

CURRENT REPERTOIRE



Scenes from Our 11th Annual ETHICS in Professional Practice Conference



Photographs thanks to CCBS Business Manager Tara Kasey

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Invited Speakers

Patrick C. Friman, PhD, ABPP

Director, Boys Town Center for Behavioral Health



Dr. Patrick C. Friman received his Ph.D. from the University of Kansas. He is the current Vice President of Behavioral Health at Boys Town and a Clinical Professor in the Department of Pediatrics at the University of Nebraska School of Medicine. He was formerly on the faculties of Johns Hopkins University, University of Pennsylvania, and Creighton University Schools of Medicine. He was also formerly the Director of the Clinical Psychology Program at University of Nevada. He is a Fellow of the Association for Behavior Analysis International, in three divisions of the American Psychological Association, and of the American Board of Behavioral Psychology. He is the former Editor of the *Journal of Applied Behavior Analysis* and former President of the Association for Behavior Analysis International. He has published more than 200 scientific articles and chapters and three books. The majority of his scientific and clinical work is in Behavioral Pediatrics and Behavioral Medicine. Dr. Friman's work in behavioral pediatrics has concentrated on the gap between primary medical care for children on one side, and referral-based clinical child psychological and psychiatric care, on the other. A secondary focus is on adolescent behavior and development. He also specializes in consultation regarding workplace issues such as motivation, dealing with difficult people, change, happiness and pathways to success.

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

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Leadership & Supervision Invited Speakers *Continued*

Peter Sturmy, PhD

Professor, Department of Psychology, Queens College CUNY



Peter Sturmy is Professor of Psychology at The Graduate Center and the Department of Psychology, Queens College, City University of New York. He specialized in autism and other developmental disabilities, especially in the areas of applied behavior analysis, dual diagnosis, evidence-based practice, and staff and parent training. He gained his PhD at the University of Liverpool, United Kingdom and subsequently taught at the University of the South West (Plymouth) and University of Birmingham, United Kingdom. He then worked for the Texas Department of Mental Retardation from 1990-2000 as Chief Psychologist, first at Abilene then at San Antonio State School during a federal class action lawsuit. There he supervised behavioral services and master's level psychologists providing behavior support plans for severe behavioral and psychiatric disorders in adolescents and adults with developmental disabilities and implemented large-scale active treatment and restraint reduction programs. Professor Sturmy has published 28 edited and authored books, over 225 peer reviewed papers, over 80 book chapters and made numerous presentations nationally and internationally, including recent presentations in Canada, Brazil and Italy. His research focuses on developing and evaluating effective and efficient ways of training caregivers using modeling and feedback to use applied behavior analysis with children and adults with autism and other disabilities.

Kendra Thomson, PhD, BCBA-D

Associate Professor, Department of Applied Disability Studies, Brock University



Kendra Thomson, PhD, BCBA-D is an Associate Professor in the Department of Applied Disability Studies at Brock University. Kendra earned her Ph.D. in Psychology with specialization in Applied Behaviour Analysis from the University of Manitoba in 2011 and became a Board Certified Behavior Analyst in 2013. She completed a post-doctoral fellowship in the Developmental Disabilities and Mental Health lab at York University before starting her academic career at Brock in 2014. Kendra has over 20 years of experience in various clinical and research settings supporting people with learning differences across the lifespan. With her trainees, Kendra conducts community-based research that focuses broadly on translating evidence-based behavioural training strategies to empower people with lived experience and their families/care providers, and professionals to improve independence and quality of life. Most recently Kendra and her team have been investigating Acceptance and Commitment Training (ACT) for improving quality of life

for caregivers. Kendra also holds a part-time Scientist position in the Azrieli Adult Neurodevelopmental Centre at the Centre for Addiction and Mental Health in Toronto, ON. She is a past-president of the Ontario Association for Behaviour Analysis and was honoured to be the recipient of the Association of Professional Behavior Analysts "Jerry Shook Award" in 2021. She is a member of the College of Psychologists of Ontario (CPO) Council (soon to be the College of Psychologists and Behavior Analysts as of July 1, 2024). She serves in several other roles at CPO including being a member of the Behaviour Analysis Working Group, the Behaviour Analysis Professional Standards Committee, and the Registration Committee.

Mary Jane Weiss, PhD, BCBA-D, LABA

Dean of the Institute for Applied Behavioral Science & Director, PhD Program in Applied Behavior Analysis
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.

Continued

Leadership & Supervision Invited Speakers *Continued*

Rob Holdsambeck, EdD, LCP, BCBA-D

Executive Director, Cambridge Center for Behavioral Studies™

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Dr. Holdsambeck is a licensed psychologist and BCBA-D with over 40 years of clinical experience delivering services to people with developmental disabilities, including those on the autism spectrum. He was one of the first people to become certified in behavior analysis (#0007). The company he founded at one point employed over 120 clinicians serving 1000+ individuals annually in California and Hawaii. Previously he served his country as a Captain in the Air Force and his community as a tenured professor of behavior analysis and human sexuality. He was selected as the 2010 distinguished colleague by the Chicago School of Professional Psychology's Department of Applied Behavior Analysis. In 2011, he received the outstanding service award from the Cambridge Center for his work in bringing evidence-based practices to California. Dr. Holdsambeck is an author and frequent keynote speaker at national and state conferences. His most recent publications are the highly acclaimed books, *Behavior Science: Tales of Inspiration, Discovery, and Service* (Holdsambeck and Pennypacker Eds., 2017, Volumes I-3 and Omnibus). In addition to the activities mentioned above, Dr. Holdsambeck has served for over a decade as the Executive Director of the prestigious Cambridge Center for Behavioral Studies™.

Plus a Planned Speaker Panel Discussion with Thomas Zane, PhD, BCBA-D, Moderator

Professor of Practice and Director of Online Behavior Analysis Programs, Department of Applied Behavioral Science, University of Kansas



Dr. Thomas Zane is a Professor of Practice and the Director of Online Programs in Behavior Analysis in the Department of Applied Behavioral Science at the University of Kansas. Dr. Zane earned his Bachelor's and Master's degree in psychology at Western Michigan University and his doctorate in Applied Behavior Analysis at West Virginia University. He has served as a Post-Doctorate Research Associate at the University of Massachusetts and as a Research Scientist at Johns Hopkins University Department of Psychiatry. Dr. Zane serves on the Executive Board of the Cambridge Center for Behavioral Studies, the international organization that represents the field of behavior analysis. Dr. Zane has been past President of the Ethics Special Interest Group of the International Association for Behavior Analysis. His research interests include online learning, evidenced-based practice in autism, and the philosophy of science and radical behaviorism. He is particularly interested in why some behavior analysts drift from the code and the importance of adhering to choosing scientifically-supported treatments in clinical and educational work.

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Meet a Few of Our New Advisors

Alison Betz, PhD, BCBA-D

Vice President, Clinical Autism Products, ABA Technologies, Inc.



Dr. Alison Betz, President and Founder of Betz Behavioral Consulting, received her PhD from Utah State University. She also completed a postdoctoral fellowship at the Munroe-Meyer Institute, University of Nebraska Medical Center. Alison previously served as faculty at Florida Institute of Technology and has taught everything from single subject design, assessment and treatment of severe behavior, to OBM. Her primary research and clinical interests are assessing and treating severe behavior, evaluating efficient teaching procedures for individuals with autism, and examining the effects of conditioned reinforcement. She has published in the areas of functional analysis, applied behavior analysis, and autism in co-authored book chapters and in prestigious behavioral journals. Alison serves on the editorial boards of the *Journal of Applied Behavior Analysis Education and Treatment of Children, and Behavior Development Bulletin*.

Chata Dickson, PhD, BCBA-D, LABA (she/her)

Principal Researcher, The New England Center for Children and Clinical Adjunct Faculty, Western New England University



Chata A. Dickson is a Principal Researcher at The New England Center for Children and serves as Clinical Adjunct Faculty in the graduate programs in Behavior Analysis at Western New England University. Dr. Dickson earned a doctoral degree in Psychology with a specialization in Behavior Analysis from West Virginia University and holds Board Certified Behavior Analyst-Doctoral and a Licensed Applied Behavior Analyst in the Commonwealth of Massachusetts credentials. Her research and clinical work have been presented internationally and at numerous conferences, and she regularly conducts workshops for professionals in behavior analysis and education. Dr. Dickson's research interests focus on effective methods for teaching individuals with autism and intellectual and developmental disabilities. Specifically, she is interested in research that examines instructional technology, stimulus control and generalization, and effects of learning history. Her work has been published in several peer-reviewed journals related to autism, intellectual disabilities, and behavior analysis.

Mirari Elcoro Calvo, PhD, BCBA-D, LABA

Associate Professor of Psychology, Framingham State University (FSU)



I am an Associate Professor of Psychology and the Coordinator of the Faculty of Color Mentoring Program at Framingham State University (FSU). I am also a Licensed Applied Behavior Analyst (LABA) in Massachusetts, a Board Certified Behavior Analysis (BCBA-D), and serve as Vice President and Director of the Massachusetts State College Association Chapter for FSU. I completed an undergraduate degree in Psychology in Caracas, Venezuela, then I received a Master's and Doctoral degrees in Psychology, with a focus in Behavior Analysis from West Virginia University (Morgantown, WV).

I have taught a variety of undergraduate courses within the fields of Psychology, Behavior Analysis and Neuroscience. I taught at Armstrong State University (Savannah, GA) from 2008-2017, where I earned tenure and promotion, and assumed various leadership roles such as co-founding and coordinating a Neuroscience minor, coordinating the BCABA course sequence, and chairing the

Faculty Welfare committee. I completed the Governor's Teaching Fellows program at the Institute of Higher Education at the University of Georgia.

My research has taken place in several laboratories of experimental analysis of behavior, behavioral pharmacology and neuroscience, where I established successful research collaborations which have resulted in conference presentations and publications. I am interested in integrating knowledge from behavior analysis and neuroscience, the history of science, the scholarship of teaching and learning, and various applications of behavior principles. I am also invested in faculty development, particularly in faculty mentoring. **Watch for an ABACLive Presentation from Dr. Calvo in 2024!**

Learn About Our Incoming Distinguished Scholars

Ryan Atkinson, MA, Simmons University ~ *Nominated by CCBS Trustee Judah Axe*



Ryan Atkinson received his Bachelor's degree in Philosophy and Psychology from the University of Massachusetts Boston, followed by a Master's degree in Behavior Analysis from Regis College. Currently, they are pursuing a Ph.D. at Simmons University, focusing on behavior analysis and its philosophical underpinnings.

Their passion for behavior analysis and behaviorism was ignited by their exposure to Gilbert Ryle's logical behaviorism, which later led them to explore Radical Behaviorism. With an interest in pragmatism and epistemology, Ryan has actively pursued publication opportunities in these areas.

In their academic journey, Ryan has sought to bridge the gap between philosophy and behavior analysis, aiming to integrate theoretical insights with practical applications. They are particularly interested in exploring the foundations of behaviorism within a broader philosophical context.

Kaitlin Brunt, BA, University of Kansas ~ *Nominated by CCBS Advisor Robin Kuhn*



Kaitlin Brunt is an online student in the master's program at the University of Kansas in the Department of Applied Behavioral Science. Kaitlin graduated from Capilano University in Vancouver, British Columbia with a bachelor's degree in Applied Behavior Analysis (Autism) in 2015 and wrote her board certification as an assistant behavior analyst (BCaBA) in 2020. Kaitlin's academic and professional interests include play-based, preventative/ pre-diagnosis behavior analytic interventions for children showing signs of autism and supporting families following diagnosis through a center-based treatment model. Her personal interests relate to the effects of behavior analysis in the area of sustainability, including transportation decisions, reducing waste, and increasing engagement in community efforts.

Marissa Kamrowsky, MS, BCBA, University of Kansas ~ *Nominated by CCBS Advisor Claudia Dozier*



Marissa is heading into her fourth year in the doctoral program at the University of Kansas' Behavioral Psychology program under the supervision and mentorship of Dr. Claudia Dozier. Marissa completed her master's degree in Applied Behavior Analysis in Melbourne, Florida under the supervision of Dr. David Wilder at Florida Institute of Technology and her bachelor's degree in Psychology at Ohio University. Marissa has worked in both early intervention and severe behavior clinical settings at The Scott Center for Autism Treatment and the Edna A. Hill Child Development Center. More recently, Marissa has taken a clinical consultation role at GoodLife Innovations working with adults with intellectual and developmental disabilities. Marissa also enjoys conducting research projects at each clinical setting, and her primary research aims surround prevention, assessment, & treatment of behavior disorders, teaching functional skills, and staff or caregiver training. In her free time, Marissa enjoys spending quality time with her family, taking her dog to local trails, and cooking for friends.

Kelly R. Krukowski, MA, BCBA, LBA-MI, The Chicago School of Professional Psychology ~ *Nominated by CCBS Friend Annette Griffith*



Kelly has been a Board-Certified Behavior Analyst since 2016 and has been working in the field of Applied Behavior Analysis since 2012. She has extensive experience in early intervention with children with autism spectrum disorder and other developmental disabilities. She received her bachelor's degree in Psychology from The University of Michigan and her master's degree in Applied Behavior Analysis from Ball State University. Kelly is in her third year in the Applied Behavior Analysis doctoral program at The Chicago School of Professional Psychology. She has been gaining experience with Prader-Willi Syndrome (PWS) in preparation for her dissertation. Kelly has assisted with multiple research projects focused on early intervention for individuals with PWS in the TCS PWS Lab under the leadership of Dr. Kasey Bedard and Dr. Annette Griffith. Additionally, Kelly serves as a graduate Teaching Assistant for an introductory course in Applied Behavior Analysis at TCS.

**Supporting the advancement of elite graduate students
on their journeys toward becoming leaders in behavioral science.**



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.

Using Generative AI to Support Research Reviews

As behavior analysts we often turn to the literature to better understand a topic, to see what research has been conducted so far (and what that research says works), or to get ideas for an intervention. For example, I reviewed the literature (some, but nowhere close to all!) on generative AI* for my [March/April column, “Will Software Replace Us?”](#)

I still say “no” to that question (or at least not all of us, not yet) however I do believe AI can greatly help us get better at the things we do, make us more efficient, and even help us build new skills and repertoires. In this column I’m sharing a few ways generative AI can help improve our proficiency with research readings or understanding of a concept by finding, organizing, summarizing, and analyzing relevant literature for about that topic.

First, my current preferred web-based tool for interacting with PDFs: **ChatPDF** (<https://www.chatpdf.com>), an AI-powered app to which you upload a PDF and then ask questions about it. ChatPDF provides a summary of the publication, then suggests some things you might want to ask about the material. Of course, you can ask questions of your own as well. ChatPDF makes reading journal articles easier and faster, and dare I say, sometimes a bit more fun (try playing “devil’s advocate” with various findings or points). Figure 1 is a screen shot from the beginning of a chat about one of my favorite recent articles by Layng and Linnehan (2023). The PDF is displayed on the left, and my initial conversation with ChatPDF on the right. Happily, this tool has a very robust free version that could suffice for many of us.

Figure 1. ChatPDF

The figure shows a screenshot of the ChatPDF interface. On the left, a PDF document titled 'Acquisition of Children's Relational Responding: The Role of the Intradimensional and Interdimensional Abstract Tact and the Autoclitic Frame' by T. V. Joe Layng and Anna M. Linnehan is displayed. The PDF includes sections like 'Abstract', 'Keywords', and 'Published online: 15 May 2023'. On the right, a conversational interface with 'GABA' at the top shows the following exchange:

Welcome to this informative PDF file on the acquisition of children's verbal behavior! In this article, T. V. Joe Layng and Anna M. Linnehan explore the role of the intradimensional and interdimensional abstract tact and the autoclitic frame in the acquisition of children's relational responding.

Here are three example questions you may have about this PDF file:

- What are the intradimensional and interdimensional abstract tact and the autoclitic frame, and how do they contribute to children's verbal behavior?
- How do mothers' teaching interactions impact children's language learning trials, and what categories of interactions do they typically use?
- What other types of relations, in addition to the tact, mand, echoic, intraverbal, and autoclitic, are described in Skinner's Verbal Behavior?

What are the intradimensional and interdimensional abstract tact and the autoclitic frame, and how do they contribute to children's verbal behavior?

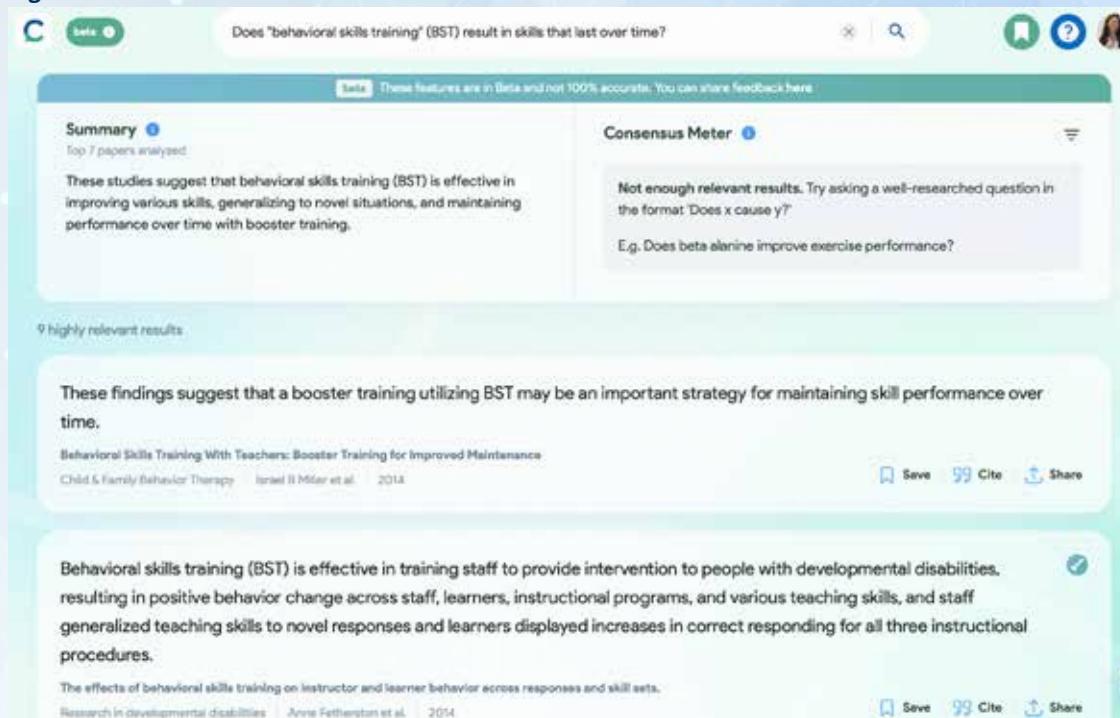
The intradimensional and interdimensional abstract tact and the autoclitic frame are relations that contribute to children's verbal behavior. The authors argue that these relations account for many of the generative features of verbal behavior and shared meaning. The interdimensional abstract tact is a type of stimulus control that allows for seemingly complex relational responding, while the autoclitic frame is a type of autoclitic effect that allows for relations to be described between stimuli. These concepts are explored in detail in this article, which you can find on page 1 and page 12.

How do children learn intradimensional and interdimensional abstract tact repertoires?

According to the article, both intradimensional and interdimensional abstract tact are acquired similarly through interactions with examples and non-

Another research support tool with a useful free plan is **Concensus** (<https://consensus.app/search/>), an AI-powered search engine that uses large language models (LLM) to accept research questions, find pertinent information within research papers, and share the results. In Concensus you can ask question and the AI engine provides referenced conclusions from research. You can ask about relationship between concepts, the effects of a phenomenon, or whatever else you may be curious. To illustrate its functionality, I did a simple query (Figure 2): “Does behavioral skills training (BST) result in skills that maintain over time?” (Granted, not the best query but I’m under a submission deadline!). Concensus provided a summary, listed findings from five relevant papers, and provided the sources. Other queries have indicated which papers were meta-analysis and other potentially relevant information.

Figure 2. Concensus



While it feels like it's in its early stages, **Paper Digest** (<https://www.paperdigest.org>) assists with literature searches and literature reviews by answering questions about science and technology topics. It also contains a text rewriter function. Figure 3 (next page) shows the results for a simple query on “behavior analysis” in the Other Humanities/Social Sciences Domain (“Natural Science of Behavior” wasn’t an option.). While it may not list your most valued articles on the topic, at the very least it’s interesting to see what a LLM views--from the research it was trained upon--to be most relevant.

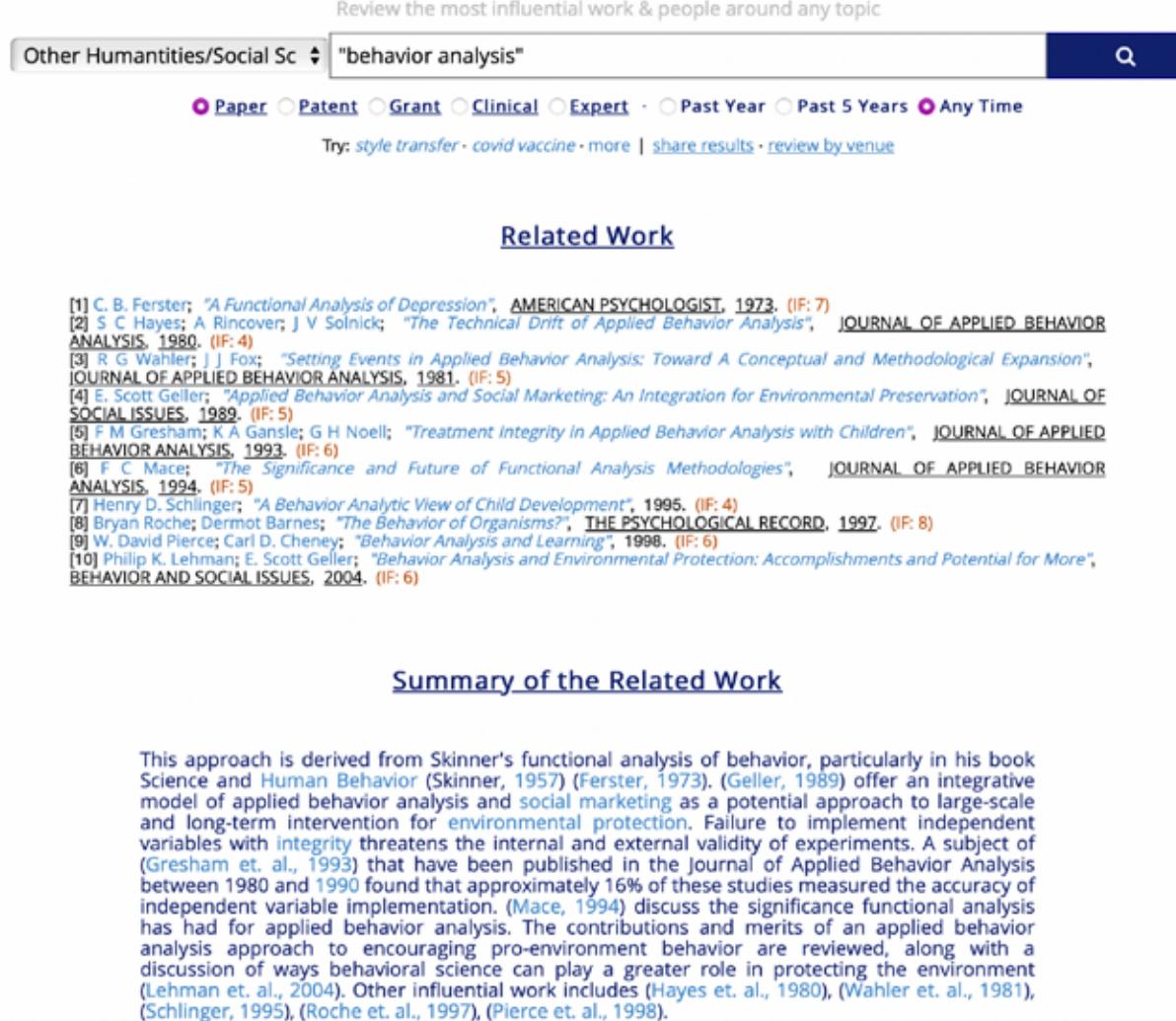
So, with Paper Digest I slipped in another AI functionality that I've found useful: text rewriting. Text rewriting software uses AI to analyze and paraphrase or rephrase paragraphs to restructure the text. Many programs allow you to choose the “voice” for the rewritten material (e.g., scholarly, simple, technical) or you can train them in your own writing style.

I'll mention one tool now, **Quillbot** (<https://quillbot.com>), and save other suggestions for a potential future column. Quillbot uses natural language processing (NLP) to improve writing clarity and quality. It paraphrases text and produces rewrites that preserve the text's original meaning. It also offers writing modes, summaries, grammar checking, and word suggestions, to support writing behavior provide feedback. Remember my opening two paragraphs? This is what Quillbot gave me when I asked it to re-write the text to be shorter:

Behavior analysts often rely on literature to understand topics, research, and ideas for interventions. For instance, in my March/April column, "Will Software Replace Us?", I reviewed some literature on generative AI. While AI may not replace all tasks, it can improve efficiency and build new skills. This column discusses how generative AI can improve efficiency by organizing, summarizing, and analyzing relevant literature for research or understanding a concept.

Better? Probably. Shorter while still preserving the intent? Certainly. I'll leave it to you to play around with it and any of these tools that you may find useful. I'd be interested in knowing what you think.

Figure 3. Paper Digest



Review the most influential work & people around any topic

Other Humanities/Social Sc ▾ "behavior analysis"

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Related Work

[1] C. B. Ferster; "A Functional Analysis of Depression", *AMERICAN PSYCHOLOGIST*, 1973. (IF: 7)
[2] S C Hayes; A Rincover; J V Solnick; "The Technical Drift of Applied Behavior Analysis", *JOURNAL OF APPLIED BEHAVIOR ANALYSIS*, 1980. (IF: 4)
[3] R G Wahler; J J Fox; "Setting Events in Applied Behavior Analysis: Toward A Conceptual and Methodological Expansion", *JOURNAL OF APPLIED BEHAVIOR ANALYSIS*, 1981. (IF: 5)
[4] E. Scott Geller; "Applied Behavior Analysis and Social Marketing: An Integration for Environmental Preservation", *JOURNAL OF SOCIAL ISSUES*, 1989. (IF: 5)
[5] F M Gresham; K A Gansle; G H Noell; "Treatment Integrity in Applied Behavior Analysis with Children", *JOURNAL OF APPLIED BEHAVIOR ANALYSIS*, 1993. (IF: 6)
[6] F C Mace; "The Significance and Future of Functional Analysis Methodologies", *JOURNAL OF APPLIED BEHAVIOR ANALYSIS*, 1994. (IF: 5)
[7] Henry D. Schlinger; "A Behavior Analytic View of Child Development", 1995. (IF: 4)
[8] Bryan Roche; Dermot Barnes; "The Behavior of Organisms?", *THE PSYCHOLOGICAL RECORD*, 1997. (IF: 8)
[9] W. David Pierce; Carl D. Cheney; "Behavior Analysis and Learning", 1998. (IF: 6)
[10] Philip K. Lehman; E. Scott Geller; "Behavior Analysis and Environmental Protection: Accomplishments and Potential for More", *BEHAVIOR AND SOCIAL ISSUES*, 2004. (IF: 6)

Summary of the Related Work

This approach is derived from Skinner's functional analysis of behavior, particularly in his book *Science and Human Behavior* (Skinner, 1957) (Ferster, 1973). (Geller, 1989) offer an integrative model of applied behavior analysis and social marketing as a potential approach to large-scale and long-term intervention for environmental protection. Failure to implement independent variables with integrity threatens the internal and external validity of experiments. A subject of (Gresham et. al., 1993) that have been published in the Journal of Applied Behavior Analysis between 1980 and 1990 found that approximately 16% of these studies measured the accuracy of independent variable implementation. (Mace, 1994) discuss the significance functional analysis has had for applied behavior analysis. The contributions and merits of an applied behavior analysis approach to encouraging pro-environment behavior are reviewed, along with a discussion of ways behavioral science can play a greater role in protecting the environment (Lehman et. al., 2004). Other influential work includes (Hayes et. al., 1980), (Wahler et. al., 1981), (Schlinger, 1995), (Roche et. al., 1997), (Pierce et. al., 1998).

Generative AI tools can be great resources to help you to find, organize, summarize, and analyze relevant literature, with the following caveats (as suggested by Bing; Aug. 24, 2023):

Limitations of using generative AI tools for literature reviews

- ▶ **Requiring human supervision and verification:** Generative AI tools are not perfect and may generate outputs that are inaccurate, irrelevant, biased, or unethical. Therefore, you need to supervise and verify the outputs generated by generative AI tools and use your own judgment and critical thinking skills.
- ▶ **Raising ethical and social issues:** Generative AI tools may raise ethical and social issues, such as plagiarism, privacy, security, accountability, etc. Therefore, you need to be aware of the potential risks and consequences of using generative AI tools and follow the ethical and legal guidelines and standards.
- ▶ **(And from me)** It is also important to understand that the generative AI world is like the wild, wild, west. All the rules aren't set yet and questions abound about what data were used to train these models and if companies had the right to use the materials for training. Hence, it's user beware: Never enter private or confidential information in a chatbot or gen AI tool AND realize that in some cases (many?) your entries may/can/will be used to further train the model.

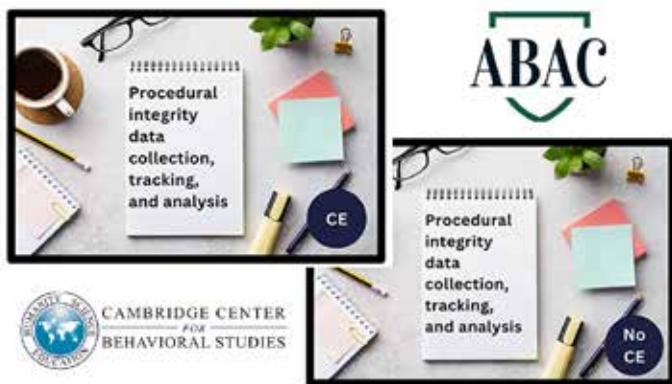
Generative AI tools can be great resources to help you to find, organize, summarize, and analyze relevant literature, perhaps allowing us to be more efficient or knowledgeable (...perhaps..., anyone interested in conducting some research?). These tools allow us to interact with documents using natural language queries (the way we talk) and even generate new content while interacting. Of course, we all need to be aware of the limitations and challenges of using these tools (verify!) and ensure we are using them responsibly and ethically.

Reference:

Layng, T. J., & Linnehan, A. M. (2023). Acquisition of Children's Relational Responding: The Role of the Intradimensional and Interdimensional Abstract Tact and the Autoclitic Frame. *Perspectives on Behavior Science*, 1-21.

2023 ABACLive Cambridge Center Series

“Helping Those Who Help Others, One Live Webinar at a Time”



CCBS Advisor Abigail Blackman, PhD, BCBA presents

**Refining your supervisory repertoire:
Procedural integrity data collection,
tracking, and analysis**

Thursday, September 14

5:30 pm - 8:30 pm (EDT)

Recordings available until 9/28/23



Dr. Abigail Blackman

Procedural integrity data, when collected correctly, provides supervisors with information about the quality of services an organization is providing and how to best support their staff. A recent, unpublished survey revealed that supervisors working within ABA organizations (e.g., clinics, schools, in home services) are not collecting integrity data or in instances when supervisors were collecting data, there was still wide variability and inconsistency in the quality of services delivered to consumers of ABA service. The purpose of this 3-hour webinar, designed for everyone from behavior analysts in training to clinical directors, is to provide a strong rationale as to why procedural integrity data should be collected, tracked, and analyzed in ABA clinics, schools, and home service agencies. Dr. Blackman will also provide practical strategies for how to collect, track and analyze procedural integrity data efficiently and effectively.

After attending this 3-hour webinar workshop attendees will be able to:

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- Identify how to observe, track, and analyze integrity data.
- Identify how supervisors can embed this process into their practice.

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Thank you to ABAC & Dr. Sleiman our June presentation.

"Dr. Sleiman's presentation was outstanding! I am so glad that I signed up and that the Cambridge Center sponsored this event.

Wow. Her work is SO important and well-documented."

*Past CCBS Trustee & Longtime Supporter
Dr. Brenna Bry, Professor Emerita, Rutgers University*



Dr. Andressa A. Sleiman

FUTURE 2023 PRESENTATIONS

Advisor Anna Linnehan • Trustee Kerri Milyko • Trustee Peter Gerhardt

CCBS Bust of B.F. Skinner on Display at Endicott College



CCBS Trustee Dean Dr. Mary Jane Weiss with the bust displayed at the Diane Meyers Halle Library, Endicott College. (2023)

To honor Dr. B.F. Skinner, the Cambridge Center commissioned a famous Boston-area sculptor, Gilda Oliver, to create a life-sized bust of him. The bust was unveiled during the Center's 1988 Annual Meeting of the Trustees. Sadly, the bust was damaged while housed in our Cambridge office, but Ms. Oliver kindly restored it in 2014.

We are happy to announce that the Cambridge Center and Endicott College entered into an agreement for the bust to be displayed on Endicott College campus, both to disseminate the knowledge about Dr. Skinner and behavioral science, as well as to support the fledging graduate studies program in behavioral science at Endicott.

The bust now resides in the Diane Meyers Halle Library for all visitors to see and reflect on not only the man, but the impact that behavioral science has had on maximizing the freedom of humankind.



The 7th Annual Meeting of the Center in September 1988 was highlighted by the unveiling of an original work of art—a bust of Professor B. F. Skinner. The ceremony was attended by about fifty of Skinner's colleagues, along with his wife Eve. The evening also featured talks by noted scientists on applications of behavioral science to socially significant problems. Keynote speakers were Dr. Ovide Pomerleau and Dr. E. Scott Geller. Said Skinner, "I am grateful the Center commissioned the sculpture. I am glad of its existence, for at least my image will last longer than I."

The Current Repertoire, Summer 1989



Sculptor Gilda Oliver with Fred Skinner 1985-86



Endicott College faculty: CCBS Advisor Anna Linnehan and CCBS Trustee (Dean) Mary Jane Weiss with ETHICS Conference speakers Drs. Paul Gavoni and David Cox. (2023)



Sculptor Gilda Oliver and Dr. Julie Vargas with Dr. Rob Holdsambeck, 2014 unveiling

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The Unabomber: An Extreme Reaction to Behavior Modification¹

by Andy Lattal, PhD
West Virginia University



Figure 1. James V. McConnell posed circa 1960s, with the logo of his *Worm Runner's Digest*.

Between 1978 and 1995 in the United States there was a series of explosions involving bombs either planted or sent through the mails, averaging about once a year. The FBI labeled the, then unknown, individual responsible the “Unabomber” “because most of the bombings targeted *universities or airlines*” (Chase, 2000). One of those bombings involved a well-known psychologist closely identified with behavior modification, James V. McConnell, shown in Figure 1. Stern (2007) noted that “[a]lthough McConnell, writing to a colleague in 1989, stated that he ‘never was a ‘Skinnerian,’ and never will be’ he did, in fact, embrace Skinner’s main principles of shaping and modifying behavior from the get-go. He did ...discard some aspects of Skinner’s strict approach and graft on what he believed to be needed additions.”

In 1959, McConnell launched *The Worm Runner's Digest* (see Figure 2), a psychology journal that combined scientifically serious research on, mostly, classical conditioning of the planarian, a non-parasitic flatworm with remarkable regenerative abilities, and articles of a more humorous nature, often poking fun at his own research area. During the years of the *Digest* McConnell published several articles not only claiming to have shown classical conditioning in planaria, but also gains in acquisition of a conditioned response when a naïve planarian was fed another planarian that had been previously conditioned. McConnell’s various claims proved to be controversial, resulting in a series of back

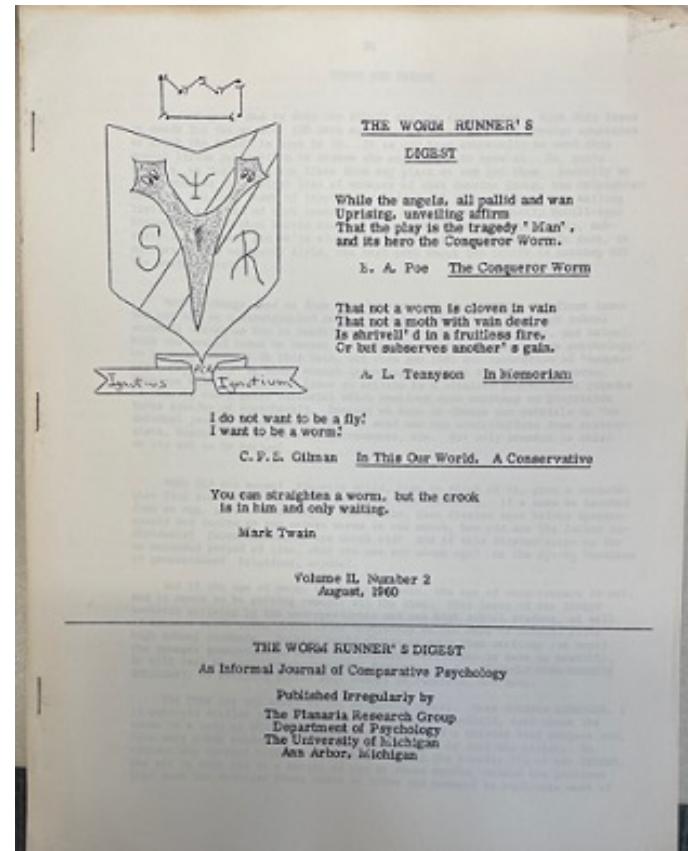


Figure 2. Cover of an early (1960) issue of *The Worm Runner's Digest*. The first several issues were mimeographed, like this one.

and forth experiments attempting to sort out fact from fiction about planarian conditioning.

While McConnell was researching flatworm conditioning, an undergraduate student at Harvard University, Theodore Kaczynski, volunteered for a long-term study conducted there that was designed to test psychological stamina under difficult interrogation conditions. The interrogations later were described as “vehement, sweeping, and personally abusive” (Chase, 2000) and unethical ([What Happened to Ted Kaczynski at Harvard? HISTORY](#)). The lead researcher was Henry Miller, a professor of psychology at Harvard and the creator of a

famous projective test, the Thematic Apperception Test, or T.A.T. (see Robinson, 1992). The sponsor of the research was the United States Central Intelligence Agency (CIA). Things went badly for Kaczynski and the interviews were a contributing factor to the events described herein.

Fast forward to the mid-1960s at the University of Michigan. McConnell was a popular professor, routinely offering wisdom and wit to large sections of psychology courses. He was quite visible on campus because of his teaching skills, charisma, and humor (as evidenced in no small part by his *Digest*). One of the topics of considerable interest in psychology in the 1960s was what then was called behavior modification, something McConnell wrote extensively about in both the professional and popular media, and talked about in his classes. Kaczynski was now also at Michigan working on his Ph.D. in mathematics. McConnell's public persona and accompanying ideas likely brought him, and his teaching of behavior modification, to the attention of Kaczynski. After finishing his Ph.D., Kaczynski taught for a couple of years at UC Berkeley before resigning and moving to Montana to live a hermit's life.

Beginning in 1978 and ending in 1995, mail and planted bombs appeared around the country, capturing citizen concern and media attention. The perpetrator turned out to be Kaczynski. On November 15, 1985, a package arrived at McConnell's home, where it was opened by one of his students. When it exploded, it blew a 6-inch hole in the table where it sat, sent the student to the hospital with arm and stomach wounds, and resulted in temporary deafness of both the student and McConnell, who was also in the room at the time of the explosion. Kaczynski's targeting of McConnell seemed to be a perfect storm of Kaczynski's general suspicion of technology and industrialism, his bad personal experience in the Harvard study, which has been incorrectly characterized as involving behavior modification, and McConnell's very visible and often



Figure 3. Artist's sketch of the Unabomber based on an eyewitness sighting of him following one of the bombing incidents.

controversial views on technology and human behavior change.

The Unabomber's 35,000-word manifesto, *Industrial Society and Its Future*, was controversially published on September 19, 1995, while Kaczynski was still at large. He threatened even more violence if it was not published. *The New York Times* and *Washington Post* agreed to publish it in hopes that he might be identified from clues contained therein. The points made in the manifesto continue to be debated as to their merits. Kaczynski's writing style was recognized by his brother, who turned him in. Kaczynski pleaded guilty to murder in 1998 and was sentenced to prison for life. He died in a correctional facility in North Carolina on June 10, 2023 at age 81, by his own hand. He had late-stage cancer.

Kaczynski's distortion of the connection between his experience as a Harvard subject and even 1960s behavior modification is perhaps the most extreme and terrible outcome of a misrepresentation and misunderstanding of a science imaginable. On a totally different scale, Morris and his colleagues (e.g., Morris & Todd, 1992) have documented many distortions of and misrepresentations of modern behavior analysis. Science and its applications are public. As such they are always open to scrutiny resulting in comment, praise, and criticism. Accepting constructive feedback is central to any scientific endeavor, lest the discipline, like Kaczynski, lose touch with reality. Feedback always should be welcome and never shunned because it is something we don't want to hear. It provides perspective and reminds behavior analysts of broader issues in the culture to which we need to attend in developing interventions. False "facts" and assessments, like Kaczynski's, are an unfortunate part of contemporary life in America. Counterpoints to such falsification seem



Figure 4. Theodore Kaczynski at the time of his arrest on April 3, 1996.

Continued

too often to fall on deaf ears, as likely would have a rational accounting to Kaczynski of the differences between McConnell's assertions and Kaczynski's unfortunate experience in "experiments" widely regarded as unethical. Nonetheless, behavior analysis's only recourse is to listen, separate fact from fiction, respond appropriately, and devise interventions that reflect both the findings of the science and legitimate feedback from credible sources in larger communities outside our behavior-analytic circle. Hopefully, however strong the criticisms and reservations, an objection to what we are doing like that experienced by McConnell and his student in 1985 will never happen again.

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Footnote

¹The impetus for this article was an inquiry to the author about *The Worm Runner's Digest* from Rob Holdsambeck, the Executive Director of the Cambridge Center for Behavioral Studies. Thank you, Rob!

Travis Thompson, PhD, LP

Our community and the field of behavioral science have recently mourned the loss of another distinguished figure. On August 2, 2023, we bid farewell to Dr. Travis Thompson, who served as a Professor in the Department of Educational Psychology at the University of Minnesota. Dr. Thompson was an integral part of our Center, having joined our Advisory Board in 1989, actively participating in our early forums, contributing to our journal *Behavior & Philosophy*, and most notably, authoring "**Imagination in Science**¹," an inspiring story featured in our "[*Behavioral Science: Tales of Inspiration, Discovery, and Service - Omnibus Edition*](#)."

[Read Dr. Thompson's obituary online.](#)

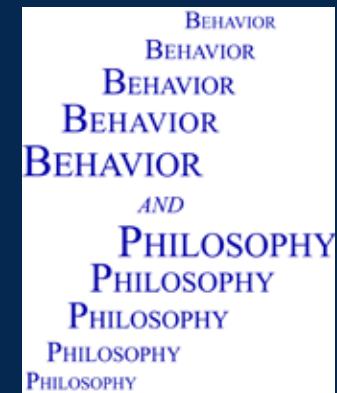


¹One of my favorite science quotations is undated from Maria Mitchell who lived 1818–1889, the first professional woman astronomer in the United States, who said, "We especially need imagination in science. It is not all mathematics, nor all logic, but it is somewhat beauty and poetry." I believe this applies much more than most of us may prefer to believe to the field of behavior analysis.

Travis Thompson

Galvão, O. F. (2022) On the Evolution of Consciousness. *Behavior and Philosophy*, 50, 65-79.

ABSTRACT: Natural selection precedes the first cellulae, beginning with the synthesis of large organic compounds, as organic complexity gradually evolved in natural history. Chemotropism of organic molecules, formation of larger molecules, and molecular groupings resulted in individuation, corresponding to the emergence of molecular layers, dividing internal and external environments, protocells, and multicellular assemblies. Reactions resulting in advances of the organic unit through a given gradient are selected. Eventually, sparse signals began triggering adaptive movements. Responding to signals is a core property of life, consisting of energy transformation chains. Consistently anticipating changes in the flow of events in the organism and its surroundings defines the continuity from early organic compound reactions to gradients, to the capacity of anticipation in cordata and symbolic consciousness. Cycles of synchronous afferent activity, initiated at sensors of the internal and external environment, are followed by efferent activity. Consciousness is the organism's capability to continuously adjust to internal and external environments, respond consistently to contacted events associated in space and time, and effectively prepare for contact with subsequent events. Consciousness predates and dispenses with symbolic capacity. Evolution of communication and symbolic behavior in hominids leads to the emergence of symbolic awareness, a behavioral adaptation to the symbolic environment.



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“Very pleased this will be included in the special issue on compassion in behavior analysis. It is a remarkable paper that addresses genuine versus apparent assent in both humans and other animals.”

Trustee Dr. T.V. Joe Layng

(Co-authored by Advisor Anna M. Linnehan)

Behavior Analysis in Practice
<https://doi.org/10.1007/s40617-023-00850-9>



SI: COMPASSION IN APPLIED BEHAVIOR ANALYSIS



Can There Be Compassion without Assent? A Nonlinear Constructional Approach

Awab Abdel-Jalil^{1,2,3} • Anna M. Linnehan¹ • Richele Yeich^{2,3,4} • Kyle Hetzel² • Jonathan Amey⁵ • Sheila Klick^{1,2}

Accepted: 10 August 2023
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Abstract

The topics of compassion and assent are currently of high relevance in and out of applied behavior analysis. A contingency analysis of both terms—compassion and assent—can help elucidate them in a way that yields pragmatic incorporation into practice. Resulting procedures can benefit behavior analysis professionals working with both, humans and animals. This article utilizes a contingency analytic definition of compassion and assent, and illustrates how such definitions can guide the creation of constructional programs. Case examples are provided that detail the use of these definitions, the creation of a constructional programs guided by them, and the influence of a nonlinear contingency analysis.

Keywords: Assent • Compassion • Nonlinear contingency analysis • Constructional approach • Compassionate care

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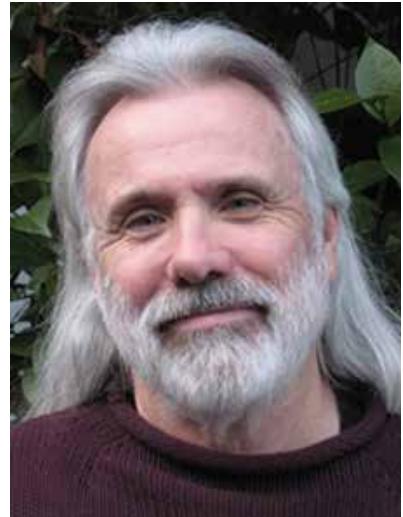
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Farewell to a Friend: Remembering the Dedication and Passion of CCBS Trustee Ronnie Detrich

Interview conducted by Annie Galizio, a former CCBS Distinguished Scholar, May 2018

Ronnie Detrich is a Senior Fellow at the Wing Institute, a non-profit foundation with the mission of promoting evidence-based practices in education. Prior to joining the Wing Institute, he was Clinical Director large non-public school for students with significant behavioral challenges for 20 years. He has been providing services for children and youth since 1967. During that time, he has served as a direct service provider as well as director of programs such as a statewide autism program in South Dakota and a residential treatment program for adjudicated adolescents in West Virginia. All of his work has been characterized by implementing evidence informed programs and data-based decision making. Most recently, his work has focused the role of evidence-based practice in education reform, the implications of evidence-based practice as a decision-making process, methods for assuring high levels of treatment integrity at scales of social importance, and the dissemination of and actual implementation of effective programs. He is a Trustee of the Cambridge Center for Behavioral Studies, has served as the Coordinator of the Practice Board for the Association for Behavior Analysis International, and is on the editorial board for the several peer reviewed journals.



How were you drawn to the field of behavior analysis?

Ronnie “came of age in the 60s and was very active in social activism. I was exploring utopian literatures in college and came across *Walden Two*, which really got me excited about the organized community laid out in the book. I went back and started reading more Skinner.” There were “no behaviorists in my department at El Paso though; everyone was very Freudian. So I transferred to North Texas and I wrote the first behavior modification thesis at North Texas. My mentor was Don Whaley, and he was very influential in my life. Now behavior analysis has informed every aspect of my life, my worldview. It governs everything that I do.”

What do you feel is your most important accomplishment and why?

Ronnie’s internship after North Texas involved working for a social worker who was looking for a behavior therapist in Michigan. It was an “amazing experience.” The internship involved “school based intervention and parent training, primarily. It was amazing to find a social worker familiar with and looking for behavior analytic techniques during a time when behavior analysis was not widely accepted and often condemned.” Ronnie later went on to be Clinical Director at Spectrum Center Schools in California, grounded in data based decision making and behavior analysis. Ronnie considers these schools to be his greatest achievement.

What do you think behavior analysts should be doing more of?

Behavior analysts should work on “speaking to a broader audience in ways that the audience is receptive to and finding ways to disseminate and tell our story more effectively.”

What advice do you have for people just entering the field of behavior analysis?

“Be a generalist. Don’t just specialize in one area.” Applied behavior analysts should keep up with the experimental literature, even if it doesn’t seem immediately relevant. Similarly, experimental behavior analysts should be aware of applied research. Only by maintaining a dialogue can behavior analysts become aware of basic phenomena that could be applied in clinical situations or phenomena that are not replicated in applied settings and must be reexamined in the laboratory. “Read widely, even outside of behavior analysis.”

Charles Ronald "Ronnie" Detrich
December 6, 1946 — September 9, 2023
Logan, Utah

Charles Ronald "Ronnie" Detrich, 76, passed away peacefully at his home on September 9, 2023. A full obituary to appear at a later date. Services are under the direction of Allen-Hall Mortuary.

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(From Allen Mortuaries website)

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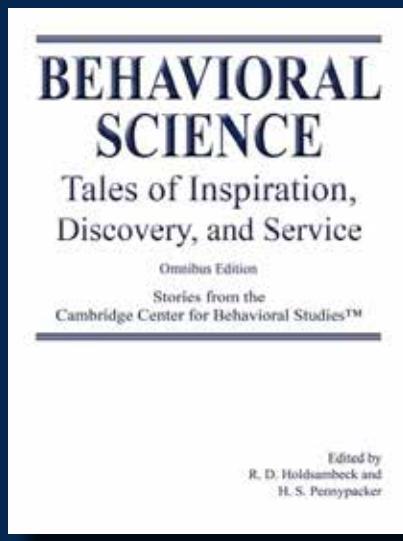
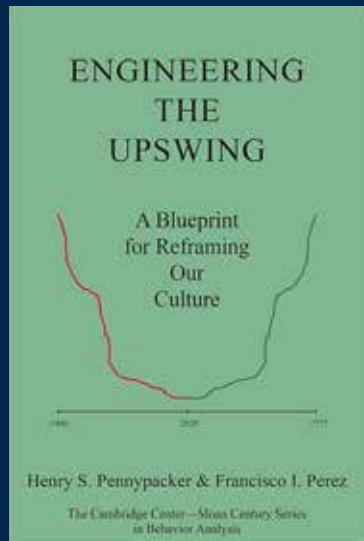
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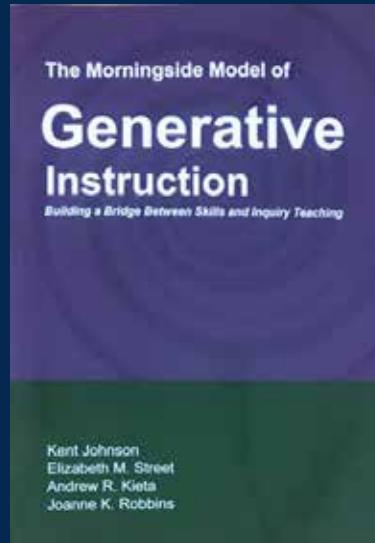
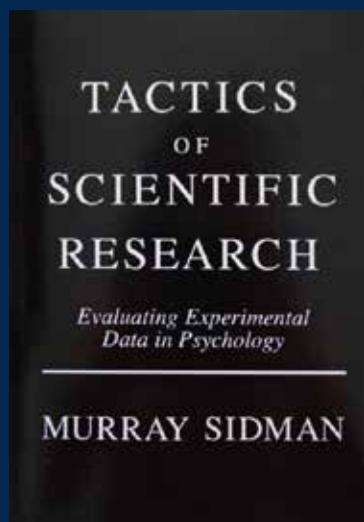


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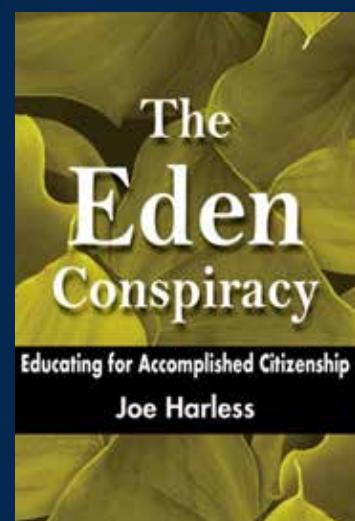
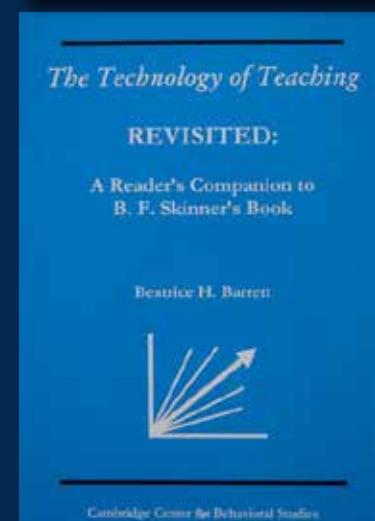
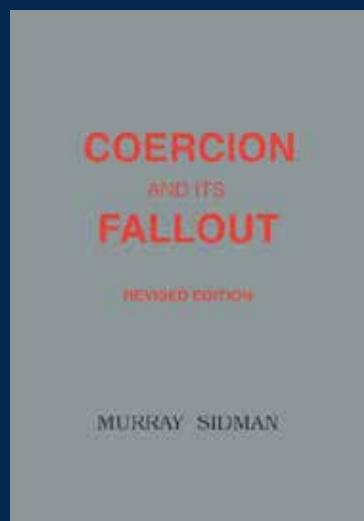
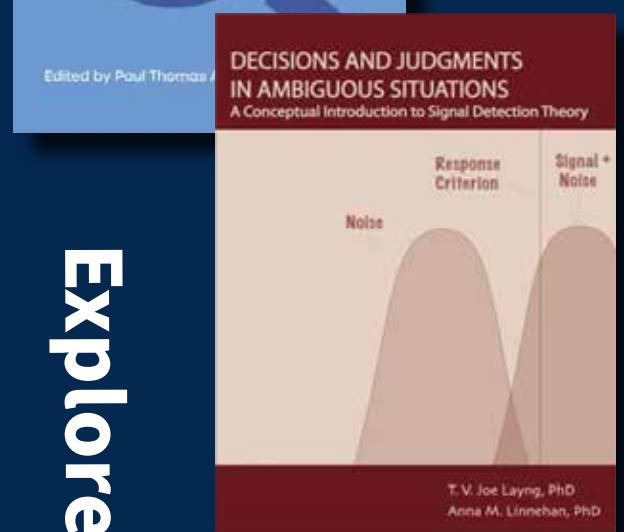
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