

CURRENT REPERTOIRE



**Join us in Kansas on Friday, November 12
- or virtually!**

Behavioral Science: Applications in LEADERSHIP & SUPERVISION Conference



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OUR NEXT CONFERENCE

Friday, November 12

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



3rd ANNUAL BEHAVIORAL SCIENCE: APPLICATIONS in

leadership & supervision

CONFERENCE

Friday, November 12, 2021

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Presented by



in cooperation with



A one-day HYBRID in-person & online 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, BCBAs, BCaBAs & RBTs) and other professionals, such as psychologists, teachers, and special educators.

Invited Speakers*



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



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



Lori Diener-Ludwig, PhD
Performance Ally



Timothy Ludwig, PhD
Appalachian State University
Safety-Doc.com



Terry McSween, PhD
Quality Safety Edge

Panel



Introduction by



**Rob Holdsambeck, EdD, LCP,
BCBA-D**
Cambridge Center for Behavioral Studies
Holdsambeck Behavioral Health

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

* Substitutions may be made to the program

ABSTRACTS 3rd Annual Behavioral Science: Applications in LEADERSHIP & SUPERVISION Conference

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Raymond G. Miltenberger, PhD, BCBA-D

Professor, Department of Child and Family Studies and Director, ABA Program, University of South Florida

The Limits of Staff Management: What Happens When You're Not There?

Abstract: This presentation will discuss the issue of reactivity in staff management research. The potential problem is that the effects of staff management interventions are evaluated when a researcher is present to collect data, thus risking reactivity to observation as a potential confounding variable in much of the research. The talk describes the issue of reactivity and the need for better assessment of staff performance

that does not pose the risk of reactivity. The presentation discusses research on reactivity in staff management that illustrates the problem, discusses potential solutions to the problem, and calls for more research to address the problem.

Lori Diener-Ludwig, PhD

Chief Human Performance Engineer
Performance Ally

Shaping Vital Behaviors of Leaders to Achieve Organizational Results

Abstract: The consistent, collective actions of leaders can significantly impact an organization's results. In a meta-analysis of

multiple organizations conducted by Dr. Laura Methot and her colleagues, results showed that behavioral variability in core leadership behaviors accounted for more than half of the variance in employee behaviors. Specifically, when 85% or more of leaders build fluency in performance-focused behaviors, up to a 52% increase in employee behavioral momentum can be realized (a measure of the rate of behavior change over time). The collective

momentum of leadership and employee behavior change can generate superior results at the organizational level. Sustaining these results requires consistent performance coaching by leaders and alignment across leaders in the organization. This presentation will share some techniques to shape collective vital behaviors of leaders to create and sustain behavioral momentum and discuss future research opportunities.

Terry McSween, PhD

President & CEO, Quality Safety Edge

Visible Leadership – What Do We Do

Abstract: Dr. McSween will review studies on safety and leadership and their implications for the practice of leadership. Several studies show the importance of the front-line supervisors and their relationship with their direct reports.

The context of this relationship is predictive of both employee retention, safety, as well as other performance metrics. Systems often impose administrative requirements that keep supervisors in their offices and prevent them from spending time in work areas. Several studies show that effective leaders are the ones that spend the most time with their direct reports. Bullying, criticizing, and nagging are common practices that damage relationship (often related to the emotional byproducts

of negative reinforcement and punishment inherent in these practices). Positive feedback is often viewed as the solution but can be ineffective in the context of a damaged relationship. The solution is found in the kind of questions that get asked and the listening that occurs, often prior to discussions of expectations or feedback. These practices are often more effective reinforcement than many of the simple positive feedback models taught by some practitioners.

Amber L. Valentino

Chief Clinical Officer
Trumpet Behavioral Health

On Being a Banded Mongoose: Elevating Supervisory Practices for the Next Generation of Behavior Analysts

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.

Timothy Ludwig, PhD

Appalachian State University & Safety-Doc.com

Dysfunctional Practices that Kill Your Work Culture (and What to do About Them)

Abstract: Our tendency is to blame workers for errors and label their personal failings as the cause of the error. Labeling does not solve

problems that cause error and, frankly, it may all be an illusion of human perception leading us to false conclusions. Our human tendencies result in interactions that hurt the culture among our workers and the effectiveness of the systems we put in place to support them. These tendencies build dysfunctional management practices that create fear associated with your workplace programs. I want to teach you a better way to analyze the behaviors of your employees to understand why they were put in a position to engage in the behaviors related

to errors in the first place. Your system may be perfectly designed to promote risks and create error traps. We will build alternatives to labeling with dispassionate and actionable analyses to help build systems that help workers discriminate the best behaviors for the situation. By analyzing the context of behavior we can discover ways to change your system to optimize behavior related to employee performance.



by Dr. Jeffrey Kupfer, CCBS Trustee

Cambridge Center:

Necessary then, Necessary now

The Cambridge Center marks its 40th anniversary and I am honored to have this chance to write a few words about our past and current impact on behavior analysis. A contextual backdrop of 1981 is in order. For those of us who remember: Reagan became president, Lady Diana married Prince Charles, American Airline rolled out a token system known as Frequent Flyers, MTV debuted, the first space shuttle was launched, and Sandra Day O'Connor became the first female justice of the Supreme Court (with a confirmation vote of 99-0). However, much was still wrong with our world—our understanding of culture was lacking, international tensions peaked with the Iran hostage crisis, and a new epidemic called AIDS was first reported in San Francisco. Around this time, Skinner asked:

Why we are not acting to save the world?

I first heard about the Cambridge Center in 1982 and I jumped in. The Center's potential for advancing behavior analysis and solving real problems we faced seemed a logical investment of time and money, if not obligatory. In hindsight, here are some of the reasons which stirred me to action. The mission statement is a good place to start:

...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.

Here are a few others:

- The Center's participants were many from the field of experimental and applied behavior analysis
- Everyone was excited to participate in the Center's growth— Student volunteers, Trustees, Senior Advisors and Fellows. I served as the first editor of Current

Repertoire and my first task was to ask Fred Keller to write a piece for the newsletter, which he was delighted to provide to us.

- Welcomed participation from beyond the ABA community
- The Center promoted behavior analysis through the acquisition of journals (*Behaviorism & Behavior Analysis for Social Action*).
- Gifts to the Center. We acquired items of historical interest (teaching machines) computer equipment (Radio Shack TRS-80s), used journals and books, and, eventually, shared space in a free-standing building in the center of Harvard Square
- Annual meeting generated conversations which led to action. Murray Sidman's discussions about aversive control eventually led to *Coercion and its Fallout*. Tony Nevin wrote articles on the perils of nuclear war.

Forty years later, there are still reasons to be excited. Returning to the mission statement, the Center is still actively involved in advancing behavior through seminars, conferences, and partnerships with other businesses and universities. Behavioral Safety Now (BSN), now a part of DEKRA's Safety in Action Conference, addresses prevention and, ultimately, relief of human suffering. Behavior analysis, in general, is more widely known and accepted today than 40 years ago. The Center is still going strong.

We are, however, far from the mark on understanding and influencing our cultural practices in meaningful ways. One could argue that things are far worse now. A contorted form of autonomy has prolonged the COVID pandemic, escalated gun sales, and fueled political rhetoric to new levels.

What are we to do about it?

One suggestion is to put these problems back on our radar and start generating discussion. The decade of the 1980s produced many articles related to cultural analysis and expanding the scope of Radical Behaviorism to address social issues, in addition to the analysis of private events. More specifically, Malagodi and Jackson (1989) proposed: (1) expanding our worldview; (2) build a cohesive cultural analytic framework; and (3) expanding our attention to other social sciences. The authors pose the questions: "How far out from the individual's immediate array of contingencies must we behavior analysts go as we move from troubles (local contingencies of the immediate social setting) to issues (public contingencies that go beyond local environments), from behavioral to cultural analysis?" The Center might examine our own immediate array of contingencies which direct our current actions.

Another suggestion is to change how we talk about our science—we have stories to tell. Are we



Jeff & Nicole Kupfer pitching the idea of the Four Corners Association for Behavior Analysis to Murray & Rita Sidman during our 2006 Annual Meeting of the Trustees, Amelia Island, Florida

continued

communicating effectively? Hineline (2018) wrote about the narrative of behavior analysis and how we should consider the way we communicate our findings and the implications.

I believe the Center maintains a valuable role in the scientific community. We still have the capability to bring together the best from our field to discuss social issues and disseminate our information. We have certainly changed our narrative with the publication of *Behavior Science: Tales of Inspiration, Discovery, and Service* (Holdsambeck and Pennypacker, 2007).

I am still confident in the Center achieving small successes wherever it can. Skinner never dismissed the utility of a piecemeal approach to solving social problems. Keller similarly suggested “nibbling away” at the problem.

The Center is still vital today, more than ever.

Malagodi, E.F., & Jackson, K (1989). Behavior Analysts and Cultural Analysis: Trouble and Issues, *The Behavior Analyst*, 12, 17-33.

Hineline, P.N. (2018). Narrative: Why It's Important, and How It Works. *Perspectives On Behavior Science*, 41, 471-501.

Continuing the Tradition... Congratulations to New Trustees & Advisors Elected & to Incoming Distinguished Scholars (Watch for Introductions of Our Next Three in the Next Issue)

Trustee Tara Fahmie, PhD, BCBA-D

Associate Professor & Associate Director, Severe Behavior Program, University of Nebraska Medical Center's Munroe-Meyer Institute



Dr. Tara Fahmie, BCBA-D is an Associate Professor and Associate Director of the Severe Behavior Program at the University of Nebraska Medical Center's Munroe-Meyer Institute. Dr. Fahmie received her bachelor's degree in Psychology from the University of Florida in 2005. She received her Master's degree in Applied Behavioral Sciences from the University of Kansas under the mentorship of Dr. Gregory Hanley in 2007. She received her PhD from the University of Florida in Behavior Analysis under the mentorship of Dr. Brian Iwata in 2012. Between 2012 and 2020, Dr. Fahmie was a faculty member of the Psychology Department at California State University, Northridge. In 2021, Dr. Fahmie joined the Severe Behavior Program at the Munroe-Meyer Institute as an Associate Director. The Severe Behavior Program clinics provide assessment and treatment services to children with severe problem behaviors. The aim of services is to provide evidence-based behavioral assessment, intervention, and training to individuals and their caregivers, focusing on decreasing problematic and maladaptive behaviors and teaching functional, alternative behaviors using the principles of Applied Behavior Analysis.

Dr. Fahmie specializes in the assessment and treatment of problem behavior and has experience providing these behavioral services in various settings (homes, schools, residential programs, clinics). At California State University, Northridge, Dr. Fahmie directed the Functional Assessment and Healthy Behavior (FAHB) clinic and research lab, which provided low- or no-cost access to assessment and treatment services in an outpatient university setting and in collaboration with local schools and autism agencies. In addition, Dr. Fahmie regularly consults with service providers in her local community and internationally to assist in the development and implementation of evidence-based, best practice strategies for the assessment and treatment of problem behavior. Dr. Fahmie focuses on training and consultation models that are culturally informed and sustainable. Dr. Fahmie also investigates assessment and intervention strategies that will prevent minor forms of problem behavior from escalating in severity.

Dr. Fahmie thoroughly enjoys mentoring students and professionals from various backgrounds and strives to provide an inclusive training environment that embraces diverse perspectives.

Advisor Catherine Williams, PhD, BCBA, Postdoctoral Fellow, Marcus Autism Center, Emory University



Catherine Williams received her PhD in psychology with a focus on behavior analysis in August of 2021. CONGRATULATIONS! As of July 2021, she will be a postdoctoral fellow in clinical and translational research at the Marcus Autism Center/Emory University. She is a board-certified behavior analyst who has experience providing behavior-analytic services in public schools for students who engage in problem behavior. During her doctoral studies, she conducted research with human and non-humans on identifying ways to design instruction that results in effective generalization and discrimination of responses. She plans to continue research related to education and to facilitate system-level changes that incorporate behavior-analytic strategies into widespread educational practices.

Distinguished Scholar Kristen Rolf, MEd, Utah State University



Kristen Rolf is in her final year of the Special Education PhD program at Utah State University under the supervision of Tim Slocum and Kaitlin Bundock. She earned her teacher certification and M.Ed. from the University of Washington Tacoma. She taught for five years in K-8 general and special education classrooms and served three years as an instructional coach. As an instructional coach, she was responsible for supervising dual-certification pre-service teachers from the University of Washington Tacoma and training pre- and in-service teachers and paraeducators in the implementation of Direct Instruction programs. Since coming to Utah State, she has researched the selection and implementation of empirically-supported instructional programs in schools. Currently, she is leading a cross-disciplinary team in the development of an explicit, systematic mathematics vocabulary intervention. She plans to study the efficacy of the intervention for her dissertation. Kristen has co-authored multiple articles and conference presentations on Direct Instruction and implementation in the context of education since becoming a doctoral student. She is also a co-author of *Direct Instruction Mathematics - 5th ed.*

Special ABAI Journal Sections

Perspectives on Behavior Science

SPECIAL SECTION ON DIRECT INSTRUCTION

Whatever the Kid Does Is the Truth: Introduction to the Special Section on Direct Instruction

William L. Heward & Janet S. Twyman

Science in the Service of Humanity: The Astonishing Contributions of Siegfried Engelmann

Shepard Barbash

Building a More Effective, Equitable, and Compassionate Educational System: The Role of Direct Instruction

Jean Stockard

Faultless Communication: The Heart and Soul of DI

Janet S. Twyman

The Evidence is in the Design

Janet S. Twyman

Just How Effective is Direct Instruction?

Lee Mason & Maria Otero

A Systematic Review and Quality Appraisal of Applications of Direct Instruction with Children with Autism Spectrum Disorder

Sarah E. Frampton, Greg T. Mun, Laura A. Shillingsburg, M. Alice Shillingsburg

Measuring Explicit Instruction Using Classroom Observations of Student-Teacher Interactions (COSTI)

Barbara Gunn, Keith Smolkowski, Lisa A. Strycker, Caroline Dennis

Ode to Zig (and the Bard): In Support of an Incomplete Logical-Empirical Model of Direct Instruction

Edward J. Kame'enui

Dissemination of Direct Instruction: Ponder These while Pursuing That

Patrick Friman

Behavioral Economic Approaches to Childhood Obesity Prevention Nutrition Policies: A Social Ecological Perspective

Molly Cory, Bernardo Loiacono, Margaret Clark Withington, Annie Herman, Anjana Jagpal & Joanna Buscemi

Applying Mixed-Effects Modeling to Behavioral Economic Demand: An Introduction

Brent A. Kaplan, Christopher T. Franck, Kevin McKee, Shawn P. Gilroy & Mikhail N. Koffarnus

What Can We Learn by Treating Perspective Taking as Problem Solving?

Tokiko Taylor & Timothy L. Edwards

How to Be RAD: Repeated Acquisition Design Features that Enhance Internal and External Validity

Megan S. Kirby, Trina D. Spencer, John Ferron

Relations between Description and Experimentation in the Metacontingency Enterprise: An Interbehavioral Analysis

Will Fleming & Linda J. Hayes

C-3s and Model Ts: The Machines behind Two Lovely Farewells

Kennon A. Lattal

On Response Strength and the Concept of Response Classes

David C. Palmer

Correction to: Dissemination of Direct Instruction: Ponder These while Pursuing That

Patrick C. Friman



Congratulations to our **Trustees** who contributed to this special section. Springer Nature will make articles in this special section OPEN ACCESS as of October 1, for 8 weeks! Check out this issue at <https://link.springer.com/journal/40614/volumes-and-issues/44-2>

The Evidence is in the Design

ABSTRACT: To better understand the effectiveness of Direct Instruction (DI), the empirical bases related to DI's instructional design components (explicit teaching, judicious selection and sequencing of examples) and principles (identifying big ideas, teaching generalizable strategies, providing mediated instruction, integrating skills and concepts, priming background knowledge, and providing ample review) are analyzed. Attention is given to the converging evidence supporting the design characteristics of DI, which has broad applicability across different disciplines, teaching methodologies, and perspectives.

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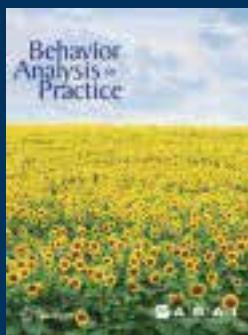
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Janet S. Twyman, PhD

***Behavior Analysis in Practice* SPECIAL SECTIONS**

PRECISION TEACHING: Discoveries & Applications



Introduction to the Special Section: Precision Teaching: Discoveries and Applications

Andrew J. Bulla, Abigail Calkin & Mary Sawyer

The Precision Teaching System: A Synthesized Definition, Concept Analysis, and Process

Amy L. Evans, Andrew J. Bulla & Andrew R. Kieta

Precision Teaching and Behavior Dynamics

Richard M. Kubina, Jr.

K-Schedules Meet Precision Measurement: A Protocol for Intervention

Kerri Milyko

Correction to: K-Schedules Meet Precision Measurement: A Protocol for Intervention

Kerri Milyko

Agility: What It Is, How to Measure It, and How to Use It

Staheli Meyer, Donny Newsome, Timothy Fuller, Kendra Newsome & Patrick M. Ghezzi

Building Prealgebra Fluency Through a Self-Managed Practice Intervention: Order of Operations

James D. Stocker, Jr. & Richard M. Kubina, Jr.

From Private Practice to Public Service: A Preliminary Investigation of the Fit Lite™ Model With At-Risk Students

Mary R. Sawyer, Kendra B. Newsome & Donny Newsome

The Effects of Hearsee/Say and Hearsee/Write on Acquisition, Generalization, and Retention

Laraine Zanatta & Jesús Rosales-Ruiz

The Use of Prompts and Precision Teaching to Address Speech Sound Disorders in a 17-Year-Old Girl with Autism

Sridhar Aravamudhan & Smita Awasthi

Referent-Based Instruction to Strengthen the Verbal Behavior of Early Learners with Autism and Related Language Disorders

Lee L. Mason & Alonso Andrews

Increasing Trials Presented to Children with Autism: Using Frequency Building With Modeling and Feedback

Christina Barosky, Nicole Keane & Christina Gallagher

An Evaluation of Multiple SAFMEDS Procedures

Shawn P. Quigley, Stephanie Peterson, Jessica E. Frieder, Kimberly M. Peck, Anthony Kennedy-Walker & Meaghan Chirinos

Exploring the Effects of Daily, Timed, and Typed Technical Term Definition Practice on Indicators of Fluency

Elizabeth D. Lovitz, Traci M. Cihon & John W. Eshleman

Quantifying Function with the Functional Analysis Celeration Chart

Richard M. Kubina, Jr., Salvador Ruiz & Douglas E. Kostewicz

Using Self-Management and Social Media to Increase Steps in Sedentary College Students

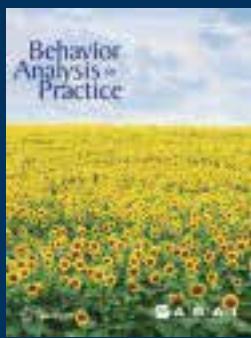
Hafsa Junaid, Andrew J. Bulla, Monique Benjamin, Talia Wind & Dziyana Nazaruk

Precision Teaching and Tap Dance Instruction

Marisela Pallares, Kendra Brooks Newsome & Patrick M. Ghezzi

continued

SPECIAL SECTION on DIRECT INSTRUCTION



Teach More in Less Time: Introduction to the Special Section on Direct Instruction

William L. Heward & Janet S. Twyman

In His Own Words: Siegfried “Zig” Engelmann Talks about What’s Wrong with Education and How to Fix It

William L. Heward, Jonathan W. Kimball, Kelly A. Heckaman & James D. Dunne

Features of Direct Instruction: Content Analysis

Timothy A. Slocum & Kristen R. Rolf

Creating the Components for Teaching Concepts

Kent Johnson & Andrew J. Bulla

Features of Direct Instruction: Interactive Lessons

Kristen R. Rolf & Timothy A. Slocum

You Have the Big Idea, Concept, and Some Examples ... Now What?

Janet S. Twyman & Adam Hockman

Ten Instructional Design Efforts to Help Behavior Analysts Take Up the Torch of Direct Instruction

Trina D. Spencer

Guidelines for Facilitating Direct Instruction of Generalized Social Behavior: Teaching the General Case

Terrance M. Scott & Erick M. Dubuque

Adventures in Direct Instruction Implementation: The Devil Is in the Details

Joel L. Vidovic, Mary C. Cornell, Sarah E. Frampton & M. Alice Shillingsburg

Teaching Future School Personnel to Train Parents to Implement Explicit Instruction Interventions

Sara Kupzyk & Zachary C. LaBrot

Publication: Behavior Analysis in Practice - An Official Journal of the Association for Behavior Analysis International

Publisher: Springer Nature

Date: September 2021 Copyright © 2021

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Behavior & Social Issues

A View on the Development and Current Situation of Behavior Analysis in Europe

ABSTRACT: The present article discusses essential historical trends in behavior analysis in Europe, in terms of both organizations and conferences. Of particular interest is the series of the European Meetings on the Experimental Analysis of Behaviour held in different European cities between 1983 and 2000, just when the European Association for Behaviour Analysis (EABA) and the European Journal of Behavior Analysis (EJBA) both started. This article not only extends the information on EABA and EJBA from a previous publication (Arntzen et al., 2009) but also discusses other European behavior-analytic outlets and different ways in which behavior analysis is taught in Europe.

Author: Erik Arntzen et al

Publication: *Behavior and Social Issues*

Editor: Mark Mattaini, DSW

Publisher: Springer Nature

Date: Aug 26, 2021

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Trustee
Erik Arntzen, PhD

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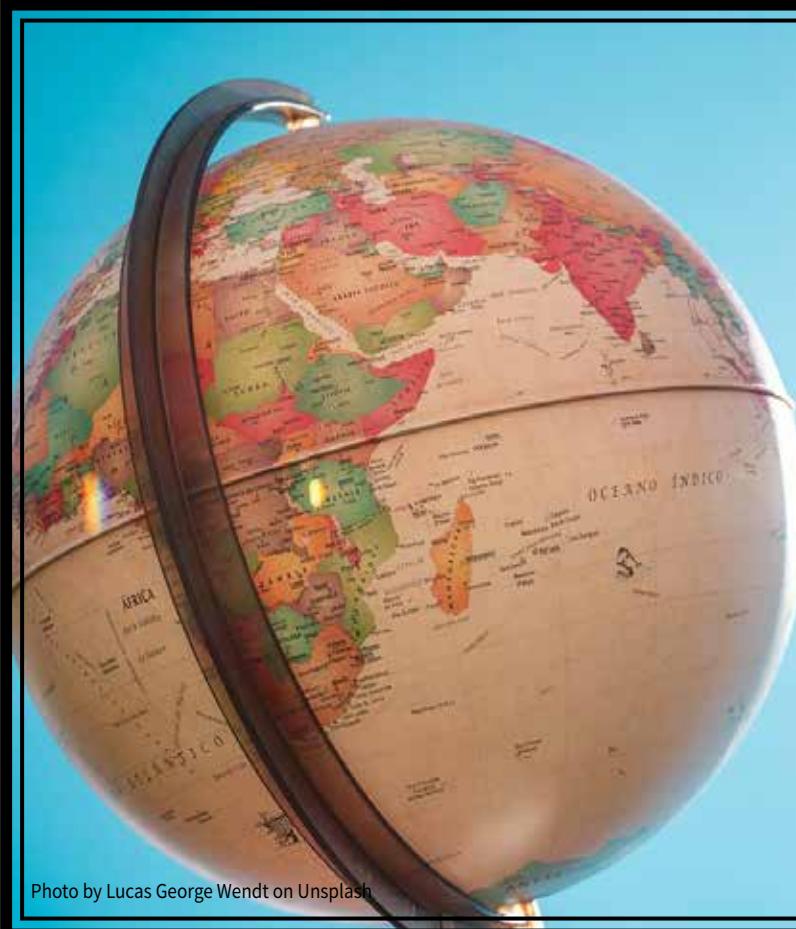
Behavior and Philosophy publishes articles dedicated to theoretical issues concerning behavior analysis as well as allied behavior sciences (e.g., conceptual analysis; methodological discussions; reflections on epistemology and ontology; ethical and political investigations).

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Editors:
H.S. Pennypacker, University of Florida
Murray Sidman, New England Center for Children
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Join Our ABACLive International Learning Community **FREE!**

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

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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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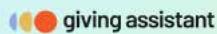


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Telephone contact: (978) 369-2227

center@behavior.org

410 Newtown Road, Littleton, MA 01460