MARCH 2024

CURRENT REPERTOIRE

CAMBRIDGE CENTER FOR BEHAVIORAL STUDIES

From Our 5th Annual Behavioral Science: Applications in Leadership & Supervision Conference

University of Kansas Students: Bryan Simmons, Ellie Hardesty, Stacha Leslie, Marissa Kamlowsky, Bre Roberts, Eliza Goben, Thomas Freetly, and Grace Bartle

INSIDE THIS EDITION

Interview with Thomas Zane, H.S. Pennypacker Chair of the Board 2

Invited Speakers of Our Autism Conference (Moving to the East Coast) 4

Behavior & Philosophy Volume 51 9

Tech, Tools, & Tips with Dr. Janet Twyman - More Ideas on Using AI to Support Research Reviews 10

Dr. Faris Kronfli Presents Our Next ABACLive Webinar 14

Join a Substack "Behavioral Crossroads" 15

Congratulations to CCBS Trustee Dr. Eric Larsson 15

Annual Meeting of the Trustees 16

Nominate YOUR Distinguished Scholar 17

Our 2024 Events- See What's NEW! 18

Familiar Faces in New Places 19

An Interview with Thomas Zane, PhD, BCBA-D
H.S. Pennypacker Chair of the Board

Conducted by Marissa Kamlowsky, Distinguished Scholar

How did you end up where you are today in the field of behavior analysis and within the Cambridge Center?

I often say, "Due to the white rat." Although I started at Western Michigan as a business major, I found myself sitting in a psychology class with an experimental chamber in front of me. A graduate student walked into the classroom, put a rat in the box and said, "Teach the rat to press the lever." I looked at the lever, looked at the rat, and I was hooked. A lot of my experiences were serendipitous. I was fortunate to take courses with Dick Mallott, Jack Michael, and so many others who contributed to an excellent education at Western Michigan. I then went on to work for a while with my master's in applied behavior analysis before going to West Virginia University. There, I met many other brilliant minds in psychology (e.g., Don Hake, Andy Lattal, Jon Krapfl) who helped cement what I knew I wanted to do. Finally, I had the opportunity to complete post-doctorate research at the University of Massachusetts with Beth Sulzer-Azaroff and at Johns Hopkins University Department of Psychiatry with Joe Brady. Now, I am a Professor of Practice and the Director of Online Programs in the Applied Behavioral Sciences Department at The University of Kansas, and I continue to be an active member of the Cambridge Center.

How did your time at Western Michigan and West Virginia prepare you for the leadership roles you've taken on?

Our circumstances dictate what we learn and do. I learned quite a bit about leadership in graduate school. As a student, I often volunteered for projects and tasks (e.g., helping to get behavior-analytic conferences up and running) because I wanted the experience. I also learned about leadership when I went on to work. Different jobs teach you different skills, and the more you expose yourself to situations, the more you will learn. I chose to take advantage of the opportunities I had because I knew those opportunities would help me to grow and pay off in the future. For example, I came into this leadership role within the Cambridge Center because I wanted to participate. I became a clerk (e.g., note-taker) and continued to be involved; one thing led to another, and now I'm excited to take on this new leadership role in the organization. I hope to apply my fundamental knowledge in radical behaviorism to this leadership role while leaning on the CCBS team to continue to the success of the Center.

What do you hope to accomplish in your new position with The Cambridge Center?

I hope to continue the current success of The Cambridge Center. Specifically, I hope to build upon the Center's offerings (e.g., mini conferences, professional development opportunities), financial health, impact in the field, and reach to the broader scientific community. I also want to ensure the Cambridge Center stays up-to-date with and responsive to current events of the world. We need to continue to increase our outreach while staying true to the mission of the Cambridge Center to advance the scientific study of behavior.

What do you see as the role of The Cambridge Center? Why should folks be a part of The Cambridge Center?

Students, faculty, and professionals can come to the Cambridge Center to learn. We provide a number of opportunities in several key areas including ethics, supervision and leadership, behavior-based safety, precision teaching, and many others. We offer several Help Desks that are packed with videos, articles, news, and other resources on our website. I hope the

Thomas Zane, PhD, BCBA-D
H.S. Pennypacker Chair of the Board
Leadershp & Supervision Conference 2023

Cambridge Center can continue to serve as a resource for education and professional development resources as well as a hub for information on global activities from a behavior-analytic lens. We are so fortunate to have an excellent Board of Directors, Advisors, Trustees, and Distinguished Scholars who volunteer their time to contribute their knowledge, expertise, and professional work to build the Center into the wealth of resources it is. I also hope to continue to increase communication between the Cambridge Center, the field of behavior analysis, and the world more broadly.

What advice do you have for students and professionals who are interested in becoming a part of the Center?

Students who are interested in learning more about the Cambridge Center should dive into the resources available on our website – there is a lot of information about different areas of behavior-analytic study and Cambridge Center connections. Students should also consider widening their scope of interest and should look at the many different ways in which behavior analysis can be applied in the field. The Cambridge Center has lots of opportunity for building professional contacts through volunteer initiatives; if a student is interested, they should contact The Center. There are always opportunities to volunteer and contribute something. If you have a good idea, we welcome it, but you'll be asked to put in the work! Your involvement opens the door to incredible networking opportunities with some of the leaders and researchers in our field. You'll also have the opportunity to learn about the breadth of application in our field within the context of those excellent networking opportunities. There is much to be done and never been a more exciting time to get involved!

CCBS Distinguished Scholar Marissa Kamlowsky, MS, BCBA

Marissa is completing her fourth and final 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 at Florida Institute of Technology in Melbourne, Florida 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. Most recently, Marissa has taken on a clinical consultation role as a Training Coordinator at GoodLife Innovations working with staff in a community service setting for adults with intellectual and developmental disabilities. Marissa also conducts research at GoodLife Innovations, and her primary research interests surround prevention, assessment, & treatment of challenging behavior, 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, gardening, and cooking for friends.

Our 5th Annual Behavioral Science: Applications in Leadership & Supervision Conference

Speakers LR: Rob Holdsambeck, Kendra Thompson, Peter Sturmey, Mary Jane Weiss, and Thomas Zane *(with Patrick Friman insert)*

Pennsylvania is the Place to BE this Spring with CCBS!
Our 17th Autism Conference in Berwyn, PA &
2024 Annual Meeting of the Trustees in Philadelphia *(p. 16)*

INVITED SPEAKERS TITLES & BIOGRAPHIES

Building a Bridge at the Cliff: Research Supporting Adults with Autism Spectrum

SungWoo Kahng, PhD, BCBA-D

Professor, Graduate School of Applied and Professional Psychology; Chair, Department of Applied Psychology
Director, Academic Programs in Autism and ABA
Co-Director of Research, The Rutgers Center for Adult Autism Services

Dr. SungWoo Kahng is Chair of the Department of Applied Psychology, Director of Academic Programs in Autism and ABA, and Professor at Rutgers University. Prior to his current position, he was an associate professor at the University of Missouri (MU) where he was also the chair of the Department of Health Psychology, the Founding Director the MU Graduate Programs in Applied Behavior Analysis, and Director of the Applied Behavioral Intervention Service of the MU Thompson Center for Autism and Neurodevelopmental Disorders. He was also a faculty member in the Department of Behavioral Psychology and a senior behavior analyst on the Neurobehavioral Unit at the Kennedy Krieger Institute as well as an associate professor in the Department of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine. Dr. Kahng graduated from Kalamazoo College with a Bachelor of Arts in psychology and received his Ph.D. in behavior analysis from the University of Florida. He was an Associate Editor for the *Journal of Applied Behavior Analysis* where he also served on the Board of Editors. Additionally, he is on the Board of Editors for *Behavioral Intervention* and *Review Journal of Autism and Developmental Disorders*. He is a Board Certified Behavior Analyst. Dr. Kahng is the President of the Board of Directors of the Behavior Analyst Certification Board; a Fellow of the Association for Behavior Analysis, International; a member of the Scientific Council of the Organization for Autism Research; Past President of the New Jersey Association for Behavior Analysis; and a member of several advisory boards including the AutismMVP Foundation. He is the recipient of the 2003 B.F. Skinner New Researcher Award given by Division 25 of the American Psychological Association. Dr. Kahng has co-authored over 100 peer reviewed articles and chapters. The focus of his research and clinical work has been on assessing and treating severe problem behaviors exhibited by individuals with developmental disabilities. He is also interested in a broader research agenda, which includes topics related to employment and college supports for adults with autism spectrum disorder as well as obesity and aging. Finally, he has mentored numerous undergraduate, master's level, and predoctoral students as well as post-doctoral fellows.

Pyramid Approach to Education: Creating Effective Learning Environments Around the Globe

Andy Bondy, PhD

President & Co-Founder, Pyramid Educational Consultants (PECS)
Cambridge Center for Behavioral Studies Board of Directors

Andy Bondy is president and co-founder of Pyramid Educational Consultants. Dr. Bondy is an innovative leader in the field of autism and applied behavior analysis. He directed a statewide public school system for students with autism for fourteen years. He is co-author of the PECS Training Manual. He also wrote the Pyramid Approach to Education, a training manual that offers an integrated orientation to developing effective educational environments blending applied behavior analysis with functional activities and creative communication strategies. Dr. Bondy received his MA and Ph.D. from the UNC Greensboro, and completed his clinical internship in 1976 at the University of Kansas Medical Center. Dr. Bondy has presented numerous papers, lectures and workshops in regional, national and international conferences and conventions on behavior analysis, PECS and the Pyramid Approach to Education. He has remained active in research and writing, and continues to develop new and innovative methods of helping children with autism and related developmental disorders. He was the recipient of the 2012 Society for the Advancement of Behavior Analysis (SABA) Award for International Dissemination of Behavior Analysis.

Cultural Shifts Towards an Autistic Supportive University: Collaboration, Learning, and Progress

Attend In-Person or Virtually

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 and Program Coordinator of Applied Behavior Analysis, as well as the founding Director of the Center for Autism Advocacy: Research, Education, and Supports (CAARES) with SUNY Empire State University. She has also been named the Turben Director of Autism Advocacy. CAARES' 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; the university was recently designated an Autistic Supportive institution. In addition, Dr. Syed is director of Anderson Center International, an organization dedicated to providing training in evidenced-based strategies for scholars from under-resourced areas globally, an Adjunct Doctoral Advisor in ABA with Endicott College, and a certified general and special education teacher. She serves on the ABA Ethics Hotline, is President-elect of the New York State Association for Behavior Analysis, serves on the Scientific Council with the Organization for Autism Research, and co-facilitates the AUCD ABA Workgroup.

Continued

Bringing our recognized, reputable, and respected event to Melmark in Pennsylvania

BRONZE SPONSOR

BDS Established 1998

Treatment of Severe and Complex Behavioral Profiles

Jill Harper, PhD, BCBA-D, LABA, CDE®

Senior Director Professional Development, Clinical Training, and Research, Melmark New England

Dr. Harper serves as the Senior Director of Professional Development, Clinical Training, and Research at Melmark New England. Dr. Harper received her PhD. in Psychology with a concentration in Behavior Analysis from the University of Florida. She is a Board Certified Behavior Analyst, Licensed Behavior Analyst with the State of Massachusetts, and a Certified Diversity Executive®. Dr. Harper received the 2013 Jerry Shook Practitioner Award from BABAT, Massachusetts' professional organization for behavior analysts, for excellence in clinical practice. In addition to direct service, she has been actively involved in the field of behavior analysis through academic instruction, training and supervision of staff, as well as the design and dissemination of applied research. Dr. Harper holds an adjunct faculty position teaching and mentoring masters and doctorate level students through Endicott College. Her research interests include the assessment and treatment of severe behavior disorders, mechanisms responsible for behavior change, and maintenance and generalization of treatment effects. Dr. Harper has published her work in several peer-reviewed journals and regularly presents as regional and national conferences.

presented with

Sheila Klick, PhD, BCBA-D, Senior Director of Clinical Services, Melmark

Sheila serves as the Senior Director of Clinical Services where she coordinates clinical services based in applied behavior analysis at the Melmark school and residential programs. Sheila is also an adjunct faculty at Endicott College. Sheila has experience among a continuum of services, practicing with early intervention through geriatric ages and in school, residential, clinic, and home settings. Sheila formerly served as the Director of Adult Clinical Services at Melmark from 2019-2021, where she coordinated clinical services across the day, residential, and community programs. Sheila worked for Devereux CARES from 2013-2019. Sheila served in the consultation program as Clinical Coordinator, where she consulted with school districts on the implementation of a systems-based model to deliver treatment based in applied behavior analysis to students diagnosed with autism and intellectual disabilities and emotional and behavioral disorders. Sheila formerly served as Autism Project Coordinator and was a Behavior Analyst at Devereux CARES school. Sheila worked at Melmark from 2008-2013. She worked in the Education Department as a Teacher Assistant, Lead Teacher Assistant, and Behavior Support Specialist. She later worked in the Residential Department including the Residential Treatment Facility as an Assistant Program Manager, Program Manager, and Senior Program Manager. Sheila received her bachelor's degree from LaSalle University with a major in Communication and minor in Education. She completed a graduate certificate in Applied Behavior Analysis and masters in Education through the University of Massachusetts-Boston. Sheila recently earned her PhD in Applied Behavior Analysis at Endicott College and obtained her Board Certified Behavior Analyst-Doctoral credential. Sheila's research interests include the evaluation of single-subject research design and optimizing degrees of freedom in clinical programming. She is currently conducting research in standardizing the evaluation of single-subject research design, programmed instruction to teach assent-based procedures, and a constructional approach to medical procedures.

A one-day, one-track conference featuring leading experts in fields of Science, Special Education, and Autism Spectrum Disorders.

Of benefit to

Behavior Analysts ● Psychologists ● Speech-Language Pathologists ● Teachers
Special Education Providers ● Parents/Caregivers

Earn **BACB® Learning CEUs** and/or **Psychology CE Credits.**

Recordings available for 14-days post-conference if you miss any during the day.

Interdisciplinary Panel: Collaborative Practice across Disciplines: Meeting the Comprehensive Needs of Learners with Autism

Silva Orchanian, MEd, BCBA, LABA

Senior Director of Day Services, Melmark New England

Silva began her exciting and extensive Melmark career in November of 2000 as a direct care ABA counselor. Twenty-four years later, Silva now holds the position of Senior Director of School Services and oversees the school in Andover and Stoughton, Massachusetts. During her extensive employment, Silva has committed her talents to create an educational and clinical setting that enables students to succeed and develop an ability to successfully navigate their school experience. Silva has an innate ability to develop supportive and trusting relationships with students, which in turn provides them a level of confidence to take on new challenges. During the summer of 2023, Silva and her senior colleagues opened a new school in Stoughton. Silva took on this challenge with great enthusiasm and her commitment for excellence has resulted in a thriving educational setting for children who have historically failed multiple settings. With her broad experience and unbridled enthusiasm, Silva continues to enjoy building relationships with students, implementing and overseeing academic and clinical programs and both training, working closely with classroom staff and the residential department as well as other senior administrators to ensure student progress.

with Panelists:

Emily Chin, PT, DPT, Physical Therapy and Occupational Therapy Supervisor
Kristy Gasiewski, MEd, MORT/L, BCBA, Behavior Analyst/QIDP Adult Clinical Services
Kerianne Natale, MS, CCC-SLP, Speech and Language Therapy Supervisor
Katie Kovalic, MS, BCBA, Assistant Director of Educational Services

Emily Chin, PT, DPT: Dr. Emily Chin received her Bachelor of Science in natural science from Saint Anselm College in Manchester New Hampshire. She went on to receive her doctorate of physical therapy degree at Sacred Heart University in Fairfield Connecticut. She works at Melmark New England (Andover/Stoughton locations) as a clinical physical therapist and holds the role of physical therapy and occupational therapy supervisor. Previously she worked as a physical therapist in a skilled nursing facility. Dr. Chin is a member of the American Physical Therapy Association (APTA). Her interests are incorporating physical therapy and function into the daily lives of both individuals and their families. She has disseminated her work through regional conferences such as BABAT. Dr. Chin contributes to the interdisciplinary framework through conference presentations and publications.

Kristina Gasiewski, MEd, MOTR/L, BCBA: Kristina received her Bachelor of Science in psychology and her Master of Occupational Therapy from University of the Sciences in Philadelphia. She went on to receive her Master of Education in autism and applied behavior analysis from Endicott College. Kristina works at Melmark PA, and recently has transitioned into her new role as the behavior analyst/QIDP in adult clinical services. Previously she worked as a school-based occupational therapist. Being dually credentialed, her research interests include collaboration between occupational therapists and behavior analysts and bridging the gap in order to best serve individuals with autism and developmental disabilities. Kristina is a member of the American Occupational Therapy Association (AOTA) as well as the Association for Behavior Analysis International (ABAI), and has had the opportunity to present at both organizations' annual conferences. Additionally, Kristina is a Board member of the Association for Science in Autism Treatment (ASAT).

Continued

Kerianne Natale, MS, CCC-SLP: Kerianne received her Bachelor of Science in Communication Sciences and Disorders and her Master of Science in Communication Sciences and Disorders from the University of New Hampshire. She works at Melmark New England as a speech language pathologist and holds the role of speech and language therapy supervisor. She is a member of the American Speech Language Hearing Association (ASHA). Kerianne's interests include improving the quality of life for individuals by increasing access to communication with a multi-modal approach across the life span. Her passion is in providing training and support to Augmentative Alternative Communication (AAC) users and their communication partners. She has published work in peer review journals such as, Journal of Intellectual Disabilities.

Katie Kovalic, MS, BCBA: Katie received her Bachelor of Science in psychology at West Virginia University, and her Master of Science in behavior analysis at Simmons University in Boston. Katie works at Melmark PA as an assistant director of educational services. She previously worked at the New England Center for Children before working as a behavior analyst at Melmark New England and then Melmark PA. Katie's interests include increasing independence and skill building through instructional design and collaborating with an interdisciplinary team to do so.

Infusing OBM into ABA Clinical Service Delivery and Staff Training

Helena Maguire, MS, LABA, BCBA, CDE®

Vice President and Chief Clinical Officer, Melmark New England at Melmark Inc.

Helena Maguire, MS, LABA, BCBA, CDE®: Helena Maguire serves as the Vice President and Chief Clinical Officer of Melmark. She oversees the development and implementation of programs and services, as well as the daily operations for Melmark New England. She develops strategic objectives for the Massachusetts division, and provides leadership to direct reports in order to assure the achievement of these objectives. Mrs. Maguire supports the CEO through various committees and activities, and assumes responsibility for policy development, quality assurance, risk management, regulatory compliance, fiscal integrity, and excellence in care and delivery of all services.

Mrs. Maguire has worked extensively in the field of community based human service delivery systems in Massachusetts. She has served as a Program Director at Vinfen Corporation and as the Director of Adult Services at the May Institute. In both of these positions, Mrs. Maguire was responsible for the development and implementation of the staff orientation training curriculum, training for supervisory personnel and in-service training for all staff. Mrs. Maguire has presented numerous papers on staff management and staff training techniques, both at the local level and at the national level.

Mrs. Maguire is an Adjunct Professor at Endicott College and the University of Massachusetts-Boston and is an instructor for a five-course graduate series on Applied Behavior Analysis.

She earned her Master of Science in Human Services Administration degree from the University of Massachusetts-Boston. She earned her Board Certification in Behavior Analysis (BCBA) in May 2002.

presented with

Jennifer Ruane, MS, BCBA, LPC, **Dir. of Professional Development and Clinical Training, Melmark, Inc.**
Keri Bethune, PhD, BCBA-D, **Director of Educational Services, Melmark Carolinas**

Jennifer Ruane, MS, BCBA, LPC: Jennifer Ruane leads the Melmark Pennsylvania division of Professional Development and Clinical Training and is a doctoral student in Endicott's Applied Behavior Analysis Program. She has her Master's in Clinical Counseling Health Psychology and has been a Board Certified Behavior Analyst and Licensed Professional Counselor for over seven years. Her past career experiences include providing behavioral services in a variety of setting including, education, residential and family homes. Her current passion lies in supporting employees through training and professional development. She believes in having a highly skilled workforce which in turn supports the growth of the individuals we serve.

Keri Bethune, PhD, BCBA-D: Keri joined Melmark New England in 2002, in special education and applied behavior analysis (ABA). She advanced from an ABA Counselor to a Lead Classroom Teacher and eventually became an Educational Coordinator.

She became a Board Certified Behavior Analyst in 2004 and completed her Master of Education Degree in Special Education from Fitchburg State College in 2006. Keri completed her Ph.D. in Special Education at the University of North Carolina Charlotte in 2012. Her dissertation's primary focus was using coaching to improve teachers' ability to implement function-based interventions.

After completing her Ph.D., Keri moved to Harrisonburg, Virginia, where she continued her work as an educational and behavior analytic school consultant, as well as taking on a new role as a professor at James Madison University. While at the university, she developed the K-12 Special Education: Adapted Curriculum MAT Program. This program led to an Adapted Curriculum Special Education teaching license in Virginia, as well as the Behavior Specialist M.Ed. program, which was a Behavior Analyst Certification Board's Verified Course Sequence. Additionally, Keri served as the chair of the Virginia Behavior Analysis Advisory Board from 2014 to 2017. She rejoined Melmark in August 2018, as Director of Educational Services at Melmark Carolinas.

Keri is presently affiliated with the Association for Behavior Analysis International (ABAI), Council for Exceptional Children (CEC), CEC Division on Autism and Developmental Disabilities, Virginia Association for Behavior Analysis, and the North Carolina Association for Behavior Analysis.

Keri has published articles on using coaching to improve teachers' use of evidence-based practices (include ABA techniques), improving students with severe disabilities' academic performance, and the legal procedures surrounding school discipline. She has also presented over 35 research presentations, workshops and posters on a variety of educational and clinical topics, both locally and nationally.

Understanding the Cambridge Center for Behavioral Studies™

Rob Holdsambeck, EdD, LCP, BCBA-D

Executive Director, Cambridge Center for Behavioral Studies™

Our *Behavior & Philosophy* Journal, Volume 51 Available on behavior.org

Behavior and Philosophy, Volume 51 (2023)

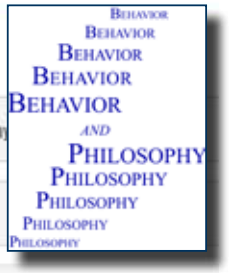
Special Volume – Working Group on Theoretical Research in Behavior Analysis

Zilio, Diego (2023) Editorial: Special Volume Working Group on Theoretical Research in Behavior Analysis, Behavior and Philosophy

Laurenti, Carolina (2023) On B.F. Skinner's (in)Determinism, Behavior and Philosophy, 51, 1-14.

Ferreira da Costa Leite, Emerson, Micheletto, Nilza (2023) Interpretations for Reinforced Behavioral Variability: A Comparative Systematization, Behavior and Philosophy, 51, 15-34.

Dittrich, Alexandre (2023) The True, the Good, and the Beautiful: Selection by Consequences as a Unifying Approach to Behavior and Philosophy, 51, 35-44.



Diego Zilio, PhD
Editor

Sorah Stein, PhD, BCBA-D, CSE, CSES
Copyeditor

Instructions for Submission of Manuscripts

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.

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.

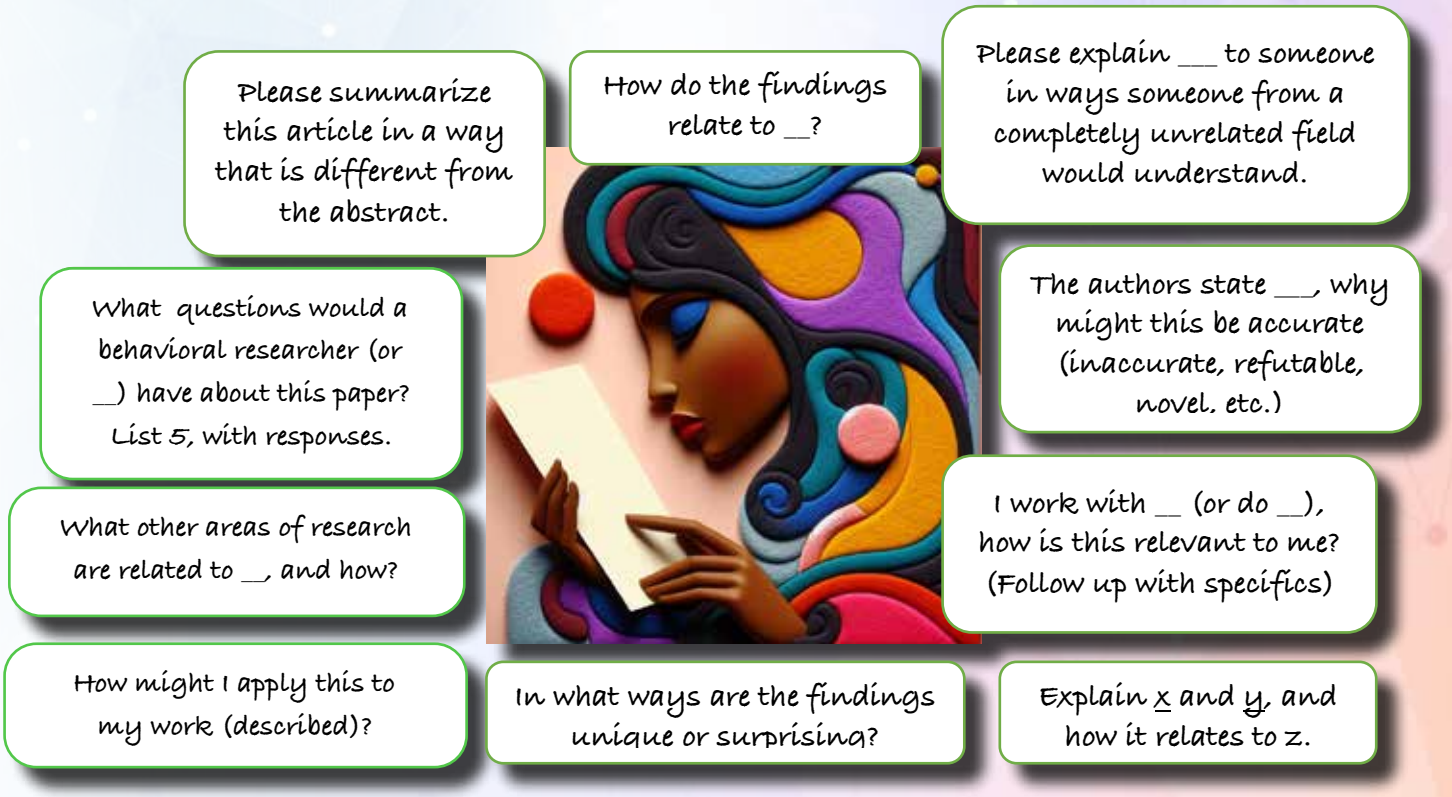
More Ideas on Using AI to Support Research Reviews

When I start a new project or presentation topic, I like to gather lots of information about the topic. I've been using **Evernote** for over two decades to capture ideas, notes, images, articles, and webpages; just about everything I want to save for potential background information. It's been indispensable in helping to inspire me and organize my thoughts.

Often I'm delving into our journals and relevant research, Google Scholar, and reading web publications. Lately I've been having fun using AI tools that answer questions based on the PDFs and links I share with the tool. I touched on using AI for research literature reviews in the **Aug/Sept 2003 column**, but I've been finding the practice so useful that I thought I'd go into a bit more detail this time.

Why might chatting with an algorithm be more useful than simply studying the paper oneself? It's not, always. And it's definitely not a replacement for discussing the paper with a journal study group, colleagues, or the actual author. Yet sometimes I just need to think aloud as I work through a paper, and it's great to have some "company" as I figure out what the authors are saying or what it may mean to me and what I'm doing. I've used these AI-based tools to double-check my understanding of the main idea or critical points, or to suss out complex portions. I've even requested "Explain it to me like I'm a 10-year-old" for topics new to me, outside my area, or when I'm just feeling a bit dense. (Do note they all sometimes have difficulty with visual displays of data).

To get you going, here are a few conversation ideas:



Many have written about this topic, there's no need for me to replicate their truly useful suggestions. Some sources I recommend:

7 AI Tools That Answer Questions From Your PDFs
https://www.makeuseof.com/ai-tools-answer-pdf/

The 7 Best AI Tools that Read PDF & Answer Questions in 2024
https://www.pdfgear.com/how-to/ai-that-read-pdf-and-answers-questions.htm

And a comprehensive, filterable list:

70 Top AI PDF Question Answering Tool Tools
https://topai.tools/s/PDF-question-answering-tool

Also:

Best AI Tools To Empower Your Academic Research
https://www.enago.com/academy/guestposts/harikrishna12/best-ai-tools-to-empower-your-academic-research/

10 AI tools for PHD Researchers
https://alirazzaq.medium.com/10-ai-tools-for-phd-schoolars-dc2065f2a20d

4 More AI Powered Research Tools for Academics, Writers, and Students
https://generativeai.pub/4-more-ai-powered-research-tools-for-academics-writers-and-students-82c648dc67ba

I also use Large Language Model (LLM) tools powered by generative AI (genAI) to help me craft early drafts of abstracts, intros, and summaries. All with proper acknowledgement of tool use and attribution of course! Actually, this might be a good point to digress into the whens, whys, and hows related to referencing generative AI (genAI) tools (such as ChatGPT, Bard, Claude, or Discord).

In his APA Style blog, "How to cite ChatGPT" McAdoo (2023) provides some basic guidelines. Material from genAI and LLMs are **the "algorithm's output" with the author of the algorithm** (i.e., the company that built the tool) as the source for both in-text and reference citations. Below is a generic example for ChatGPT.

Company. (Year). *AI Name* (version) [Descriptor]. URL

OpenAI. (2023). *ChatGPT* (Feb 14 version) [Large language model]. https://chat.openai.com/chat

I'll share a couple examples from a forthcoming chapter on Generative AI and Applied Behavior Analysis (Twyman & Layng, in press, n.p.). For a paragraph in the introduction, I used "Claude" (Anthropic, 2023) to ensure I was describing generative AI accurately. Here's final the in-paragraph text:

> ….As a result, LLMs can generate new coherent, human-like text or guide the creation of other types of synthetic content. The end goal of generative AI is to democratize creativity and productivity by enabling anyone to produce novel content simply by describing what they would like to generate (Anthropic, 2023).
>
> Reference: Anthropic (2023). *Claude 2.1* (Nov. 2023 version) [Large Language Model] https://claude.ai

Referencing Generative AI – Two In-Text Examples:

(1)…The end goal of generative AI is to democratize creativity and productivity by enabling anyone to produce ovel content simply by describing what they would like to generate (Anthropic, 2023).

Reference

Anthropic (2023). *Claude 2.1* (Nov. 2023 version) [Large Language Model] https://claude.ai

(2)…While AI can significantly enhance the effectiveness of behavioral interventions, it is imperative to ensure that these interventions are guided by the needs and preferences of the individuals receiving them, rather than being driven primarily b technological capabilities or data-driven insights. Within our field's commitment to social validity, we must consider an individual's perspective during an intervention or when evaluating its outcomes. Generative AI offers promising avenues for advancing effective treatment; however, its application must be continually evaluated for its congruence with our concept of social validity (Open AI, 2024).

Reference

OpenAI. (2024) *GPT-4* (Dec 15 version) [Large language model. https://openai.com/gpt-4

Examples from Twyman & Layng (in press, n.p.)

And I went a step or two further. I described early in the chapter what AI tools were used, how they were used, and what impact they had on chapter content. I even had the audacity to ask the AI tool to identify what edits and suggestions it provided and why. Finally, based on best practice suggestions, my author-related interactions with AI were documented in an Appendix.

Continued

Three Free Tools to Try

Elicit

https://elicit.com/?redirected=true

scite_
ChatGPT for Research

https://scite.ai/

ResearchRabbit

https://www.researchrabbit.ai/

Referencing Generative AI – Appendix Example (Twyman & Layng, in press, n.p.):

Topic: What is Generative AI?

Anthropic's Claude was given the prompt: *Please improve the writing of this paragraph: The term Generative AI refers to a category of Artificial Intelligence systems that can go beyond classifying or analyzing content to automating the creation of novel, high-quality content such as text, images, audio, and video, by anyone. The means that make Generative AI systems possible are Large Language Model (LLM) which are trained on massive text datasets and billions of parameters to understand natural language. LLMs generate new coherent text that seems as if it was written by a human.*

Author Action: The author-generated content of this paragraph was improved by Claude and further revised ty the author for publication. Claude identified these changes to the original text:

- Simplifying some lengthy/ complex sentences
- Rearranging the order to explain generative AI first, then how LLMs enable it
- Clarifying the benefit is to empower regular people to generate content
- Explaining LLMs allow nuanced language understanding
- Adding the key end goal around democratizing creativity and productivity

Image by rawpixel.com on Freepik

These tools and tips aren't offered so that AI can do "all" your work for you. Where's the fun in that? But I've found they can make certain tasks easier, more accessible, and sometimes more interesting. Some of them have certainly saved me a bit of time, and others have wasted my time. Some have a greater learning curve than others, while many are so intuitive it truly is like having a conversation with a colleague (or perhaps more accurately, an eager graduate student). Currently, what works best for me is to rely on myself to generate (sometimes with inspiration from AI) and use AI-backed tools to validate. Selective use of a combination of tools allows me to maximize what works best for me (and it's an ongoing discovery process). I may turn to LLMs when I want to generate summaries, validate thoughts, be prompted by suggestions, or cautiously understand something better, and for now at least, the tried and true Google Scholar when I want to read original sources, see other research, or obtain reliable verification.

References

McAdoo, T. (2023, April 7). How to cite ChatGPT. https://apastyle.apa.org/blog/how-to-cite-chatgpt

Twyman, J. S., & Layng, T. V. J. (in press). Generative AI and natural language processing. In J. Vladescu & D. Cox (Eds). *Applied Behavior Analysis for Business and Technology Applications*. Elsevier.

Image Credits

Woman with looking at a paper. Generated by Bing AI using the prompt: abstract surrealism minimal felt cloth sewn art, 3d animated, colorful, octane render abstract, of a brunette woman looking at a piece of paper (2/4/24)

Woman with items floating around her head. Generated by Bing AI using the prompt: Abstract art paper art origami diorama, brunette woman headshot with office and tech items floating around her head, modern art ukiyo-e style, colorful, ukiyo (2/4/24)

CCBS Advisor Dr. Faris Kronfli presents "Comprehensive Interventions Among Adolescents and Adults on the Autism Spectrum: Addressing Social Skills, Ethical Research Practices, Job Interview Techniques, and Beyond"

Friday, April 29 ~ 11:00 am - 2:00 pm (EST)

Recordings available until 05/06/24

There is a growing need for identifying the right interventions for adolescents and adults diagnosed with ASD and to obtain resources and guidance on choosing age-appropriate and ethical interventions given their clients' needs. The purpose of this 3-hour webinar is to inform attendees of current research that might guide their research and practice when working with adolescents and adults diagnosed with ASD.In this 3-hour workshop, Dr. Faris Kronfli will provide instruction in design and implementation of interventions guided by client preferences which are focused on independent living and age-appropriate social skills, prioritizing client consent and assent throughout.

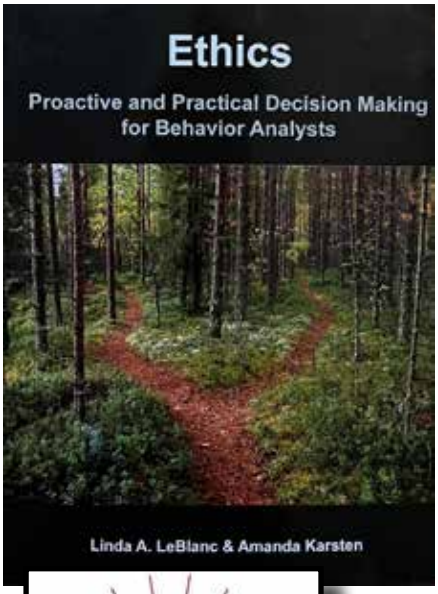
After attending this 3-hour webinar workshop attendees will be able to:

- Determine if an intervention is guided by client preferences.
- Select interventions that focus on independent living when presented with case studies.
- Identify age-appropriate social skills in case studies.
- Discriminate between consent and assent.

FREE or at a discounted registration fee to earn BACB® Learning CEUs plus other continuing education opportunities.

For relevant approved provider statements download and review the brochure.

Faris R. Kronfli received his master's degree in Behavior Analysis from the University of Maryland Baltimore County in 2014 and his Ph.D. in Psychology from the University of Florida in 2019. His research has included the assessment and treatment of problem behavior among at-risk youth and individuals diagnosed with autism spectrum disorder (ASD). While at the University of Florida, Dr. Kronfli helped establish a social skills clinic for adolescents and adults on the spectrum and has continued to focus on developing programs to support individuals as they transition to adulthood. He was the recipient of the 2018 B.F. Skinner Foundation Florida Graduate Student Research Award and the 2019 Christopher Rubow Memorial Award. He is currently the program coordinator for the Behavior Analysis Research Clinic's school-based consultation program and an Assistant Instructional Professor at the University of Florida.



Ethics:
Proactive and Practical Decision Making for Behavior Analysts

by Linda A. LeBlanc and Amanda Karsten

The text is designed to help graduate students and early career behavior analysts develop proactive and humble approaches to ethical dilemmas as opposed to reactive and/or self-righteous approaches. **Part One** establishes the importance of the foundational principles and values underlying the Ethics Code for Behavior Analysts as well as some historical events that have evolved our understanding of human rights. This portion of the book explains the importance of analyzing the circumstances that lead to unethical behavior and common but unproductive reactions to unethical behavior (e.g., avoidance). **Part Two** reviews each section of the Ethics Code for Behavior Analysts with an emphasis on the underlying values and importance of each standard, strategies for developing positive ethics and preventing problems, and finally application of a five-step problem-solving model to scenarios. **Part Three** provides guidance for ethics in everyday practice focusing on: a) strategies for continual refinement of one's ethical knowledge and decision making; b) the role of self-management and self-care in ethics; c) recruiting or creating communities of practice for ethics; and d) strategies for creating and strengthening ethical decision making across professional environments.

SLOAN PUBLISHING

CCBS STORE

LeBlanc and Karsten outline a proactive, practical approach to ethics and ethical problem solving that is informed by history and a behavior analytic worldview.

Do it Today! Join this SubStack Community

substack

Behavioral Crossroads: Navigating a Changing Landscape

"We propose that, together, we can ignite a commitment to initiate a behavior-based, guided by science, cultural evolutionary process to gradually create the cultural and behavioral changes that will reframe our culture."

Dr. Francisco I. Perez

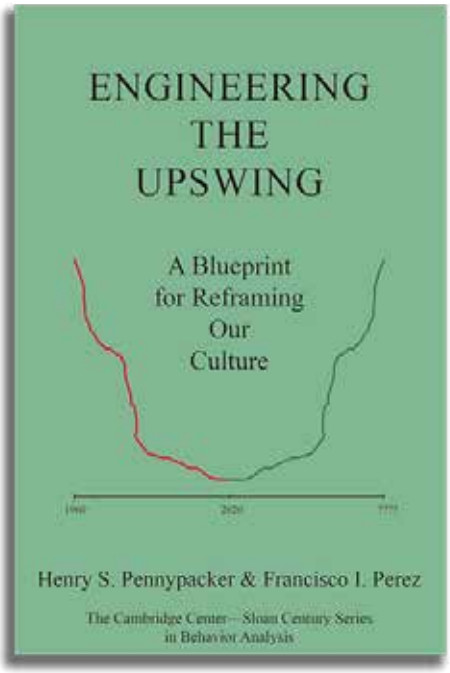
Dr. Faris R. Kronfli

Dr. H.S Pennypacker

"Behavioral Crossroads: Navigating a Changing Landscape," is a SubStack publication by CCBS Trustee Dr. Francisco I. Perez and CCBS Advisor Dr. Faris R. Kronfli, exploring the dynamic intersection of behavioral studies and our rapidly evolving world. In collaboration with the late Dr. Hank Pennypacker, whose pioneering contributions in the field of behavioral science continue to inspire, this platform guides their community through the changing ways people behave and societies evolve.

Within this SubStack, Drs. Perez and Kronfli, along with other guest writers, cover the insights in the Center's publication, "Engineering the Upswing: A Blueprint for Reframing Our Culture."

"We will welcome any person interested in being a part of our writing team with the objective of educating the general public about the science of behavior." *Francisco Perez*



Read the latest article:

Engineering Work: Building Social Capital

Part I

This is the first essay out of a series of four that addresses the need to create healthy work environments conducive to the well-being of the worker. The series consists of:

1. Building Human and Social Capital.
2. Evolutionary Thinking - Transforming the Workplace Culture.
3. Behavioral Engineering of the Work Culture.
4. Building Human Competence - Transforming the Way We Do Work.

Congratulations to CCBS Trustee Dr. Eric Larsson!

The BACB is pleased to announce that the 2024 recipient of the Michael Hemingway Behavior Analysis Award is Eric V. Larsson, PhD, BCBA-D. Dr. Larsson is the Executive Director of Clinical Services at the Lovaas Institute for Early Intervention Midwest where he has worked for over two decades. In this capacity, he has overseen the delivery of high-quality ABA services to numerous children with autism and their families.

Attend Our 2024 Annual Meeting of the Trustees
Join Us in Philadelphia, PA OR Virtually
Friday Afternoon - May 26 - Temple University Campus

What to Expect:

Our in-person attendees will be meeting on the campus of Temple University in Philadelphia, PA. We plan on an 1:00 pm start with adjournment at between 4:00 & 4:30 pm (Eastern). A social gathering will follow with light fare after the business meeting.

Overview:

Dr. Thomas Zane, H.S. Pennypacker Chair of the Board, will call to order at 1:00 pm (Eastern Time) with Trustees voting for acceptance of the 2023 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 (Eastern) with the informal social gathering immediately following. Get to know the Center and each other more!

Tentative Schedule

12:30 – 1:00	Check In - *Beverages Available*
1:15	Thomas Zane Call-to-Order, Quorum & Voting
1:15 – 215	Rob Holdsambeck's Annual State of the Union Address
2:15	Break
2:30 – 4:30	Volunteer Updates on CCBS Initiatives
4:30 – 6:00	Social Gathering *(Light Fare & Cash Bar)*

A HYBRID EVENT
an in-person gathering with virtual option

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

REGISTER TO ATTEND

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

Our Host at Temple University - CCBS Advisor Matt Tincani, PhD, BCBA-D

Matt focuses on the application of behavioral principles to improve outcomes for people with disabilities and other special learning needs. His interests include systematic reviews of behavior science research, teaching job-related skills to neurodivergent people, smart technologies to improve special education, single-case designs, meta science, and open science. His recent work has explored questionable and improved research practices in single-case designs. He currently serves on the editorial boards of the Journal of Positive Behavior Interventions, the Journal of Special Education Technology, and Focus on Autism and Other Developmental Disabilities, and as consulting editor to Education and Training in Developmental Disabilities. He has also served in several prominent regional and national leadership roles, including as Appointee to the Nevada Governor's Councils on Development Disabilities and Autism, and as founding president of the Positive Behavior Support SIG of the Association for Behavior Analysis International. He has published over 85 scholarly publications, including the books Classroom Management and Positive Behavior Support (2nd edition; Routledge) and Adults with Autism Spectrum Disorders, Evidence-Based and Promising Practices (Guildford Press). He is currently co-principal investigator of a $2.3 million NSF-funded research project to explore support for people with neurodevelopmental disorders in attaining employment in information technology fields.

Nominate YOUR Distinguished Scholar

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 Scholars work collaboratively to 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.

Masters and doctoral level graduate students with at least one year of training remaining 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, identities, and specialty areas.** Nominations will be accepted now through **Monday, April 1, 2024**. 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 2024 Annual Meeting of the Trustees on Friday, May 24, in Philadelphia on the Temple University campus.

Please contact me with any questions.

My best regards,

Tara

Tara Fahmie, PhD, BCBA-D
tfahmie@unmc.edu
Distinguished Scholars Leader
CCBS Trustee

Nominate a Distinguished Scholar
Use ONLINE SURVEY FORM

12th Annual ETHICS in Professional Practice Conference
Friday, August 2
Beverly, Massachusetts or Virtually

Image by Pfüderi from Pixabay

FROM HOME TO HABITAT:
A CCBS Conference on Understanding Animal Behavior

Coming October 5, 2024

Thanks to Hank and Susanne Pennypacker & Family for sponsoring this new event.

INVITED SPEAKER:
Susan G. Friedman, PhD
Professor Emeritus,
Department of Psychology,
Utah State University
Founder, Behavior Works

WestVirginiaUniversity.

Thanks to CCBS Trustee Claire St. Peter for hosting at WVU

6th Annual Behavioral Science: Applications in Leadership & Supervision Conference
November 2024
Lawrence, Kansas or Virtually

Presented by

CAMBRIDGE CENTER FOR BEHAVIORAL STUDIES

In cooperation with

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

on the Lawrence campus
University of Kansas
or
Virtually

Familiar Faces in New Places

Distinguished Scholar Sandra Ruby Earns Doctorate

Sandra Ruby is a Behavioral Psychologist who is passionate about helping businesses achieve their objectives while supporting their workforce.

With a background in management consultation, project management, staff training, coaching, and research, Sandra takes a scientific and practical approach to problem-solving in making a significant and measurable impact in any organization.

Sandra earned her PhD in Behavioral Psychology and MA in Applied Behavioral Science from the University of Kansas under the mentorship of Dr. Florence DiGennaro Reed. Her research interests focused on staff training, performance management, and professional development, while her teaching interests focused on behavioral science and Organizational Behavior Management.

Dr. Ruby is now an Analyst at ALULA, A CLG Company.

Dr. Florence D. DiGennaro Reed with Dr. Sandra Ruby

Advisor Mary Sawyer Joins University of West Georgia

Dr. Mary Sawyer

Mary Sawyer, PhD, BCBA-D, has recently joined the University of West Georgia as an Assistant Professor of Special Education. Dr. Sawyera holds a PhD in Special Education and Applied Behavior Analysis (ABA) from Ohio State University. She brings a wealth of knowledge and qualifications to her role. Her academic journey includes an MA in Exceptional Student Education, an MA in ABA, a graduate certificate in positive behavior support (PBS), and a BS in Elementary Education from the University of South Florida. Dr. Sawyer is a certified Fit Learning Trainer and Behavior Analyst Certification Board Supervisor. She also holds certifications in teaching Elementary Education, Exceptional Student Education, and English Speakers of Other Languages.

Dr. Sawyer is passionate about applying the science of learning and behavior. She aims to rapidly accelerate academic outcomes and create nurturing environments where individuals of all ages thrive. She is thrilled to return to academia in the Department of Special Education at UWG and to resume teaching and coaching educators to improve outcomes for all students, particularly those with disabilities. *(Dr. Sawyer first served as a Distinguished Scholar!)*

CAMBRIDGE CENTER FOR BEHAVIORAL STUDIES

Distinguished Scholar

Nominate **your** distinguished student to become a new inductee as a Distinguished Scholar of the Cambridge Center for Behavioral Studies. Learn more on Page 17.

Follow the Center on Social Media

Join and follow us on
Facebook, LinkedIn & Instagram

CCBS friends, Distinguished Scholar Matthew Laske, Advisor Sandy Knott, and Board of Director Timothy Ludwig share a reunion in Illinois.

Online Continuing Education Courses for Behavior Analysts

Your Go-To Resource for Online CEUs

Welcome to the Cambridge Center for Behavioral Studies™ Continuing Education course series for Board Certified Behavior Analysts, brought to you by the Center for Behavior Analysis at the University of West Florida. We are an authorized continuing education provider certified by the Behavior Analyst Certification Board.

CAMBRIDGE CENTER FOR BEHAVIORAL STUDIES

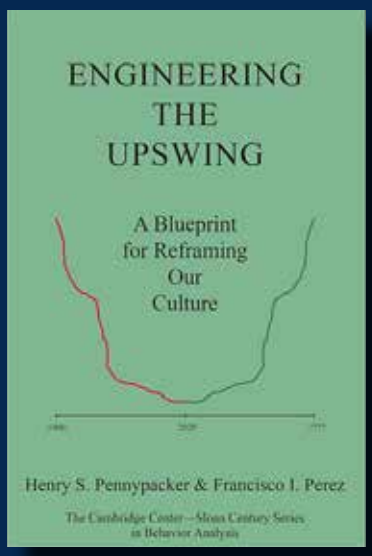
Our online CEU website not only has an upgraded look, but we've added an increased ability to search our extensive library of courses by topic, presenter or keywords. Watch course previews before making a purchase then view presentations and complete evaluations on your schedule. You will also receive your printable certificates immediately upon completion.

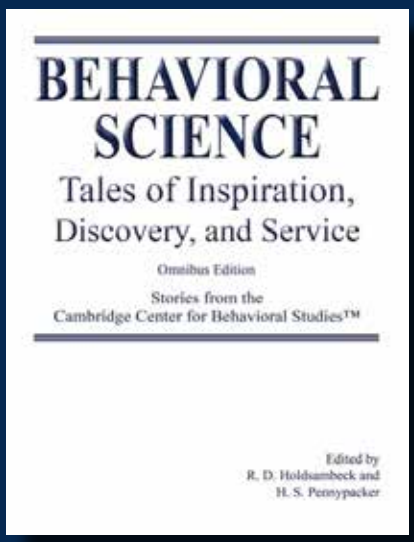
Browse CEU Courses

Thank You Team UWF!

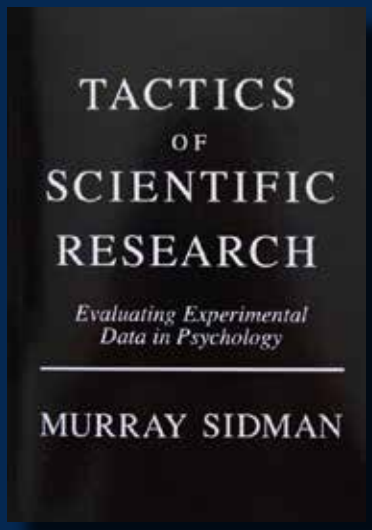
Center for Behavior Analysis
UNIVERSITY of WEST FLORIDA

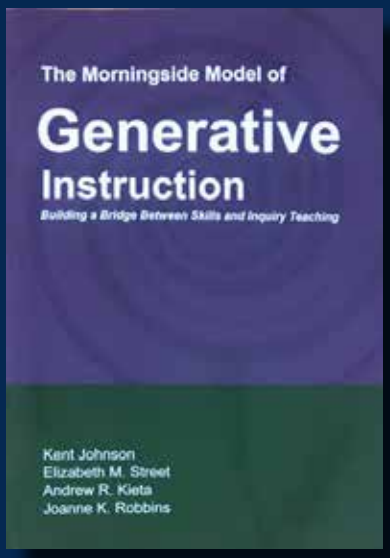
BUY in the CCBS Store



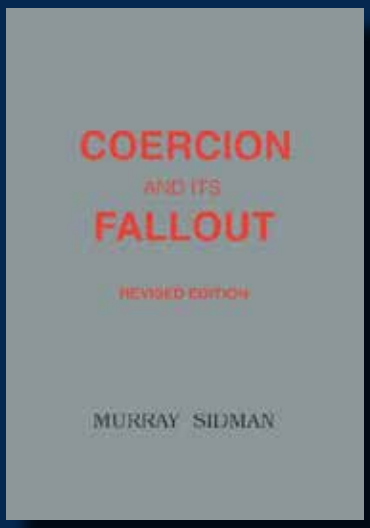


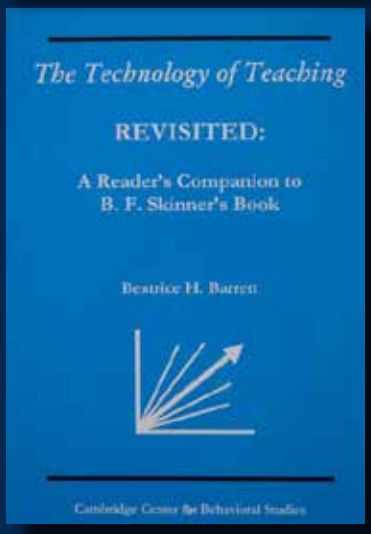
SAVE with our EPub BUNDLE

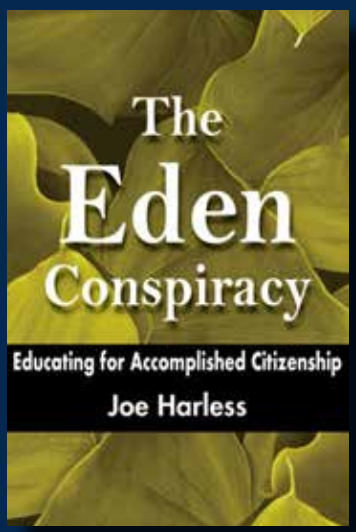




Explore Our Growing EPub Selection







OUR TRUSTEES

Mark Alavosius, PhD
Ronald F. Allen, PhD*
Paul Andronis, PhD
Erik Arntzen, PhD
Judah B. Axe, PhD
Leasha M. Barry, PhD
Carl Binder, PhD
Andy Bondy, PhD*
Darrel Bostow, PhD
José E. Burgos, PhD
Robyn M. Catagnus, EdD
Joseph Dagen, PhD
Michael F. Dorsey, PhD
Eitan Eldar, PhD
Stephen Eversole, EdD*
Tara Fahmie, PhD
Patrick C. Friman, PhD
R. Wayne Fuqua, PhD
Peter F. Gerhardt, EdD
Nicole Gravina, PhD
Gregory Hanley, PhD
William L. Heward, EdD
Philip Hineline, PhD*
Rob Holdsambeck, EdD
Ramona Houmanfar, PhD
Kent Johnson, PhD
Mickey Keenan, DPhil
Jeff Kupfer, PhD
Amanda P. Laprime, PhD*
Eric V. Larsson, PhD
A. Darnell Lattal, PhD*
Kennon (Andy) Lattal, PhD*
T. V. Joe Layng, PhD
Justin Leaf, PhD
Lori Ludwig, PhD*
Timothy D. Ludwig, PhD*
Russell W. Maguire, PhD
M. Jackson Marr, PhD
Tetsuro Matsuzawa, PhD
Terry McSween, PhD*
Francis Mechner, PhD
Kerri Milyko, PhD
Edward K. Morris, PhD
James Mulick, PhD
Martha Pelaez, PhD
Robert Pennington, PhD
Francisco I. Perez, PhD
Chuck Pettinger, PhD
Ruth Anne Rehfeldt, PhD
Marius M. Rietdijk, PhD
Jesús Rosales-Ruiz, PhD
Claire St. Peter, PhD
Henry Schlinger, PhD
Julie M. Smith, PhD
J.E.R. Staddon, PhD
Kenneth Stephens, PhD
Janet Twyman, PhD*
Karen R. Wagner, PhD
Michael Weinberg, PhD
Mary Jane Weiss, PhD
Oliver Wirth, PhD
Thomas L. Zane, PhD*

***Board of Directors Members**

Most of our work is through the volunteer efforts of our directors, trustees, and advisors. These individuals represent the best experts in behavioral science and practice. **Find out "Who We Are" on behavior.org.**

DONATE TODAY

Your generosity brings the best of behavioral science to the public.

GIVING ASSISTANT

Giving Assistant shoppers earn cash back, and donate a percentage of that cash back to organizations like us! Just sign up for free to start earning and giving. You'll also enjoy huge savings at 3,000+ popular retailers like Sears and Target, as well as limited-time offers including exclusive Lowe's coupons! It's never been

SOCIAL MEDIA

Join and follow us on Facebook, LinkedIn & Instagram

on behavior.org

The Cambridge Center is a non-profit 501 (c) 3 organization whose mission is to advance the scientific study of behavior and its humane application to the solution of practical problems, including the prevention and relief of human suffering.

Telephone contact: (978) 369-2227
E-mail contact: center@behavior.org
Address: 410 Newtown Road, Littleton, MA 01460