

# CURRENT REPERTOIRE



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## Celebrating 40 Years

### OUR NEXT CONFERENCE

**Friday, November 12**

**3rd Behavioral Science: Applications in LEADERSHIP & SUPERVISION**



Conference on the campus of the University of Kansas or Virtually

# leadership & supervision

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## INVITED SPEAKER BIOGRAPHIES



### 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?"**

Ray Miltenberger received his Ph.D. in clinical psychology from Western Michigan University in

1985 after completing a predoctoral internship in developmental disabilities and behavioral pediatrics from the Kennedy Institute at Johns Hopkins University School of Medicine. He was a professor of psychology at North Dakota State University from 1985 to 2006.

He is currently a professor in the Department of Child and Family Studies and the Director of the Applied Behavior Analysis programs at the University of South Florida. Dr. Miltenberger is a former President of the Association for Behavior Analysis International and the Society for Advancement of Behavior Analysis, and has served on the Executive Committee of the Florida Association for Behavior Analysis. He serves or has served on the editorial boards of Journal of Applied Behavior Analysis, Journal of Behavioral Education, Behavioral Interventions, Journal of Positive Behavioral Interventions, and Education and Treatment of Children.

Dr. Miltenberger also has been the Literature Review Editor for Education and Treatment of

Children, an associate editor for Education and Treatment of Children and Behavior Analysis in Practice, and a guest associate editor for Journal of Applied Behavior Analysis and Behavior Analysis: Research and Practice. Dr. Miltenberger's research in applied behavior analysis focuses on teaching safety skills to children and individuals with disabilities, ABA approaches in health, fitness, and sports, analysis and treatment of repetitive behavior disorders, and functional assessment and treatment of problem behaviors. He has published over 250 journal articles and chapters, has co-edited a text on analysis and treatment of tics and repetitive behavior disorders, and has written a popular behavior modification textbook, now in its sixth edition and published in six languages.

Dr. Miltenberger, a Fellow of the Association for Behavior Analysis International and the American Association for Advancement of Science, has received a number of awards for his teaching, research, and mentoring.

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## Lori Diener-Ludwig, PhD

Chief Human Performance Engineer  
Performance Ally

### "Shaping Vital Behaviors of Leaders to Achieve Organizational Results"

Dr. Lori Diener-Ludwig is known as a world-class expert in behavioral systems design because of her unique ability to help organizations manage complexity and execute their strategy with Organizational Behavior Management (OBM) solutions. She is the Chief Human Performance Engineer and a co-founder of Performance Ally, an organization whose mission is to create

happy, high-performing workplaces with their app, Ally Assist, a real-time performance management enterprise solution. Her leadership in developing this app is indicative of her longtime efforts to mainstream the science of OBM in ways that help companies harness the tremendous power of human performance.

Prior to joining Performance Ally, Lori spent 20+ years working across numerous industries such as automotive, human services, medical diagnostics, non-profit, oil and gas, and print in companies of all sizes, from global Fortune 500s, creative start-ups, non-profits to local small businesses. The scope of her projects ranged from designing large scale performance-based learning strategies and programs for global clients to leading non-profit and small-business leaders in the development of strategic plans, impact metrics dashboards, and core strategies. She has transformed dozens of organizations by helping them build their value and grow their revenue, gain new strategic partnerships, develop compelling marketing messaging, increase collaboration, and focus on the execution of strategic plans.

Lori is also the founder of Performance Blueprints, an organization whose mission

is to disseminate the science and practice of Behavior Systems Analysis to optimize the impact of organizations. Performance Blueprints nudges the science forward through numerous peer-reviewed publications, edited books, research, conference presentations, book chapters, and professional activities within the University of North Carolina and Western Michigan University systems, the Association for Behavior Analysis International, Cambridge Center for Behavioral Studies, Organizational Behavior Management Network, and the *Journal of Organizational Behavior Management*. In 2014, Performance Blueprints was honored to receive the Geary Rummel Award for the Advancement of Performance Improvement from the International Society for Performance Improvement.

Lori earned her B.S. in Psychology and Creative Writing, M.S. in Industrial Organizational Psychology and Ph.D. in Applied Behavior Analysis from Western Michigan University. She currently serves as a Trustee of the Cambridge Center for Behavioral Studies, President for the Organizational Behavior Management Network, and a Board Member of Blue Ridge Women in Agriculture.

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## Terry McSween, PhD

President & CEO, Quality Safety Edge

### "Visible Leadership – What Do We Do"

Dr. Terry E. McSween is President and CEO of Quality Safety Edge, an organization that helps improve business success and profitability through behavioral safety and safety leadership. Dr. McSween has received numerous awards for his work in safety improvement. He received the 2009 Life Time Achievement and 2001 Significant Contribution awards from the Organizational Behavior Network. The

American Society of Safety Engineers awarded him the Johnson & Higgins Scrivener Award for the outstanding technical article on safety. His book, *The Values-Based Safety Process*, second edition, was published in 2003 by John Wiley & Sons of New York, NY and remains the best book on implementing behavior based safety in organizations. He also started and maintained the Behavioral Safety Now conference for over 25 years and represents the Cambridge Center for Behavioral Studies in working to integrate BSN into the Safety In Action conference.

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## Amber L. Valentino

Chief Clinical Officer  
Trumpet Behavioral Health

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

In 2008, Amber Valentino received a doctoral degree in clinical psychology from Xavier University in Cincinnati, OH. She completed a predoctoral internship and postdoctoral fellowship at the Marcus Autism Center/Children's Healthcare of Atlanta in Atlanta, GA. After completion of her postdoctoral training, she remained at the Marcus Autism Center,

serving as program coordinator of a community autism parent training program and as a senior psychologist in a language and learning clinic.

In 2012, she transitioned to Trumpet Behavioral Health where she has held various leadership positions. She currently serves as the Chief Clinical Officer for Trumpet Behavior Health. In this role, she oversees clinical services, all research and training initiatives and builds clinical standards for the organization. Dr. Valentino's clinical and research interests include the assessment and treatment of verbal behavior, primarily in children with autism. She is also interested in evaluation of programming to address unique adaptive skill deficits, and in developing standards for effective supervision in the field.

Dr. Valentino, BCBA-D, currently serves as an Associate Editor for *Behavior Analysis in Practice* and previously served as an Associate Editor for *The Analysis of Verbal Behavior*. She serves as a frequent guest reviewer for several behavior analytic journals.



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Pyramid Trainings.





## Timothy Ludwig, PhD

Appalachian State University & Safety-Doc.com

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

Timothy Ludwig earned his Ph.D. at Virginia Tech under E. Scott Geller continuing his post-doctoral work in industrial engineering studying applications of W. Edwards Deming to quality and safety improvement. Dr. Ludwig

is a past Editor of the *Journal of Organizational Behavior Management* and former president of the Organizational Behavior Management Network. His popular website Safety-Doc.com is a content-rich resource of safety culture stories, blogs, research, videos, and services. Dr. Ludwig serves on the Board of the Cambridge Center for Behavioral Studies (CCBS) where he leads the Commission on Behavioral Safety that reviews and disseminates best-in-industry safety practices.

Dr. Ludwig is a Distinguished Graduate Professor at Appalachian State University where he teaches in the nationally recognized Industrial/Organizational Psychology and Human Resources Management Masters program. Dr. Ludwig's teaching has been recognized with the North Carolina University Board of Governors' Excellence award and has been inducted into the University's Academy of Outstanding Teachers.

Dr. Ludwig is the author of over 50 scholarly articles in Organizational Behavior Management that empirically document the successes of methods to improve safety and quality in

industry through behavior systems design. His books include *Intervening to Improve the Safety of Occupational Driving* (2001), *Behavioral Systems: Understanding Complexity in Organizations* (2010), *Behavioral Science Approaches to Process Safety: A Response to Industry's Call* (2018), *Dysfunctional Practices that Kill your Safety Culture* (2018), and *The Science and Practice of Behavioral Safety: Reducing Injury on the Front Line* (in press).

Dr. Ludwig has over 30 years experience in research and practice in Organizational Behavior Management where he integrates empirical findings into his consulting. Within his consulting practice Dr. Ludwig has helped assess, design, and implement behavioral systems, behavioral safety and quality improvement programs in over 50 companies worldwide. Dr. Ludwig has delivered over 50 of his popular keynote presentations in 15 countries worldwide.

Dr. Ludwig's book *Dysfunctional Practices* is available on Amazon and Audible. Buy through the CCBS Store.



## Panel Presentation

with our friends & colleagues at

**KU** DEPARTMENT OF APPLIED BEHAVIORAL SCIENCE  
College of Liberal Arts & Sciences



**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**

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# Schedule Behavioral Science: Applications in Leadership & Supervision Conference 2021

Friday, November 12, 2021, Woodruff Auditorium, University of Kansas, KU Memorial Unions, Lawrence, KS & Online



**Raymond Miltenberger**



**Lori Diener-Ludwig**



**Terry McSween**



**Amber Valentino**



**Timothy Ludwig**



**Thomas Zane**

**NOTE: Central (Kansas) Timezone - Eastern 1 hour later / Pacific 2 hours earlier**

**7:30 - 8:30 am Check-in for Badges/Late Onsite Registration**

**8:30 - 8:45 am Rob Holdsambeck, EdD, LCP, BCBA-D**  
Executive Director, Cambridge Center for Behavioral Studies  
Founder, Holdsambeck Behavioral Health



**Rob Holdsambeck**

**8:45 - 9:45 am Raymond G. Miltenberger, PhD, BCBA-D**  
Professor, Department of Child and Family Studies  
Director of the Applied Behavior Analysis Programs, University of South Florida  
**"The Limits of Staff Management: What Happens When You're Not There?"**

**9:45 - 10:00 am Break**

**10:00 - 11:00 am Lori Diener-Ludwig, PhD**  
Chief Human Performance Engineer, Performance Ally  
**"Shaping Vital Behaviors of Leaders to Achieve Organizational Results"**

**11:00 - 11:15 am Break**

**11:15 am - 12:15 pm Terry McSween, PhD**  
President and CEO, Quality Safety Edge  
**"Visible Leadership – What to Do"**

**12:15 - 1:15 pm Lunch Break**

**1:15 - 2:15 pm Amber Valentino, PsyD, BCBA-D**  
Chief Clinical Officer, Trumpet Behavioral Health  
**"On Being a Banded Mongoose: Elevating Supervisory Practices for the Next Generation of Behavior Analysts"**

**2:15 - 2:30 pm Break**

**2:30 - 3:30 pm Timothy Ludwig, PhD**  
Distinguished Graduate Faculty Professor, Department of Psychology, Appalachian State University  
Safety-Doc.com  
**"Dysfunctional Practices that Kill your Work Culture (and What to do About Them)"**

**3:30 - 4:00 pm Break**

**4:00 - 5:00 pm PANEL Moderator: Thomas Zane, PhD, BCBA-D**  
Director of Online Behavior Analysis Programs  
University of Kansas, Department of Applied Behavioral Science  
**"Use of the Culturally Responsive Supervision Self-Assessment Tool to Enhance Supervision Outcomes"**

## PANEL

**Claudia L. Dozier, PhD, BCBA-D**  
Professor, Department of Applied Behavioral Science  
**Pamela L. Neidert, PhD BCBA-D**  
Associate Professor, Department of Applied Behavioral Science  
**Jomella Watson-Thompson, PhD**  
Director of Undergraduate Studies & Associate Professor  
Department of Applied Behavioral Science  
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# From the Executive Director



A special note of thanks to my board of directors and all of those who shared their insights on the occasion of the 40th anniversary of our center. I was not involved in its formation but found the stories of a vibrant center-based location from Dr. Mechner to be fascinating. I also appreciate his framing of the tragic fire that destroyed that building and much of its contents. To paraphrase a bit, he saw it as an opportunity to remind ourselves that our mission was to use our science in ways that benefited the society at large. If any of you reading this have memories that you would like to share, please connect with [Rebekah Pavlik](#). We also appreciate pictures.

I have been involved since 2006. For the past 9 years, I have had the privilege of serving as the Executive Director. In that limited time, I can report that much has changed and much remains the same. To the latter point, when I joined the CCBS, I was thrilled to be around people who really understood our science and were committed to helping others. Our voting members (trustees), non-voting members (advisors), our board of directors (my supervisors) and our distinguished scholars continue to impress and inspire me. Sadly, some of our friends are no longer living. We miss them and hope to

keep their stories alive for the next generation. If you haven't done so already, I invite you to read the stories written by Kurt Salzinger, Dwight Harshbarger, and Tris Smith, in our book ["Behavior Science: Tales of Inspiration, Discovery and Service"](#). All profits from that book go to support the work of the Center.

I think I am most proud of the fact that we have also experienced a bit of a culture shift in the past 15 years. We have always had great people but to be honest, we were not always as focused as we could have been. The analogy that works for me is, at times, we resembled a semi-functional faculty meeting. We gathered at prescribed times, enjoyed sharing memories and catching up, shared lots of great ideas, then created lists of things we wanted our center to be doing. Some of these ideas were prescient and practical and were accomplished. Many of them were unfocused and without sufficient support (financially or in terms of person-power). There were also inordinate amounts of time devoted to lamenting the current "under educating" of the next generation of behavioral scientists. Like a faculty meeting, we dispersed into our own realms and vowed to meet again soon. Since our resources were limited, we needed to change our behavior. Here is what we did.

We expanded our outreach through professional conferencing to disseminate and shine a spotlight on the best and brightest ideas in our communities. Trustee Dr. Terry McSweeney's Behavior Safety Now conference celebrated 25 years of supporting our center and has now merged with another provider. In 2022, our [Conference on Autism & Related Disorders](#) will be in its 15th iteration. Our [Ethics in Professional Practice Conference](#) will be on its 10th year thanks to our strong partnership with Endicott College and our trustee Dr. Mary Jane Weiss. This November, our [Leadership and Supervision Conference](#) is set for its third year at the University of Kansas thanks to Dr. Tom Zane. Each of these conferences grew out of a collective frustration with the status quo in terms of teaching

people about good behavioral science. We defined and implemented a viable and fiscally sustainable way to address these challenges, through teaching. These past two years have been challenging but we were flexible enough to offer great remote and now hybrid events. Over the course of the pandemic our conferences were able to reach even more people, fulfilling our mission.

We also expanded our outreach through strategic partnerships. Our [online catalog now has over 150 courses](#) that are regularly accessed by the public for continuing education. A special thanks to our colleagues at Center for Behavior Analysis at The University of West Florida. We invite others who have information to share their knowledge and submit presentations. We have an excellent (and free) [monthly webinar collaboration](#) with Dr. Adrienne Fitzer who is the director and owner of the Applied Behavior Analysis Center (ABAC). Please connect with her if you want to donate your expertise. We have a worldwide audience waiting to hear from you.

To encapsulate our shift, I submit that we have moved from a "who we are" group of scholars and practitioners to a "what we do" organization. We will continue to seek out the best and brightest in our field and we solicit your support in that endeavor. However, we no longer have meetings centered on just what needs to be done. Our gatherings now are more concerned with what you may want to accomplish and how, or if, there is a role for the CCBS to play in helping. I suspect our meetings for the near future will be conducted in a hybrid fashion. If you can afford to travel, we would love to gather with you. If you cannot or chose to not travel, we welcome you via remote connections.

*Cheers,  
Rob*

**Rob Holdsambeck, EdD, LCP, BCBA-D**  
Executive Director  
Cambridge Center for Behavioral Studies™  
Founder, Holdsambeck Behavioral Health





# Continuing the Tradition...

## Congratulations to New Trustees & Advisors Elected and to Incoming Distinguished Scholars

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

Executive Director, Clinical Services, The Lovaas Institute for Early Intervention

Assistant Professor, Clinical Faculty, Department of Psychology, University of Minnesota - Twin Cities



Dr. Larsson is the Executive Director of Clinical Services at the Lovaas Institute Midwest, where he implements the renowned program of intensive early intervention services with families of children who suffer from autism. He is a Licensed Psychologist and Board Certified Behavior Analyst. He is on the Clinical Faculty in the Psychology Department at the University of Minnesota and has an adjunct appointment in the Department of Applied Behavioral Science at the University of Kansas, where he has supervised three successful doctoral dissertations. He served as Associate Research Director of the NIMH Multi-site Replication Study of the UCLA Young Autism Project. He is conducting a systematic research evaluation of the effects of the high intensity EIBI program, with multiple emphases on parent training, dynamic program management, natural language development, schedules of reinforcement, and generalization of complex social behavior.

Dr. Larsson is the current President of the Association for Science in Autism Treatment, and serves on numerous local boards and committees. He actively supports advocacy efforts to increase access to ABA services for autism. In 2013 he received the Provider of the Year Award from Autism Speaks in Washington, DC, and the Leadership Award from the California Association for Behavior Analysis (CalABA), in Anaheim, CA.

A note: Dr. Larsson has helped the Center in an official capacity since being elected advisor in 2018 including his position as co-chair of our autism help center content expert group. We welcome his guidance as a voting member of the Center now as Trustee.

### Advisor - Marcin Nazaruk, PhD

Human Performance and Culture Leader, Baker Hughes



Dr Marcin Nazaruk is a Human Performance and Culture Leader at Baker Hughes and he's held a number of senior leadership roles in the energy industry focused on human factors. On 16 August 2020 he has been selected a new Chairperson of the SPE Human Factors Technical Section.

Marcin offers a unique combination of a world-class multi-disciplinary expertise (Ph.D. in human factors and a broad range of advanced qualifications in management (MBA), executive coaching, systems thinking, project management, instructional design or behavioural science) with robust and in-depth practical application. This has attracted multiple, international awards, including the IOGP Outstanding Young Professional Award 2018.

Marcin has extensive experience in modernising risk management and safety culture through demonstrating the value of applied psychology. His presentations and workshop sessions at the industry fora are bringing a visible shift in understanding of psychology applied to risk control. This is translating into practical

actions taken by many companies, whether it's upskilling their investigators in human factors or working with HF experts to tune their processes to be people-friendly.

Marcin also shares his expertise with a broader community through contributing to the development of industry standards, guidance and frameworks (International Association of Oil and Gas Producers, Energy Institute, International Association of Drilling Contractors) as well as publishing in prestigious journals.

### Distinguished Scholar - Ashley Romero, MA, BCBA, University of Kansas



My name is Ashley Romero and I am a fifth-year doctoral student at the University of Kansas under the advisement of Dr. Pam Neidert. I received my Master's degree in 2018 from the University of Kansas and my thesis was an evaluation of effective and efficient toileting procedures in young children. I received my bachelor's degree in 2016 from the University of Florida. I am currently working as a BCBA for an early intensive behavioral intervention clinic and supervising RBTs and BCBA supervisees. My research interests include the assessment and treatment of severe problem behavior, training FA methodology to staff and students, functional communication training, and dissemination of our field. My personal interests include spending time with my family in Miami, FL while boating, fishing, and diving.



# Meaningful Differences

## from Distinguished Scholar Matthew Laske



Matthew Laske, MA

My father worked for 25+ years as an electrician. Following in his blue-collar footsteps, I took a manufacturing position after high school (higher education was never on my radar). Over the years, I moved up through several positions, and eventually became a maintenance technician. My next step was to join an apprenticeship program to become an electrician. Unfortunately (or perhaps, fortunately), fate had other plans.

I suffered an injury to my left side resulting in permanent hearing damage. For brevity, I will not provide a full detailed account of the incident and the subsequent investigation. However, two outcomes are relevant. First, the accident was determined to be my fault as it was my behavior that resulted in exposure to the hazard. Second, I also blamed myself for the event and labeled myself as “stupid/dummy/idiot” for taking a shortcut that I had learned from watching others.

Aftersometime, I left the industry in pursuit of higher education. Like many others, I became enamored with behavior analysis. I had found a scientific approach that eliminated superficial or abstract terminology, and closely mirrored the objectivity I was familiar with as a technician. However, I often struggled to talk to others about the behavior analytic worldview and how other mainstream perspectives can limit, or even be determinantal to, our understanding of behavior. That is, until I read *Dysfunctional practices: That kill your safety culture (and what to do about them)* by Dr. Timothy Ludwig.

Dr. Tim Ludwig taught me two important lessons through his book (and many more since) that made a meaningful difference in my life and career. These lessons were (a) that labeling people does not add value to our understanding of human behavior and (b) that behavior is a neutral event.

### Labels do not Add Value

How often do we label ourselves or others for the things that we do? I labeled myself as “stupid” for my behavior resulting in injury on the job. By applying that label, I prohibited myself from understanding the environmental variables that led to my at-risk behavior. Those conducting the incident investigation did the same.

Since then, I have thought about how many times someone else was hurt engaging in the same behavior that I did and labeled as “stupid.” Hundreds of thousands of workers at different jobs are blamed and labeled for workplace injuries. The number of labels becomes even greater when we consider the families we serve within applied behavior analysis (ABA) services with caregivers that label themselves as “bad parents” when they are unable to provide adequate care to a child with an intellectual or developmental disability. Or even worse when their child is labeled as “slow,” “lazy,” “self-injurious,” or “special needs” by the educational system or other labelers in their life.

These labels do nothing to add to our understanding of behavior or how to help others. Additionally, labeling does not change the environmental influences that caused the behavior to begin with. Ludwig (2018) summarizes this lesson succinctly, “You can’t fix a label. After labeling, we may feel enlightened, but the environment doesn’t change and we end up acting the same way as in the past as the environment dictated” (p. 13).

### Behavior is Neutral

In addition to labeling people, we often apply labels to behavior. Common behavior labels are “good” and “bad.” The behaviors that resulted in my injury were labeled as “bad.” Truthfully, the behavior that I engaged in was something we often do many times—turning a handle. My behavior of turning a handle in an industrial setting looks the same as when I turn the handle on my hose at home to water my plants. The form of these behaviors is the same. Why should one be labeled as “bad” (turning the handle and exposed to hazard) and “good” (turning the handle and gaining access to water)? They should not.

For the practicing behavior analyst, how many times have your client’s behaviors been labeled as “bad” by the caregiver, parent, or teacher? How many times have you labeled your client’s

*Continued*



Our distinguished scholars have amazing opportunities to meet our inspirational Cambridge Center leaders. (LR: Matthew with Hank Pennypacker, Rob Holdsambeck & Aubrey Daniels) If you have a nomination for the group, contact leader, Advisor Dr. Michael Kranak and watch for our Call for Nominations in January.

behavior as “wrong,” “bad,” or “problem behavior”? Be honest. The labeling of the behavior does not add to our understanding of why that behavior occurs.

Applying label characteristics to behavior does nothing to inform our understanding of why the behavior occurred and how we might change it. I believe Ludwig emphasizes the importance of this lesson with the following, “Get this in your head; tattoo it on the back of your hand to remind you. Behavior is neutral... Behavior is not right or wrong, good or bad. It just is” (Ludwig, 2018, p. 108).

### Conclusion

In applying these lessons to my own life, I learned that there were many environmental variables that led to my behavior resulting in injury, and I was not to blame nor should I have labeled myself as “stupid” or my behavior as “bad.” It was not until I read *Dysfunctional Practices* that I learned to look beyond the label and to the environment for the cause of my behavior that fateful day. With that clarity, I was able to get past the guilt I felt for the incident and move beyond blaming

myself. I now apply these same principles to my professional work.

I highly recommend *Dysfunctional Practices* to anyone interested in behavior analysis applied to safety or organizational behavior management. However, I also recommend this book to behavior analysts who struggle with talking to their clients or families about the neutrality of behavior and why labels are detrimental (If you are pressed for time, read the post-script of *Dysfunctional Practices* that relates directly to ABA practices). This book provides helpful examples of how to translate our complex philosophy of behavior to others. As you learn the lessons in this book, I hope it will provide the same “aha” moment it did for me. I only wish it would have come sooner! Perhaps for you and your clients, these lessons will come at the perfect time.

### References

Ludwig, T. D. (2018). *Dysfunctional practices that kill your safety culture*. Calloway Publishing.

"Meaningful Differences" is a recurring newsletter section where CCBS Directors, Trustees, Advisors and Distinguished Scholars 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](#).



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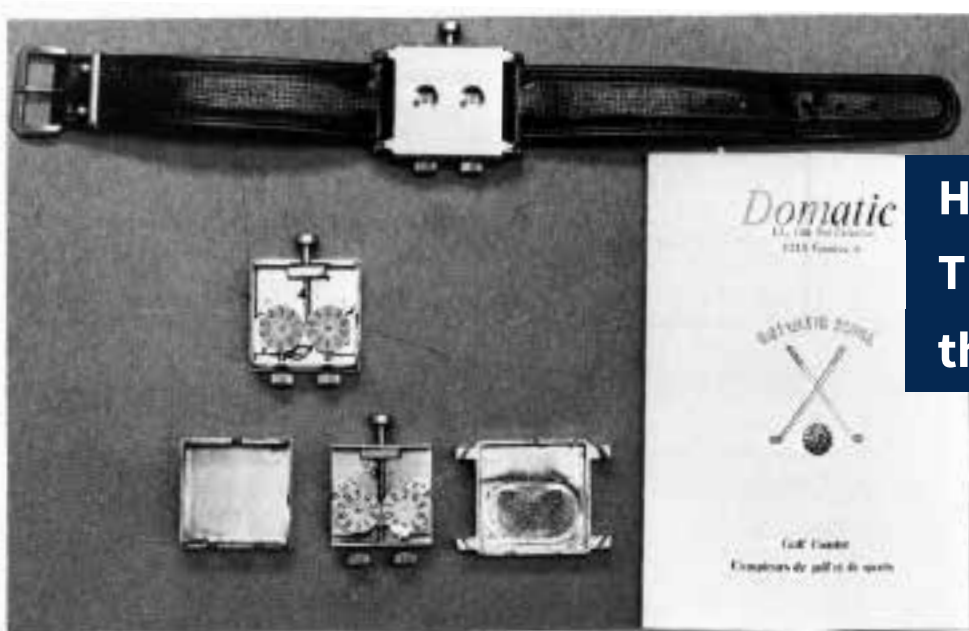
OAR is the only autism organization which focuses solely on applied research. Since 2002, OAR has supported over \$4.2 million in autism research on topics such as early intervention, social skills, and transitions to adulthood.

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## HISTORIANS' CORNER

### The Golf Counter that Helped Set You Free

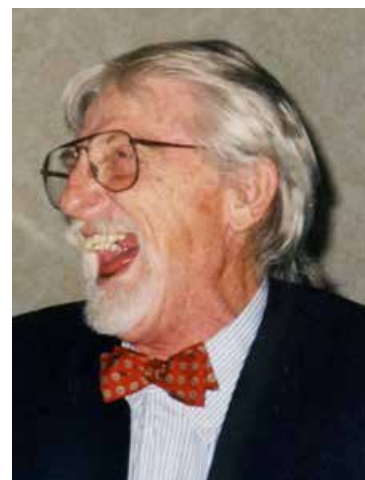
By Andy Lattal, Board of Directors

accommodated by recording elsewhere successive blocks of 100 responses.

Whether Lindsley was the first to adapt extant technology to recording behavior in free-flowing natural settings is a matter for historians to decide. The fact is that in the early days of applied behavior analysis, a plethora of hand-held counters appeared. They mimicked the function of the golf counter, but without the low upper limit on counting. From these humble beginnings of counting responses in real time in “real” environments, the digital revolution has given rise to smaller and smaller devices with greater and greater power. These devices played a major role in setting the analysis of behavior free of the artificiality and constraints of the laboratory. They have proven to be essential tools in both the arranging of contingencies and measuring their behavioral effects to the benefit of all whose behavior is so-observed.

#### Reference

Lindsley, O. R. (1968). A reliable wrist counter for recording behavior rates. *Journal of Applied Behavior Analysis*, 1, 77-78.



Ogden R. Lindsley, 1990's, Contributed by Carl Binder

Behavior analysis developed for the most part in animal research laboratories equipped with all kinds of electrical and electronic devices capable of scheduling discriminative stimuli, reinforcers and punishers. Similar devices recorded time allocated to different activities and numbers of responses occurring in the different conditions arranged by the apparatus. It wasn't too long – in history of psychology time, anyway – before people began to ask questions not just of rats and pigeons, but also of humans. Humans were large and small, fully functional or with behavioral limitations of one kind or another. The interest of early behavior analysts, as with later behavior analysts, often was not just to better understand behavioral principles, but also to make a difference in the lives of the people with whom they worked. This latter interest soon led our forebearers outside the laboratory and into the natural environments in which human live and work.

The value of scientific rigor in the analysis of behavior by that time was well-established in the laboratory. To achieve equivalent rigor in moving outside the laboratory into natural environments required that the control and recording apparatus synonymous with the experimental analysis of behavior be adapted to these new settings. Some functions, such as arranging simple schedules of reinforcement, like a fixed-ratio 1, were easy enough to undertake “manually.” Counting and timing, however, often required more than a manual solution. Hand-held stopwatches

were invented soon after the American Civil War, around 1869. Hand-held counting devices go back at least to the abacus (~500 CE). Thus, by the time behavior analysts ventured into human natural environments, a substantial technology – beyond fingers – had evolved for both timing and counting.

The history of science is in no small part grounded in adapting extant technology to new purposes. So it was with the pioneers of applied behavior analysis. These individuals ferreted out all sorts of counting and timing devices that were easily portable as the observer tracked humans through their daily lives.

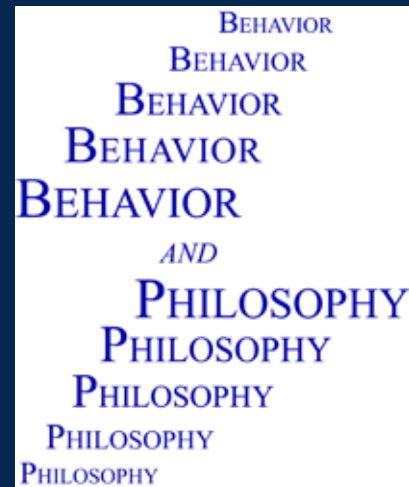
One such pioneer was Ogden Lindsley, perhaps best known these days for his advocacy of precision teaching and standard-celeration charting. Having pretty much invented the analysis of human operant behavior in the laboratory, Lindsley also was famous for self-recording aspects of his own behavior. Self-recording means “counting” and to do that Lindsley used a simple mechanical wrist-counter developed for keeping count of one's strokes on the golf links. The golf counter was total portable and unobtrusive – it looked like a wristwatch. One simply pushed a button on the side to advance the counter shown on the face of the counter. The frequency count accumulated in single units until it was manually reset. Its only limitation was its upper limit of a count of 100 (there is not a golf counter with enough capacity to count the present author's strokes over 18 holes!). Multiples of 100 presumably were

# Volume 49's First

## Ecological Psychology, Radical Enactivism and Behavior: An Evolutionary Perspective

Thomas E. Dickins

**Abstract:** Ecological psychology and enactivism are close relatives in that they share an interest in positioning the behaving organism as an active agent and in interpreting this with reference to ecological and evolutionary ideas. But they also differ in their uses of biology and the concept of information. I review these uses, relate them to ideas in behaviorism, and conclude that a version of enactivism, championed by Daniel Hutto and colleagues, is the more viable hypothesis. I extend this radical enactivist effort into evolutionary enactivism as an exercise in parsimonious theory building that aims to avoid essentialism.



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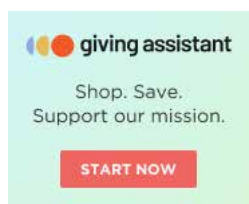
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