

CURRENT REPERTOIRE



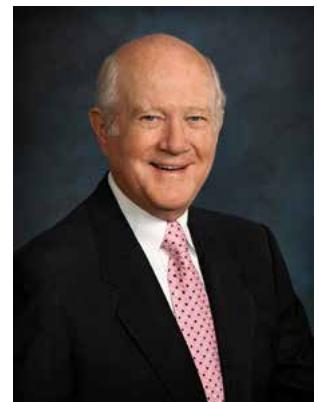
18th Annual Conference on Autism: Research-Based Solutions 14 Invited Speakers & Panelists



Friday, April 4 • Melmark, Berwyn, PA or Virtually

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May 17, 1935 - March 1, 2025

We are deeply saddened by the recent passing of **Dr. Aubrey Daniels**, a dedicated leader and generous supporter of the Cambridge Center. Aubrey's contributions shaped our mission, and their impact will be felt for years to come. We will honor his legacy with a tribute in an upcoming issue.

Our thoughts are with his family, colleagues, and all who had the privilege of knowing him.

18TH ANNUAL CONFERENCE ON AUTISM: RESEARCH-BASED SOLUTIONS

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FRIDAY, APRIL 4

 **Melmark Campus -
Berwyn, PA or Virtually**



*Plus Introduction from
Dr. Rob Holdzabeck
Executive Director*

**14 Invited
Speakers
& Panelists**



Robert H. LaRue, PhD, BCBA-D

Clinical Professor, Graduate School of Applied and Professional Psychology (GSAPP)
Director of Behavioral Services, Douglass Developmental Disabilities Center (DDDC)
Rutgers Center for Adult Autism Services (RCAAS)
Rutgers, The State University of New Jersey

Improving Employment Outcomes for Individuals Diagnosed with ASD



Helena Maguire, MS, LABA, BCBA, CDE® Panel Moderator

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

Panel: From Risks to Results: Applying Organizational Behavior Management to Workplace Safety in Human Services Organizations

Panelists:

Brad Stevenson, PhD, BCBA-D, CDE®

Director of Program Administration and Clinical
Services, Melmark Carolinas

Melissa Baxter, MS

Director of Quality Improvement, Melmark PA

Katie Salvatore, MEd, BCBA, LABA

Executive Director Melmark New England

Freddie Scibelli, MEd, BCBA, LABA

Clinical Services Compliance Analyst, Melmark



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Pamela Peterson, PhD, BCBA-D, LABA

Director of Early Intervention, Melmark New England

Early Intensive Behavioral Intervention: Considerations for Service Delivery



Kimberly A. Schreck, PhD, BCBA-D
Professor of Psychology, Penn State Harrisburg

The War on Science II: Avoiding Disaster and Protecting the Vulnerable

Call for Student Posters!

Present Your Empirically-Based ABA Research



Bridget A. Taylor, PsyD, BCBA-D
Panel Moderator

Co-founder and CEO, Alpine Learning Group
Senior Clinical Advisor, Rethink

Panel: Caring for Caregivers: Discussing the Role of Evidence-Based Practices in Applied Behavior Analysis

Panelists:

Nancy Marchese, PhD, CPsych, RBA (Ont), BCBA-D
CEO and Founder, Breakthrough Autism

Britany Melton, MEd, BCBA

Director of Research and Training, Journeys Autism Center

Mary Jane Weiss, PhD, BCBA-D, LABA

Dean, Institute for Applied Behavioral Science
Director, PhD Program in Applied Behavior Analysis
Endicott College



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Paul J. Waga, MPP, MEd, BCBA

Senior Director of Adult Services, Melmark

Presented with

Ashley Benedetto, MS Ed, BCBA

Senior Director of Educational Services, Melmark PA

Quality of Life Indicators for Adults Living with Autism and Intellectual Disabilities



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Distinguished Scholars - Honoring the Past, Shaping the Future

Our Current Scholars (LR): Awab Abdel-Jalil, MS, BCBA, Endicott College; Marisela Aguilar, MS, West Virginia University; Kaitlin Brunt, BA, University of Kansas; Abbie Cooper, BS, West Virginia University; Jasmeen Kaur, MA, BCBA, University of Nebraska Medical Center; Stacha C. Leslie, MEd, MSc, BCBA, University of Kansas; and Bryan A. Simmons, MS, BCBA, LBA, The University of Kansas. **Nominate YOUR Distinguished Scholar for 2025-2022!** (see next page)



“Leading the Distinguished Scholars group from 2023-2025 has given me the unique opportunity to work alongside some of the brightest graduate students from around the world, all united by a shared passion for behavioral science and the mission of the Cambridge Center for Behavioral Studies (CCBS).

Over these two years, we tackled meaningful projects—writing for The Current Repertoire newsletter, volunteering at CCBS conferences, and helping to develop online resources that make behavioral science more accessible. We also worked to expand outreach and bring in scholars from a wider range of backgrounds, making the group more diverse and representative of the field’s future.

But beyond the projects, what really made this experience special was the collaboration. Getting to mentor and learn from such talented and driven scholars was inspiring, and it reinforced my own passion for this work. The connections I made and the impact we had together will stay with me forever.”

Current Leader, Tara Fahmie

“Being involved in the DS Group—first as a student and then a leader—was invaluable. It allowed me to connect with others who share the goal of alleviating human suffering through the science of behavior, as well as help steward the next generation of leaders.”

Past Leader, Michael Kranak

“It’s such an honor to support our Distinguished Scholars programs, and engage with students who are and will undoubtedly continue to be leaders in the field. I am so excited to learn with and from these amazing individuals!”

Future Leader, Noor Syed

“Since co-founding the Distinguished Scholars group with Bill Heward in 2013, I’ve enjoyed watching bright, enthusiastic, and compassionate behavior analytic students grow into strong professionals making a real impact in our field. What started as a small initiative to connect and mentor talented students has strengthened into a close community of scholars making meaningful contributions to the Cambridge Center and behavior analysis. Over the years, the group has benefited from a series of outstanding leaders and mentors—each bringing their own unique expertise, guidance, and passion to support the next generation.”

Co-Founder, Janet Twyman



Our Original Group 2013

Past, Current, and Future Leaders (chronological order)



Bill Heward

Janet Twyman

Joshua Pritchard

Mary Sawyer

Amanda Laprime

Michael Kranak

Tara Fahmie

Robyn Catagnus

Noor Syed



DUE APRIL 1ST

NOMINATE A DISTINGUISHED SCHOLAR!

The Cambridge Center for Behavioral Studies invites nominations for the **Distinguished Scholars Program**. We need **your** help to recognize and develop future leaders in behavioral science through **collaboration, innovation, and mentorship** guided by the Center's Advisors and Trustees.

What Scholars Do

- Lead impactful, student-driven projects.
- Develop and share trustworthy information on high-quality behavioral services.
- Promote global collaboration in behavioral science.
- Volunteer at Center events.
- Advance our mission to alleviate human suffering through behavioral science.

Eligibility

- Master's or doctoral students with at least **one year of training remaining**.
- Nominations submitted by an **advisor or mentor**.
- **Outstanding accomplishments, dedication, or scholarly contributions**.

Nomination Due Date: April 1, 2025

Acceptance Notices: May 1, 2025

CCBS Annual Meeting (optional): May 23, 2025, in Washington, DC

We welcome a **diverse range of universities, geographic locations, academic levels, identities, and specialties**. Help us shape the future of behavioral science!

[**Click Here To Submit a Nomination**](#)

Thank you - and contact us with any questions,



Robyn & Noor
Distinguished Scholars Leaders

Robyn Catagnus, EdD, LBS, BCBA-D

rcatagnus@nu.edu

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

noorsyed.bcba@gmail.com





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.

Creating Effective Prompts for Image Generation Models

By now, many of us have experimented with AI-generated images, whether for presentations, social media, or just for fun. In my *June/July 2023 Current Repertoire* column, “[A Picture is Worth a Thousand Words...or Maybe a Few?](#),” we explored some of the free and low-cost tools available for generating AI-created images, like [DALL-E](#), [Picsart](#), and my current tool of choice [NightCafe](#). While these tools are powerful, the quality of the images they produce depends on a crucial factor—**the prompt you give it**.

If you’ve ever seen one of my presentations, you might know that I really enjoy using unique or compelling visuals. So, I jumped on the image generation bandwagon early. I will confess at the beginning I wasn’t always very successful, as you can see in this image. My prompt: “*cute robot painting a picture*.” The robot is not very cute and is not doing much of anything, certainly not painting a picture. I didn’t like the muddy, dark, futuristic appearance. It looks pretty dreary and depressing, and I was hoping to use it to show how we could have *fun* using AI to create images. You can consider “*cute robot painting a picture*” a nonexample of a good image prompt.

But I wasn’t deterred. I learned that just like when using a Large Language Model (LLM) to generate text, the way we phrase our request significantly impacts the result. In fact, prompting an AI image generator is a lot like writing a good instructional objective or a well-structured chat prompt (as described in my Summer 2024 column, “[Improving Generative AI Results: Start with Effective Prompts!](#)”). The more precise and detailed your input, the more relevant and useful the output will be.



Key Ingredients of an Effective Image Prompt

There are numerous resources and guidance on how to write good prompts. Zapier’s article “[How to write effective AI art prompts](#)” offers practical advice on creating prompts and includes a variety of good examples to help you get started. I also like “[How to Craft Prompts](#)” by Georgetown University Library because they include examples and nonexamples of good prompts. In general, to get the best results from an AI image generator, most of your prompts should include the subject, setting, and action (if any), and for more creative results, the lighting and mood, and composition or perspective. The table below shows what I mean.

Component	Explanation	Example
Subject	What or who should be in the image?	...a female scientist...
Action	What is happening in the scene?	...looking at a graph...
Setting	Where is the	...in an empty university classroom...
Lighting/Mood	What is the atmosphere; What feeling should be conveyed?	Natural lighting; happy about the data
Composition Perspective	How should the scene be framed?	Close-up, taken from a side view
Style	What artistic style should be used?	The style is vibrant, colorful, and upbeat.

Think of these elements along similar lines as the **Persona, Task, Audience, and Output** framework we used for text-based LLM prompts. For images, we're using Persona as who (subject), Task as what (action), the Audience as setting (where), and Output as both forms of how (style and lighting, mood and composition/perspective) of the image to be generated. In fact, if you have a particular artist or style you'd like to emulate, you can even prompt things like, "in the style of Paul Cézanne," "like Keith Haring," or "as an Impressionist painting."

There aren't hard limits on how long or short a prompt should be. Currently, most experts recommend keeping it under 100 words to ensure clarity and optimal results, as the models can get confused if your prompts are too long or contain too much information. Commas (or periods) can help AI image generators understand your instructions, by separate the various elements in your prompts. For example, here's the full prompt from the table above: *A female scientist in an empty university classroom, looking at a graph and happy about the data. Natural lighting. Close-up, taken from a side view. The style is vibrant, colorful, and upbeat.*

And this is the result. Not too bad all in all. (I didn't specify this almost Pixar-ish style but am fine with it. I could have said photo-realistic, anime, or comic book art to get a different look.)

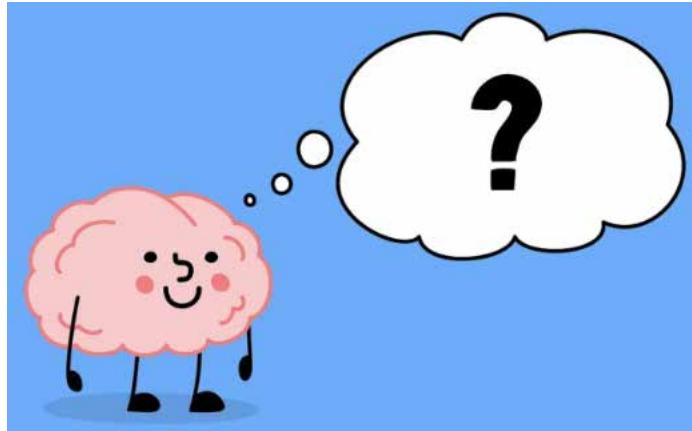
When comfortable with the basics of prompting and getting images closer to what you want, you can add even more details to your prompts, including:

- **Reference artists or styles.** To get a particular aesthetic, describe it in reference to known styles. (e.g., "In the style of Art Nouveau with intricate linework and soft pastel colors.")
- **Aspect ratio.** Some tools allow you to specify the dimensions. (e.g., "Wide panoramic shot, 16:9 ratio.")
- **Add negative prompts.** Some AI image generators allow you to specify what you don't want. (e.g., "A futuristic city skyline, ultra-detailed, but no people in the image."). I admit, this discovery helped me get even better images.
- **Iterate and refine.** AI-generated images may not be perfect on the first try. Just as we iterate and shape via successive approximations in our instructional design and teaching, you can adjust and try new variations until the image meets your needs. This includes iterations in your prompting instructions, and for some models, the ability to refine a previously generated image.
- **Use templates or borrow language.** Many image generators offer preset styles to choose from or reveal the prompt others used to create an image, experiment with using these prompts in your own images.
- **Animate.** Some models animate AI-generated images by transforming a static image into movement. This is done by applying motion effects, or changing elements such as facial expressions, body movements, or visual perspective.

Continued



For fun and to strengthen your image prompting skills, check out Google's game: "[Say What You See](#)." You describe what you see in Google AI-generated images. As you progress, you receive tips on how to improve your prompt and each level gets a little harder.



Just remember that your level of detail gives the AI clear guidance, reduces randomness and improves the likelihood of getting an image that matches your vision. Just like effective instructional objectives improve learning outcomes, and well-crafted LLM prompts enhance text generation, *precise image prompts lead to better AI-generated visuals*. By considering subject, action, setting, style, lighting, and composition, etc., you can create images tailored to your needs. And as always, remember to review and refine—sometimes a small tweak in wording can make a world of difference!

Free resources and articles to enhance your skills in crafting effective prompts for generating AI images:

[**How to write effective AI art prompts**](#) by Zapier

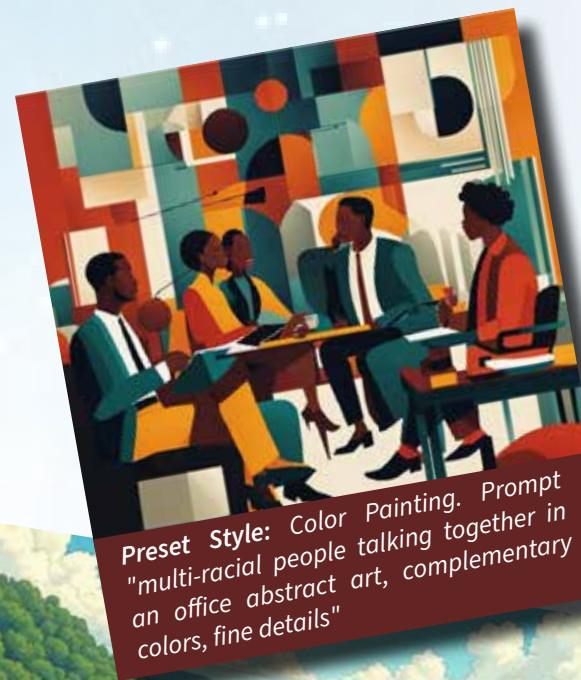
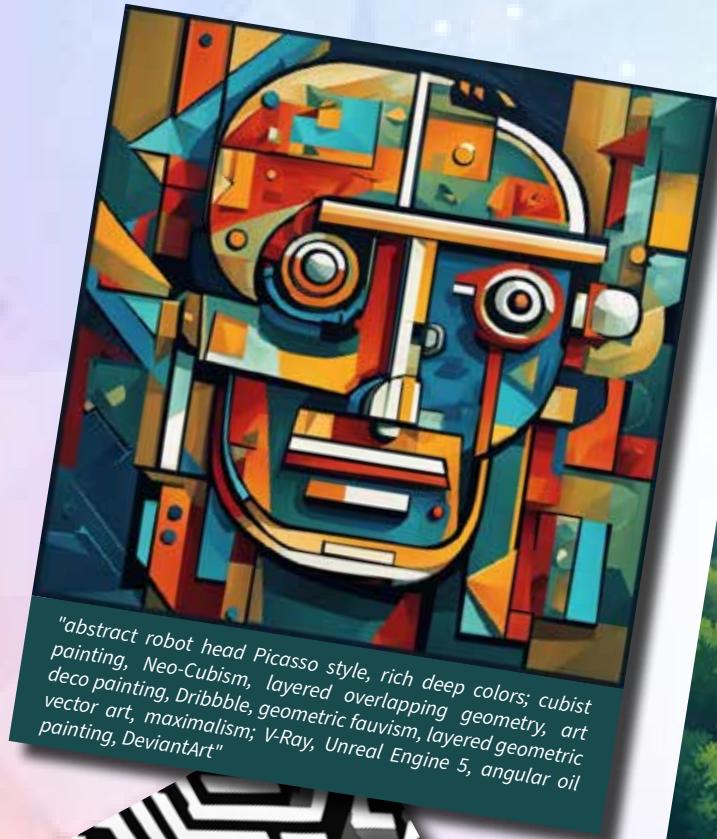
[**How to Craft Prompts**](#) by Georgetown University Library

[**How to Write Effective AI Image Prompts with Examples**](#) by PicLumen

[**Tips on Crafting Prompts**](#) by Invoke

[**70+ AI art styles to use in your AI prompts**](#) by Zapier

Some of my prompts and their results:



The Role of Behavior Analysts & Climate Change - A New Help Center

Experts agree that human behavior has directly contributed to our climate crisis. It follows logically that in order to effectively address climate change, human behavior MUST change. As reported by the Yale Program on Climate Change Communication (2023), increasingly more Americans are alarmed or concerned about the climate (up from 39% in 2013 to 57% in 2023), and want to learn about solutions. **This is where behavior analysts can help.** Our background, training, and expertise as behavior analysts enables us to develop intervention plans that effectively change human behavior. Working together, we can apply our science to increase climate action.

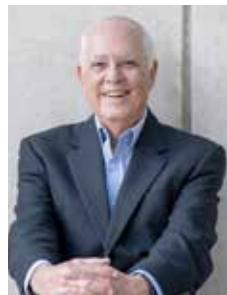


Check out the recently created the [ABA & Climate Help Center](#), focusing on what behavior analysts can do to educate themselves, become more aware, and to become more actively involved in climate action.

This new Help Center on climate change provides web pages to Learn, Act, and Join. The Learn page will provide curated resources to learn more about behavioral drivers of climate action and inaction. The Act page offers resources on how to engage in climate action, either at an individual or a collective level. The Join page provides information on ABA's Special Interest Groups in Climate and Sustainability ([Behaviorists for Social Responsibility \(BFSR\)](#)) and [Behavior Analysis for Sustainable Societies \(BASS\)](#), along with information on a newly formed group, the [ABA Climate Coalition \(ABACC\)](#). The [ABACC](#) will bring together ABA organizations and professionals to take action on climate change at the individual and group levels. The mission of ABACC is to increase climate action in the field of ABA by promoting collaboration/awareness, education, research, and career paths in climate.

Thanks to [The Center for Behavior and Climate \(CBC\)](#), a division of [Behavior Development Solutions](#) for creating the new [CCBS Help Center](#) pages.

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Dr. Francisco I. Perez



Dr. Faris R. Kronfli

Behavioral Crossroads: Navigating a Changing Landscape

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Consumerism, Waste, and the Call for Sustainability

Rethinking Our Culture
and Choices to Build a
Sustainable Future

[Read Article](#)



Karen Pryor, a leading pioneer and champion of the use of positive reinforcement techniques while working with both animals and people, died on January 4, 2025. For decades, she used her brilliant mind and behavioral procedures to train marine mammals, goldfish, ponies, hermit crabs, her mother, dog trainers, teachers, women with newborns, and more.

When Karen's death due to dementia was announced, hundreds of dog trainers flocked to social media to tell about the time they met Karen at a dog training conference, about a conversation they had with her about how to use behavioral procedures in training, how they watched her use a clicker to train a dog she had never seen before in a matter of minutes, and perhaps best of all, they wrote about her kindness, positivity, and tendency to support and elevate all dog trainers.

Karen Pryor's History

Karen started out as an English major who knew nothing about applied behavior analysis. Eventually known for her extraordinary writing, Karen was the daughter of Philip Wylie, who was a writer and screenwriter. It seems that writing was in Karen's blood. In 1954, Karen married Tap Pryor, a marine biologist who founded Sea Life Park in Oahu, Hawaii. It was there that Karen began to work with marine mammals. She had an idea about training dolphins, but she was not yet a behaviorist and she wasn't sure about where to start. Typical of Karen Pryor, she started at the top. She contacted B.F. Skinner, a leading authority on operant conditioning. Skinner sent manuals and training materials that taught Karen the basics of a field that was completely new to her. Before long, as a result of Skinner's help and Karen's extraordinary ambition, there were trained porpoises at Sea Life Park. Karen was eventually appointed to the U.S. Marine Mammal Commission by President Ronald Reagan.



In her lifetime, Karen used what she learned about behavior to write many books and articles on a variety of topics. Her 1963 book, "Nursing Your Baby," changed the lives of millions of women with newborns and it is still an international best-seller. Written in 1984, *Don't Shoot the Dog* remains a classic read for dog trainers and those interested in human and animal behavior. *Don't Shoot the Dog* was one of Karen's most popular books, and surprisingly, it has nothing to do with dogs. It is an easy-to-read book that explains how to use basic behavioral procedures to change behavior. *Don't Shoot the Dog* addresses what to do with a grumpy gorilla, and how to handle a spouse who always comes home from work in a bad mood. In this landmark book, Karen described how she used extinction and differential reinforcement to shape the behavior of her mother, who always complained on the phone. This simple example showed that Karen believed that reinforcement certainly isn't just for dog training—it can be used with the people around us to improve relationships and make lives better.

Also included in *Don't Shoot the Dog* are tips for dealing with a roommate who leaves dirty laundry all over the place, how to fix a faulty tennis swing, and more. As a classic, *Don't Shoot the Dog* is a book worth reading and re-reading.

Connecting With Behavior Analysis

In the 1980s, nationally recognized behavior analyst and psychology professor Dr. Jon Bailey was fascinated with Carl Sagan. Sagan was an astronomer, planetary scientist, cosmologist, astrophysicist, astrobiologist, and author, but most of all, he was a science communicator who kept a television audience spellbound as he talked about the planets.

"We need a Carl Sagan for behavior analysis," Bailey said, "someone who can take the science and explain it so that everyone understands it." Within a few months of him saying that, an article appeared in *Reader's Digest*. The article was an excerpt from the book "*Don't Shoot the Dog*," and it was by Karen Pryor. "We have our Carl Sagan and her name is Karen Pryor!!" Bailey exclaimed.

He found Karen and invited her to speak at the Florida Association for Behavior Analysis (FABA) conference, and amazingly, she was excited to do this. After her FABA presentation, the word got out, and she was invited to speak at the national Association for Behavior Analysis (now the Association for Behavior Analysis International - ABAI) in 1992.

Impact on Dog Training

Once she was equipped with a knowledge of behavior analysis, Karen began to have an impact on the world of dog training. She gave seminars and workshops and demonstrated how conditioned reinforcement works by using a clicker. She started Sunshine Books in 1992, and later founded Karen Pryor Clicker Training, Karen Pryor Academy, and the Clicker Expo. Along with the Clicker Expo, Karen Pryor Academy continues to offer certification and education for dog trainers.

Karen Pryor's long-lasting impact will be the hundreds of thousands of people she influenced through her work. Before Karen Pryor, animal training was typically coercive and correction based. She was largely responsible (along with a few others) in the shift to using positive reinforcement (e.g., food rewards), conditioned reinforcement (e.g., clickers) and other systematic behavioral procedures in dog training.

Positive reinforcement and other basic behavioral procedures.... what Karen Pryor staunchly promoted and believed in was so simple, and yet so very profound.

Here is the link to "[If I Could Talk to the Animals](#)," Karen's historic talk at the Association for Behavior Analysis conference in 1992.

Author's Note: It is common when writing about a person to refer to them by their last name. In this case, I referred to "Karen" because she was a friend—a friend to me, and a friend to us all.

Mary R. Burch, PhD, BCBA-D
Certified Applied Animal Behaviorist

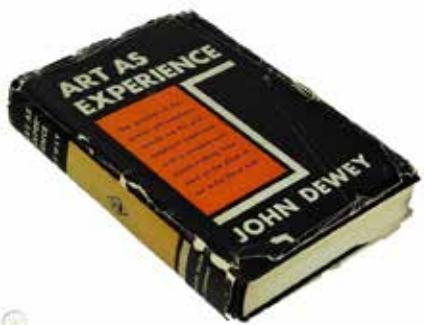


Request for Collaboration

John Dewey and B. F. Skinner on Aesthetics

CCBS Trustee Edward K. Morris (University of Kansas) is hosting a scholar from Brazil this winter-spring – Gabriel Vitti (State University of Londrina). Gabriel is working on affinities between John Dewey's and B. F. Skinner's analyses of aesthetics. He has developed Dewey's treatment, based largely on Dewey's (1934) book, *Art as Experience*, which explores aesthetics in some depth. He is now working on Skinner's treatment, which was not as systematic, but is found variously in Skinner's books, articles, and chapters (e.g., Skinner, 1968, 1969, 1972), as well as in the behavior-analytic literature (e.g., de Rose, 2022; Hantula, 2018; Hineline, 2005, 2018; Killeen, 2018; Mechner, 2018, 2019; Melton, 2018; Palmer, 2018; Schleifer-Katz & Ortú,

2022; Schlinger, 2018; Shimp, 2018; Thompson, 2018; Verhaegen, 2018). He has begun to work on affinities between Dewey and Skinner on aesthetics, which lie, in part, in their pragmatisms. Kent Johnston has offered us considerable assistance, but they seek some more. **If you have insights, materials, or references** on the following, they would be beholden: (a) Dewey's analysis of aesthetics, (b) Skinner's and behavior-analytic analyses of aesthetics, (c) affinities between Dewey and Skinner on aesthetics, and (d) affinities between their pragmatisms (e.g., Skinner seems to have been more influenced by C. S. Peirce than Dewey, but all three and William James were pragmatists; see Lattal & Laipple, 2003; Moxley 2001, 2003). Correspondence may be sent to Gabriel at gabrielrodriguesvitti@gmail.com or Ed at ekm@ku.edu.



If you have a request for a collaboration, contact Rebekah Pavlik at pavlik@behavior.org.

Meaningful Differences *from* Distinguished Scholar Awab Abdel-Jalil, MS, BCBA

Back to Our Roots: Looking Beyond the 10-Year Cut-Off

As a first-generation college student at the University of North Texas, I struggled to find my way and my passion. I wanted to pursue a psychology degree, but sitting through the first several classes – General Psychology 1 & 2, Statistics, Development and Aging, Personality – I always felt that something was missing. Something about the explanations, the assignment of causal roles, the mechanisms, left me wanting and looking for more.

Several semesters into my psychology degree, an elective in the course catalog caught my eye: **Science, Skepticism, and Weird Behavior**. I registered for it, and enjoyed the class, mostly because of the professor's teaching style. He was engaging, encouraged critical thinking, and welcomed healthy discussions. He was the first professor whose office I visited to discuss a question I had. This was a big deal for me as a first-generation student; I was extremely intimidated and insecure. Walking up the stairs to his office, my knees were shaking.

When I knocked on his door, he immediately put me at ease with a welcoming smile, and invited me to have a seat. After an enjoyable discussion, he walked me out of the department, and thanked me for dropping by. I wonder if he knew the lasting impact that interaction would have on me. When I got back home, I looked up his name to see if he taught any other classes that I could take the following semester. I found one: **Basic Behavioral Principles**. I remember reading the description of the course, and being curious and intrigued. It was an advanced intro to behavior analysis for non-majors.

I had never heard of behavior analysis. I'd briefly heard of Skinner in my general psychology course in passing, but nothing presented seemed meaningful to me. But since this course was taught by that same professor, I registered for it, not knowing that class would change my life.

On the first day of class, Dr. Jonathan Pinkston gave a general introduction to behavior analysis with an emphasis on it being a *natural science* of behavior. No mentalism. No mind. No free will. It is a natural science with direct, objective measurement. Explanations and mechanisms *always* go back to the contingencies past and present. Although this was over 10 years ago,

I can still remember sitting in the front row staring at him, listening, while also thinking a million thoughts all

at once. When class was over, I walked back to my car – crying. I found my way, my passion, I found what was missing. I found what I want to do for the rest of my life.

I wanted to dive deep into behavior analysis to understand the philosophy, fundamentals, and principles. I thought the best place to start would be with Skinner. So I ordered copies of four of Skinner's books: *Walden Two* (1948), *Science and Human Behavior* (1953), *Beyond Freedom and Dignity* (1971), and *About Behaviorism* (1974). I read them in the order listed, and they turned out to be an excellent combination. *Walden Two* helped potentiate the promise of a better world through behavior analysis, and was an enjoyable, easy read. *Science and Human Behavior* provided a solid introduction to the principles, as well as a demonstration of the wide range of topics that can be addressed with behavior analysis. *Beyond Freedom and Dignity* challenged me to question some long-held assumptions, and was an eye-opening introduction to radical behaviorism – which serendipitously ended up being a great primer for *About Behaviorism*.

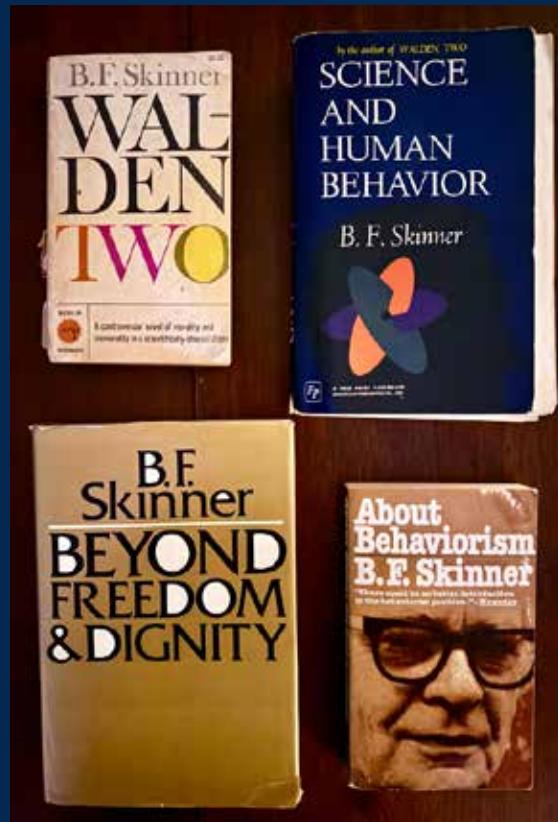
Those four books took my passion that I found in Dr. Pinkston's class and propelled me into the deep end of behaviorism. The books further provided me with a strong foundation that, I believe, still contributes to my understanding of behavior analysis to this day. The books were pivotal in setting the stage for the strategies and tactics of the experimental and applied analysis of behavior to which I was later exposed. They provided a framework, a backdrop, a set of lenses through which I viewed everything I did and have read since then.



CCBS Distinguished Scholar
Awab Abdel-Jalil at the Skinner Exhibit in
William James Hall, Harvard University

As I reflect back on reading those books, as a current doctoral student in ABA, I wonder how many of today's younger generation of behavior analysts have contacted those texts. How many of them have the chance to read Skinner's words directly as he wrote them? Rules are set for students, in many cases, urging them not to cite beyond 10 years back. Some may never experience what I, and some of the readers of this entry, did while diving into those books and discovering the beauty and the range of the analysis of behavior.

I would like to appeal to all current professors, instructors, and supervisors: Let's ensure future behavior analysts experience the richness of our field's history, just as I did. Encourage them to explore the foundational works that shaped our science. Let them connect with our science and its history—beyond 10 years—to inspire the future of our field. As I've learned from my own journey, connecting with the old truly reveals the new—and that's how we inspire the future.



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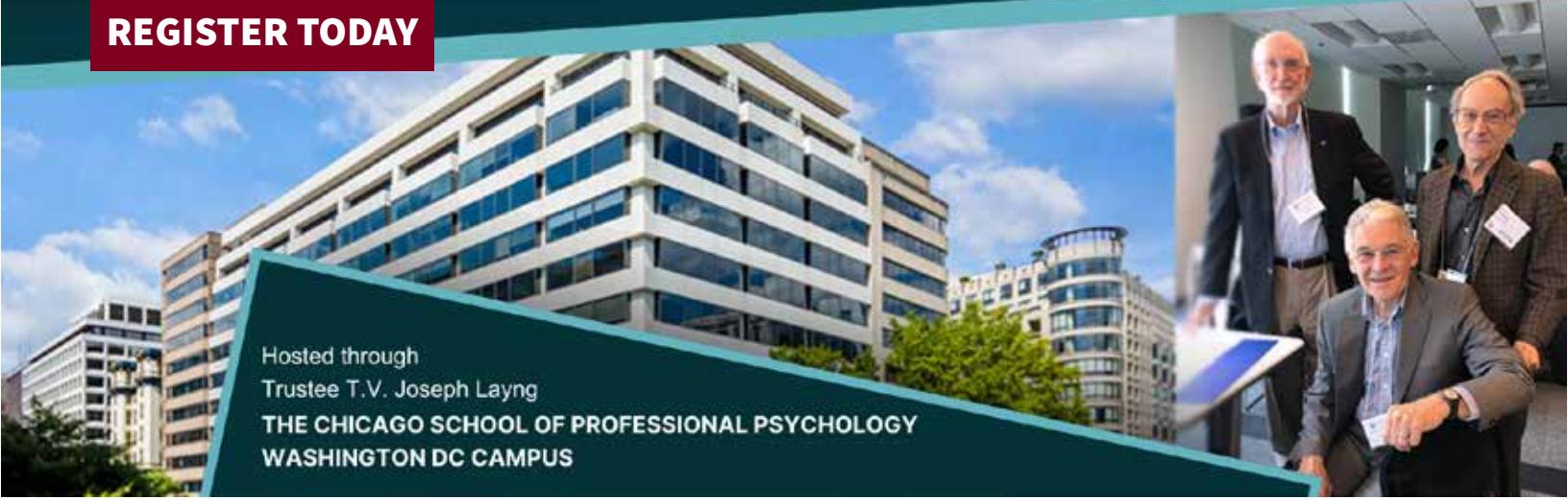
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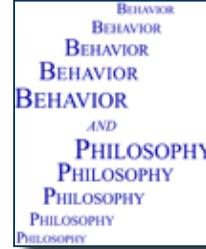


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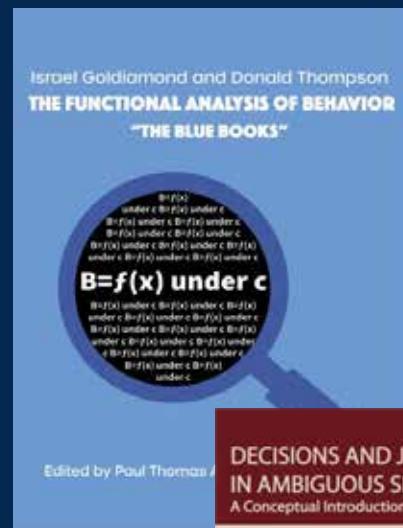
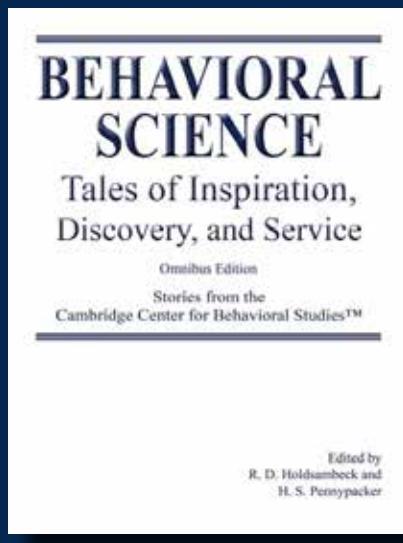
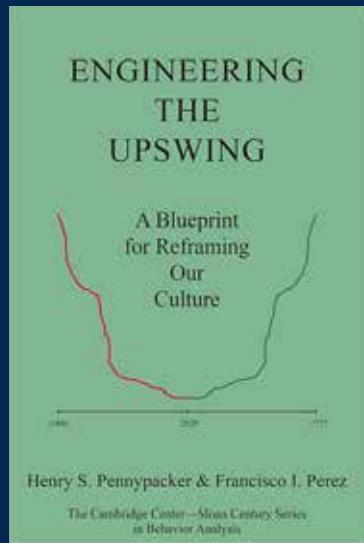
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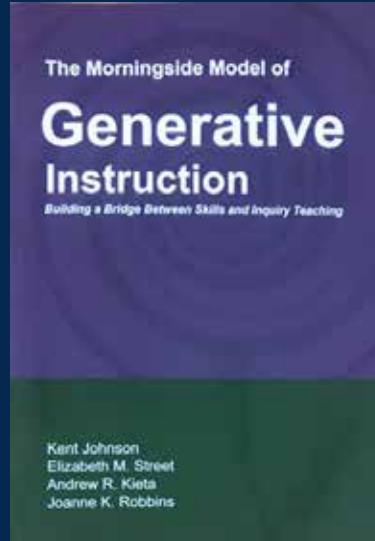
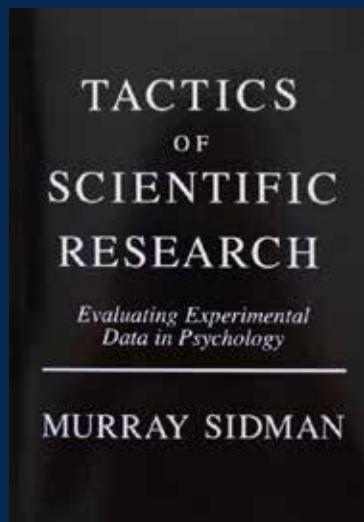
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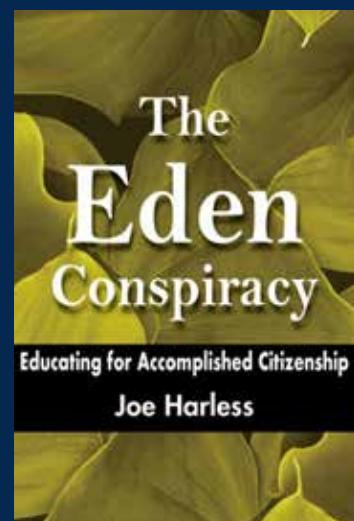
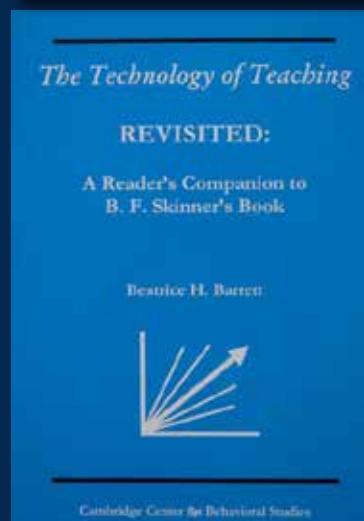
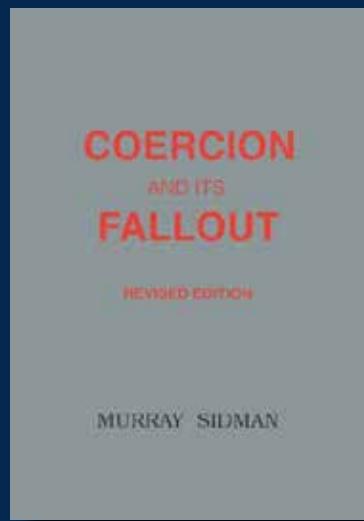
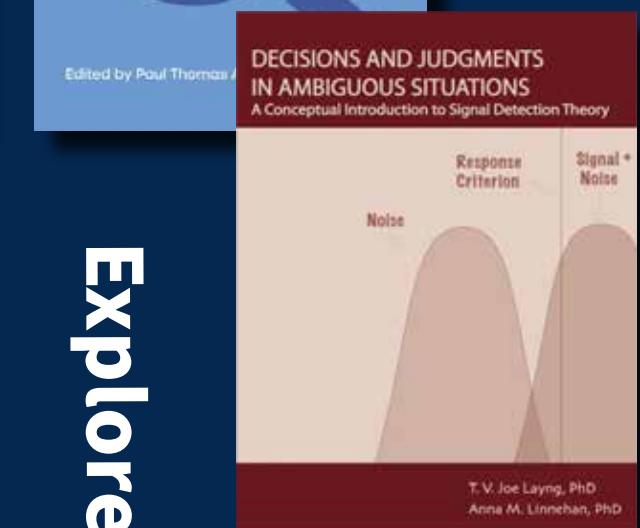
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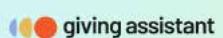
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