

# CURRENT REPERTOIRE



## 16th Annual Conference on Autism: Research-Based Solutions Saturday, April 22, 2023

Solvang, California or  
Virtually



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sponsor  
of our Autism Conference



## From our Executive Director

### CCBS: Musings on the Last Ten Years and the Next

#### Distinguished Scholars

Behind the scenes we have some wonderful volunteers and

incredible strategic partners. If you attend our Annual Meeting of the Trustees on 26th of May, you will hear all about them. You will also get a chance to network and visit. This year we are allocating some time just for that. We should have some light food and a cash bar onsite. It is my belief that such things can aid in socializing, but we want to be sensitive, keeping our prices down while accommodating the many folks who do not want to drink. We acknowledge that we operate in 2023; not in 1981 when we were founded. [Learn more about our Center leaders, beyond their professional personas, with a fun 20 Questions game during this social event.](#)

Cheers,

*Rob*

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

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In addition to our generous financial donors, we thank our many directors, trustees, advisors, and friends who volunteer their time and expertise helping us to advance our mission. These individuals represent the best experts in behavioral science and practice. They develop the highest quality instruction and presentations; evaluate and accredit world-class programs of workplace safety; write books and articles; and produce video/audio broadcasts distributed worldwide.

**Thank you for helping advance our mission.**



# 2023 Annual Meeting of the Trustees

## Friday, May 26

### Attend in Denver, Colorado or Online/Virtually

## CCBS Trustees, Advisors & Friends Welcome!

### What to Expect:

Our in-person attendees will be meeting at the **Embassy Suites Denver Downtown Convention Center**. We plan on an 1:00 pm start with adjournment at between 4:00 & 4:30 pm (*Mountain Time Zone*). A social gathering will follow with light fare after the business meeting.

### Brief Schedule:

Dr. Hank Pennypacker, Chair of our Board of Directors, will call to order at 1:00 pm (*Mountain Time*) with Trustees voting for acceptance of the 2022 minutes and for nominated incoming Trustees and Advisors. The financials and past, present, and future projects will be reviewed by Dr. Rob Holdsambeck, Executive Director, with updates from our volunteers who have championed projects. Presentations will be made both in-person and streaming in virtually. The meeting is to adjourn between 4:00-4:30 pm (*Mountain Time*) with the informal social gathering immediately following. Fun activities are planned ~ get to know each other more!



Middle: Dr. Og Lindsley and Dr. Hank Pennypacker enjoy a break May 1979.

**REGISTER TO ATTEND**

Please officially register. This helps with expenses. Your registration will serve as your formal RSVP.

We have a small roomblock at the Embassy Suites ([contact Rebekah](#)) and suggest [The Curtis](#) as an overflow option if you need a room.

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



### Tentative Schedule

<b>12:30 – 1</b>	Check In - Beverages Available
<b>1:15</b>	Hank Pennypacker Call-to-Order, Quorum & Voting
<b>1:15 – 2:15</b>	Rob Holdsambeck's Annual State of the Union Address
<b>2:15</b>	Break
<b>2:30 – 4:30</b>	Trustee Updates
<b>4:30 – 6:00</b>	Social Gathering & Fun Game ( <i>Light Fare &amp; Cash Bar</i> )

**20** Questions  
A game to learn more about our leaders at CCBS

### A HYBRID EVENT

an in-person gathering with virtual option



2006 Annual Meeting with Advisor (then Trustee) Dr. Charles Catania

It is with sadness that the Center recently learned that we have lost another icon.

**Dr. Celia Wolk Gerhsenson** passed away on August 30, 2022. [Learn more about her life in the Minnesota StarTribune.](#)

Celia was a Trustee of the Center for many years and avid supporter. She was a frequent attendee of our Annual Meeting of the Trustees.



2009 Annual Meeting with husband, Hillel



Introduction by  
Dr. Janet S. Twyman  
blast: A Learning  
Sciences Company &  
Cambridge Center for  
Behavioral Studies

# 16th Annual Conference on Autism: Research-Based Solutions

Corque Hotel, Solvang, California or Virtually

## Saturday, April 22, 2023

**A HYBRID EVENT**

An in-person gathering with virtual option.

## INVITED SPEAKERS



### **Caring Hearts at the Intersection of Autism and Culture**

**Shahla Alai-Rosales, PhD, BCBA-D, LBA, CPBA-AP**

Associate Professor, Department of Behavior Analysis, University of North Texas

Shahla Alai-Rosales, PhD, BCBA-D, CPBA-AP is an Associate Professor in the Department of Behavior Analysis at the University of North Texas. She has taught courses in Texas, Europe and the Middle East on a variety of topics, including ethics, early autism intervention, parent training, behavioral systems, applied research methods, technology transfer, behavior change techniques, and cultural diversity. Shahla has served on several boards and disciplinary committees and has published and presented research on social justice, ethics in early intervention, play and social skills, family harmony, and supervision and mentoring. Shahla has more than four decades of

experience working with families and has trained hundreds of behavior analysts. She has received awards for her teaching, her work with families, and for her work in the community. She is an Associate Editor for *Behavior Analysis in Practice* and is co-author of *Building and Sustaining Meaningful and Effective Relationships as a Supervisor and Mentor* (LeBlanc, Sellers & Alai, 2020) and *Responsible and Responsive Parenting in Autism: Between Now and Dreams* (Alai-Rosales & Heinkel-Wolfe, 2022).



### **Building the Skill Set of Collaboration: How to Build Bridges, Break Barriers, Enhance Outcomes, and Enact Teamwork**

**Mary Jane Weiss, PhD, BCBA-D, LABA**

Associate Dean of Applied Behavior Analysis; Director, PhD Program in Applied Behavior Analysis Professor, School of Education, Endicott College

Mary Jane Weiss, PhD, BCBA-D, LABA is the Dean of the Institute for Applied Behavioral Science and is Director of the Ph.D. Program in ABA at Endicott College, where she has been for 11 years. She also works with the research and training teams at Melmark. She has worked in the field of

ABA and Autism for over 35 years. She received her Ph.D. in Clinical Psychology from Rutgers University in 1990 and she became a Board Certified Behavior Analyst in 2000. She previously worked for 16 years at the Douglass Developmental Disabilities Center at Rutgers University. Her clinical and research interests center on defining best practice ABA techniques, integrating compassionate care and cultural responsiveness into ABA service delivery, exploring ways to enhance the ethical conduct of practitioners, training staff to be optimally effective at instruction and at collaboration, and maximizing family members' expertise and adaptation. She serves on the Scientific Council of the Organization for Autism Research, is on the board of Association for Science in Autism Treatment, is a regular contributor to the ABA Ethics Hotline, is on the editorial board of Behavior Analysis in practice, and is an advisor to the Cambridge Center for Behavioral Studies. She is a regular presenter at national and international conferences and is a frequent member of service committees for a variety of organizations.



## Compassion & Ethics in Building an Autistic Supportive College

**Noor Y. Syed, PhD, BCBA-D, LBA/LBS**

Assistant Professor & Clinical Coordinator;  
Founding Director & Susan H. Turben Director of Autism Advocacy  
Center for Autism Advocacy: Research, Education, & Supports (CAARES)  
SUNY Empire State College  
Director, Anderson Center International

Dr. Noor Syed (*she/her*) is an Assistant Professor of Applied Behavior Analysis, Clinical Coordinator, and founding Director of the Center for Autism Advocacy: Research, Education, and Supports (CAARES) with SUNY Empire State College. She has also been named the Turben Director of Autism Advocacy. The Center's primary initiative is to help SUNY Empire become a fully inclusive and supportive college for those who identify as neurodiverse through a multi-tiered system of support framework. In addition, Dr. Syed coordinates a Masters of Science program in ABA through SUNY Empire. She is the Director of Anderson Center International, an Adjunct Doctoral Advisor in ABA with Endicott College, and a certified general and special education teacher. Dr. Syed also serves on the ABA Ethics Hotline.

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## Stop the Patchwork! Funding for ABA Intervention for Autism Across the US

**Lorri Unumb, Esq**

Chief Executive Officer, The Council of Autism Providers (CASP)

Lorri Shealy Unumb is a lawyer, mother of three teenage boys, and an internationally renowned autism advocate. She began her career as an appellate attorney with the United States Department of Justice and then as a full-time law professor. Following her son's diagnosis with autism, she began volunteering for autism causes, writing ground-breaking autism insurance legislation for South Carolina ("Ryan's Law") that passed in 2007 and served as the catalyst for the national movement toward autism insurance reform. She served for a decade as the national head of state government

affairs for the international nonprofit Autism Speaks. Lorri is also the founder of the annual Autism Law Summit, now in its 14th year, and is co-author of the law school textbook "Autism and the Law." In 2010, she founded the Autism Academy of South Carolina, a nonprofit ABA center now known as The Unumb Center for Neurodevelopment.

For her local, national, and international advocacy efforts, Lorri has been recognized with

- the NASCAR Foundation's Betty Jane France Humanitarian Award;
- the Miss South Carolina Pageant "Woman of Achievement" Award;
- the Jefferson Award for Public Service (Charleston, SC);
- the Professional Women in Advocacy "Excellence in a State Campaign" Award; and
- the Civitan International World Citizenship Award.

Her work has been profiled on CNN, on NPR's "Morning Edition," and in *Town & Country* magazine, from whom she received one of three 2009 "Women Who Make a Difference" awards. She is also profiled in the American Academy of Pediatrics 2013 book "Autism Spectrum Disorders: What Every Parent Needs to Know."

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## Measuring Joy in Early Childhood ABA Sessions with the Joy Index

**Jennifer Posey, MA, BCBA**

Director of Clinical Services, Holdsambeck Behavioral Health

Jennifer Posey, MA, BCBA, is a doctoral student in Applied Behavior Analysis at Endicott College, where she is interested in the acquisition and advancement of language skills with early learners, and producing joy-filled meaningful outcomes for children with autism. She studies under the advisement of Mark Dixon, Ph.D. She received her master's degree in Special Education and subsequently pursued certification in Applied Behavior Analysis. Jennifer has worked with individuals with autism and other developmental disabilities across the lifespan since 1999. She

has a special interest in establishing foundational repertoires in early childhood to include language and play skills such that more complex language and social repertoires emerge. This is considered her primary area of expertise and she seeks to promote the acquisition of these complex skills embedded in ABA sessions which promote joy. Jennifer currently oversees clinical services at Holdsambeck Behavioral Health located in California. Additionally, she is an adjunct professor at Endicott College.



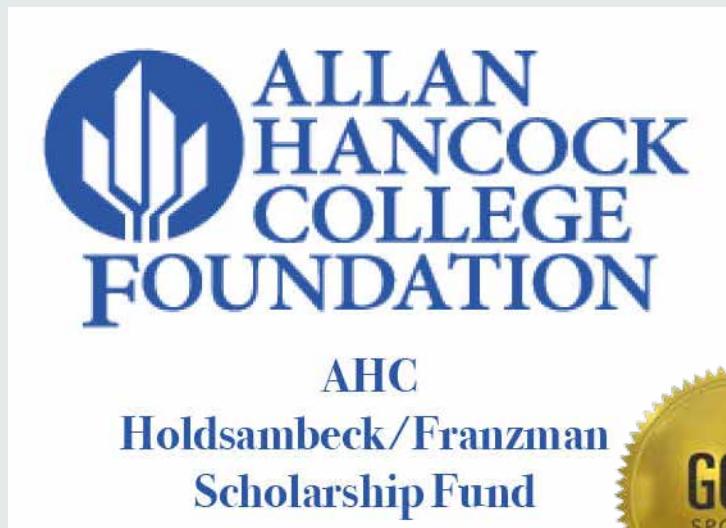
## Beyond the Box: Embedding Behavior Analysis in School Programs for Students with Complex Support Needs

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

Lake and Edward J Snyder, Jr., Distinguished Professor in Special Education  
University of North Carolina, Charlotte

Robert Pennington PhD, BCBA-D is the Lake and Edward J Snyder, Jr. Distinguished Professor in Special Education. He has over 25 years of experience working with individuals with disabilities, their families and teachers. His primary research interests are in the application of behavior analytic

principles and procedures to the development of written communication repertoires and the improvement of educational programming for students with intellectual disabilities and autism spectrum disorder. He contributes regularly to the research and practitioner literature in both areas. Robert is passionate about both serving his community and the dissemination of research-based practice and has provided hundreds of refereed and invited presentations to researchers, practitioners, and families and has contributed as a member of numerous journal editorial and advisory boards.



**REGISTER**

## Call for Posters

Through our associates at the University of West Florida, Center for Behavior Analysis, we are now accepting poster presentations for this conference.

Our 16th Annual Conference on Autism: Research-Based Solutions will again be held as a hybrid in-person and online event this year. We are offering you an opportunity to present your poster to our attendees through a virtual poster session, a channel to disseminate your empirically-based ABA research in a visual online format.

Your poster will be presented during a special online presentation, as well as projected in-person. Each presenter will have a short, one minute video played prior to their poster, so viewers can receive an overview before the image of the poster is presented.

[Interested participants should complete the information prompts in the application document.](#) (Also found on our [Event Listing on behavior.org](#))

# Scenes from the the area around the conference by Rob Holdsambeck



## Call for Submissions

*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).

All manuscripts in accordance with *Behavior and Philosophy*'s scope will be considered for publication after a double-blind review process by two anonymous reviewers invited by the Editor for the task.

*Behavior and Philosophy* adopts the continuous publishing model of publication. Finished the copy-editing process, articles accepted for publication will be published [online on \*Behavior and Philosophy\* site](#) in a continuous flow. The journal volumes will be closed by the end of each year with the papers published during this period. The continuous publication process promotes speed and agility in the process of availability of research. In case of manuscripts accepted for publication, it takes 3 months on average between submission and the publication online.

[\*\*Contact Editor Dr. Diego Zilio to submit your article.\*\*](#)

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# Meaningful Differences from Distinguished Scholar Fernanda Oda

My first contact with behavior analysis was in 2008 when I joined the undergraduate program in Psychology at the Federal University of Paraná in Brazil. I took an introductory course on radical behaviorism and read Skinner's *About Behaviorism* (1974). At that time, in addition to an existential crisis, the book sparked an interest in understanding the behavior of scientists. I thought it was fascinating that a science could study its own practices as a legitimate subject matter. As Skinner stated, "All behavior is determined, directly or indirectly, by consequences, and the behaviors of both scientist and nonscientist are shaped by what is really there (...)" (Skinner, 1974, p. 153). As an undergraduate, I wanted to learn what was "really there" in Skinner's environment that shape his behavior when developing a science of behavior. So, I read Skinner's verbal behavior about his behavior in the first years of his career, including his publications from 1930 to 1938, and, eventually, his autobiography (Skinner, 1979).

Part two of three of Skinner's autobiography, *The Shaping of a Behaviorist* (1979), made a meaningful difference in my life. After reading the book I can attest that anyone who thinks that Skinner was born in a cold incubator, lived in a dark laboratory, and wrote nonstop is mistaken. According to his autobiography, he even saw the light of day and had time to eat and sleep. However, it is important to consider that some autobiographical accounts can be quite biased... but let them be good lies! Reading his autobiography and seeing that great scientists also had hobbies is a comforting idea. It's nice to know that creators of innovative, revolutionary, and universal theories were also doing things that we can do, stopping us from thinking less of ourselves.

This one of the pleasures of reading autobiographies: it's a relief to know that these scientists had hobbies, friends, and personal routines outside the lab. Any stereotype that scientists are cold and emotionless creatures can be erased by learning more about their routines. Scientists are also lovers of the pleasures of life, nature, and arts. Marie Curie, for example, in addition to discovering chemical elements and developing the theory of radioactivity, liked to ride a bicycle. Phew! I think I can still ride a bike. Albert Einstein developed the general theory of relativity and enjoyed playing the violin. Music is really one of the most essential things in life! B.F. Skinner, who systematically studied operant behavior, enjoyed building things, including carts, machines, and mazes. Only those who have successfully assembled or built anything know that feeling of supreme self-worth and power over the material world that comes with successfully using a hammer.

But when reading biographies, you also need to know when to stop – or else that sensation of feeling less of yourself might come back. Marie Curie enjoyed riding bikes, but she was a long-distance cyclist. Einstein's skills to play the violin was self-taught, and B. F. Skinner built sophisticated experimental apparatuses. In his autobiography, Skinner mentioned more than 20 apparatuses that were developed and used in experiments during his studies at none other than Harvard. He also mentioned the Pigeon Lab, where he conducted experiments in the lower level of the Memorial Hall at Harvard.

*The Shaping of a Behaviorist* (1979) taught me that scientists are real human beings whose behavior is influenced by a real

environment. In his early years, he was "looking for something," but was not sure what to make about the data derived from his observations. Skinner found joy building apparatuses and having unsupervised time. He tried to find "order" in some patterns but didn't know how to interpret them. He found "order" because of an apparatus' malfunctioning that allowed him to study extinction. It took him years to finish writing his books. Finally, he valued friendship, and spent a lot of time with Fred S. Keller during his academic years. Overall, it is a comforting and motivational idea to think that Skinner's behavior, and scientist's behavior alike, are all subject to the same behavioral principles that guide my behavior.

In 2018, ten years after my first contact with behavior analysis, I went to Boston with the goal of visiting places mentioned in his autobiography. I visited the lower floor of the Memorial Hall and took a picture of what used to be the Pigeon Lab. How I entered the building – not typically open for viewing by the public – is part of another story.

## References

Skinner, B. F. (1974). *About behaviorism*. Knopf.

Skinner, B. F. (1979). *The shaping of a behaviorist*. Knopf.

**About the author:** Fernanda Oda is currently a fourth-year doctoral student in the Applied Behavioral Economics Laboratory at the University of Kansas. One of her hobbies is to watch TV with her partner and two cats. E-mail: [oda@ku.edu](mailto:oda@ku.edu)



**Picture:** Fernanda Oda at the location where the *Pigeon Lab* used to operate



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Nominate your distinguished student to become a new inductee as a Distinguished Scholar of the Cambridge Center for Behavioral Studies. Learn more on Page 16.



# Tech, Tools, & Tips

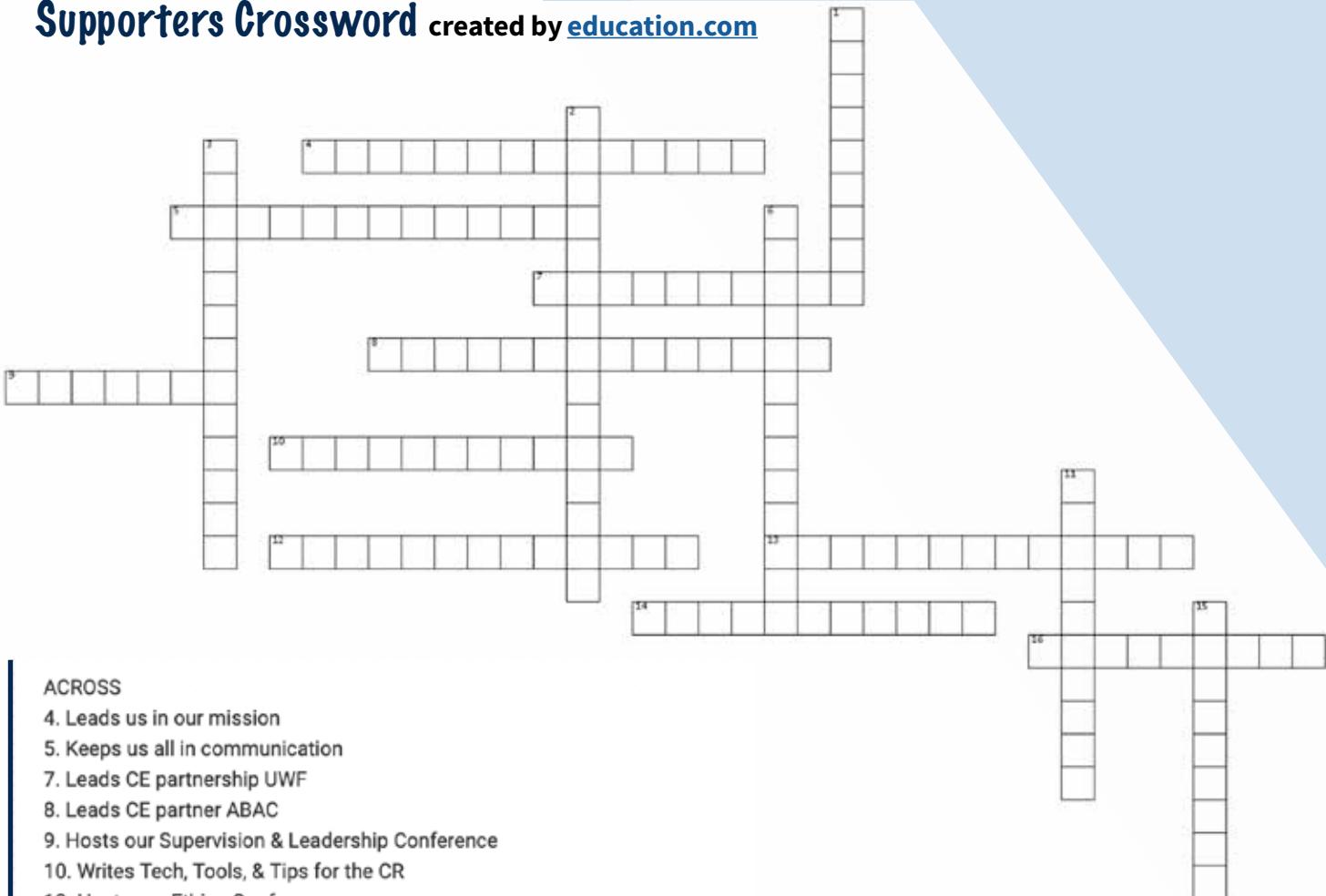
Curated by Trustee and Board of Director Dr. Janet Twyman

In this recurring column, Janet will describe some of her favorite free or low cost technology, tools, and tips that may be of interest to the CCBS community.

## Game On!

**It's a new year, and maybe we all should have a bit more fun.** Relaxing, thoughtful, and in this case, appreciative fun in the form of a crossword puzzle and word search to recognize just a few of the individuals that supported the Center and its mission in 2022, and conference sponsors over the years. These puzzles were easily and quickly built with two of the many cool digital game creators freely available online. Of course I'll share the tools used and a few others to try out, but first the puzzles!

### Supporters Crossword created by [education.com](#)



#### ACROSS

4. Leads us in our mission
5. Keeps us all in communication
7. Leads CE partnership UWF
8. Leads CE partner ABAC
9. Hosts our Supervision & Leadership Conference
10. Writes Tech, Tools, & Tips for the CR
12. Hosts our Ethics Conference
13. Managing Commissioner, CCBS Accreditation for Behavioral Safety
14. Hosted our 2022 Meeting of the Trustees
16. Leads our Distinguished Scholars

#### DOWN

1. Board member and longtime Benefactor
2. Our esteemed Director of the Board
3. Board member who leads BDS, a conference sponsor
6. Board member who leads ABAT, a conference sponsor
11. Hosts CR's Historian's Corner
15. Keeps our business in business

#### You too can create all kinds of puzzles and games

**for teaching, reviewing, or for just having fun.**

Customize your games by number of words, hints, and themes. Often the puzzles can be printed, downloaded, or shared via url for online play. The tools used to create our games, and others you might enjoy, are listed on next page.

[Download print version of puzzles.](#)

# Conference Sponsors Word Search

created at

<http://theteacherscorner.net/>

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[Answer Key on behavior.org](#)

**Discovery Education**

<https://puzzlemaker.discoveryeducation.com>

**Education.com Reading Worksheet Generator**

<https://www.education.com/worksheet-generator/reading/>

**ProProfs Online Brain Games & Puzzles (requires free registration)**

<https://www.proprofsgames.com>

**Puzzle Fast Instant Puzzle Creator**

<https://www.puzzlefast.com>

**My Crossword Maker**

<https://mycrosswordmaker.com>

**Crossword Labs**

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**8 Best Crossword Makers**

<https://www.educatorstechnology.com/2015/12/4-very-good-tools-to-create-crossword.html>

**Free Word Search Makers**

<https://www.thesprucecrafts.com/free-word-search-makers-1358188>

**Crossword Constructor Resource Guide (New York Times)**

<https://www.nytimes.com/2021/11/08/crosswords/crossword-constructor-resource-guide.html>



Dr. William Beecher Scoville (on left). (Courtesy of Luke Dittrich). Source: <https://whyy.org/segments/remembering-patient-hm/>

Within the rich career of Murray Sidman (1923-2019) in behavior analysis, there is a little-known set of experiments that included Patient H. M., Henry Molaison, as a research participant. Molaison (1926-2008), one of the most renowned cases in neuroscience, serving as a research participant from 1953 until his death. Pioneers in the fields of neuropsychology and cognitive neuroscience Brenda Milner (1918- ) and Suzanne Corkin (1937-2016) and surgeon and researcher William Beecher Scoville (1906-1984) studied Molaison intensively, setting the foundations for understanding the neurological underpinnings of memory.



HM age 60, Source: Jenni Ogden: [Psychology Today](#)

Molaison suffered seizures from the age of 10 and in 1953 underwent an extensive surgical procedure led by Scoville. The surgery involved

severing areas of the brain such as sections of temporal lobes, hippocampi, and amygdalae. Although alleviating the seizures, the surgery caused irreversible memory alterations known as anterograde and partial retrograde amnesia rendering Molaison unable to live independently. Molaison retained only fragments of his short-term memory, which lasted only about 30 seconds or less, and some early memories from before the surgery.



Former Trustee Dr. Murray Sidman

Sidman worked with Molaison at the Neurology Service at Massachusetts General Hospital in 1966. Two publications by Sidman came out of such work; one from 1968, co-authored with colleagues in the journal *Neuropsychologia*, an interdisciplinary neuropsychology journal, the other, in 1969 in the

## The Unknown Experiments of Murray Sidman with Patient H.M.

by Mirari Elcoro, PhD

*Journal of the Experimental Analysis of Behavior* (JEAB), the flagship journal of the experimental analysis of behavior, in which Sidman was the sole author.

Both publications included the study of stimulus control using variations of matching-to-sample and delayed-matching-to-sample procedures, along with quantitative and visual analyses such as generalization gradients. The behavior-analytic procedures and analyses used by Sidman and colleagues in these publications offer sensitive and precise ways that capture dynamic aspects of learning and the potential for learning. Such quality and sophistication of behavior-analytic methodology holds great value in developing an integrated and collaborative approach in interdisciplinary fields such as neuroscience.

Based on these two publications by Sidman working with Molaison, Elcoro and Backer (2021) analyzed the role of behavior analysis in the history of the emergence of collaborative modern neuroscience. These authors included details about the two publications mentioned above, part of the history of the emerging intersections between behavior analysis and neuroscience, and how each field conceptualizes and examines memory. This work was



Suzanne Corkin. Source: [New York Times](#)

published in a special issue of JEAB honoring the life and career of Sidman co-edited by McIlvane et al. (2021).

The literature on H.M. is vast. Much of the information on the case of H.M. has been compiled in two accessible books: *Permanent Present Tense, the Unforgettable Life of the Amnesic Patient, H. M.*, by Suzanne Corkin and *Patient H.M. A Story of Memory, Madness, and Family Secrets* by Luke Dittrich, the grandson of Scoville. Although useful and comprehensive, both book authors failed to include references to the work of Sidman with Molaison.



Brenda Milner, 2011. Source: [Wikipedia](#)

## References

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Dittrich, L. (2016). *Patient H.M.: A story of memory, madness and family secrets*. Random House.

Elcoro, M., & Backer, A. (2021). Murray Sidman and Patient H.M.: the role of behavior analysis in the emergence of collaborative modern neuroscience. *Journal of the Experimental Analysis of Behavior*, 115, 242-254. <https://doi.org/10.1002/jeab.656>

McIlvane, W.J., Iversen, I.H., Lattal, K.A., Lionello-DeNolf, K.M. and Petursdottir, A.I. (2021). An appreciation of Murray Sidman's science and his impact. *Journal of the Experimental Analysis of Behavior*, 115, 4-12. <https://doi.org/10.1002/jeab.666>

Mirari Elcoro is a professor at Framingham State University, a public institution in Massachusetts. She discovered behavior analysis as an undergraduate student at Universidad Católica Andrés Bello, in Caracas, Venezuela. At West Virginia University, she completed a Master's and Doctoral degrees in the Behavior Analysis program. She is a Board Certified Behavior Analyst (BCBA-D) and a Licensed Applied Behavior Analyst (LABA) in Massachusetts.

Thanks to Dr. Andy Lattal, Curator of Historians' Corner

## A Course Created through a Partnership

### Contingency-Shaped & Rule-Governed Behavior: Implications for Correct and Incorrect Instructions



This course was created through a partnership between Behavior Development Solutions and the Cambridge Center for Behavioral Studies. Authored in 2018 by Distinguished Scholars of the Cambridge Center for Behavioral Studies: Jessica Mias, Catherine Stephens (Williams), and Tyler Erath; edited by Stephen Eversole, EdD, BCBA-D.

*The mission of the Distinguished Scholars is to support the advancement of elite graduate students on their journeys towards becoming leaders in behavioral science.*



This course uses a fluency model. This model involves answering a series of questions, first during acquisition modules (one hour per module), and then again during fluency modules (which have a shorter time criterion). The fluency model provides many opportunities for practice. Each question is accompanied by a hint, to be used unless you are absolutely certain you know the answer. When hints are used properly, fluency-based courses can be errorless or near-errorless. Keep in mind that fluency-based courses employ a practice (active student responding) model that involves completing learning exercises that are similar to tests, but include hints and feedback. Concepts are learned when users consistently make correct discriminations on questions designed to teach concepts and promote generalization. This course is recommended for BCBAAs and BCaBAAs. [Learn more at BDS.com](https://BDS.com).

**The proceeds from sales of this course are shared with the Cambridge Center for Behavioral Studies.**

# Featured New Advisors

## **Sarah C. Mead Jasperse, PhD, BCBA-D**

Assistant Professor, Counseling, Special Education, and Neuroscience Division

Emirates College for Advanced Education



Dr. Sarah C. Mead Jasperse is an Assistant Professor in the Counseling, Special Education, and Neuroscience Division at Emirates College for Advanced Education in the United Arab Emirates and is a Board Certified Behavior Analyst-Doctoral (BCBA-D). She holds a Bachelor of Arts in Psychological and Brain Sciences from Dartmouth College, a Master of Education from Harvard University, and a Doctor of Philosophy in Psychology from the University of Florida, where she completed her doctoral degree under the supervision of Dr. Brian Iwata. She has been licensed as an elementary school teacher in the USA since 2005 and has been board certified as a behavior analyst since 2011. Dr. Mead Jasperse's primary line of research addresses the prevention, assessment, and treatment of severe and dangerous challenging behavior (e.g., aggression and self-injurious behavior), especially in individuals diagnosed with autism spectrum disorder. She also conducts and supervises applied research in the areas of functional skill acquisition, staff training and supervision, and school-based behavior analytic strategies. She has served on the executive committees of the Kansas Association for Behavior Analysis, the Mid-American Association for Behavior Analysis, and the Illinois Association for Behavior Analysis and serves on the Editorial Board of the *Journal of Applied Behavior Analysis and Education and Treatment of Children*.

## **Pamela L. Neidert, PhD, BCBA-D**

Associate Professor, Department of Applied Behavioral Science at the University of Kansas



My experience prior to joining the KU Faculty in 2008 generally has involved assessment and treatment of problem behavior and skill acquisition in children and adults with developmental disabilities. As a result, I am very interested in early intervention and prevention. Currently, my research focuses on strategies to facilitate development of critical skills in very young children and evaluate the effects of proactive approaches to prevent the emergence of problem behavior. Specific areas of interest include facilitative strategies for the development of language, social skills (imitation/attention), and self-help skills (sleeping, toileting, feeding) in both typically developing children and those at risk for, or diagnosed with, disabilities.

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

Senior Vice President, Children's Clinical Services and Training, May Institute



Dr. Shillingsburg serves as Senior Vice President of Children's Clinical Services and Training at May Institute, providing clinical leadership to all children's programs including the May Center Schools and our home- and center-based services. She holds a joint appointment as Assistant Director of the National Autism Center at May Institute.

Dr. Shillingsburg received her PhD in clinical psychology from Auburn University and completed her pre-doctoral internship and post-doctoral fellowship at the Marcus Autism Center. She previously served as the Director of the Language and Learning Clinic at the Marcus Autism Center and was Associate Professor at Emory University in the Division of Autism and Related Developmental Disabilities.

Dr. Shillingsburg is a licensed psychologist and Board Certified Behavior Analyst (BCBA) at the doctoral level. Her clinical expertise includes the development of language and behavioral programming to address a variety of behavioral difficulties and social communication deficits associated with autism and other developmental disabilities.

Dr. Shillingsburg has published over 45 empirical papers on interventions for children with developmental disabilities. She is currently an Associate Editor of the *Journal of Applied Behavior Analysis* and an editorial board member for *Focus on Autism and Other Developmental Disabilities*. She is a former Associate Editor of *The Analysis of Verbal Behavior*.

## **Andressa Sleiman, PhD, BCBA-D**

Faculty, Psychology Department Florida State University



Andressa Sleiman PhD, BCBA-D, holds a faculty appointment at Florida State University in the psychology department, where she manages an online master's degree program in organizational behavior management and communications (OMC) and teaches in-person psychology courses to undergraduates. Andressa has published over 20 articles and book chapters in scientific journals, including an intervention package to increase doctor-patient-bedside nurse communication while rounding to ultimately increase communication, patient adherence to treatment, and decrease medical errors. In 2021, she was awarded the Behavior Analysis Gerber Award, and in 2022 she was awarded the Pioneer award for her outstanding research contributions as a UF graduate student. Andressa's research interests include behavioral safety, healthcare procedural adherence and related outcomes, and conditions that promote feedback effectiveness. In addition to research, she has taught courses that support practitioners in applying behavioral science in their business to improve performance and outcomes and is passionate about applying the science of human behavior to create safer workplaces. Andressa has consulted in the refining industry and worked closely with their behavior-based safety team and conducted trainings site-wide to teach front-line leader techniques to engage their workforce.

Dr. Sleiman previously served the Cambridge Center as a Distinguished Scholar.

## **Amber Valentino, PsyD, BCBA-D**

Chief Clinical Officer, Trumpet Behavioral Health



Dr. Valentino is the Chief Clinical Officer for Trumpet Behavior Health where she develops workplace culture initiatives, supports clinical services, leads all research and training activities, and builds clinical standards. Her research and clinical work span a variety of topics including verbal behavior, ways to connect the research to practice gap, professional ethics, and effective supervision. She has published several peer-reviewed research articles, invited book chapters, and she recently published a book in partnership with New Harbinger Publications titled: *Applied Behavior Analysis Research Made Easy: A Handbook for Practitioners Conducting Research Post-Certification*. Dr. Valentino serves as an Associate Editor for *Behavior Analysis in Practice* and previously served as an Associate Editor for *The Analysis of Verbal Behavior*. She is on the editorial board for the *Journal of Applied Behavior Analysis (JABA)* and serves as a frequent reviewer for several behavior analytic journals. She works to support dissemination of behavior analysis to the general parent population through her personal website, [behavior-mom.com](http://behavior-mom.com).

## **Jomella Watson-Thompson, PhD**

Associate Professor, Department of Applied Behavioral Science at the University of Kansas



Dr. Thompson holds a PhD in Behavioral Psychology and a Masters of Urban Planning from the University of Kansas. She applies behavioral science methods and interventions to improve how communities address issues related to community health and development. Her research has focused on neighborhood development, healthy youth development, and prevention, including substance abuse and violence prevention. Dr. Thompson supports community capacity-building efforts to address social determinants of health through community-based participatory research in urban neighborhoods and disparate communities. She has researched the effects of community-based processes and intervention to promote mobilization and change in communities. Dr. Thompson has extensive experience providing training, technical support and evaluation for community-based initiatives. Dr. Thompson has co-authored articles on community capacity-building, youth development, and prevention. She has been a consultant for several community coalitions and community-based initiatives.

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**We are seeking nominations for new inductees as Distinguished Scholars of the Cambridge Center for Behavioral Studies.**

The mission of the Distinguished Scholars is to support the advancement of elite graduate students on their journeys toward becoming leaders in behavioral science. In service of the mission of the Center, Distinguished Scholar volunteers collaboratively identify, explore, and execute projects under the guidance of established leaders, the Center Advisors and Trustees. The group was formed in response to the one of the Center's primary goals: to improve the future of behavioral science by education and development of the next wave of behavioral scientists and practitioners. Student-initiated projects align with the Center's other main goals: to create and deliver trustworthy information on high quality behavioral services and science around the world, and to promote global collaboration among behavioral organizations. Students also work in various capacities to support the Center, such as through volunteer efforts at Center conferences. Scholars' activities align with Center's overall mission: to use the science of human behavior to alleviate human suffering.

Master and doctoral level graduate students are nominated by their advisors for consideration of induction as Distinguished Scholars. [\*\*The nomination form is simple and can be found here.\*\*](#)

If you have never nominated a potential Scholar, or have not nominated one in recent years, we encourage you to do so!! **We would love to recruit nominations from a diverse pool of universities, geographic locations, academic levels, and specialty areas.** Nominations will be accepted now through **Thursday, April 1, 2023**. We cannot accept nominations after this date to ensure fairness of the screening and selection process.

Individuals will be made aware of their acceptance shortly before the ABAI Annual Convention at the end of May and will be invited to join the Cambridge Center during our 2023 Annual Meeting of the Trustees on May 26 in Denver.

Please contact me with any questions.

My best regards,

*Tara*

Tara Fahmie, PhD, BCBA-D  
[tfahmie@unmc.edu](mailto:tfahmie@unmc.edu)  
Distinguished Scholars Leader  
CCBS Trustee



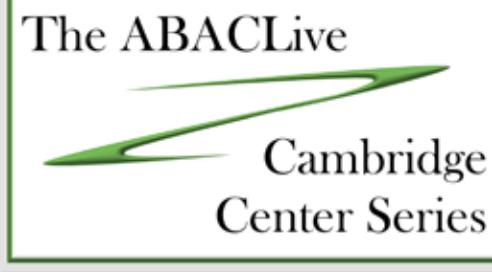
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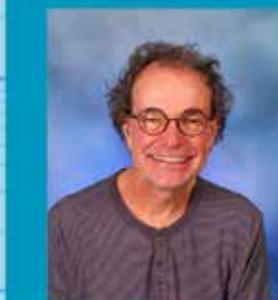
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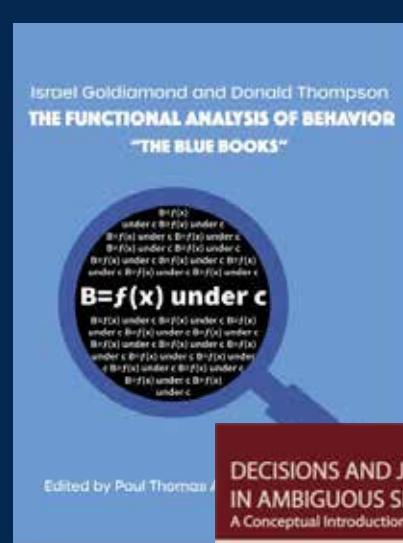
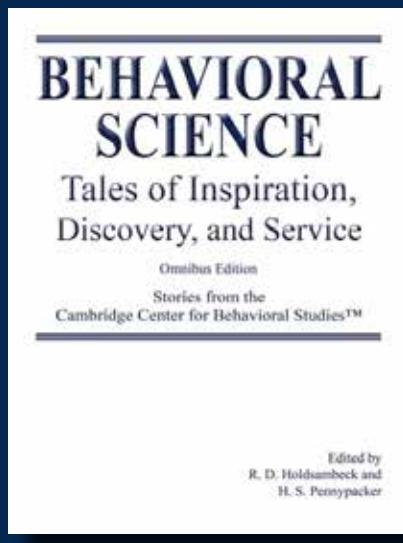
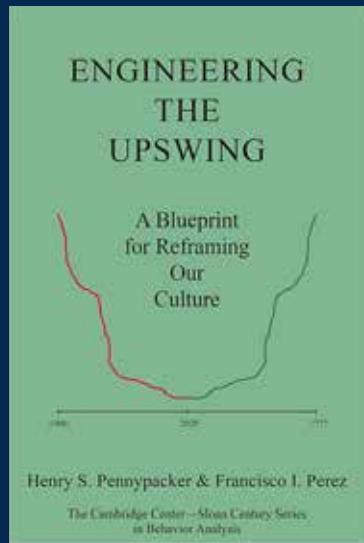
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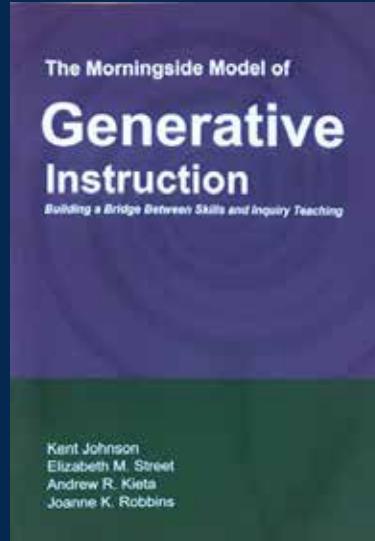
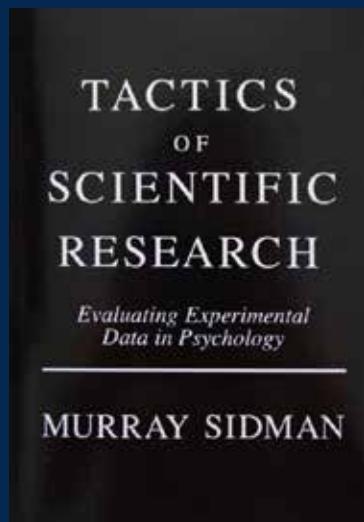
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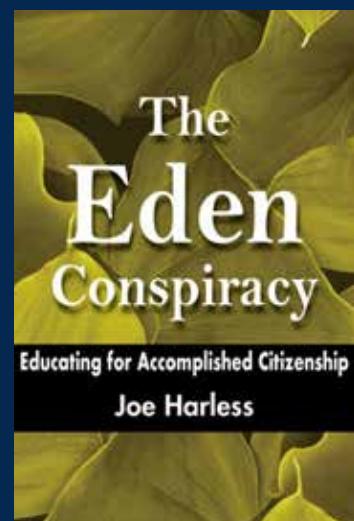
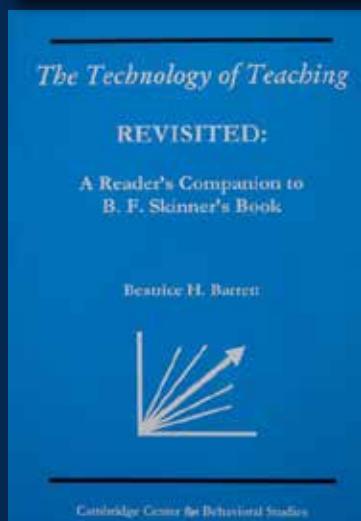
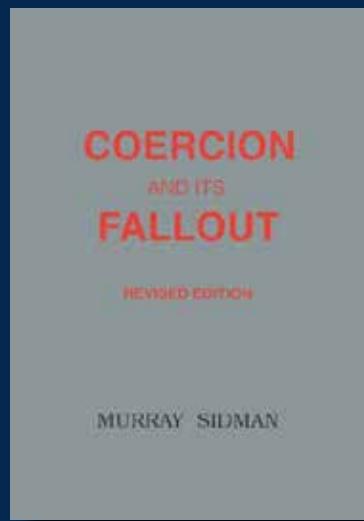
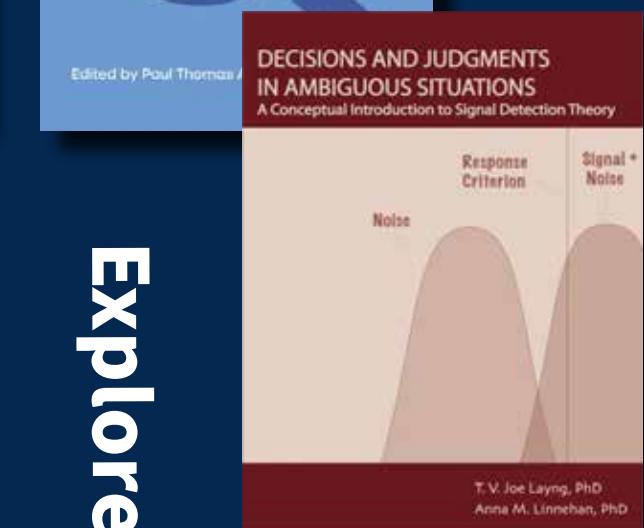
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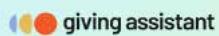
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