

CURRENT REPERTOIRE



Our 2025 Annual Meeting of the Trustees – More photos inside including our ETHICS Conference



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An Introduction to The Cambridge Center for Behavioral Studies and Its Role in Advancing Behavior Science Worldwide

by Rob Holdsamback, EdD, LCP, BCBA-D, Executive Director

From the Association for Behavior Analysis International, Behavior Analysis Blogs: Behavior Analysis in Organizations

Introduction by Blog Coordinator Darnell Lattal, PhD

For many behavior analysts, the Cambridge Center for Behavior Studies is widely recognized as a 501(c)(3) non-profit hub where research and practice converge to disseminate information about the science and application of behavior. For others, it is a vaguely understood entity, and the process of joining can be mysterious. In asking Dr. Rob Holdsambeck, Executive Director, to write the following blog, I knew he would share an interesting story. Rob has stabilized the Center's financial base, established meaningful content and programs, and helped to extend an expanding global reach. There are no financial barriers to entry, and contributions of any size are welcome. Explore what it takes to join if you are interested. The Center continues to attract individuals from diverse disciplines and cultures who are passionate about the potential of improving lives through the science of behavior, aligning with the Center's mission to alleviate human suffering. Rob has a great sense of humor and a strong desire to expand our reach during these challenging times. Enjoy this good read — and, most of all, thank you, Rob!

OUR PRESENT

As I write this, I am grieving the loss of another CCBS friend and leader, Dr. Aubrey Daniels. We held many of our meetings at his office in Georgia. He was very gracious in offering me advice when I took over as Executive Director, 13 years ago. Aubrey set up a regular play date for some of us when we gathered each year. Our foursome, consisting of Hank, Andy Bondy, Aubrey, and me, had some serious fun and great

conversations. Hank and Aubrey are no longer with us, but they had a profound impact on our Center.

Dr. Tom Zane, a member of our Board of Directors, continues in his tenure as the H.S. Pennypacker Chair of the Board. Others on our board this year include Drs. Ron Allen (clerk), Amanda Laprime (treasurer), Phil Hineline, Andy Bondy, Darnell Lattal, Andy Lattal, Steve Eversole, Terry McSween, Janet Twyman, and Tim and Lori Ludwig. We have about 62 trustees and 167 advisors representing 22 countries. The Center has recognized seven distinguished scholars. Our outgoing scholar director is Tara Fahmie. When we gather in May, she will hand over the leadership role to Robyn Catagnus and Noor Syed.

This year, we completed our 16th Autism conference, our 11th professional ethics conference, and our 5th leadership event. We also added a seminar titled "From Home to Habitat: A CCBS conference on understanding animal behavior". Claire St. Peter, chairperson of the Department of Psychology at West Virginia University, hosted us. Our Behavior and Philosophy Journal is going strong once again, with Diego Zillo serving as our editor. Our book, "Behavioral Science: Tales of Inspiration, Discovery, and Service," continues to remind folks of the history and commitment of some of the leaders in our field. While it is sad to see who passed on, I am very happy that we added some younger voices to our omnibus version. Our continuing education program is going strong with 182 courses now available. While most CE consumers are BCBAs, we also offer PSY credits.. If you would like more detailed information, please visit our website: www.behavior.org

OUR PAST

Before my time, there was a place near Harvard called the Cambridge Center for Behavioral Studies (CCBS). It was founded in 1981 by Robert Epstein and provided a space for behavioral science scholars to assemble and share ideas. By all accounts, it was an incredible group and an incredible place. Leaders in academia and business were brought in, student interns were added, and we grew. Then there was a fire. As tragic as it was to lose our place and our belongings, it was time to pivot. The new directors established their offices in various locations in Massachusetts, where the rent was more affordable than in Cambridge. Our bookstore moved along with them. Trustees in small conference rooms hosted the annual meetings at ABAI because the groups were small in size.

About 18 years ago, I was invited by Hank Pennypacker to join them at the annual meeting being hosted by him in Florida.



Hank, Rob and Aubrey at ABAI

He was my mentor at the University of Florida and said the CCBS was a place where scholars gathered to discuss ways to use our science to reduce human suffering. I was honored to be included, but I was also aware that, as I saw it, I didn't qualify as a "scholar." I sat by Murray Sidman and listened as Aubrey Daniels and Dwight Harshbarger discussed behavioral safety. I met Ted Allyon a little later and had the opportunity to spend time with Beth Sulzer-Azaroff and Sigrid Glenn at our receptions. It was a hoot, and I was hooked.

It took a while to discern what this group was about. There were lots of heated discussions about projects ranging from reducing HIV to improving education. There was concern about the prominence and influence of autism service providers in our field. Since I was one, this discussion seemed particularly relevant. I volunteered to serve as the board treasurer because I had experience in this area and thought I could be of use in tracking the finances.

In that role, it became clear there were systemic issues that needed to be addressed. We were not a large organization, but we had a paid executive director and a small team of support staff. We had some donor support and income streams, but we lacked the resources to achieve most of our ambitious goals. The result was that we would enjoy our time together, set out on some projects, and agree to meet again to see how things were progressing. We refreshed and published a notable journal (*Behavior and Philosophy*), established a website featuring approximately 40 help centers, hosted a conference, and sold high-quality educational materials. We also ran a robust behavioral safety accreditation program. One trustee, Terry McSween, put on a world-class safety conference. That conference had a successful 25-year run and may be making a comeback. We also brought our mid-sized autism conference out to California.

My first real intervention was to review the financial data to determine which projects we could afford to continue. That sounds simple, but it wasn't. We needed to see how much money was being spent, how much was coming in, and how much, if any, was left over. As treasurer, I reviewed our audited financial statements, budget projections, and monthly bank statements to ensure accuracy and compliance. I reported these figures at several annual meetings. I did not uncover any fraud or malicious intent. However, I was reporting to a savvy group of behavioral scientists, and we could read a chart. We were spending more than we were bringing in. The graph was steep in the wrong direction. A nonprofit organization does not exist to make a profit, but it cannot persist if it does not remain solvent. To understand the trend lines, I needed to break down the data. To make good financial decisions, you need detailed bookkeeping, useful income and expense categories, and timely reporting.

Annual audited reports are necessary, but ours were based on a fiscal year, accrual-based accounting. That means two things. First, the reports are indicators of financial conditions that existed approximately 18 months ago. Secondly, our accrual-

based accounting required credits to be recorded when actual payments had not yet been received. If you have the resources and great bookkeeping, you can create management reports that circumvent this issue. Unfortunately, we did not have the money to afford that. I wanted project-specific, cash basis reporting of our activities. That meant breaking out each activity based on actual income received (not invoices) and paid expenses for that activity. The biggest challenge was reorganizing how income and expenses were categorized and recorded in our financial records. It took a few years.

The metaphor I use is "It felt as if we were a family with money issues sitting down at the dining room table trying to understand the situation." Our data was aggregated and delayed in a way that resembled an impressive but less than useful social study. We had budgets and targets, but we weren't doing what our behavioral science had taught us we needed to do to understand our data. We needed to examine the individual activities in real-time and see what was working. We also needed to monitor the actual bank statements. As Hank would preach, it is fine to watch the charts, but sometimes you need to lift to cover and watch the pigeon. We needed to scale back, and it was time to pivot.

Our largest expense then was a paid executive director. Since we could not afford that, I agreed to serve pro bono. That lasted about 8 years. One side effect of not getting paid is that no one is trying to take your job. Another nice thing is that it buys you time to make hard changes. Perhaps the hardest was to shift away from an organization that was rightfully proud of "**who we are**" to one that is equally proud of "**what we do**". Of course, those two things can coexist, and hopefully they still do. However, the shift was a challenge.

In my early experience, we invited folks to join us who demonstrated exceptional research and publication pedigrees. Some also ran great companies. Most of them were honored to be included, but not all were enthusiastic about participating in additional activities. Many also had very strong opinions on what "WE" should do to advance our field. That dynamic was understandable but not particularly helpful. The "WE" was us. So, we needed to flip that.

I met with my board and suggested we reframe such discussions in a slightly different direction, outlined by some questions. What is it that "YOU" want to do? If the trustees are interested, how can they and the CCBS help you with that project? Is this something you would like to fund, or are you seeking CCBS funding or staffing assistance? This inquiry led us to establish several strategic partnerships in which we collaborated with other groups to initiate various projects. Three of those projects are described below.

1. Enhancing educational options to train the next generation of behavior analysts.

Many older scientists at our Center were lamenting what they felt was an erosion of the education of the next generation of behavioral scientists. If you have never worked in a lab,

Continued on Page 14

Scenes from Our 13th Annual ETHICS in Professional Practice Conference





INVITED SPEAKERS LEADERSHIP & SUPERVISION CONFERENCE



Alicia M. Alvero



John Austin



Tara Fahmie



**Rob
Holdsambeck**



**Andressa
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Thomas Zane



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Our 2025 Annual Meeting of the Trustees





New Trustees Elected During Our 2025 Annual Meeting

Sarah C. Mead Jasperse, PhD, BCBA-D



Dr. Sarah C. Mead Jasperse is an **Assistant Professor at Emirates College for Advanced Education (ECAE) in Abu Dhabi**. She is a Board Certified Behavior Analyst-Doctoral with experience applying the science of behavior in a variety of contexts (e.g., general education classrooms, early intervention centers, staff training programs) and with a range of populations (e.g., young children, individuals with autism spectrum disorder) and behaviors (e.g., academic performance, severe and dangerous challenging behavior). Dr. Mead Jasperse has experience working clinically and as a faculty member in both the USA and UAE. At ECAE, she teaches graduate-level courses, conducts and supervises applied research, and works with community partners to support training and dissemination efforts. She is an Associate Editor of *Education and Treatment of Children*, serves on the Editorial Boards of *Behavior Analysis in Practice* and *Behavior Analysis: Research and Practice*, is an Advisor with the Cambridge Center for Behavioral

Studies, and serves as a guest reviewer for a variety of scientific journals in the fields of behavior analysis and education. She currently is the Principal Investigator of an AED 3.5 million three-year external research grant from the Abu Dhabi Early Childhood Authority on the topic of amplifying children's voices in early childhood development research through assent practices.

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



Dr. Noor Syed (she/they) is an **Assistant Professor of Applied Behavior Analysis**, as well as the founding **Director of the Center for Autism Advocacy: Research, Education, and Supports (CAARES) with SUNY Empire State University**. Recently, she supported the launch of and coordinated a Masters of Science in ABA, in which a core tenet is affirming, responsive practice. Dr. Syed has also been named the Turben Director of Autism Advocacy with CAARES, whose primary initiative is to help SUNY Empire become a fully inclusive and supportive college for those who identify as neurodiverse through a multi-tiered system of support framework. The university was designated an Autistic Supportive™ institution in 2022. In addition, Dr. Syed is the director of Anderson Center International, an organization dedicated to providing training in evidenced-based strategies for scholars from under-resourced areas globally and is President of the New York State Association for Behavior Analysis. She is an Adjunct Doctoral Advisor in ABA with Endicott

College, and is a certified general and special education teacher. Dr. Syed serves on the ABA Ethics Hotline and on the Scientific Council with the Organization for Autism Research. She received her undergraduate degree in behavior analysis under Dr. Raymond G. Romanczyk in the Institute of Child Development at Binghamton University and completed her PhD in ABA with Dr. R. Douglas Greer at Teachers College, Columbia University. Noor is Neurodivergent and came to this work because of her beloved cousin who was born with significant intellectual, developmental, and physical disabilities.

Samantha Volpe, PhD, BCBA-D



Samantha Volpe received her doctoral degree from Endicott College in Applied Behavior Analysis and is a Board Certified Behavior Analyst, Doctoral Designation. She has a master's degree in Applied Behavior Analysis from Temple University and a bachelor's degree in Special Education/Early Education from The University of Scranton. In addition to her BCBA-D she holds a Special Education teaching certificate, Level II.

Dr. Volpe is currently the Coordinator of Curriculum Development and Instructional Design and an adjunct professor at Endicott College where she delivers instruction in the Master's of Applied Behavior Analysis Programs. She is also the CEO of Volpe Behavioral Consulting where she provides fieldwork supervision as well as agency and individual consultation services for adults with Autism. She has previously served as the Executive Director and Senior Clinician of the Enhanced Behavior Support Program at Elwyn, New Jersey where she worked with young adults with autism and

a history of severe challenging behavior. Prior to working at Elwyn, she worked as a clinical director in adult services and as a behavior analyst in an approved private school and residential setting. She has presented at national and regional conferences and conducts research in assessment and treatment of challenging behavior, using biofeedback in assessment and instruction, and instruction in higher education.

CCBS Community News - Advisor Updates

Dr. Mary Sawyer

Congratulations to CCBS Advisor Dr. Mary Sawyer on her new role as Special Projects Lead in Learning Innovation and Community Impact with the **OBSI Project**. Dr. Sawyer brings to this position a longstanding commitment to improving outcomes for underserved and vulnerable populations. As she shared, *"Joining the powerhouse team at OBSI to pursue this objective is truly a dream come true."* We are excited to see her continue advancing systemic change and community empowerment.

[Learn more about The OBSI Project and Mary Sawyer.](#)



Dr. Mary Sawyer



Dr. Marissa Kamlowsky

Dr. Marissa Kamlowsky

We're pleased to share that CCBS Advisor and former Distinguished Scholar Dr. Marissa Kamlowsky has accepted a new position as Clinical Director at **Aluma Care**, a growing ABA organization in Kansas. In her new role, Dr. Kamlowsky will help shape clinical infrastructure and guide the organization's expansion into underserved rural areas. She brings her deep commitment to evidence-based practice and access to care to this exciting endeavor. *"I'm thrilled for the opportunity to help build their clinical systems from the ground up!"*

[Learn more about Aluma Care and Marissa Kamlowsky.](#)

Have news to share?

Send your milestones, moves, or shout-outs for the next issue to pavlik@behavior.org.

Get the Latest News on Our ABA & Climate Help Center



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Welcome to the ABA & Climate Help Center

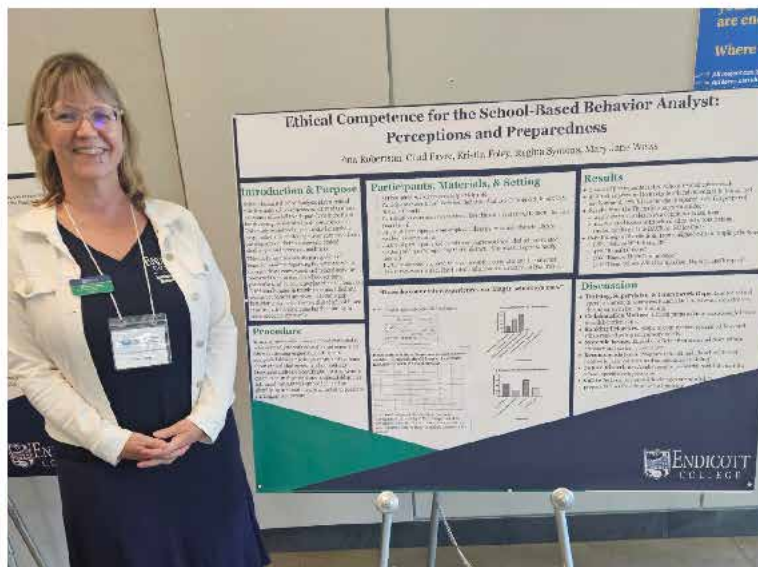
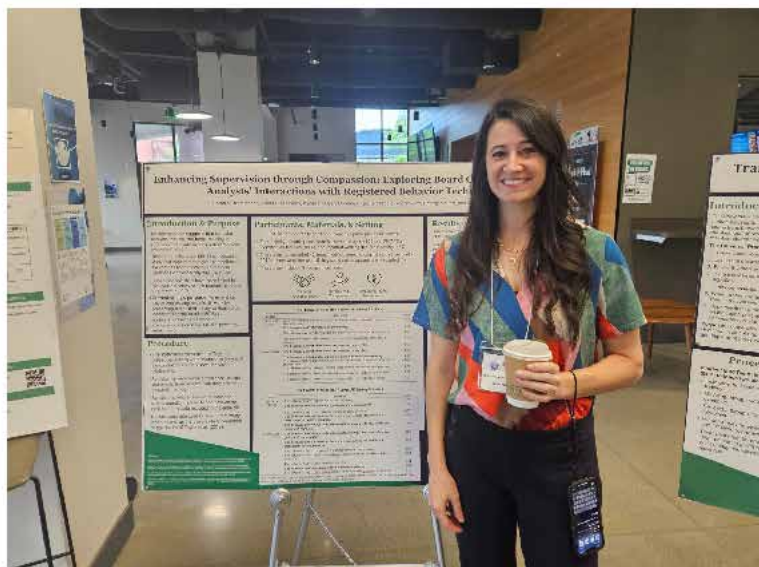
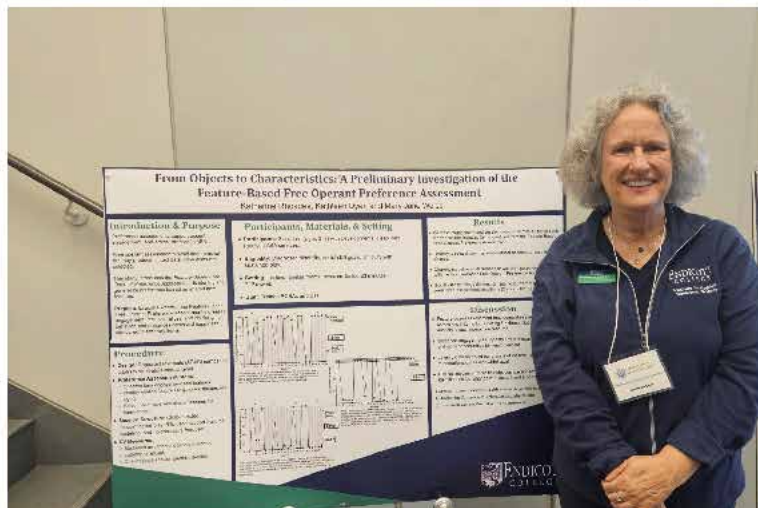
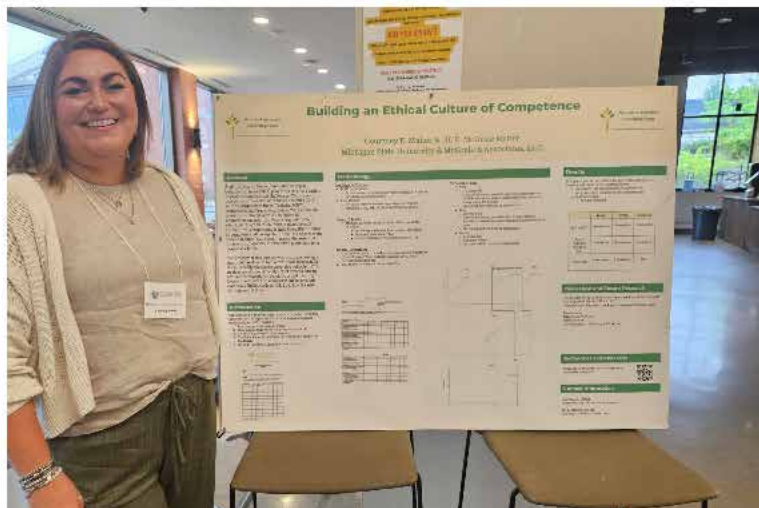
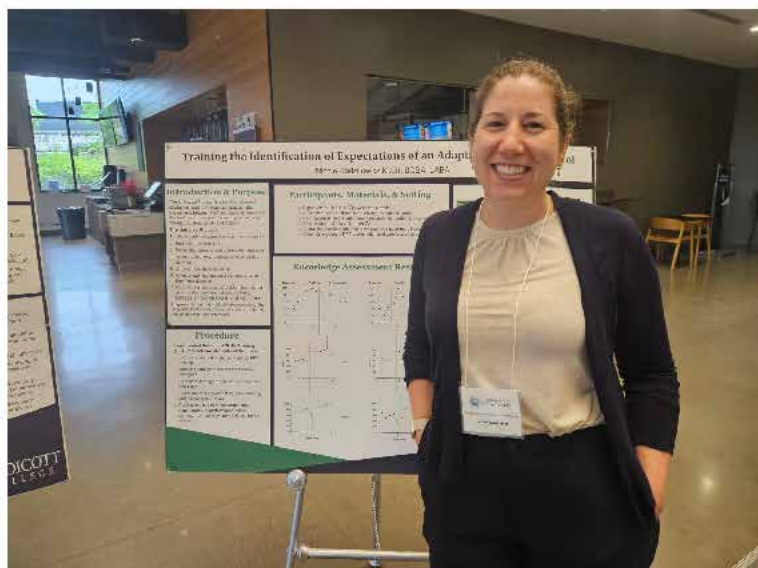
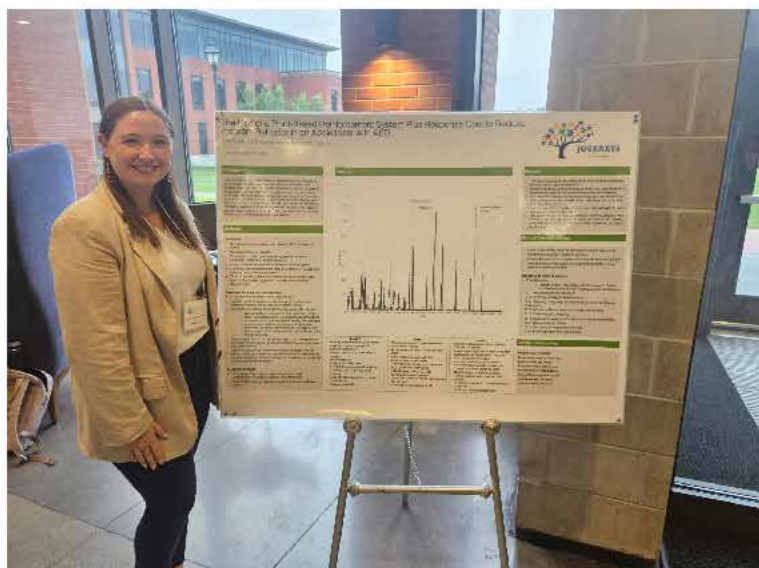


ABACC News

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ABA Climate Coalition References

Student Posters from Our ETHICS Conference



Student research presented by Morgan Kay; Nicole Radzilowicz; Courtney E. Maher; Kathleen Dyer; Sarah V. Kristiansen; and Kristin Foley.



verbal
beginnings



BIERMAN
AUTISM CENTERS



Susan Meyer Markle: Doyenne of Instructional Design

Contributed by Mirari Elcoro

Department of Psychology and Philosophy

Framingham State University, Framingham, MA



Susan Meyer Markle with B. F. Skinner. Source unknown. Courtesy of T. V. Joe Layng.

Susan Meyer Markle (1928–2008) wasn't just the only woman working alongside B.F. Skinner in Harvard's Teaching Machines Project, she was a visionary. Her contributions to instructional design stretched far beyond those early days between 1956 and 1960 at Harvard University. Below I highlighted just a small part of her impressive journey, which truly merits greater recognition and study.

The field of instructional design, previously known as programmed instruction, consists of effectively and empirically designing individualized instruction, initially delivered using teaching machines. Markle likened programmed instruction to the work of a tutor who challenges and adapts learning opportunities for a student (Watters, 2021). The student advances through the instructional materials at their own pace, contacts reinforcement according to their performance until mastery is attained. To be clear, the program of instruction was crucial for teaching, not the machine.

"One of the stars of Skinner's teaching machine project was a postdoctoral researcher named Susan Meyer Markle. Half a decade later, when she wrote her most popular work, *Good Frames and Bad*, she established herself as one of the major forces of the instructional-technology movement. She remained in the forefront until she retired from university research and teaching 30 years later" (Zemke & Armstrong, 1997).

"Skinner may have introduced the concept of programmed instruction to the public, but it was educational practitioners and instructional designers like Markle who carried the concept into popular usage and developed the conventions by which programmed instruction is applied" (Day, 2016, p. 42).

Markle attended Smith College (Northampton, MA) for undergraduate studies in math, history, music, art, and literature (Narahara & Haney, 2000). After, she was the first woman admitted to the graduate program in experimental psychology at the University of Buffalo (NY) working under Donald Bullock (Markle, 1979; Narahara & Haney, 2000). While being a graduate student and ABD, between 1956 and 1960, she worked with B. F. Skinner in the Teaching Machines Project at Harvard University, first as research associate and then as a fellow (Markle, 1979; Watters, 2021)

In the Teaching Machines Project (also known as the Programmed Instruction Project), Markle worked alongside James Holland, Lloyd Homme, Douglas Porter, Welles Hively, and others (Gollub, 2002). In a letter to Skinner, Markle (1979) pointed out that her dissertation was the first on programmed instruction, correcting another project member's claim to that distinction. Markle (1964a) also documented some of the history of the Teaching Machines Project at Harvard as evidenced in "Teaching Machines and Programmed Instruction. The Harvard Teaching Machine Project First Hundred Days." In the first paragraph, Markle recounts how as the only woman in the group, she was given the role of secretary to take notes during the meetings of the Teaching Machines Project; "(...) a secretary who was selected, not because of expertise in the subjects under discussion, but in keeping with standardized conceptions of what a secretary should look like" (Markle, 1964, p. 344; Skinner, 1983, p. 137).

In the context of sexism at Harvard, and more broadly, Markle's important contributions to programmed instruction were often professionally undermined, with men typically receiving the credit instead (Watters, 2021; Ultican, 2021). On top of that, Markle went through several name changes due to marriage, as was expected at the time. These changes made her work harder to track, even though she remained a prolific researcher. In the literature, she was also referred to as Susan Meyer. Actually Skinner (1957/2014) referred to her as Mrs. Meyer when crediting her for editing his book *Verbal Behavior*.

After working at Harvard, Markle moved to New York to develop national instruction standards at The Center for Programmed Instruction, a non-profit organization with Ken Komoski and Lew Eigen (Markle, 1979; Narahara &



Photo of Susan Meyer Markle at a dinner at the Association for Behavior Analysis International, courtesy of T. V. Joe Layng.

Haney, 2000). In 1962 she became an Assistant Professor of Psychology at the University of California, Los Angeles, where she worked with Art Lumsdaine, co-editor of *Teaching Machines and Programmed Instruction*, and published *Good Frames and Bad: A Grammar of Frame Writing* (Markle, 1964b), the first detailed collection of programmed instruction (Layng, 2024).

From 1965 until 1993 Markle served as professor of psychology at the University of Illinois at Chicago and there she also was the Director of Instructional Resources. Markle was the fifth (and first woman) president of National Society for Programmed Instruction, known today as the [International Society for Performance Improvement](#) (Narahara & Haney, 2000).

Markle, doyenne of instructional design, had a passion for jazz that ran deep. She didn't just listen to jazz; she wrote about it, taught others to appreciate it, and even edited videos for *Jazz Times* magazine (Jensen, 2009). And as if that weren't enough, she also served as president of the Jazz Institute of Chicago.

This year, to recognize Markle's extraordinary trajectory, she is being inducted into the [Women in Behavior Analysis](#) (WIBA) Hall of Fame. "The WIBA Hall of Fame was created with the mission to honor the accomplishments of female pioneers in the field of behavior analysis and create a historic record to educate behavior analysts on their contributions" (LeBlanc et al., 2023, p. 2). Join me in celebrating Markle and the women trailblazers of behavior analysis.

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

you may not understand how basic research unfolds. If you have never dropped dots with Ogden or Hank in an applied setting (I know some of you may not fully understand this reference), you may not fully appreciate the power of such data displays. If you missed out on conversations with Tris Smith, you probably don't know how hard things were at UCLA when Lovaas was kicking off that project. We wanted to address that problem.

The solution was to expand our conferences, allowing us to reach larger audiences directly. Additionally, we have implemented a robust system of continuing education through online training. To do that, we needed partnerships. The University of West Florida was willing and able to film, host, market, and update our courses. During that time, my message was quite simple. If you're not happy with what people are learning, consider donating your time to teach them. We will work to get that out. Our partnership with UWF allows us to do that.

2. Providing a visible website to connect people and resources, advancing the science and application of behavior analysis.

Early in my tenure, trustees would tell me that "WE" needed to do webinars. I knew enough to realize that I didn't know enough to do it well. Fortunately, Chuck Merbitz said he knew a lady who did. We partnered with Dr. Fitzer (ABAC) to put out monthly webinars. She is always seeking great speakers, so please connect with her if you're interested in contributing to that effort. The webinars are free and currently reaching a large international audience.

3. Accelerating awareness and use of standard celeration graphing

A third example is our partnership with the Standard

Celeration Society. Many at the CCBS were 100 percent behind this. Hank Pennypacker, Abigail Calkin, and Kent Johnson were happy. I suspect that a few others were tolerant, but not as enthusiastic. Then COVID hit. Since their director and I were now good friends (Mary Regan), I was able to call on them for assistance. One of their members, Kent Corso, was tied into a database that helped track illnesses and deaths. If ever there were a reason for a semi-logarithmic chart, the display of the global pandemic was one. We were able to display its spread in real-time through links on our site. This capability was made possible through our strategic partnership.

OUR FUTURE

Early in 2013, I floated the idea of forming a distinguished scholars' (DS) group. The idea we settled on was to solicit nominations from professors working with graduate students who showed great promise and interest in becoming more involved. We all knew that professors and graduate students were busy people. However, we also saw the potential of advancing our mission into the next generation of leaders. The picture above shows our first group. While some have moved on, others have joined the Center as advisors, delivering talks at conferences and contributing to the advancement of our mission. A few have become trustees (voting members), and one, Dr. Amanda LaPrime, has been appointed as an officer on our board of directors. Janet Twyman and Bill Heward helped shape that first group. Aside from being amazing people, they were also former ABAI presidents and regulars at the CCBS. The DS group is a vibrant addition. They support our activities, bring fresh initiatives, and connect us to professors and Universities.

There is an old proverb that I was told originated in Africa, which helps me focus on the future of our Center.



Our first Distinguished Scholars Group, 2013

“If you want to go fast, go alone. If you want to go far, go together.” I believe we moved quickly enough to save much of what was historically good about the CCBS. We survived a financial emergency and the challenges of a global pandemic. We are on solid ground in terms of affording what we now do. That said, we could do more with a larger village.

My involvement has been enhanced by the opportunity to interact with some of the most interesting people in our field. Sadly, some of them are now gone. I’m very proud of helping them present at our regional conferences, webinars, and online courses. It is even more rewarding to have spent some time watching the next generation meet and learn from our scholars. Trustees like Mary Jane Weiss and Tom Zane have been a tremendous help in organizing and managing these events. COVID-19 forced us to learn how to host events remotely, and now most of our activities are available both online and in person. These ways to connect benefit both our younger and our older generations. It also makes us accessible and affordable to many more people.

To say that these are challenging times for scientists is a gross understatement. It is also true that some of our CCBS family lived through much worse. When I joined, I met two trustees, Kurt Salzinger and Francis Mechner, who were boys in Vienna when Hitler “annexed” Austria. One escaped to the east, while the other went west. They eventually met up in the USA and went on to build successful careers in our field of science. Although Kurt passed away, his friend Francis remains with the

Center. He played a beautiful piano piece for one of our online conference transitions. It gives me hope that our colleagues today will help reduce human suffering if we hang together.

If you want to help, there are many ways you can. You can sign up for our newsletter to stay informed about our latest updates. You can follow us on social media and share our content with your friends. When you get a moment, log on to our website. Trustees like Eric Larrson have compiled excellent annotated bibliographies and resources for professionals working in the field of autism. Please share those. We invite you to join us at our events, whether in person or remotely. If you do come in person, introduce yourself to us, and let’s talk. If you are able, please consider purchasing a book or two and sharing our stories with your friends. Many of them are available electronically. If you are busy “killing it” in your business, consider sponsoring one of our conferences. If you are in academia, consider helping us organize more events in areas that interest you. If you are at or near retirement and wondering what to do with your required distributions, send some our way. As my CCBS Board member and colleague, Darnell Lattal, reminded me recently, a solvent nonprofit is good, but a well-funded one can do even more. While we no longer have actual doors, our doors are open. We hope you will visit us, join us, and add your contributions. Together, we can go far.

[Visit the Behavior Analysis Blogs > Behavior Analysis in Organizations for more articles.](#)

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A Few New Advisors* Elected During Our 2025 Annual Meeting

John Austin, PhD



Dr. John Austin is an internationally recognized expert in human performance and author of #1 Amazon bestselling book, “Results: The science approach to better productivity, profitability, and safety.”

He is **CEO of Reaching Results**, where he teaches leaders to create more effective work environments. Dr. Austin was also a professor of psychology at Western Michigan University. He has consulted with organizations for thirty years to improve productivity and safety.

John and his teams have been instrumental in delivering over 10,000 work improvement, quality, and safety projects that have generated millions of dollars in improvements to businesses. They have coached over 350 senior leaders from many companies and nineteen countries to help them improve business performance.

In the area of improving work performance John is the most published author between 1977-2019 in the *Journal of Organizational Behavior Management*. Overall, he has published nearly 100 articles and chapters, delivered hundreds of presentations at regional, national, and international conferences and business meetings.

John coaches leaders, teaches courses on behavioral leadership, difficult conversations, and safety leadership, and is an event speaker on these topics.

Robert H. LaRue Jr., PhD BCBA-D



Robert H. LaRue, PhD, BCBA-D is a **Clinical Professor at the Graduate School of Applied and Professional Psychology at Rutgers University**. He earned a dual doctorate in biological and school psychology from Louisiana State University in 2002. He completed his predoctoral internship with the Kennedy Krieger Institute at Johns Hopkins University and a postdoctoral fellowship with the Marcus Institute at Emory University. He currently serves as the Director of Behavioral Services at The Douglass Developmental Disabilities Center (DDDC) and the Rutgers Center for Adult Autism Services (RCAAS), where he supervises several doctoral students and staff providing behavioral consultation to programs within the Center. He has authored articles in peer-reviewed journals, written several book chapters, and presented at national and international conferences. His research interests include the assessment and treatment of maladaptive behavior, staff and teacher training, and behavioral pharmacology.

Stacha C. Leslie, PhD, BCBA



Stacha Leslie (she/her) is a dedicated scholar and practitioner in behavioral psychology, recently earning her PhD from the University of Kansas under the mentorship of Dr. Claudia Dozier. She holds an M.Ed. in Special Education with an emphasis in Behavior Analysis from the University of North Texas, an M.Sc. in Autism Spectrum Disorders from Queen’s University Belfast, and a bachelor’s degree in Rehabilitation Studies from the University of North Texas.

Her passion for applying the science of behavior analysis to improve lives was ignited by the extraordinary students and teachers she worked with as a Special Education teacher and District Instructional Coach in Texas. Throughout her graduate tenure at KU, she contributed to clinical childcare settings, served as a lead researcher and behavior analyst on an NIH-R1 grant focused on remotely assisting caregivers in assessing and treating restrictive and repetitive behavior, and most recently worked as a behavioral services training consultant for an adult congregate care agency.

Stacha’s research centers on caregiver, educator, and staff training—equipping key stakeholders with the knowledge and tools necessary to provide high-quality support for individuals profoundly impacted by developmental disabilities. Her commitment to service is reflected in her recognition with the KansABA Distinguished Service Award (2024) and KU’s ABS Departmental Service Award (2023). In May of 2025, she was honored with both the Baer, Wolf, and Risley Outstanding Graduate Student Award and the Todd Risley Research Award for her dedication to service, research, and clinical application.

Beyond her professional work, Stacha treasures her role as the world’s best auntie to her beloved nieces, enjoys spending time with her husband and Goldendoodle, Burrhus Fredrick (B.F.), and finds fulfillment in working out, diving into fiction novels, and nurturing her growing collection of plants.

***Meet more new Advisors in our next issue including Britany Melton, PhD, BCBA, Michelle Sereno, PhD, BCBA-D, and Lisa Tereshko, PhD, BCBA-D, LABA.**

Donald K. Pumroy Papers Now Available for Research



Donald K. Pumroy
1925-2014

Thanks to the dedication of **Dr. Judy Blumenthal**, the archives of **Dr. Donald K. Pumroy** (1925–2014) are now permanently housed at the Cummings Center for the History of Psychology at the University of Akron. Dr. Pumroy was a psychologist best known for his work in behavior analysis, child psychology, and later in his career, research on school violence. The collection includes his writings, research, and creative projects.

This archival preservation was made possible through the efforts of **CCBS Trustee Dr. David Palmer** and **CCBS Board Member Dr. Andy Lattal**, who worked closely with Judy.

[Explore the finding aid at the Archives of the History of American Psychology at the Cummings Center for the History of Psychology.](#)

Dr. Pumroy has been an avid supporter of the Cambridge Center since its founding.



University of Akron Archival Repositories

Scope and Contents

The Donald K. Pumroy papers document his career as a professor and clinical psychologist. The papers contain written works, talks and presentations, subject and research files, academic files, correspondence, and biographical materials.

Of particular note, are the written works and research files which contain materials on Pumroy's work in child psychology and behavior modification. Additionally, subject files contain materials relating to Pumroy's work on active shooters.



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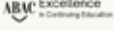
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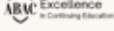
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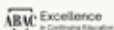
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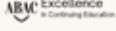
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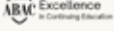
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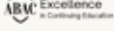
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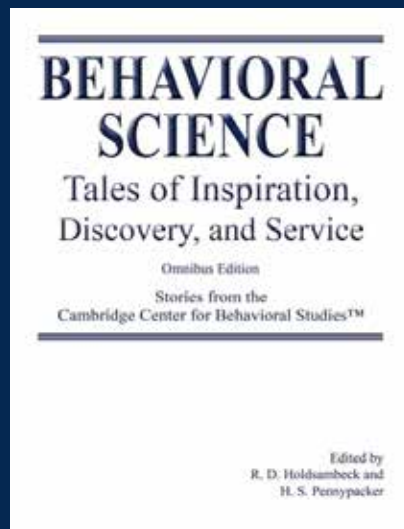
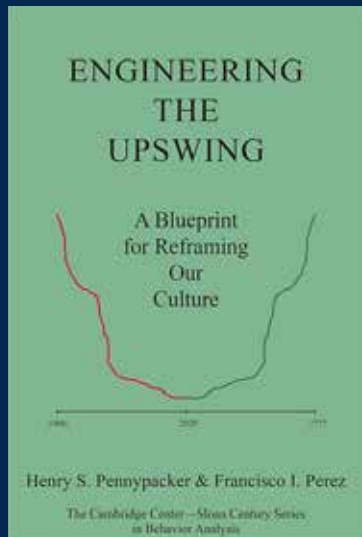
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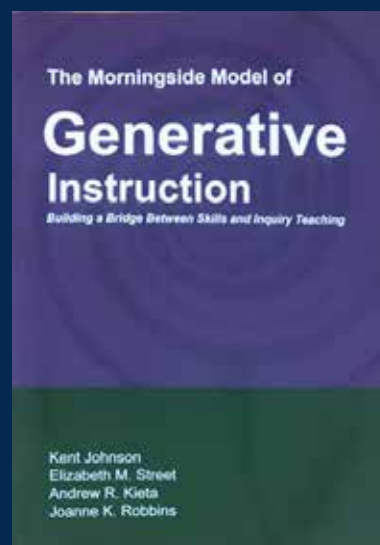
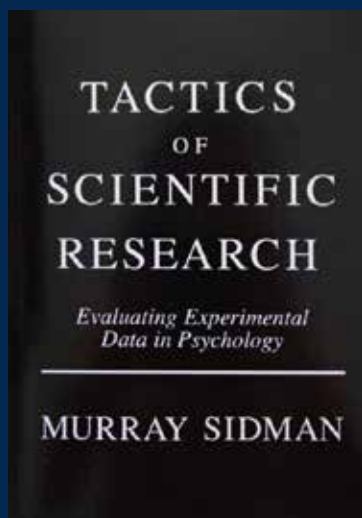
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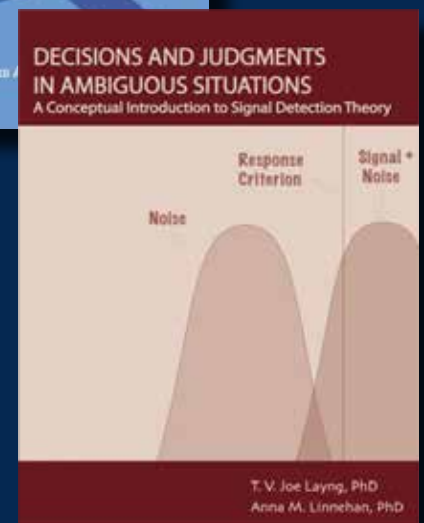
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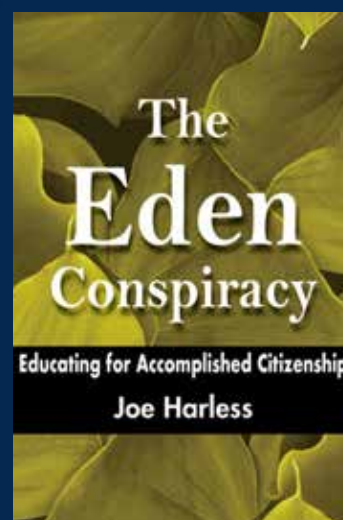
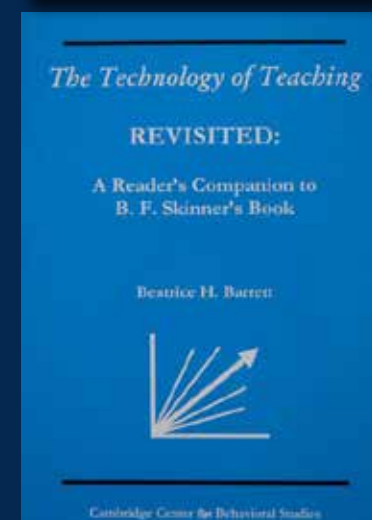
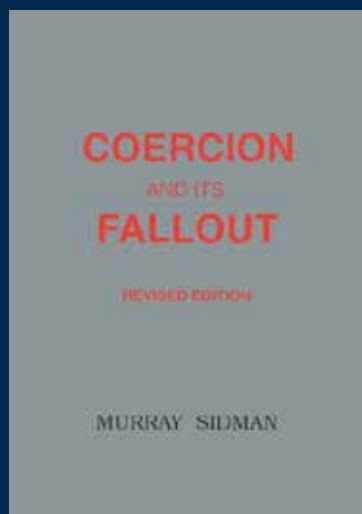
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