

CURRENT REPERTOIRE



Scenes from our 2024 Annual Meeting of the Trustees and with friends in Philadelphia



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A Message from Thomas Zane, PhD, BCBA-D

H.S. Pennypacker Chair of the Board



Greetings everyone. I hope this newsletter finds you enjoying the summer and all that it brings.

In this newsletter, you will find information updating you on the Center's activities past, present, and future. Most recently, in May, we held our annual board and Trustee/Advisor meetings in Philadelphia, the site of the 50th annual

conference for the Association of Behavior Analysis International. Our meetings were quite productive and gave us the chance to meet up with old friends and meet new ones recently voted to serve in various capacities for the Center. Presentations during the Annual Meeting of the Trustees included exciting new projects by Stephen Eversole and Francis Mechner. If you are interested in learning more about them, please contact them directly or reach out to the CCBS at pavlik@behavior.org.

I am in my first year of serving as the H.S. Pennypacker Chair of the Board, and I deeply appreciate the support and well-wishes from so many of you. It is an awesome responsibility (the word awesome is used in both its meanings – really cool, and seriously important). All of us associated with the Cambridge Center share the fundamental belief of the importance of behavioral science and our desire to promote its application across the world to best solve the world's problems. As described in our mission statement, the Center is to advance the scientific study of behavior and its humane application to the solution of problems, including the prevention and relief of human suffering.

There is no better way to achieve this goal than through behavioral science.

The United Nations' website lists 24 areas that are serious 'global issues' of importance. A quick review of our behavioral literature shows that behavioral science has produced scholarly work in 23 of these areas of concern, such as (with sample publications):

- Africa (Smilak & Putnam, 2022)
- Ageing (LeBlanc et al., 2007)

- AIDS (Wulfert et al., 1994)
- Big Data for Sustainable Development (Cox et al., 2021)
- Children (Mayer & Sulzer-Azaroff, 1977)
- Climate Change (Alavosius et al., 2015)
- Decolonization (Miller et al., 2019)
- Poverty (Silverman et al., 2018)
- Democracy (Scibak, 2023)
- Disarmament (Kelman, 2019)
- Food (Cinciripini, 1984)
- Gender (Lloyd, 1990)
- Health (Ludwig et al., 2023)
- Human Rights (Block & Noumair, 2015)
- International Law and Justice (Goldiamond, 1974)
- Oceans and Law of the Sea (Lehman & Geller, 2004)
- Peace and Security (Geller, 2012)
- Population (Pierce & Cheney, 2017)
- Refugees (Moore et al., 2020)
- Water (Hersh, 1978)
- Youth (Bowman-Perrott et al., 2015)

As you can see, the impact of our science has been broad. The Cambridge Center for Behavioral Studies continues to host several conferences to disseminate cutting-edge information on all areas in which our science does it work. The Center continues to coordinate with strategic partners to broadcast webinars and promote continuing education opportunities online focusing on the current issues in our field, and publishes a journal devoted to philosophical and conceptual issues of interest to behaviorists. All of the work we do here at the Center is focused on the one goal of disseminating the state of our science to those who want or need such information. Thank you to all of you who support the work of the Center.

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2024 Annual Meeting of the Trustees - Highlights

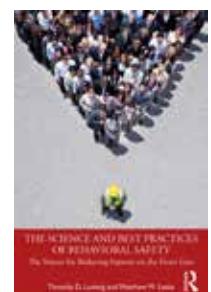
Elected Trustee Dr. Adrienne Fitzer's presentation included countries reached by The ABACLive Cambridge Center Series during our 2024 Annual Meeting of the Trustees.



Thank you to our partner, Center for Behavior Analysis, University of West Florida, for providing technology experts Hannah Marshall and Jerry Charvat who provided our Zoom broadcast.



Timothy Ludwig



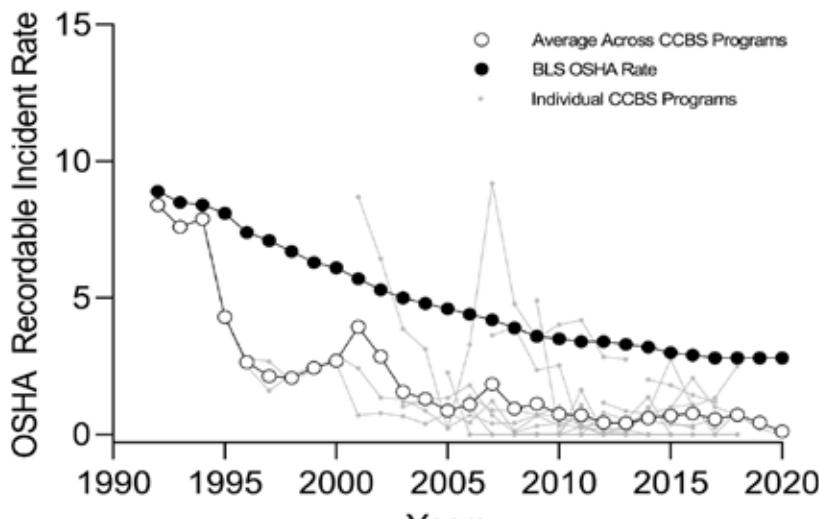
[For more information about our accredited companies and the accreditation process, visit our Safety Help Center.](#)

Board of Director Timothy Ludwig and Managing Commissioner of the Commission on Accreditation – Behavioral Safety, reported that Marathon Petroleum Company LP, St. Paul Park Refinery has applied for re-accreditation under the A.W.A.R.E. Program. Commissioners and Advisors Angela Lebon, PhD, and Sigurdur Sigurdsson, PhD, recently conducted a site visit.

Tim also presented engaging charts showcasing data of CCBS accredited companies from his new publication “The Science and Best Practices of Behavioral Safety,” co-authored with newly elected Advisor Matthew Laske, a former Distinguished Scholar of the Center.



St. Paul Park refinery workers conducting an observation



Documenting Injury rated declines among CCBS Accredited programs



Angela Lebon



Sigurdur Sigurdsson



Matthew Laske



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INVITED SPEAKERS TITLES & BIOGRAPHIES

Witching it Weren't So:

Viewing the Salem Witch Trials through Interlocking Behavioral Contingencies

Darlene E. Crone-Todd, PhD

Full Professor and Program Coordinator, Behavior Analysis Graduate Program
Salem State University

Dr. Darlene E. Crone-Todd is a Full Professor in Psychology at Salem State University. She designed and coordinates the graduate program in Behavior Analysis, and has presented in over 60 symposia at conferences worldwide, including time spent researching and presenting in Brazil. She has published research in peer-reviewed journals including, *The Behavior Analyst Today*, *The Journal of Applied Behavior Analysis*, and *Substance Use and Misuse*, recently published a co-edited book on higher education and behavior analysis. Her background includes basic and applied research, including a post-doc at the Johns Hopkins University School of Medicine in Behavior Pharmacology. Her current research interests include human choice behavior, computer-mediated learning environments, higher-order thinking, basic and applied research in behavioral pharmacology, and shaping behavior. Ongoing projects involve behavioral interventions related to wellness, and to facilitating student success. Her passion includes relating behavioral principles to larger social issues.



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Teaching Beyond the Box: Inclusion-Oriented Educational Practice for Students with Extensive Support Needs

Robert Pennington PhD BCBA-D

William T. Bryan Endowed Chair in Special Education Technology, University of Kentucky
Director, OCALI Center of Excellence on Inclusive Practice

Robert Pennington PhD BCBA-D is the William T. Bryan Endowed Chair in Special Education Technology at the University of Kentucky and Director of the OCALI Center of Excellence on Inclusive Practice. He has over 30 years of experience working with individuals with disabilities, their families, and teachers. He graduated from the University of Kentucky in 2010 and since has published over 90 articles, book chapters, and books related to working with persons with autism and intellectual disability. Robert is passionate about the dissemination of research-based practice and has provided hundreds of refereed and invited presentations to researchers, practitioners, and families. He also values service to field and his local communities through membership on numerous advisory committees, editorial boards, and grant review panel; leadership in professional organizations (i.e., President of Board of Directors for DADD, ACRES, KYABA); and consultation in schools. His current research interests involve behavior analytic communication instruction, expanding students' repertoires in written expression, and improving educational programming for students with severe disabilities. [\(Learn more about Dr. Pennington's research on p. 21\)](#)



Breaking Barriers with Humor and Heart: Dr. Elizabeth Hughes Fong's Ethical Contributions to Culturally Sensitive ABA

Robyn Catagnus, EdD, LBS, BCBA-D

Professor, ABA Program, National University

Dr. Robyn Catagnus is a board-certified behavior analyst and full professor of Behavior Analysis at National University. She's owned and operated a successful behavior consulting firm and held executive roles in behavioral health and educational technology organizations. As a management consultant, she's developed human capital initiatives to improve organizational behavior. She is a trustee of the Cambridge Center for Behavioral Studies; reviewer for several prestigious behavior analysis journals; and former member of the editorial board for member of Perspectives on Behavior Science, the flagship journal of Applied Behavior Analysis International. Dr. Catagnus was the founding president of the Multicultural Alliance of Behavior Analysts and Past President of the Culture and Diversity SIG. Dr. Catagnus has degrees in instruction and technology, education, and leadership and strategy (with an emphasis on mindfulness in business).



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Continued INVITED SPEAKERS TITLES & BIOGRAPHIES

Building Bridges: Adapting ABA Services to Leverage the Strengths of Culturally and Linguistically Diverse Families

Rocío Rosales, PhD, BCBA-D, LABA

Associate Professor, Department of Psychology, University of Massachusetts, Lowell

Rocío Rosales, PhD, BCBA-D, LABA, is an Associate Professor of Psychology and Program Coordinator of the Applied Behavior Analysis and Autism Studies graduate program at the University of Massachusetts Lowell. She received her bachelor's degree from the University of Nevada Reno, and master's and doctoral degrees from Southern Illinois University, Carbondale. Her research, clinical, and theoretical interests span a range of topics including applications of verbal behavior and derived stimulus relations, student and caregiver training, instructional design, issues of diversity, equity, inclusion, and belonging in ABA, and the philosophical foundations of behavior analysis. She previously served as Associate Editor for *The Analysis of Verbal Behavior* and *The Psychological Record*, and on the editorial board of the *Journal of Applied Behavior Analysis*. She is currently Section Coordinator of ABAI's Behavior Dissemination Blog: Verbal Behavior Matters. Dr. Rosales has worked to raise awareness of behavior analysis to underserved communities through various projects and professional collaborations and is currently leading a training grant from the U.S. Department of Education, Office of Special Education Programs that will serve to fund scholars in interdisciplinary professional preparation in Applied Behavior Analysis and Special Education. One of the project's main goals is to diversify the workforce and train practitioners to work with bilingual learners with disabilities. ([Learn more about Dr. Rosales' research on p. 21](#))



The Business of Behavior: Navigating the Opportunities and Challenges of the Modern- Day ABA Business

Steve Woolf, PhD, BCBA-D

President, Butterfly Effects

Dr. Steve Woolf is President of Butterfly Effects, one of the largest nationwide ABA-based providers in the nation. For over 30 years, Steve has supported families affected by autism spectrum disorder (ASD). He has authored publications and regularly



presents at state and national behavior analysis conferences. He was formerly President of MassABA, 8-year CTABA executive committee, and ABAI's chapter coordinator. Dr. Woolf's specialty is designing business and management strategies for large-scale ABA companies to increase access to evidence-based services for families affected by ASD. He served on the Massachusetts State Licensure Board and was the 2018 recipient of the MassABA outstanding

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From Fuller to Fawcett: A Human Rights History of Research Ethics in Behavior Analysis

Malika Pritchett, PhD, BCBA

Assistant Professor of Practice, Department of Applied Behavioral Science, University of Kansas
Director, Tidepools Ecobehavioral Laboratory

Dr. Malika Pritchett is an Assistant Professor of Practice in the Department of Applied Behavioral Science at the University of Kansas. She is the director of Tidepools Ecobehavioral Laboratory, an applied research lab dedicated to the understanding and improvement of the human condition through conducting research about prevention of challenging behaviors, stimulus control and designing optimal environmental arrangements, and human empowerment and agency.

Dr. Pritchett received an AS degree from Collin College, a BS in Communication Sciences and Disorders from Texas Woman's University, a MS in Behavior Analysis from the University of North Texas, and a PhD in Health Services Research with a concentration in Behavior Analysis from the University of North Texas.

Dr. Pritchett's research interests include human rights, ethics, collaborative research practices, ecobehavioral analyses and interventions, and prevention of challenging behaviors. Her research investigates oppressive, colonial research practices in the science of applied behavior analysis and the impact these practices have on establishing and perpetuating researcher-participant power imbalances.

Dr. Pritchett utilizes a behavioral systems science approach to inform collaborative policies, strategies, and research practices that are interwoven with a commitment to social justice, including racial justice.

Dr. Pritchett is a licensed and board certified behavior analyst, her clinical experience spans various human services sectors including private practice, residential institutions, nursing facilities, municipalities, public schools, colleges, and universities.



Introduction: Understanding the Role of the Cambridge Center for Behavioral Studies™



**Rob
Holdsambeck,
EdD, LCP,
BCBA-D**

Executive Director,
Cambridge Center
for Behavioral
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New Trustees Elected During Our 2024 Annual Meeting

Adrienne Fitzer, PhD, BCBA

Founder & CEO, The Applied Behavior Analysis Center, LLC,



Dr. Adrienne Fitzer is the founder, CEO, and sole owner of The Applied Behavior Analysis Center, LLC, an online continuing education and professional development program provider. Dr. Fitzer currently functions as ABAC's Director of Continuing Education, and is an Advisor of the Cambridge Center for Behavioral Studies, and holds an executive board position at a local non-profit.

In 2021 Adrienne received her doctorate in psychology with a specialization in behavior analysis under the advisement of Bertram Ploog, PhD at The Graduate Center, City University of New York. in 2003, she earned her master's degree in psychology under the supervision of Lanny Fields, PhD at Queens College, City University of New York, and became a Board Certified Behavior Analyst (BCBA). Adrienne left graduate school "all but dissertation" (ABD) in 2008 with multiple publications in the *Journal of Experimental Analysis of Behavior* and having co-edited *Autism Spectrum Disorders: Applied Behavior Analysis, Evidence and Practice* with Peter Sturmey, PhD, which was published by Pro-ed in 2007. In 2009, she and Professor Sturmey co-edited their second book together, *Language and Autism: Applied Behavior Analysis, Evidence and Practice*, also published by Pro-Ed, while pursuing a career as a behavior analyst in public schools. She returned to school in 2018 to complete her doctorate.

At the beginning of 2015, Adrienne launched the first exclusively live webinar-based continuing education company serving behavior analysts and sister professionals. Since that time, she has produced over 600 hundred public and private online and live webinars, workshops, panels, and conferences, provided thousands of hours of moderation, presenter coaching, and design guidance, created an on-demand platform, and has proudly worked with trainers to offer intensive, 6-month long fidelity-based training programs to small cohorts.

Adrienne enjoys mentoring students and early professionals, and writing "Fitzer's Corner" a blog that primarily focuses on the ethical use of information and communication technology for behavioral and mental health professionals, business ethics, and inspiring others to step back and take the road less traveled.

SungWoo Kahng, PhD, BCBA-D

Graduate School of Applied and Professional Psychology Professor

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.

Special Thanks to Our Distinguished Scholars for a New Help Center

Diversity, Equity, and Inclusion



Distinguished Scholar
Leader: Trustee Tara Fahime



Advisor Fernanda Oda
(formerly Distinguished Scholar)

In the CCBS, we understand that a diverse, equitable, and inclusive environment can produce innovative thinking, scientific excellence, and practical solutions to improve the human experience.

We seek to provide an environment where differences are valued and each person is supported and offered an equitable opportunity to achieve their goals irrespective of national origin, language, age, sex, health, sexual orientation, gender identity, religion, socioeconomic status, or abilities.

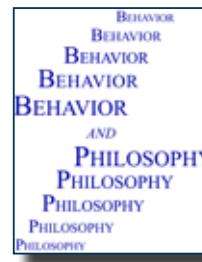
DEI Help Center Page: Created by 2023 CCBS Distinguished Scholars Group

Special thanks to newly elected Advisor Fernanda Oda, PhD, BCBA, who was the lead Distinguished Scholar coordinating the efforts of the group to publish this new section.

Behavior & Philosophy Volume 52 New Articles on behavior.org

Bertrand Russell's Influence on B.F. Skinner's Epistemology

Ryan S. Atkinson, Department of Behavior Analysis, Simmons University
Bailey M. Walsh, Department of Behavior Analysis, Simmons University
Kendra E. Guinness, School of Health Sciences, Regis College



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

Absurd Camusian Thoughts on Contextual Behavioral Science

Will Fleming, GOALS for Autism
Linda J. Hayes, University of Nevada, Reno

The Poverty of Stimuli or Not Looking Hard Enough? Speaking of the Environment between Gestalt and Cognitive Psychology

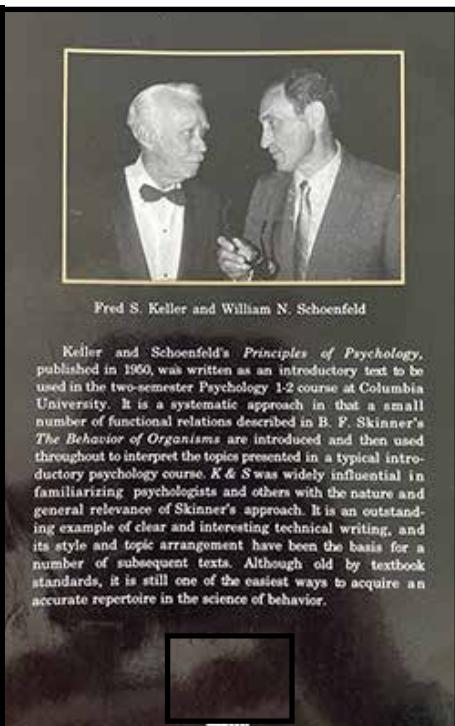
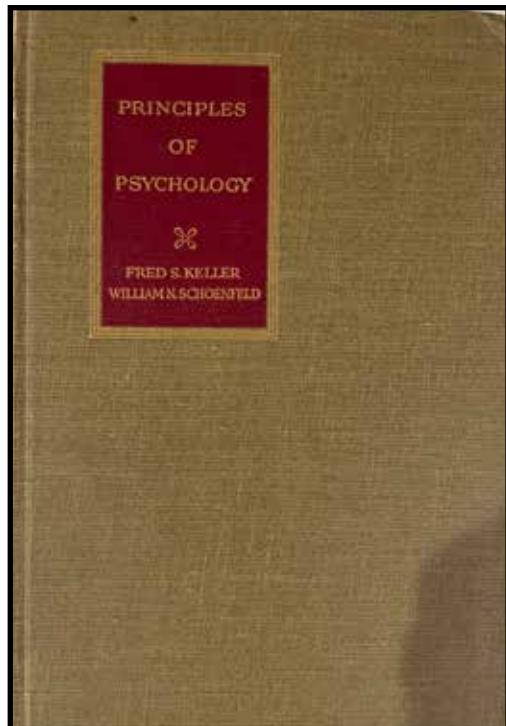
Bernard Guerin, University of South Australia

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

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

Behavior and Philosophy adopts the continuous publishing model of publication. Finished the copy-editing process, articles accepted for publication will be published [online on Behavior and Philosophy site](http://behavior.org) in a continuous flow. The journal volumes will be closed by the end of each year with the papers published during this period. The continuous publication process promotes speed and agility in the process of availability of research. In case of manuscripts accepted for publication, it takes 3 months on average between submission and the publication online. [Contact Editor Dr. Diego Zilio to submit your article.](#)

[Instructions for Submission of Manuscripts](#)



Keller and Schoenfeld's *Principles of Psychology*, published in 1960, was written as an introductory text to be used in the two-semester Psychology 1-2 course at Columbia University. It is a systematic approach in that a small number of functional relations described in B. F. Skinner's *The Behavior of Organisms* are introduced and then used throughout to interpret the topics presented in a typical introductory psychology course. *K & S* was widely influential in familiarizing psychologists and others with the nature and general relevance of Skinner's approach. It is an outstanding example of clear and interesting technical writing, and its style and topic arrangement have been the basis for a number of subsequent texts. Although old by textbook standards, it is still one of the easiest ways to acquire an accurate repertoire in the science of behavior.

Several things are needed for a scientific discipline to establish and evolve. It is not enough that there is a definable subject matter and a group of enthusiastic scientists, although without these two ingredients nothing is going to happen. B. F. Skinner's early work and the core of people associated with him in the 1930s and 1940s more than satisfied these criteria. Early gatherings of these people, such as the 1940s Conferences on the Experimental Analysis of Behavior held at Indiana University and Columbia University (Dinsmoor, 1996) provided a professional identity with the science, as well as means of formal communication about developments in the scientific subject matter. Such communication also comes through journals. In behavior analysis, there were the *Journal of the Experimental Analysis of Behavior*, founded in 1958, and the *Journal of Applied Behavior Analysis*, founded in 1968. Journals unquestionably are needed to stimulate the continued growth of a science, but such growth also depends on the recruitment of new students into the discipline. Such recruitment, as many readers of this piece can attest, begins with an introductory course delineating the subject matter of the discipline, both what it is and why it is important. Such introductions usually require a textbook. Fred Keller and Nat Schoenfeld's *Principles of Psychology* was the first systematic and comprehensive textbook devoted to what would become behavior analysis. It was a remarkable textbook, as a recent retrospective appreciation of it on its 70th "birthday" published in the *Mexican Journal of Behavior Analysis* (volume 46, number 1; <http://rmac-mx.org/category/vol-46-no-1-2020/>) attests.

Keller and Schoenfeld began teaching the introductory psychology course at Columbia University in the fall semester

Principles of Psychology by Fred S. Keller and William N. Schoenfeld:

A Seminal Volume in the History of Behavior Analysis

by Andy Lattal, PhD
West Virginia University

of 1946. The course innovatively included a "rat lab" component that, according to Keller's obituary in the *New York Times*, "made Columbia University the first university in the world where undergraduates conducted experiments with living animals from the start to the finish of the course" (Saxon 1996). Because the course was the introduction to psychology for Columbia undergraduates, a textbook was needed. Who better to write it than the creators of the course? So, write it they did.

The title of the book, *Principles of Psychology*, harkens to early seminal volumes in the history of psychology. What is generally regarded as the first English-language textbook on psychology, *The Principles of Psychology* was written by British moral philosopher Herbert Spencer in 1855. The volume predates the beginnings of scientific psychology, so it was more a collection of observations and intuitions about human nature than a scientific survey of accumulated knowledge as modern readers have come to expect. Credit for the first American psychology textbook belongs to William James, who often is described as the father of American psychology. Much of James's content was anchored in the physiology of his times, but, like Spencer's content, it contained little empirical "psychological" research simply because so little was available at the time of its publication (1890). James also titled his book *The Principles of Psychology*, signaling the broad scope of his work. Perhaps the virtually identical title selected by Keller and Schoenfeld was a statement about what they believed about the scope and historical imperative of their volume – that of (re)defining psychology – as well as a reflection of their strong commitment to the position that the principles of learning first articulated by Skinner and his followers in the years preceding the publication of *Principles* were the true foundation of psychological science.

Keller and Schoenfeld's version of *Principles of Psychology* profoundly affected the development of behavior analysis because it provided a model for virtually all subsequent courses and textbooks delineating behavior principles. Courses most often are built around textbooks. These textbooks provide the framework for organizing the subject

matter. The behavior principles delineated by Keller and Schoenfeld, of course, subsequently have been kneaded, refined, experimentally fleshed out, further articulated, and related to problems in living over the years since they first put pen to paper (or perhaps rolled paper into a typewriter drum). Their general framework for developing and teaching behavior principles has held up remarkably well. This can be demonstrated by comparing their table of contents, shown in Table 1, to a contemporary version of this material. Their structure endures.

It seems fair to say that few textbooks in behavior analysis have had the impact of Keller and Schoenfeld's. Clark Hull, the leading American learning theorist at the time the book was published, opined that Keller had "... made a teachable elementary psychology out of technical material in a way which I would not have believed possible if I had not seen the book" (Lattal, 2009, p. 215). Skinner published *Science and Human Behavior (SHB)* in 1953, just three years after *Principles of Psychology* appeared (and dedicated it "To F. S. Keller"). Skinner's also- seminal volume was a "horse of a different color" as the old saying goes. *Principles* was concerned with the nitty-gritty of behavior analysis: characteristically, specific experimental analyses of aspects of behavior principles inductively organized into coherent conceptual frameworks and extrapolations, followed in turn by further experimental analyses and so on. Skinner's volume similarly contained the results of his extensive experimental analyses of behavior, but in a more general way. *SHB* also differed in that it contained the now-well-known and still exciting extrapolations of his findings about the determinants of behavior to broader societal issues such as government, religion, and economics. His many insightful extrapolations anticipated developments in basic research, application, and conceptual development that continue to unfold into this first quarter of the 21st century. Together, these two books, like Skinner and Keller themselves, shaped our discipline into what it is. Keller and Schoenfeld belongs in the library of every behavior analyst!

References

Dinsmoor, J. A. (1987). A visit to Bloomington: The first conference on the experimental analysis of behavior. *Journal of the Experimental Analysis of Behavior*, 48, 441-445. [doi:10.1901/jeab.1987.48-441](https://doi.org/10.1901/jeab.1987.48-441)



The Current Repertoire
Newsletter of the Cambridge Center for Behavioral Studies

Vol. 1, No. 1
Winter 1981-82

**WELCOME FROM FRED S. KELLER:
A NOTE ON THE FOUNDING OF THE
CENTER**

*The following remarks were delivered at the Third Annual Meeting
of the Center on July 7, 1981.*

The founding of the Cambridge Center for Behavioral Studies suggests (correctly, I believe) that behaviorism has now gone well beyond the stage of Little Albert. Perhaps it isn't old enough to vote, but it can earn its living, and its further growth seems guaranteed. The experimental analysis of behavior is clearly here to stay, and its application to practical affairs has already met with more success than any effort of its kind within the past. All we need is another name (like praxiology, perhaps), in order to eliminate the term.

All of the objectives of the Center, as described in its prospectus, will probably not be realized within the lifetime of all of its Trustees, but a good beginning can be made. Important documents and records can be housed, book collections can be started and made accessible to scholars, and historically significant apparatus can be stored. Study and lecture space can be provided, together with facilities for experimental research.

The wave of positive response to the creation of the Center indicates not only that its time has come, but that the body of aroused behaviorists in this country and abroad was even greater than supposed. The individual contributions, both solicited and unsolicited, in the Center's funding have been gratifying, and the willingness to serve expressed by our Advisors has also been a source of satisfaction, especially to one who has spent his study, will, the picture of a group of less than twenty mavericks gathered on the steps of the Psychology building at Indiana University back in 1947. A comparable development in the field of natural science does not readily come to mind. Enthusiasm for the Center in its infant years encourages us to go ahead. It tells us also that we should advance with caution and at even slow-going speed, consolidating gains and stabilizing functions. The kind of spirit needed in the launching of a ship may not be quite the same as that which keeps it on its course. Our purposes must hold, our priorities must be clear, and our responsibility to the scientists we serve must never be forgotten.



*Professor Keller as Professor Emeritus of Psychology at Columbia University and Adjunct Research Professor of Psychology at the University of North Carolina at Chapel Hill. He received his Ph.D. from Harvard University in 1931 and subsequently taught at Tufts College and Colgate University. In 1935 he began a long and productive career in the Department of Psychology at Columbia University, where he organized the world's first curriculum in the experimental analysis of behavior. In 1960, with William N. Schoenfeld, Keller published the first introductory textbook in the analysis of behavior. He has come to be best known for his development of the *Programmatic System of Instruction*, often called "the Keller Plan," a self-paced instructional method that has been used successfully in every level of education, from elementary school to graduate school. He has been concerned throughout his career both with development of the basic science of behavior and with the human application of that science to human affairs. In 1976 the American Psychological Association awarded him the Distinguished Contribution for Applications of Psychology. Award in recognition of his many contributions to education, professor Keller has been a Trustee of the Center since its founding in 1981.*

Did you know? Our first *Current Repertoire* featured a "Welcome from Fred S. Keller: A Note on the Founding of the Center." (Click on image for larger view.)

Dinsmoor, J. A. (1990). Academic roots: Columbia University, 1943-1951. *Journal of the Experimental Analysis of Behavior*, 54, 129-149. <https://doi.org/10.1901/jeab.1990.54-129>

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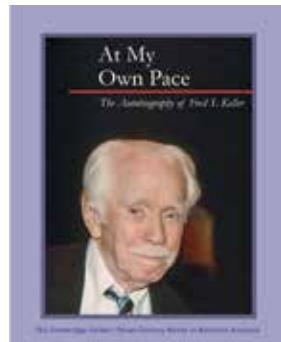
Saxon, W. (1996a, February 11). Fred S. Keller, 97, a professor and behaviorist. *The New York Times*. <https://www.nytimes.com/1996/02/11/nyregion/fred-s-keller-97-a-professor-and-behaviorist.html>

At My Own Pace: The Autobiography of Fred S. Keller

Edited by Jon S. Bailey, Mary R. Burch, A. Charles Catania, and Jack Michael

At My Own Pace, the compelling, delightful, but also educational autobiography of Fred S. Keller, is a vital book for anyone interested in behavioral science.

Available in the CCBS Store!



CCBS Board of Director Dr. Terry McSween presents "Designing a Behavior-Based Safety Improvement Process"

Friday, July 19 ~ 12:00 pm - 2:00 pm (EST) Recordings available until 08/04/24



In 2022 the rate of average lost workday case rate for organizations in the US was 1.3 per 200,000 work hours. This means that an average of 1.3 workers out of 100 will experience an injury severe enough to prevent them from returning to their normal job, or put another way, an average of one in three employees in American industry can expect to experience one lost-workday injury in approximately 33 years of work. Studies by DuPont and others suggest that more than 90 percent of those injuries could have been prevented through improved safety practices. Behavior-Based Safety (BBS) remains the most effective intervention for reducing injuries through improved safety practices on the job yet many safety professionals and others consider it ineffective.

In his book, *The New-Values Based Safety*, Dr. McSween describes an organization's safety culture as a function of an organization's vision, its values, its leadership, its processes, and the results it creates. During the first part of this 2-hour webinar, Dr. McSween will make the case for the importance of discussions that clarify an organization's value for safety and improving accountability in weekly leadership activities that demonstrate leadership's support for safety.

The remainder of the workshop will then describe the results of a recent study on BBS conducted by Cambridge University using data provided from DEKRA clients that showed (1) that BBS produces statistically significant reductions in injuries, and (2) BBS produces significant improvements in safety culture as measured by traditional culture surveys, and Dr. McSween will discuss how the findings challenge some of the traditional assumptions about BBS initiatives. Finally, Dr. McSween will discuss several approaches to integrating serious injury prevention into behavior-based safety. After attending this 3-hour webinar workshop attendees will be able to:

- Identify the five elements of McSween's culture model
- Identify the single most important thing that managers must do to have a successful safety improvement effort.
- Identify design consideration to maximizing the effectiveness of behavior-based safety.
- Identify the special considerations to ensure that behavior-based safety adequately address the potential for serious injuries and fatalities.

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Dr. McSween is a nationally recognized expert in the field of behavioral safety. He is CEO and cofounder of Quality Safety Edge, a company that helps organizations improve safety and leadership through behavioral psychology. Dr. McSween is author of the book, *The Values-Based Safety Process*, and numerous publications and research articles on behavioral safety. He has received numerous awards, including the ASSE's 1993 Scrivener Award, the OBM Network's 2001 Outstanding Contribution Award and its 2010 Lifetime Achievement Award, Western Michigan University Distinguished Alumni in 2007, and in 2017 the Texas Association for Behavior Analysis recognized him for his Career Contributions to Behavior Analysis in Texas, all for his work in behavioral safety. He is also the founder of the Behavioral Safety NOW conference.

On behavior.org - New Research Posted Autism Help Center

Thank you to Trustee Eric V. Larsson!

The Evidence for the Community Standard of Care of Applied Behavior Analysis (ABA) for Adults with Autism, Behavior Disorders, and Developmental Disabilities



"There is extensive research in the field of Applied Behavior Analysis (ABA) that shows the effectiveness of focused treatment of behavior disorders with persons who are older than age 18 and who suffer from developmental disabilities including autism. As a result ABA is a community standard of care for adults, particularly in residential treatment and vocational supports.

In the research listed here, over 1,800 persons older than age 18 who were documented as receiving effective ABA treatment."



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The Evidence for the Community Standard of Care of Applied Behavior Analysis (ABA) for Adults with Autism, Behavior Disorders, and Developmental Disabilities

In the research listed here, over 1,800 persons older than age 18 who were documented as receiving effective ABA treatment."

A Few New Advisors* Elected During Our 2024 Annual Meeting

Marissa Kamlowsky, PhD, BCBA

Clinical and Research Consultant, GoodLife Innovations



Marissa is currently preparing for graduation from The University of Kansas with her PhD in Behavioral Psychology. Marissa completed her doctoral-level graduate training under the supervision and mentorship of Dr. Claudia Dozier. Prior to attending KU, Marissa completed her master's degree in Applied Behavior Analysis under the supervision of Dr. David Wilder at Florida Institute of Technology and completed 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 on a clinical and research consultation role at GoodLife Innovations working with adults with intellectual and developmental disabilities (IDD). In her clinical role, she leads organization-wide staff training on best clinical practices, coordinates managerial oversight, and develops systems for promoting procedural integrity. In addition, Marissa is conducting her dissertation on the assessment and treatment of challenging behavior in adults with IDD with a focus on teaching tolerance to delays to reinforcers. Outside of clinical and research settings, Marissa enjoys spending quality time with her fiancé and dog Sadie, cooking for family and friends, and reading novels.

Ellie Kazemi, PhD, BCBA-D

Chief Science Officer, Behavioral Health Center of Excellence

Professor, Department of Psychology, California State University, Northridge



Dr. Kazemi is the Chief Science Officer at Behavioral Health Center of Excellence (BHCOE), an accrediting organization focused on improving the quality of behavior analytic services. She is also a professor at CSUN, where she founded the M.S. in Applied Behavior Analysis (ABA) program and has been teaching undergraduate and graduate coursework in research methodology, organizational behavior management, and behavior therapy for over 15 years. She has received several mentorship awards including the ABAI Best Mentor Award, the Outstanding Faculty Award, the Outstanding Teaching Award, and the Outstanding Service Award. Her applied research interests involve the identification of efficient, effective strategies for practical training and supervision of staff, which includes leveraging computer technology and Artificial Intelligence (e.g., robotics, virtual or augmented reality). She has worked on several nationwide large projects (e.g., with FEMA and NASA) with a focus on effective training and measurement of intervention outcomes. Currently, she leads BHCOE's efforts in quality measure development and conducting reliable, valid evaluations for accreditation.

Matthew Laske, PhD

Assistant Professor, University of North Texas



Matthew Laske is an incoming Assistant Professor at the University of North Texas. Matthew obtained his PhD in Behavioral Psychology at the University of Kansas under the advisement of Dr. Florence DiGennaro Reed. He obtained his MA in Industrial-Organizational Psychology and Human Resource Management at Appalachian State University with Dr. Tim Ludwig. He is recognized by the Cambridge Center for Behavioral Studies (CCBS) as a Distinguished Scholar, where he assists the CCBS's Commission on Behavioral Safety in documenting the best behavioral safety programs in the world over the last 15 years. Matthew co-authored the book *The Science and Best Practices of Behavioral Safety*, which describes one of the most mature and impactful applications of behavioral science. He has designed, implemented, and assessed behavioral safety programs. His research and expertise include behavioral safety and public speaking/communication. He has presented at over 50 conferences, workshops, and other trainings on workplace behavior.

*Meet more new Advisors in our next issue including **Fernanda Oda, PhD, BCBA, Sandra Ruby, PhD, Maithri Sivaraman, PhD, BCBA, Peter Sturmey, PhD, and Kendra Thomson, PhD, BCBA-D**.

Invited Speakers



Christina Alligood, PhD, BCBA-D

Associate Professor of the Practice
Department of Applied Behavioral Science
The University of Kansas



Susan G. Friedman, PhD

Professor Emeritus, Department of Psychology
Utah State University
Founder, Behavior Works



Tim Hackenberg, PhD

Emeritus Professor of Psychology
Reed College



Alexandra Kurland

Author
Founder, The Clicker Center



Alexandra “Sasha” Protopopova, PhD

Assistant Professor, Animal Welfare Program
NSERC/BC SPCA Industrial Research
Chair in Animal Welfare
The University of British Columbia

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FROM HOME HABITAT:



Image by Pfüderl from Pixabay

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Dr. Rob Holdsambeck
Executive Director
Cambridge Center for
Behavioral Studies



Made possible
by
Dr. Hank Pennypacker
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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.

Improving Generative AI Results: Start with Effective Prompts!

By now, each of us has likely interacted with a generative AI chatbot (a Large Language Model, or LLM) in one way or another. Some of your efforts might have been quite useful or satisfying, while others might have left you wondering, "What's all the fuss?"

The quality of the "results" (output) of a LLM is determined by several factors, including the model's overall capability, how much it has been trained on your topic, how much bias the training data contain, and what you ask it to do and how you ask it to do it (your "prompt.") Of all of these, the one that you can control the most is your prompts. In the AI world, a prompt is essentially an instruction or input given to the AI to generate a response (similar in many ways to the term's use in behavior analysis). With LLMs, the prompt is the starting point of a conversation that tells the AI what to do. Prompts can range from simple questions or statements to more complex and detailed instructions, such as the request to analyze an entire article. The effectiveness of prompts greatly influences the quality and relevance of the AI's response.

I encourage you to avoid prompt fails, like these types of "bad prompt" examples:

- **Too Ambiguous:** "Love. Tell me about it." leaves the LLM lost.
- **Lacks Context:** Write a story about kids." offers no real direction.
- **Fails to identify the target audience or level:** "Create a marketing message." doesn't say who or what for.
- **Parameters for the output:** "How did we perform last quarter?" doesn't indicate if a table or chart is needed, or a narrative summary, or even a comparison analysis.

Prompt engineering is the art and science of crafting inputs (prompts) that guide LLMs to produce the desired outputs. By carefully designing prompts, users can instruct the model on the task at hand and tailor the response format to their needs.

One of the most frequent mistakes people make when prompting LLMs is using overly broad or vague prompts. I've seen teachers ask a chatbot, "Can you help me create a lesson plan?" without any further explanation or detail. Have no doubt, most LLMs will generate a response, but the response will lack the specificity needed for an effective lesson plan tailored to a particular grade level, subject, or student. A more effective prompt would be, "Can you create a detailed lesson plan for a 5th-grade science class on the topic of the water cycle, including activities and assessments?"

Similarly, in ABA services, a behavior analyst might use the prompt, "Give me strategies for improving communication skills in children with autism." Although the LLM can provide some general strategies, the response may not address the unique needs of individual clients. A refined prompt like, "What are some evidence-based strategies for improving verbal communication in non-verbal children with autism, focusing on the use of assistive technology?" would yield a more useful and targeted response.



Image generated with Bing AI · October 11, 2023
Prompt: Cute robot writing with a quill, digitized

These two examples highlight the **importance of being specific and clear in your prompts**. By providing context and details, you guide the LLM to produce responses that are not only relevant but also actionable and tailored to your specific needs. Understanding and using different prompting strategies can significantly enhance the effectiveness of LLMs, helping you to get the most out of these AI tools.

Carefully crafting prompts is known as “prompt engineering.” Since effective prompting plays a pivotal role in getting useful results from LLMs, it has become both a field and a well-paid occupation. For educators and professionals providing Applied Behavior Analysis (ABA) services, understanding and utilizing prompt engineering can significantly enhance the effectiveness of LLM tools. So, in this column and the next, we’ll explore a few ways to become better at AI prompting.



Image created with Pear Deck.

Remember the four components of a good instructional objective? They are Learner, Behavior, Condition, Criteria (or Actor, Behavior, Condition, Degree). We can use the same framework when we consider the components of a good LLM prompt: Persona (who is writing), Task (what to write), Audience (for whom), and Output (what format/style). Think of it as wanting your LLM to **act as a [Persona], to perform a [Task] for this [Audience] in a particular [Output] format or style** (Hass, 2023).



Image created with Pear Deck.

Continued

Examples of Persona (Voice):

- College professor, Spanish tutor, Travel Guide, Email Copywriter, Math Teacher
- Historian, Movie Critic, Stand-up Comedian, Motivational Coach, Storyteller
- Highly regarded behavior analyst and instructional designer
- A six-year-old child, a non-native English speaker

Examples of Perform (Task):

- Write an article, blog post, tweet, Facebook post, or sales copy.
- Brainstorm new ideas. Or take ideas you already have and create more like them.
- Summarize text, explain concepts, analyze key takeaways.
- Proof, rewrite, change the tone, or enhance written drafts.

Examples of Listener (Target Audience):

- Beginner, intermediate, advanced, or expert student.
- 10-year-old child, 37-year-old adult, cancer patient, baseball team.
- Businessperson, angel investor, cosmetic consumer.
- Behavior analysts working in clinical settings

Examples of Output (Format):

- Visualization such as a table, a graph, Excel file, a Gantt chart, or emojis.
- An outline, a summary, or a lesson plan.
- A numbered list or bullet points.
- An analogy, a metaphor, a poem, or a haiku.
- A 5,000-word persuasive argument with section headers.

In prompting, clarity is key. Specify your goal: Are you aiming for an engaging blog post or a behavior analysis task sheet? Be specific about your desired output and provide details about the target audience. It's also quite helpful to provide examples of writing styles or previous posts to guide the LLM. The more guidance given, the better the result.

Just remember, **generative AI is a powerful tool for content creation, but fact-checking remains crucial.** Never blindly trust AI-generated text. Its capabilities are great for drafting and brainstorming, but always verify information before using it. Also recognize that currently, **human expertise is irreplaceable.** Use AI to enhance your creativity and enhance your workflow, but not to take over the writing process entirely.

And stay tuned for the next column. We'll just scratched the surface of effective prompting; next we'll delve deeper into more prompt engineering techniques and explore real-world applications for educators, researchers, and ABA professionals.

References:

Hass, P. (2023, May 11). The Anatomy of a Brutally Efficient ChatGPT Prompt: Learn An Effective Template for ChatGPT Prompts. <https://medium.com/artificial-corner/the-anatomy-of-a-brutally-efficient-chatgpt-prompt-f17a70856264>

Mager, R. (1975). *Preparing Instructional Objectives: Second Edition.* Belmont, CA: Fearon-Pitman Publishers, Inc.



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Prompt: Cute robot writing with a quill, digitized

Another 2024 Center Event - Save the Date!



6th Annual Behavioral Science: Applications in

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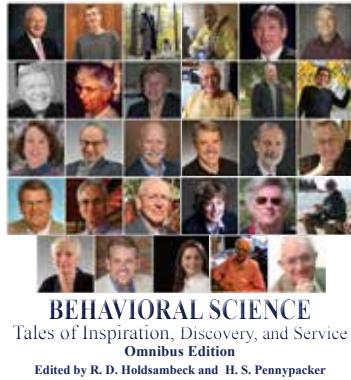


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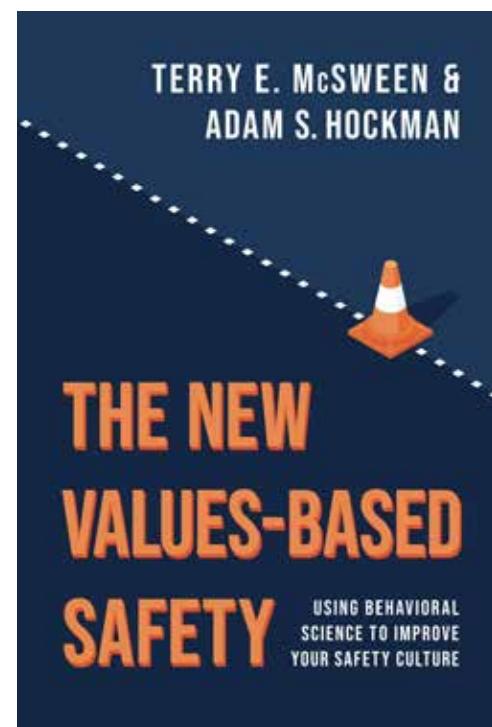
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Terry has graciously donated a portion of the sales of
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Familiar Faces in New Places

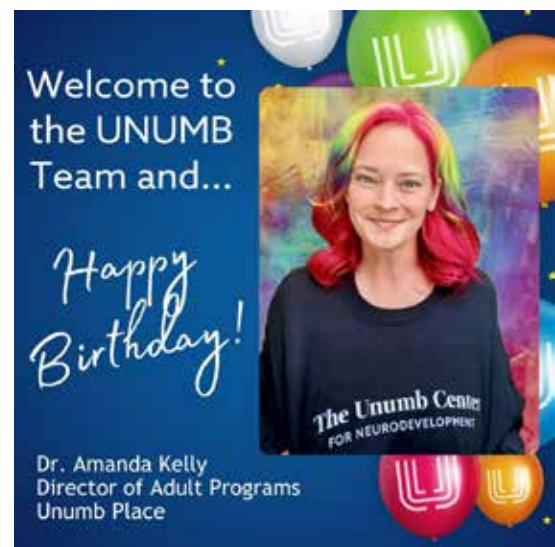
Advisor Dr. Amanda Kelly Joins Unumb Place

Advisor Dr. Amanda N. Kelly, widely known as Behaviorbabe on social media, has assumed a new role as the Director of Adult Programs at Unumb Place.

This transition also happened on Dr. Kelly's birthday! Join Unumb Place and the Center in celebrating her incredible achievements and wishing her a happy birthday. Dr. Kelly brings a wealth of experience and expertise to her new role, with over two decades of leadership in behavior analysis.

"I have known Dr. Kelly for 15 years and am ecstatic that we were able to recruit her to South Carolina to join the UNUMB team," said Lorri Shealy Unumb, Founder and Board Chair of UNUMB. "Under her leadership, the future is bright for the soon-to-be residents of our new adult campus."

In her capacity as Director of Adult Programs, Dr. Kelly will lead the development of services at Unumb Place, ensuring unparalleled care and support for adult residents. Her dedication to fostering a nurturing and vibrant environment aligns seamlessly with UNUMB's mission of empowering individuals with autism to lead bright, bold, fulfilling lives.



Scenes from CCBS at the 50th ABAI Convention



CCBS friends at the ABAI Convention:
Advisor Amanda Kelly, Advisor Marissa
Kamlowsky, Distinguished Scholar Stacha
Leslie; Trustee Judah Axe & Executive
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News from Our Strategic Partner - The Standard Celeration Society



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Why reassurance doesn't always make us feel better
Anna Linnehan • TEDxEndicott College

"Over the course of centuries, numerous efforts have been made to understand human emotion. Fortunately, converging approaches from neuroscience and the consequential contingency analysis of behavior provide answers to the questions: What are emotions and emotional behavior? How do we use our emotions and emotional behavior to affect the world around us? My talk will answer these questions, as well as describe why we shouldn't seek to control or get rid of our emotions. Rather, we should use them to navigate and enrich our lives, fostering deeper connections and a more profound understanding of ourselves and others.

Anna M. Linnehan is the Director of Academic Operations for the Institute for Applied Behavior Analysis and a professor at Endicott College."

Recommended Reading from Our ETHICS Invited Speakers



Read Dr. Rob Pennington's "Conceptualizing and Utilizing Board Certified Behavior Analysts as Related Services Providers in Inclusion-Oriented Schools" through *Hammill Institute of Disabilities* on Sage Journals.

Conceptual Paper

Conceptualizing and Utilizing Board Certified Behavior Analysts as Related Services Providers in Inclusion-Oriented Schools

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Michael F. Giangreco, PhD¹*, Robert C. Pennington, PhD, BCBA-D²,
and Virginia L. Walker, PhD, BCBA-D²

Abstract

Although behavior analytic practices have been widely applied in schools to support students with disabilities, there remains limited guidance concerning utilization of these practices in inclusion-oriented schools and, more specifically, the role of the board certified behavior analyst in the provision of related services. The goal of this article is to encourage discussions among stakeholders hopefully leading to a clearer conceptualization and more effective utilization of behavior analytic practices in inclusion-oriented schools. In addition to discussing the conceptualization of behavior analytic services as a related service and the role of both board certified assistant behavior analysts and registered behavior technicians as paraprofessionals under the Individuals with Disabilities Education Act, we provide a set of guidelines for related services decision-making practices useful within a collaborative teamwork framework, including behavior analysts, and offer areas for future research.

Keywords

related services, applied behavior analysis, collaborative teamwork, board certified behavior analyst, inclusive education

Home > Behavior Analysis in Practice > Article

Recommendations for Working with Culturally and Linguistically Diverse Families: A Report from the Field

Technical and Tutorials | Published: 28 October 2018
Volume 16, pages 1259–1269 (2018) | [Cite this article](#)

Rocío Rosales, Isabel A. León & Alberto L. León-Fuentes

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Abstract

Given the persistent shift in racial and ethnic demographics in the United States, board certified behavior analysts (BCBAs) will increasingly serve culturally and linguistically diverse families. There has been a recent increase in published resources to help behavior analysis practitioners navigate working with diverse populations. The purpose of this article is to add to these resources and demonstrate how these recommendations can be put into action. We outline five recommendations for working with culturally and linguistically diverse families in the context of a small company that has incorporated these practices in their own work focused on serving a large percentage of immigrant families.



Read Dr. Rocío Rosales' article "Recommendations for Working with Culturally and Linguistically Diverse Families: A Report from the Field" in *Behavior Analysis in Practice* through Springer Link.

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The website interface includes a header with 'HOME', 'ABOUT', 'CONTACT', and 'LOG IN'. Below the header, a search bar is followed by a 'Courses' section with a 'Get started today!' button. The main content area displays three course cards with images of presenters and brief descriptions:

- On being a trusted manager: Elucidating supervisory practices for the next generation of behavior analysts** (10 CEUs)
- The limits of staff management: What happened when 'You're not there!'** (10 CEUs)
- Virtual Leadership - What Do We Do and Why?** (10 CEUs)

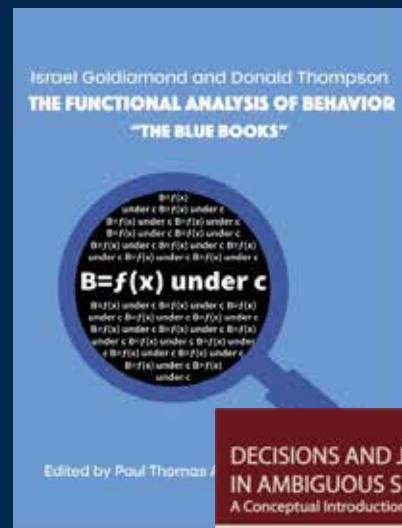
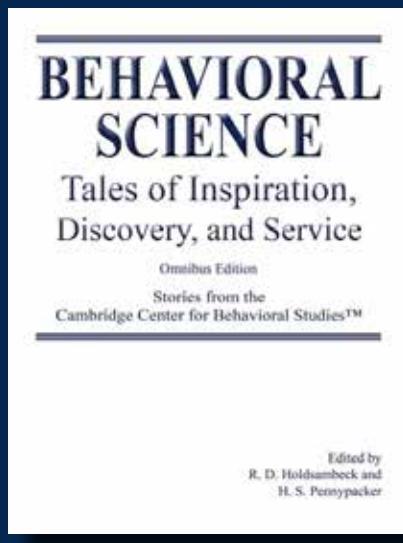
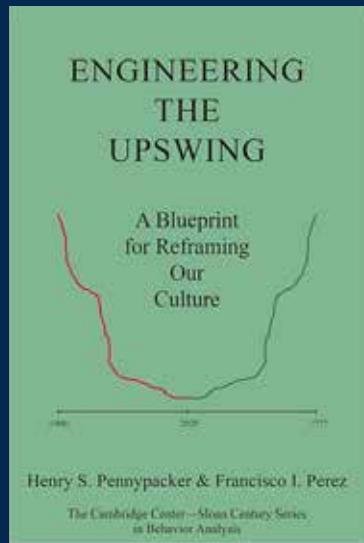
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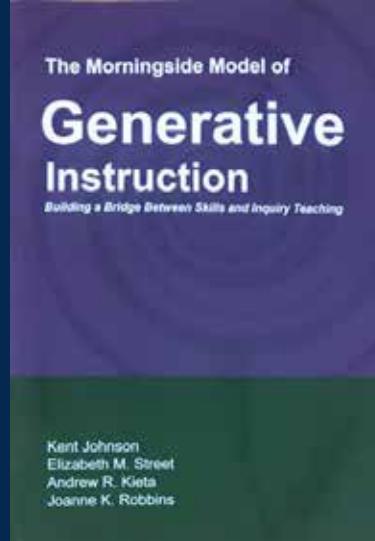
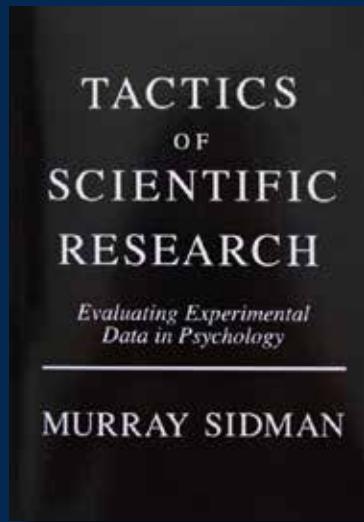


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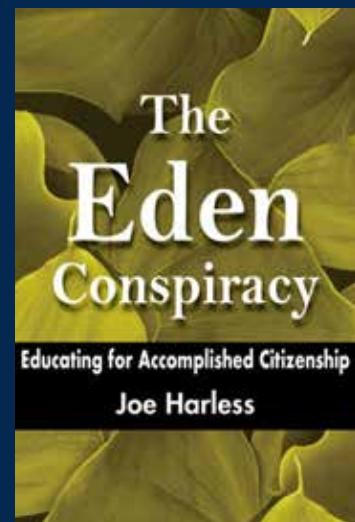
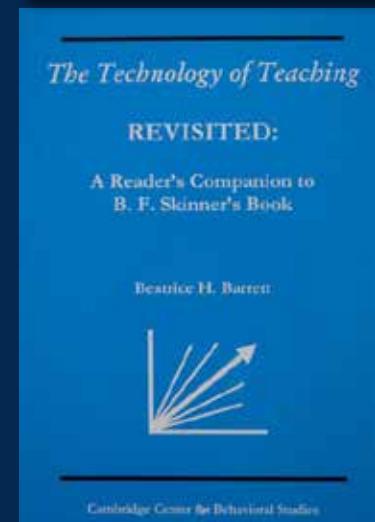
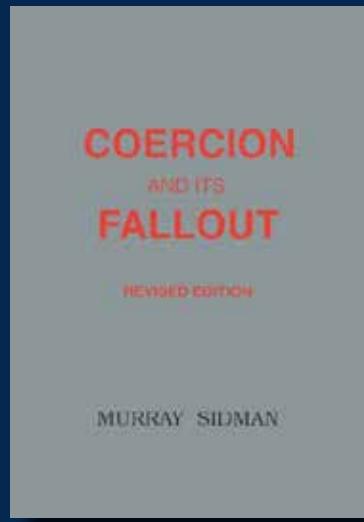
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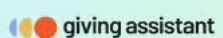
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