BCBA-D**  
Trumpet Behavioral Health



**Timothy Ludwig, PhD**  
Appalachian State University  
[Safety-Doc.com](http://Safety-Doc.com)

## Panel



**MODERATOR: Thomas Zane, PhD, BCBA-D**  
Professor of Practice and Director of Online Programs  
**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, LCP, BCBA-D**  
Cambridge Center for Behavioral Studies  
Holdsambeck Behavioral Health

\* Substitutions may be made to the program



# Dr. Amber Valentino Presents "On Being a Banded Mongoose: Elevating supervisory practices for the next generation of behavior analysts"

**LEADERSHIP & SUPERVISION Conference - FRIDAY, NOVEMBER 12**

Amber Valentino, PsyD, BCBA-D, Chief Clinical Officer, Trumpet Behavioral Health is an invited speaker to our [3rd Annual Behavioral Science: Applications in Leadership & Supervision Conference](#)

[Friday, November 12, 2021](#)

**Abstract:** The way in which supervision is delivered and experienced in our profession can influence the quality of services behavior analysts provide, funding, and the impression of our sciences to the general public. This influence is particularly evident for the supervisory experience that occurs prior to an individual becoming professionally certified, though it is relevant for any supervisory relationship. The supervision

experience should be considered one that is far-reaching—above and beyond simply meeting a necessary requirement. Behavior analysts should honor the gravity of the role of a supervisor and take direct responsibility for ensuring supervision is of the highest quality. In the past 7-8 years, we have made great strides in defining and further conceptualizing the role of a supervisor. However, especially when compared to other professions, our literature base on supervision is still quite new and our ideas still evolving. In this presentation, I will review pertinent literature on behavior analytic supervision and its implications. Then, I will provide recommended supervision practices to help elevate your supervision to the next level.



Amber L. Valentino, PsyD, BCBA-D

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**Autism & Related Disorders:  
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# Message from our Board: Dr. Timothy Ludwig

## Behavioral Safety & the Center



The Bureau of Labor Statistics (2020ab) reported 5,333 work-related deaths and 888,220 lost-time injuries in 2019 in the United States. Pain and disability caused by injury cause substantial limitations in life activities such as exercise, household chores, and family interactions (Dembe, 2001; Strunin & Boden, 2004). In an estimated 40% of cases, a family member had to reduce time committed to family, work, and/or schooling activities to replace an injured worker's limitations (Hensler et al., 1991). Personal lifetime costs (after insurance and compensation) for a person suffering a workplace injury averages \$10,000 up to \$30,000 when the injury causes a disability (Marquis & Manning, 1999) in addition to lost earnings ranging between \$42,100 and \$68,100 (Reville et al., 2001).

The mission of the Cambridge Center for Behavioral Studies (CCBS) is to "advance the scientific study of behavior and its humane application to the solution of practical problems, including the prevention and relief of human suffering (behavior.org)". Since the CCBS' inception, this venerable mission has generated and documented many behavior analytic humanitarian solutions in human services, education, rehabilitation, health (Covid prevention), and our communities. The application of behavior analysis for the reduction of occupational injuries (a.k.a., Behavioral Safety) has had a special place in CCBS'

outreach programs documenting empirical success as well as revenue for the center.

The dissemination of Behavioral Safety beyond behavior analytic journals (e.g., *Journal of Organizational Behavior Management*) began in earnest through the work of the CCBS and trustee Dr. Terry McSween who saw a market and need to present our science and practice to safety professionals. Since the original partnership with the CCBS, Behavioral Safety Now has taught the scientific and practical tenets of Behavioral Safety to over 7000 safety professionals during its 25-year history promoting the careers of numerous behavior analysts in the process. Further, Behavioral Safety Now (BSN) has generated in excess of \$700,000 for the CCBS. BSN is growing in partnership with the Dekra, a large international safety non-profit, whose Safety In Action conference will host CCBS going forward.

Since 2005, the CCBS also began formally recognizing companies whose successful application of Behavioral Safety resulted in substantial injury reduction. Founded by Bill Hopkins and Dwight Harshbarger, the Commission on Behavioral Safety Accreditation reviews applicant programs and disseminates their best practices and other scientific findings as free open source content to the rest of the safety profession. The Commission is run by dedicated CCBS Trustees who conduct extensive investigations during site visits to write program descriptions and reviews based on Behavioral Safety Standards predicated on the best practices of our science in industry. Findings are presented at Behavioral Safety Now and are freely available on behavior.org. These activities have made the CCBS a trusted source of scientifically-based information in behavioral safety and has generated \$300,000 in revenue for the Center.

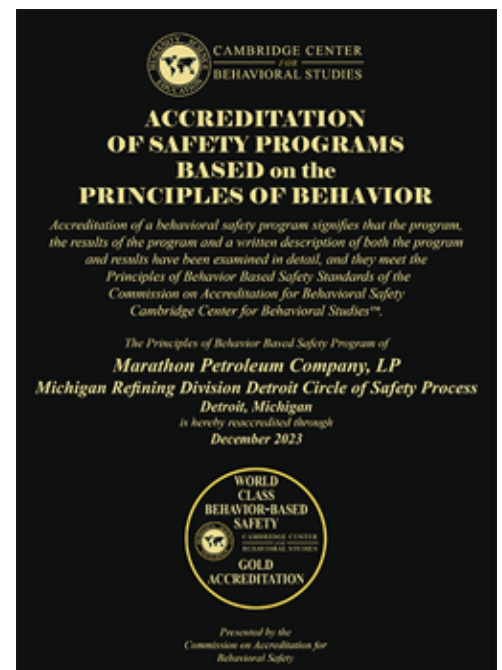
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Tim

Timothy Ludwig, PhD  
Professor, Department of Psychology  
Appalachian State University



Our latest Accreditation awarded to Marathon Petroleum Company, Michigan Refining Division Detroit - Circle of Safety Process - [Program Description & Review available on behavior.org](#)

# Melmark was proud to sponsor the 9th Annual Ethics in Professional Practice Conference

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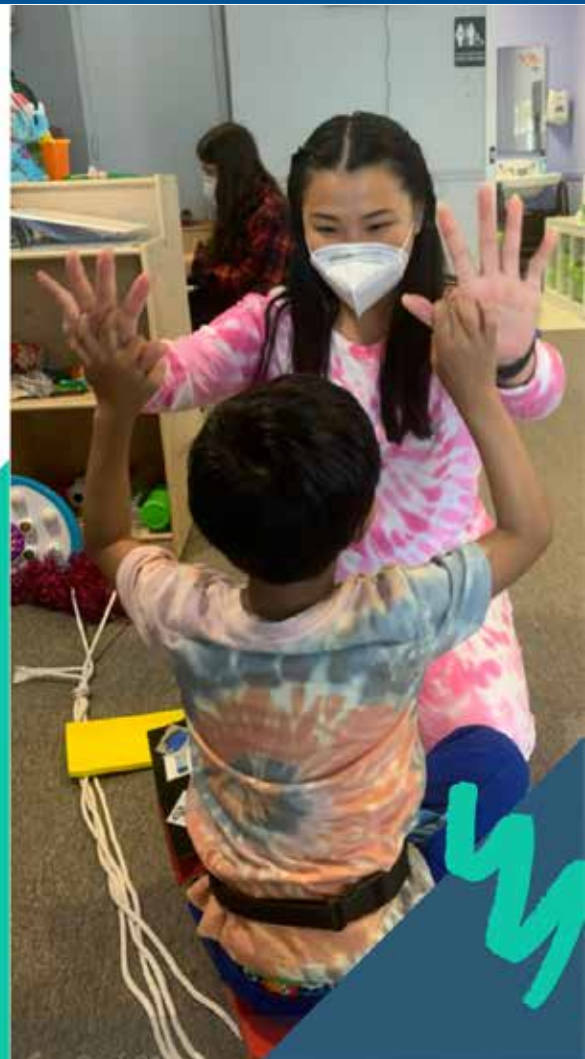
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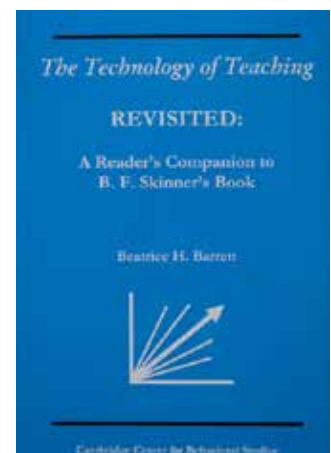
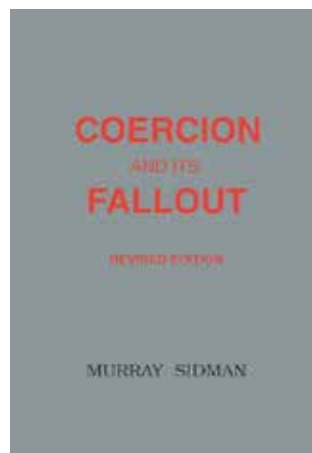
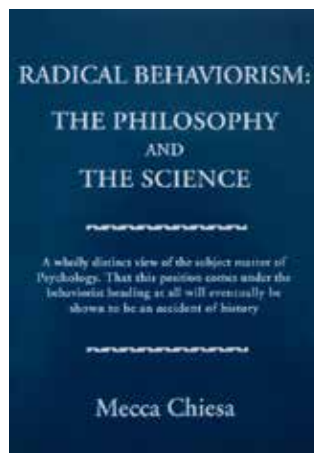
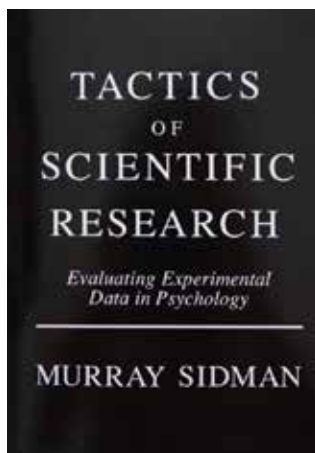
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## Filling in Current and Future Gaps in Behavioral Cusps



Introduced by Rosales-Ruiz and Baer (1997), behavioral cusps are new behaviors that put an individual in contact with novel contingencies, consequences, communities, etc., facilitating socially significant behavior change. Descriptive use of the behavioral concept has increased over time, with less functional experimental exploration. In this session, presenters will review the current literature and thinking on behavioral cusps, discuss applications and extensions of the cusp to different areas of behavior analysis, and situate the concept of the cusp in relation to a wider theory of behavioral development.

Ron Allen, PhD, BCBA-D, LABA Presents a **FREE** Webinar in October

Thursday, October 14 (5:00 pm-8:00 pm Eastern/NY)

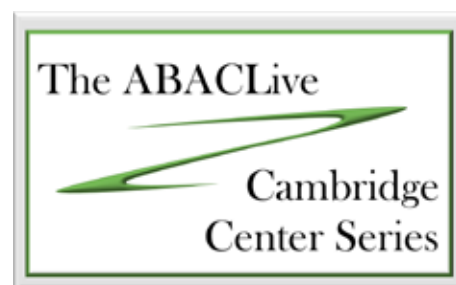
## Adjunctive Behavior and the Dynamics of Excess



During intermittent reinforcement schedules maintaining a specified response, other behaviors neither shaped by nor directly maintained by the scheduled reinforcers emerge. These behaviors have been termed schedule-induced, interim, or adjunctive (e.g., Falk, 1971; Staddon, 1977) and include activities such as aggression, polydipsia, escape, and others. Adjunctive behaviors are typically restricted to the immediate post-reinforcement period, are sensitive to the deprivation conditions related to the reinforcer for the specific response, are a function of the reinforcer rate (or inter-reinforcement interval) for the specific response, and are excessive in nature. Finally, adjunctive phenomena show broad generality occurring across a variety of species (including humans) and a variety of intermittent schedule contexts. The current presentation will detail major findings from the research on adjunctive behavior (from 1961 to the present), as well as compare the major theoretical conceptualizations regarding their etiology and function. Additionally, arguments will be made against rate of response as a measurement strategy for adjunctive behavior. Finally, it will be argued that the induction process has important implications for assessing and managing challenging behavior in humans and that the conceptual focus for the study of the induction process should be modulation of motivation rather than the particular typographies of behaviors we observe.

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