It’s a great honor to receive the Don Hake Award for Basic and Applied Research. I didn’t know Don well, but I’m sure that he—like all of us—would have been profoundly concerned about the killing and disruption caused by terrorist attacks and the coercive, violent reactions by authorities that terrorism often provokes. Every scientific association that is concerned with human behavior must, it seems to me, try to come to grips with the extremities of violence exemplified by terrorism and consider ways to reduce or eliminate it.

In Skinner’s Walden Two, Frazier quotes himself exhorting his rats: “Behave, damn you! Behave as you ought!” but had to concede that “The rat was always right.” Leaving aside any theoretical or moral connotations of “ought” and “right”—for example, that the terrorist “ought” to behave in accordance with some theory of deterrence, or that it is “right” to kill in the name of some allegedly noble cause—the terrorist, like the rat, is always right in the sense that a terrorist’s action is a natural outcome of identifiable variables. Let’s consider variables that have proven effective in analyses of many sorts of behavior: the antecedents and consequences of action.

Among the antecedents to a terrorist act by an individual are schooling and sermons that stress national or religious identity and duty; talk on the streets and in cafes about acts of oppression by the occupying power; delays and humiliations at checkpoints; and perhaps most powerfully, the death of friends or family members at the hands of the despised authorities. These widely experienced antecedents raise the probability that an individual will join a terrorist group and volunteer for a mission. The positive consequences, should he or she survive, include enhanced status with peers, celebration in the community, and media attention; some negative consequences are arrest, imprisonment, and perhaps a death sentence. For many young men and women, the antecedents are likely to outweigh the mixed positive and negative consequences.

Now let’s consider some antecedents and consequences for a terror campaign conducted by a group, where the individuals—except for top leaders—are largely interchangeable. Like the campaign itself, these antecedents and consequences are likely to be extended in time rather than episodic, as for individual acts. Terror campaigns seem to thrive in settings involving occupation and subservience to an alien authority, suppression of cultural or religious practices, and economic exploitation. Their recurring positive consequences include disruption and fear in...
We hope to see everyone at this year’s APA convention in Washington, DC (August 18-21, 2005). Sherry Serdikoff and Dorothea Lerman have put together what looks to be a great program. They have done an especially outstanding job of coordinating presentations with other divisions (e.g., 28 and 33). The Division 25 program, along with some highlights from other divisions, is presented on the center pages of this issue.

We especially are pleased to feature articles from three of the 2004 Division 25 Award winners: Tony Nevin (The Don Hake Basic/Applied Research Award), Carl Binder (Fred S. Keller Behavioral Education Award), and Dave Richman (B. F. Skinner New Researcher Award). These articles are based upon their award presentations from last year’s Division 25 program. For those of you who did not get a chance to see their talks, we highly recommend that you take a few moments to read these articles. For those of you present at their talks last year, we hope you enjoy reading these redux versions as much as we did. We would like to congratulate Tony, Carl, and Dave on being selected for these awards and extend our warmest thanks to them for submitting their articles for publication in The Recorder.

Also in this issue are two contributions from Larry Alferink, our President-Elect. The first is a report from the recent meeting of the APA Council of Representatives; Larry attended that meeting as the Division 25 representative (substituting for Eileen Gambrill). We thought item #3, pertaining to the proposed new APA division, might be of particular interest to Division 25 members. The second is a short message emphasizing the importance of publicizing the contributions of behavior analysis to the broader psychological community, and urging us to consider the role that Division 25 might play in that effort. As usual, Larry practices what he preach-
es. He recently published an article in the Division 1 newsletter (The General Psychologist) entitled “Behaviorism Died Today, Again!” We highly recommend that article. These efforts are just two more in an ever-lengthening list of contributions Larry has made to Division 25 and to behavior analysis. Indeed, it is hard to imagine what the division would be without Larry. Although there is no way we can thank him enough for his continued dedication to Division 25, all of us should try anyway.

Finally, since our last issue, behavior analysis lost one of its “true pioneers,” Ogden Lindsley. This issue contains a short memoriam of Og by Hank Pennypacker, which is excerpted from piece that originally appeared on the website of the Cambridge Center for Behavioral Studies. We thank Hank and the Cambridge Center for graciously allowing us to reprint it here. We have served as editors of The Division 25 Recorder for 4 years now and it seems as though nearly every issue has contained a memoriam of a pioneer in our field. Indeed, over the past 15-20 years, behavior analysis, at least as many of us know it, has lost several of its “first generation.” For us, this has been cause for reflection about the future. Have you reinforced the behavior of a student lately?

### 2006 DIVISION 25 AWARDS: CALL FOR NOMINATIONS

Division 25 has the following award categories:

- **The B. F. Skinner New Researcher Award** for important, innovative work conducted by individuals who are within 5 years of receiving their doctorate.
- **The Med Associates Basic Research Award** for innovative and important research that improves understanding of basic behavioral processes.
- **The Distinguished Contribution to Applied Behavior Analysis Award** for innovative and important research on applications of behavioral principles to address socially significant human behavior.
- **The Don Hake Basic/Applied Research Award** for individuals whose work spans basic and applied research and represents the cross-fertilization of the two areas.
- **The Fred S. Keller Behavioral Education Award** for distinguished contributions to education.
- **Outstanding Dissertation Award** for individuals whose recent doctoral research has significantly advanced scientific knowledge in the field of basic or applied behavioral processes.

To nominate someone for the Skinner, Med Associates, Applied, Hake, or Keller, Awards for the coming year, please send at least one letter of nomination and a copy of the nominee’s curriculum vita. To nominate someone for the Dissertation Award please send a copy of the dissertation, a supporting letter from the dissertation advisor, and the nominee’s curriculum vita. Nomination materials should be sent to Tim Hackenberg, Department of Psychology, University of Florida, PO Box 112250, Gainesville, FL, 32611-2250. hack1@ufl.edu.

Nominations must be received by August 1, 2005.
the target community, amplified by media coverage, and respect, political power, and money for leaders within their supporting community. The negative consequences include raids, arrests, and broadly targeted violent retaliation by authorities (although the latter may increase community support and bring in new recruits).

In view of policy debates about the effectiveness of violent retaliation by government authorities, which could reasonably be argued either to incite or suppress further terror attacks, I gathered some empirical data on the issue. I examined seven terror campaigns, all of which were intended to achieve political goals such as removing an occupying power, establishing regional or ethnic autonomy, or overthrowing a government. I chose these cases to exemplify post-World-War-II terror campaigns that have either ended entirely or at least decreased to low levels of violence (the campaign by Al Qaeda and its affiliates, which shows no sign of abating, will be discussed below).

1) The efforts by Jewish terrorists to end the British occupation and establish an independent Israeli state, 1945-48; the British left Palestine in 1948.

2) The Moroccan struggle for independence from France, 1953-56; independence was granted in 1956.

3) The Algerian campaign for independence from France, 1954-56, which then escalated into full-scale war; independence was granted in 1960.

4) A representative sample from 1971-73 of the seemingly endless campaign by the IRA in Northern Ireland against British enforcement of union with Great Britain; participation in the government of Northern Ireland was granted in 1998.

5) The terror campaign by the ETA to establish a separate Basque state in northern Spain, 1973-83; substantial autonomy was granted in 1983.

6) The terror and guerrilla campaign by the Tamil Tigers (LTTE) to establish a separate Tamil state in Sri Lanka, 1983-87, at which point Indian peacekeepers intervened; ceasefire and negotiations for Tamil autonomy began in 2002.

7) The final spasm of violence by the Shining Path in its long campaign to bring down the Peruvian government and establish a Maoist state, 1991-93; most leaders were arrested, and the Peruvian government survived.

For each campaign, I obtained reports of terrorist actions and government responses from The New York Times and quantified their severity in various ways (Nevin, 2003, 2004). Here I will use the simplest and most brutal statistic: numbers killed by terrorists (usually government officials, soldiers, police, or random civilians) and numbers killed by the authorities (usually terrorists, members of their supporting communities, or random civilians). To remove some noise from the data, I aggregated numbers killed over successive blocks of five episodes of terror attacks or governmental responses and divided by number of months over which the five episodes took place in order to express them as killing rates. To examine the effects of the severity of governmental responses on the severity of terror attacks, I determined the killing rates by terrorists before and after a block of five governmental responses, expressed them as after/before ratios, and plotted those ratios in relation to the rate of killing by authorities.

Figure 1 shows that the killing ratios fluctuate widely around 1.0, with no evidence of either an upward or downward trend in relation to the killing rates by government authorities. Aspects of this figure challenge some common policy perspectives. For example, terror killings are about as likely to increase as to decrease when there were no killings by the authorities— that is, the five-episode block involved raids and arrests by authorities but no deaths (the data are arrayed over 0.2 on the x-axis). An advocate of treating terror attacks as crimes and prosecuting them within the criminal-justice system, such as myself, could take the left-most data points below 1.0 on the y-axis as evidence for the effectiveness of nonlethal responses to terrorism. On the other hand, a tough-minded realist could take left-hand data points above 1.0 on the y-axis as evidence of the ineffectiveness of law enforcement and argue for killing terrorists outright. At the right-hand end of the
The overall tendency for terrorists’ kill rates to persist regardless of government action suggests that the combined reinforcing effects that operate on leaders and participants in a terror campaign establish a sort of momentum that makes the campaign highly resistant to any sort of response by an authority.

The overall tendency for terrorism by communities that once supported it. Apparently, terrorism has become a way of life for some of its long-time practitioners and is unlikely to disappear altogether.

Are these historical examples relevant to the “new terrorism” by Al Qaeda and its affiliates? Unlike the foregoing cases, Al Qaeda’s campaign is international; its goals appear to be purely destructive; and its inspiration comes from a religious absolutism that makes targets of insufficiently orthodox members of Islam (the “infidels”) as well as outside occupying powers (the “crusaders”). After the horrendous terror attacks of 9/11, the US invasion of Afghanistan in November 2001 killed at least 3000 Afghanis; and the US-led invasion of Iraq in March 2003 killed at least 6000 Iraqis, with a continuing death toll of about 200 per month through June 2004. There has not been another attack like 9/11; in this respect, large-scale violent military operations seem to have been effective in suppressing Al Qaeda’s campaign, although international intelligence work and law enforcement may have been at least as important. However, violent military retaliation appears to have increased the viciousness of Al Qaeda’s long-term campaign. Over the period from 9/11 to June 2004, Al Qaeda’s monthly kill rate, averaged over five-episode blocks, increased steadily from 21 to 256, the latter figure including bomb attacks on Shiite shrines in Baghdad and Fallujah, passenger trains in Madrid, a police station in Saudi Arabia, and a school bus in Basra during March and April 2004. Clearly, military action has not eliminated Al Qaeda’s terror campaign, and the thousands of “collateral” casualties in Afghanistan and Iraq may have contributed to its recruiting efforts. It is not clear how the world’s nations should act to eliminate terrorism, but surely, in the empirical spirit of behavior analysis, future policies should be driven by data rather than ideology. Although my political orientation and pacifist inclination make me profoundly suspicious of any statement by the US Secretary of Defense, Donald Rumsfeld, I give him credit for raising a data-based perspective in a memorandum dated October 16, 2003. Here are two excerpts:

Today, we lack metrics to know if we are winning or losing the global war on terror. Are we capturing, killing, deterring, and dissuading more terrorists every day than the madrassas and radical clerics are recruiting, training, and deploying against us?

Have we fashioned the right mix of rewards, amnesty, protection, and confidence in the US?

Unfortunately, the open-ended “global war on terror” holds out the hope of ultimate victory in battle and thereby sanctions violence, legitimizes all sorts of otherwise illegal actions, and consumes resources that could be used to alleviate poverty, improve schooling, and create meaningful jobs in communities that may otherwise engage in terrorism to pursue their goals. The recognition that military violence does not reduce killing by terrorists could at least begin to move the USA away from its commitment to making war on terrorism and toward policies that address its antecedents.

References
I am honored to have received the 2004 B. F. Skinner New Researcher Award from Division 25, and I appreciate the opportunity to describe my current research. A recent APA book, *Self-injurious behavior: Gene-brain-behavior relationships* (Schroeder, Oster-Granite, & Thompson, 2002), summarized over 40 years of research on genetic, neurobiological, and behavioral research. Based on a review of this book, most empirical studies of self-injurious behavior (SIB) have focused on the development of behavior management programs or pharmacotherapy to reduce SIB, or they have identified neuroanatomical and neurochemical abnormalities that contribute to SIB. Although we have made great advances in these areas, our scientific understanding of the ontogeny of self-injury is considerably less developed. Prevalence and cohort studies suggest that the following factors are associated with increased probability of developing SIB: (a) severe or profound developmental disabilities (DD), (b) sensory or physical disability, and (c) certain genetic disorders and syndromes (McClintock, Hall & Oliver, 2003; Schroeder, Reese, Hellings, Loupe & Tessel, 1999). Prevalence estimates of SIB exhibited by individuals with DD are between 5 and 16% (Schroeder, Rojahn, & Oldenquist, 1991). Given that risk factors for development of SIB have been identified, and that SIB occurs in a substantial proportion of individuals with DD, the next logical step for our science is to identify early intervention and prevention strategies to decrease the overall prevalence SIB (Berkson, 2002; Berkson, Tupa, & Sherman, 2001).

A Theory for the Emergence of SIB

There are undoubtedly many different mechanisms that can result in the development of SIB. One theoretical model, developed by Guess and Carr (1991) and further expanded by Kennedy (2002), proposes that some forms of SIB may evolve from early stereotypic motor behavior. Stereotypic motor behavior may originate as a biologically based behavior given that both typically developing infants and infants with DD develop topographically similar forms of repetitive and rhythmic motor behavior (MacLean, Ellis, Galbreath, Halpren, & Baumeister, 1991; Thelen, 1979). In addition to humans being predisposed to engage in stereotypic motor movements during infancy, some forms of these behaviors may be maintained by perceptual (automatic) reinforcement directly produced by engaging in the behavior (Berkson & Mason, 1963). Given that stereotypes occur relatively frequently in children with severe DD during waking hours (Guess, Roberts, & Rues, 2002), these high frequency behaviors are likely to contact social stimuli in the environment. Kennedy (2002) has suggested that a combination of shaping and matching theory provides a possible behavioral mechanism for the evolution of stereotypy into SIB that may become sensitive to positive and negative social reinforcers. Space limitations preclude a more detailed discussion of this theoretical model, but I refer interested readers to Guess and Carr (1991) (along with published critiques of this theory in the same journal volume) and Kennedy (2002).

Longitudinal Assessment of Emerging SIB

My research related to this topic has focused on documenting patterns for the emergence of SIB in young children with moderate to profound DD. We recently concluded a longitudinal study on 12 young children with DD (Richman, 2004) that was partially funded by the University of Kansas Research Institute and the National Institute of Child Health and Human Development. The four primary purposes of this study were (a) to document common topographies of stereotypic motor behavior, proto-injurious behavior (i.e., topographies that are similar to SIB but not producing tissue damage), and SIB with a relatively large sample of these behaviors exhibited by 1-3 year old children with DD; (b) to document changes in these behaviors across time within each participant; (c) to conduct a descriptive assessment to determine whether some forms of SIB appear to evolve from stereotypic motor behavior; and (d) to assess the function of these behaviors. The participants for this study were between 12 and 36 months chronological age, had moderate to profound delays in communication and cognition, or a genetic syndrome or disorder correlated with development of stereotypy or SIB, and they were exhibiting motor stereotypes, proto-SIB, or SIB.

Procedures for the study were a combination of parental interview (Repetitive Behavior Scale; Bodfish et al., 1999) and analogue functional analysis probes.
(Iwata, Dorsey, Slifer, Bauman, and Richman, 1982/1994) repeated monthly. Descriptively, the vast majority of participants were exhibiting stereotypies (75%) and proto-SIB (92%) at the time they entered the study (mean CA 19.4 months). However, relatively few of the children (17%) engaged in behavior that caused self-inflicted tissue damage. Only one child developed new topographies of stereotypy during the study, but nearly half (43%) of the participants developed a new topography of proto-SIB (mean CA 22.6 months) or developed tissue damage (mean CA 24.8 months). These results replicate the work by Berkson, Tupa and Sherman (2001) showing that SIB can emerge relatively early in children with DD.

There were two distinct patterns for the emergence of SIB in this study, with topographical characteristics affecting the pattern. Tissue damage from hand mouthing emerged for 4 participants, but the topography and functional analysis pattern (i.e., undifferentiated across conditions) remained the same as the behavior changed from proto-SIB (hand mouthing without tissue damage) to SIB. One of the 2 children who developed head bruising displayed a different pattern of SIB development. This child exhibited both head nodding and arm waving in the head and shoulder area before these behaviors became proto-SIB (head hitting and banging without tissue damage) and eventually caused tissue damage. Although the functional analysis pattern of these behaviors remained undifferentiated, the topography changed from one that could not cause tissue damage (i.e., stereotypic arm waving in the head and shoulder area) to one that did cause tissue damage (i.e., head banging on objects or head hitting). These findings support the hypothesis that some forms of SIB may evolve from early stereotypic behaviors in children with DD.

With regards to the emergence of proto-injurious head hitting, 3 of the 5 participants engaged in arm waving in the head and shoulder region prior to developing head hitting. However, arm waving and head nodding without contacting a hard object or another body part (i.e., proto-SIB) was not associated with emergence of SIB across the children as a group. That is, many of the children (n = 6) exhibited stereotypic arm waving or head nodding, but they did not develop head hitting or head banging during the course of the study. These findings suggest that early proto-injurious behavior warrant intense monitoring for the first sign of tissue damage, which would in turn warrant early intervention to prevent the development of further tissue damage. Future research should focus on documenting variables that increase the probability of proto-SIB evolving into SIB, and variables that are correlated with cases of emerging SIB that resolve without intervention (e.g., “protective” factors).

Result of the functional analyses were difficult to interpret because the most common pattern was undifferentiated responding across the functional analysis conditions (40 out of 53 topographies). Although undifferentiated responding cannot be definitively interpreted, some level of target behavior continued to occur during the alone/ignore condition, suggesting that some type of nonsocial variable likely contributed to maintenance of the behavior. The other most common functional analysis pattern was differential responding in the alone/ignore condition, or differential responding during the low social stimulation conditions (alone/ignore and attention), suggesting these topographies were maintained, at least in part, by some type of nonsocial variable (Vollmer, 1994).

Finally, one child’s functional analysis pattern was initially undifferentiated for all eight topographies of target behavior. However, levels of head hitting and body hitting became differentiated in the attention condition after three months in the study, while the remaining six topographies continued to show undifferentiated responding throughout the course of the study. These data suggest that a social function developed over time for head hitting and body hitting.

Future Research

Based on these results, we have begun an early intervention study funded by the National Institute for Child Health and Human Development. This study is examining whether an early intervention package consisting of functional communication training (Wacker et al., 1998), parent responsivity training (Yoder & Kaiser, 1989), and blocking-plus-matched-items (Piazza et al., 2000) for emerging nonsocially mediated proto-SIB or SIB can decrease these problem behaviors and increase appropriate communication, which may in turn prevent the development of some cases of chronic SIB. The long-term goal is to conduct a group design study to evaluate whether this type of intervention package can prevent the development of some forms of SIB. Positive results would have policy implications for how early childhood services are allocated for children with DD at high risk for developing SIB.

References


American Psychological Association  
Washington, DC  
DIVISION 25, BEHAVIOR ANALYSIS  
CONVENTION PROGRAM  
August 18-21, 2005

**THURSDAY AUGUST 18, 2005**

10:00AM -11:50AM, Washington Convention Center (WCC), Meeting Room 146B

SYMPOSIUM (co-sponsored with Division 28)

*Nicotine Psychopharmacology and Policy—-A Look Behind and a Look Ahead*

Co-chairs: Jack E. Henningfield & Ian Stolerman

Victor J. DeNoble & Paul C. Mele - *Nicotine Research at Philip Morris: Discoveries Suppressed and Its Consequences*

Athina Markou - *Current Understanding of Nicotine Self-Administration and Dependence in Animals*

Jed E. Rose - *Importance of Conditioning and Sensorimotor Factors in Tobacco Addiction*

Maxine L. Stitzer - *Treatment Overview: The Role of Behavioral Pharmacology*

Jack E. Henningfield - *Psychopharmacology Research Implications for National and Global Tobacco Regulation*

Discussant: Mitchell Zeller

12:00PM -12:50PM, WCC, Meeting Room 155

PAPER SESSION (co-listed with Division 33)

Gerald L. Shook - *Fostering Professional Practice: The Behavior Analyst Certification Board*

Chair: Dorothea Lerman

1:00PM -1:50PM, WCC, Meeting Room 155

INVITED ADDRESS (co-listed with Division 33)

Dorothea Lerman - *Methodology to Assess the Functions of Emerging Speech in Children with Autism and Developmental Disabilities*

Chair: Sherry L. Serdikoff

2:00PM-3:50PM, WCC, Meeting Room 209C

SYMPOSIUM (co-listed with Division 33)

*John W. Jacobson Memorial Symposium---Critical Thinking in MRDD*

Chair: James A. Mulick

Stuart Vyse - *Magical Thinking and Developmental Disabilities.*


Gina Green - *Critical Thinking and Flexible Science: Now More Than Ever.*

5:00PM -5:50PM, Grand Hyatt Washington Hotel, Burnham Room

DIVISION 25 EXECUTIVE COMMITTEE MEETING

Chair: Timothy D. Hackenberg

FRIDAY AUGUST 19, 2005

8:00AM -9:50AM, WCC, Meeting Room 150A

SYMPOSIUM (co-listed with Division 28)

*Development, Evaluation, and Dissemination of Family-Based Adolescent Substance Abuse Treatments*

Chair: Jody L. Kamon

Jody L. Kamon, Catherine Stanger, Alan J. Budney, & Levent Dumenci - *Efficacy of a Contingency-Management Treatment for Adolescent Substance Abuse*
Susan H. Godley, Rodney Funk, Michael L. Dennis, & Mark D. Godley - Family Sessions Impact on CYT Process and Outcome

Howard A. Liddle - Mining the Connections Among MDFT Treatment Development, Evaluation, and Dissemination


Discussant: Nathan H. Azrin

2:00PM -2:50PM, WCC, Meeting Room 154A

DIVISION 25 PRESIDENTIAL ADDRESS

Timothy D. Hackenberg - Token Reinforcement: Past, Present, and Future

Chair: Steven I. Dworkin

4:00AM -4:50AM, WCC, Meeting Room 149A

INVITED ADDRESS (co-listed with Division 3)

Leonard Green - Self Control, Choice, and the Form of the Temporal Discounting Function: Irrational Humans but (Sometimes) Rational Rats

Chair: Sherry L. Serdikoff

SATURDAY AUGUST 20, 2005

9:00AM -9:50AM, WCC, Meeting Room 151A

INVITED ADDRESS (co-listed with Division 3)

A. Charles Catania - Operant Reserve and Its Implications for the Analysis of ADHD

Chair: Sherry L. Serdikoff

10:00AM -11:50AM, WCC, Meeting Room 153

SYMPOSIUM (co-listed with Division 2)

Interteaching: A New Behavior-Analytic Approach to Classroom Instruction

Chair: Dorothea Lerman

Tracy E. Zinn - Introduction to the Interteaching Method

Sherry L. Serdikoff - Comparing Interteaching to Self-Paced Instruction

Bryan K. Saville - Comparison of Interteaching and Lecture

Tracy E. Zinn - Variations of the Interteaching Format

Discussant: Philip N. Hineline

1:00AM -1:50AM, WCC, Halls D & E

POSTER SESSION

Laurence D. Smith, Lisa A. Best, & Alan Stubbs - Inscription Use in JEAB: Trends in Graphs, Equations, and Tables

Corrina A. Falkenstein - Coding and Observation: Methodological Issues in Parent—Child Interactions

Sarah Tartar & Kimberli Treadwell - Matching Theory Applied to the Treatment of Behavior Problems

4:00PM -4:50PM, Renaissance Washington DC Hotel, Meeting Room 5

DIVISION 25 BUSINESS MEETING

Chair: Timothy D. Hackenberg

SUNDAY AUGUST 21, 2005

10:00AM -10:50AM, WCC, Meeting Room 160

INVITED ADDRESS (co-listed with Division 3)

Michael Perone - Conditioned Reinforcement and the Analysis of Human Behavior

Chair: Sherry L. Serdikoff

10:00AM-11:50AM, WCC, Meeting Room 209A

SYMPOSIUM (co-listed with Division 33)

Toward the Development of Evidence-Based Treatment for Individuals with MR/DD

Co-chairs: Kyong-Mee Chung & Louis Hagopian


Kyong-Mee Chung, SungWoo Kahng, Richard Goysovich - Evidence-Based Treatments for Pediatric Feeding Disorders.

Heather Jennett, Louis Hagopian, & Nochole Rodriguez - Identifying Empirically Supported Treatments for Anxiety Behaviors in Individuals With MR/DD.


OTHER DIVISION HIGHLIGHTS

BRADY-SCHUSTER AWARD (MED Associates)

Nancy Mello - Behavioral Science: Ever-changing Directions

WORKSHOP (with Divisions 1, 16, and 50)

Deciphering the NIH Roadmap: Directions to Success in Grant Funding

SELECTED ADDRESSES BY DIVISION 28

NEW FELLOWS

Donald Dougherty - Effects of Combined Alcohol and L-Tryptophan Depletion and Loading on Impulsive Behavior

Friedbert Weiss - Compulsive Drug-Seeking and Vulnerability to Relapse: Novel Pharmacological Treatment Targets

Nancy Petry: Pathological Gambling: Comorbidity and Treatments
When we learn something and then teach it to someone else, we potentially contribute to a collective repertoire that continues beyond us. If that collective repertoire adapts over time to our changing environment, it can improve our likelihood of survival. We know that selection by consequences can account for individual learning, cultural evolution, and biological evolution. It seems clear in the 21st century that our culture is evolving faster than our biology is. So passing on what we know is critical for survival, because growing evidence suggests that if we don’t evolve culturally—in our socio-political, scientific, environmental and other types of collective behavior—it’s possible that we won’t survive this century.

Our science of behavior recognizes these things, and application of the science could make the difference between our survival and extinction. This understanding can create a higher purpose for us—integrating our personal and professional lives. For each of us, passing on what we’ve learned is very important. It comes down to each of us serving as both students and teachers. We have both the privilege and the obligation to learn as much as we can and to pass it on in order to make a difference.

I’ve had many great teachers. I attended Catholic elementary schools where the Dominican nuns devoted their lives to education and enabled me to learn and to love learning. In high school and college, I learned from Jesuits who taught critical thinking, communication, and analysis. By the time I was a junior in college, I’d decided to major in philosophy because I saw it as a vehicle for learning and teaching people how to think—a high calling.

Seattle University was relatively small, affording many hours with professors. During that time I read Walden Two for a philosophy class, and I reacted with all the usual clichés, concluding that Skinner was advocating totalitarian mind control and so on. I don’t recall the details, but my favorite history professor’s wife, a doctoral student in behavior therapy at the University of Washington with Robert Kohlenberg, said something that led me to re-read the book. After a second reading, the light went on, and I became a passionate enthusiast. I understood simply that if we take a natural science approach to our own behavior, we can improve education, management, therapy, how we treat the environment, and potentially all of human culture. I realized that a natural science of behavior offers a means of consciously participating in our own evolution, potentially creating great leaps ahead by discovering principles and applications, and then passing them on.

This led me to write Dr. Skinner a letter of thanks, asking his advice. It was amazing to me that he wrote back within weeks. (I later was inspired by learning that he routinely reinforced curiosity by responding to those who expressed interest.) Because I’d been accepted into a philosophy doctoral program at the University of Notre Dame, he suggested I go ahead but keep in touch with him. In my first semester I realized that I did not want to be a professional philosopher. The following summer I traveled to Harvard, took a chance and walked into Skinner’s office. He astounded me by recalling our correspondence and graciously gave me over an hour of his time. He introduced me to Dick Herrnstein, who was also generous with his time, then to S.S. Stevens, the distinguished curmudgeon who still wielded ultimate power in that department. To make a long story short, I entered the Harvard Psychology doctoral program in September. To me it was a miracle, but it also said something about passionately pursuing one’s interests, something I try to convey to students.

Skinner officially retired soon after I arrived, but he generously allowed me to study independently with him for the next 2 years. With most of my course work complete, I decided I wanted to work with humans rather than pigeons. Skinner called Dr. Joe Cautela at Boston College, then President of AABT. A “career-counseling” meeting with Joe led to Bea Barrett’s lab; after meeting with her for several hours, she offered me a job.

I spent a decade at Bea’s lab. She introduced me to senior colleagues including Og Lindsley, Hal Weiner, Jay Birnbrauer, Diane and Bill Bricker, Eric and Elizabeth Haughton, Owen White, and many others who became my teachers in various ways. I directed research in Bea’s lab and classroom, consulted in schools, trained teachers in Master’s Programs, published a newsletter, and participated in many projects with Bea. She was a great mentor because she encouraged me to follow my interests and, especially, my data.

I teamed with Bea to influence others,
a notable example being Kent Johnson who, as a fresh Ph.D., was unaware of precision teaching or fluency-based instruction. Kent sought out Bea, and for 2 years we met weekly in Bea’s office with Kent and others to share data, teach and learn. The ideas and data we shared enormously influenced all of our later contributions.

I don’t mean to bore you with my personal story, but what I learned from all these very busy yet generous people is that we must make ourselves available to pass on what we know, to share our data, to both learn from and teach one another. This is not just a professional obligation. It is about our evolution and survival as a species.

Even Lindsay’s design of the Standard Celeration Chart taught me and others about sharing and “giving credit.” Lines at the bottom of the chart prompt us to record the names of the learner, the manager or teacher, the supervisor, any advisor, and others involved with collecting the data—recognizing all contributors. In Bea’s lab we hosted monthly chart-sharing sessions which became part of our Precision Teaching culture. The practice of identifying “chart parents”—those who taught us to measure behavior frequencies and use the Standard Celeration chart—strengthened our habits of giving credit and sharing.

Without a doubt, we all engage in “passing it on,” and I don’t mean to claim anything special about myself. But if we put this process of sharing, learning and teaching into the larger context of evolution, we can see that it’s not just a courteous practice. In our science, which holds the promise of accelerating our evolution as a species, I believe that it’s an evolutionary imperative to pass on what we learn.

Let me mention one more recent example of how passing it on can have great and unexpected results. Several years ago I gave a talk at California ABA about behavioral fluency. A week later I received an email from a Master’s student at the University of Nevada, Christine Kim, saying that she wanted to learn more about Precision Teaching and fluency. I suggested she contact Elizabeth Haughton, whose Precision Teaching center in Napa, California, I’d helped start and with whom I’d been collaborating for years. Christine contacted Elizabeth and, with fellow grad student Brian Gaunt, spent the summer learning about Precision Teaching and the tutoring business at Elizabeth’s center. They returned to Reno and started a university-affiliated tutoring service which evolved over several years—even after Christine, Brian and Jim had left Reno—to the Center for Advanced Learning, now one of the most productive precision teaching research and training centers in the country. Little did I know that taking a few minutes to respond to Christine’s email would have such an amazing result!

Last summer, my wife and business partner, Cynthia Riha, attended the Seattle Summer Institute at Kent Johnson’s Morningside Academy, where she also met Kimberly Berens, now President of the Center for Advanced Learning in Reno. Adding Morningside’s methodologies to the Precision Teaching tools she learned from me and Elizabeth Haughton, Cynthia is now home schooling our two sons. What comes around goes around—and one can never tell how or when. We’ve got to pass it on.

Let me turn briefly to the topic of behavioral fluency, to which I’ve devoted my career since the late 70s when I saw that by measuring and making instructional decisions using Skinner’s rate measure rather than percentage correct we could achieve unprecedented improvements in teaching effectiveness because we can see differences and opportunities for improvement that we do not see when we ignore the time dimension of behavior. Skinner once said (Evans, 1968) that his most important contributions were rate of response and the cumulative response recorder. In the history of science it has most often been advances in measurement that have led to quantum leaps in scientific understanding. I believe the same is true in the scientific revolution that Skinner began. It was the power and sensitivity of rate, or behavior frequency that Skinner, Lindsay, Barrett, and Eric Haughton passed on to me. Vargas (1977) put it most simply when he
wrote: “Teaching is not only producing new behavior, it is also changing the likelihood that a student will respond in a certain way. Since we cannot see likeness, we look instead at how frequently a student does something. We see how fast he can add. The student who does problems correctly at a higher rate is said to know addition facts better than one who does them at a lower rate” (p. 62).

Using response rate to measure behavior in instructional situations leads to different and better decisions than using percentage correct. This is completely separate from whatever methods or procedures we might use to increase those response rates, a point which I recently emphasized in an In Response commentary in The Behavior Analyst (Binder, 2004).

Perhaps the most telling data set, one that I and others have shared hundreds of times since we gathered them in Barrett’s lab (Barrett, 1979; Binder, 2003), shows ranges of correct responses per minute on simple pre-academic component tasks that we were teaching adolescents then labeled “mentally retarded.” We were also working with young elementary school students and a group of professional adults. In 11 of the 16 skills, all of the professional adults completed more correct per minute than all of the regular children and all of our handicapped students. These data reflect what you’d notice if you spent a few minutes with these people. But if we only use percentage correct, as in most classrooms and training programs, we’d think these three groups performed exactly the same, because they were all 100% correct!

We have to let this sink in. In my view, our educational and training programs fail to produce competence in large part because the measurement systems they use cannot discriminate between competence and incompetence. All of us have been trapped in the percentage correct box since childhood, unconsciously thinking that 100% is the best we can do. Rate of response shows us an entirely different picture that allows us to make better decisions.

When we measure response rates in the classroom, we can see that our discrete trials procedures often prevent students from performing at competent rates. Competent adults and children read at 150 to 250 words per minute, for example. Discrete trials occur at perhaps 12 per minute. If we only measure accuracy, we can’t see the handicap that our procedures impose and we won’t know to change the procedures to liberate students’ behavior. When we provide so-called overlearning trials beyond the point of 100% accuracy with procedures that constrain response rates, and then remove the procedural constraints to allow free responding, the rates often increase without any additional intervention. The behavior rises to its natural frequency, freed from environmental constraints, now accessible to procedures designed to produce competent levels of performance.

If as scientist-practitioners we do not use the quantum leap in behavior measurement that Skinner passed on to us, we are in danger of failing to exploit the evolutionary advantage he left behind. Exploring and developing the implications of this contribution has been and will continue to be the focus of my professional career. And in the context of my earlier remarks, I personally believe that it is our evolutionary imperative to use rate of response when measuring human learning and teaching.

References


Author Note

Contact information:
CarlBinder@aol.com and download his publications at www.Fluency.org and www.SixBoxes.com

BEHAVIORISM DIED TODAY, AGAIN!

Larry Alferink
President-Elect, Division 25

One of the reasons to participate in APA and to support the activities of Division 25 is that it permits contact with others who would not necessarily consider an organization such as ABA to be their primary home. One of my objectives during the next 3 years is to better publicize the activities and accomplishments of individuals who do interesting and important things in behavior analysis to the broader psychological community.

One such opportunity recently arose when I attended the APA Division Leadership Conference in January. As often happens in such settings, I was engaging in small talk with individuals from other divisions when one of them asked me what Division I was from. When I answered “Division 25, the Division for Behavior Analysis”, his response was something like “Oh, so you are one of the last remnants”. I am sure you have had similar experiences before, as have I. My response is typically that Behaviorism and Behavior Analysis is doing very well and to provide a brief description of the interesting things that we do. Usually, individuals listen politely and often respond that they we not aware of this work. But on this occasion, the individual happened to be the Editor of the Division 1 (General Psychology) newsletter, The General Psychologist and he asked if I would be willing to write a column along the lines of what my response was as he thought it would be interesting to the more than 2,000 members of Division 1. I indicated that I would. He asked that it be something that would be appropriate for members to read over morning coffee. He encouraged me to share the newsletter with members of Division 25.

Please see my column in The General Psychologist (pp 7-8) at:
ANNOUNCEMENTS

APA Annual Convention, August 18-21, 2005. The 113th Annual Convention of the APA will take place at the Washington Convention Center and surrounding hotels in Washington, DC. Along with thousands of paper and poster sessions, there will be a special performance by Arlo Guthrie, who will perform at the opening session as he stops through on the 40th anniversary tour of “Alice’s Restaurant,” a lecture by APA Award winner for Outstanding Lifetime Contributions to Psychology, Judith Rodin, PhD, president of the Rockefeller Foundation, an APA Night at the Smithsonian’s National Museum of the American Indian, and an APA open house. For information about the convention, as well as registration and hotel information, see www.apa.org/convention05/

22nd Annual Southeastern Association for Behavior Analysis Conference: SEABA is a regional affiliate of the Association for Behavior Analysis-International. The annual conference will take place in Wilmington, NC on October 20-22, 2005. The conference lasts 1.5 days starting with an opening reception on Thurs. night, invited presentations all day Fri. and Sat. morning, and a poster session Fri. night. For information about SEABA and about the conference, including hotel and poster submission information, please see http://www.seaba.org

New Master’s Program in Applied Behavior Analysis. The psychology department at the University of North Carolina Wilmington announces a new Master’s program in applied behavior analysis starting in the Fall 2005. Students will take courses in general psychology, behavior analysis, and clinical psychology, complete a practicum at a local agency, an empirical thesis, and a 6-month clinical internship. Upon completion of program requirements, students will be eligible to apply for certification as a Board Certified Behavior Analyst and for licensure as a Psychological Associate in North Carolina (clinical licensure is required to practice applied behavior analysis in North Carolina).

For more information, please contact Dr. Carol Pilgrim, Dept. of Psychology, UNC Wilmington, 601 S. College Road, Wilmington, NC 28403-5612, pilgrimc@uncw.edu.

Special Issue of the Journal of Applied Behavior Analysis on Clinical Behavior Analysis: Interventions based on the principles of operant and respondent conditioning have long been applied to socially important problems traditionally characterized as clinical or psychological disorders. This family of interventions is often referred to as behavior therapy. However, not all such behavioral applications have been based on the philosophical, conceptual, and methodological conventions of behavior analysis. The term clinical behavior analysis has been invoked with increasing frequency to describe the contemporary application of behavior analysis to the understanding and treatment of problems traditionally encompassed by clinical psychology (Dougher & Hayes, 2000). Recent advances in clinical behavior analysis include the analysis and treatment of psychotic, depressive, and hyperactive behavior, substance abuse, marital problems, dementia, and tic disorders, among others. To highlight these recent developments, JABA will publish a special issue devoted to clinical behavior analysis. Suitable contributions include empirical articles and reports, discussion articles, and book reviews (including behavior-analytic critiques of mainstream clinical writings). Empirical submissions should have as their primary focus a problem central to a DSM-IV diagnosis, include direct-observation data on individual behavior, employ an acceptable experimental design, and offer a conceptual analysis of the findings. Authors are invited to submit manuscripts to the editor, Patrick C. Friman, Ph.D. (Clinical Services, 13603 Flanagan Blvd., Boys Town, NE 68010) via the usual process and to include in their cover letter a request to have the paper considered for publication in the special issue. The guest associate editors for this issue will be Jim Carr, Ph.D. (269-387-4925; jim.carr@wmich.edu), Doug Woods, Ph.D. (414-229-5335; dwoods@uwm.edu), and Ray Miltenberger, Ph.D. (701-231-8623; ray.miltenberger@ndsu.nodak.edu). For details about the special issue, please contact them.


Behavior Analyst Today Call for Papers: Currently in its sixth volume, The Behavior Analyst Today (BAT) began in 1999 by Joseph Cautilli, Craig Thomas, Beth Rosenwasser, Michael Weinberg and several others. The vision was to provide a premiere, no-cost online journal on various topics in Behavior Analysis and the Experimental Analysis of Behavior. BAT is in J-Gate, which places it in all libraries in India and EBSCO publishing, which places it in every library in America. BAT is currently in PsychINFO and is in its 6-month rating process to achieve its ISI citation index rating. BAT has published close to 300 articles. Submissions of manuscripts are mostly by invitation; however, the journal has an open submission policy and current call for papers. Submitted manuscripts include empirical studies, theoretical articles, and technical articles. We also accept book or other review articles. All manuscripts are peer reviewed. Turnaround time from initial submission to publication is typically 6 to 9 months. The Behavior Analyst Today has a 36-person international editorial board consisting of two senior associate editors and four associate editors. Please see www.behavior-analyst-today.com for information about submissions. Our goal is to continue to provide a high quality journal on research in Basic and Applied Behavior Analysis that is accessible online and at no cost.

Please attend our BAT Social at the upcoming Association for Behavior Analysis International conference on Saturday, May 28, 2005 at 8–10 p.m. in Boulevard A at the Chicago Hilton. For more information contact Michael Weinberg, Ph.D., BCBA, Lead Editor (mweinberg@klix.net)

Research on Social Work Practice Call for Papers: The bimonthly, peer-reviewed journal Research on Social Work Practice welcomes behavior analytic submissions.
Report for the American Psychological Association’s Council of Representatives

FEBRUARY 2005 MEETING

Larry Alferink (substituting for Eileen Gambrill)

APA’s Council of representatives met February 18-20, 2005 in Washington, DC. I am providing a brief summary of selected issues that may be of interest to the members of Division 25.

1. APA is in good financial shape at the present time, with a budget surplus close to $1.8 million for 2004 and a surplus also projected for 2005. The surplus is due in part to the success of electronic journal subscriptions. The 2005 budget includes a modest dues increase of $6 for APA members and $1 for graduate students who are members of APAGS. There will also be a $30 increase in the convention registration fees, but APA will use this increase to provide laptop projectors in all meeting rooms. Many of you will be happy to know you won’t have to carry projectors for PowerPoint slides with you to future conventions.

2. Council amended the reimbursement policy for Council Representatives. Currently the costs of Representatives attending the February Council meeting are split between APA and the Division. APA also covers one night of lodging at the convention since Council representatives must attend the convention for one additional day. APA will cover the cost of the February meeting and will cover two nights at the APA convention instead of one. The Division is expected to cover the cost of convention attendance for the Council Representative, which we have not done in the past.

3. Of great interest to many members was the petition to approve a new division on Human and Animal Studies. Deliberations on the new Division occurred in Executive Session, which means that confidentiality applies to the discussions. APA Bylaws indicate that at least 1% of the members of APA must sign a petition for a new division, the new division must not be inimical to other divisions and the new division must represent “an active and functionally unitary interest of a group of members”, and that their objectives are consistent the advancement of Psychology as a science and as a profession. There was considerable discussion on the points in the Bylaws as well as other issues related to the interests of APA as an organization. APA Bylaws require a two-thirds majority in APA Council for the approval of a new division. The vote was 66 in favor, 56 opposed with two abstentions, and hence the petition was not approved.

4. Council approved $60,000 as a regular line item to support the Archives of the History of American Psychology, housed at the University of Akron. The archives include many items of specific interest to members of Division 25, as well as items of broader interest, and a number of members have made use of the archives in their work.

5. Council voted to propose changes to the APA Bylaws, which the membership will need to approve before the changes can be adopted. The Bylaws changes will be included with the apportionment ballot to be mailed in November and the precise language will be included at that time, but the changes would provide a mechanism for the removal of a member to a standing board or committee for reasonable cause and to include “gender identity” as a prohibited basis for discrimination in the APA Bill of Rights for Members.

6. Council approved funding for a task force to revise and update “Learner-Centered Psychology Principles: Guidelines for School Redesign and Reform.” The existing document, as implied by the title, is very constructivist in nature, and there is a strong likelihood that the guidelines will be revised to include a focus on effective teacher behavior.

7. Council approved the establishment of a Committee on Socioeconomic Status, to be added to the Public Interest Directorate.

8. Council approved $100,000 for membership recruitment and retention activities for 2005.

JOBS

POSTDOCTORAL POSITION AT ARIZONA STATE UNIVERSITY: A postdoctoral fellowship for research concerning timing and conditioning is available with Peter Killen. A Ph.D. in research involving conditioning is required. See his website http://www.asu.edu/clas/psych/research/ <http://www.asu.edu/clas/psych/research/> for general information on projects, and contact him at killen@asu.edu <mailto:kilien@asu.edu> for specifics.

POSTDOCTORAL POSITIONS IN DRUG ABUSE RESEARCH: The University of Vermont announces the availability of three post-doctoral research fellowships in an internationally recognized center of excellence for the study of drug abuse. Fellows have opportunities for training in a wide range of epidemiological, human laboratory and treatment-outcome research. Current openings are with STEPHEN HIGGINS (stephen.higgins@uvm.edu, 802-656-9610) in delineating behavioral and pharmacological processes central to understanding and effectively treating cocaine dependence as well as cigarette smoking among pregnant women, and JOHN HUGHES (john.hughes@uvm.edu, 802-656-9610) in clinical, laboratory and epidemiology research on (a) gradual reduction with NRT as a method of smoking cessation and (b) understanding why smokers do not access free treatments for smoking cessation. Applicants must have completed doctoral training in psychology or a related discipline and be U.S. citizens or permanent residents. Salary is competitive commensurate with experience (PGY 1 to PGY 7) and supported by an NIDA/NIH Institutional Training Award. For more details on projects, and contact him at killen@asu.edu <mailto:kilien@asu.edu> for specifics.
IN MEMORIAM:
OGDEN LINDSLEY
(1922-2004)

Ogden Lindsley died on Sunday, October 10, 2004. I lost my life long teacher and friend and behavior analysis lost one of its true pioneers. Ogden devoted his life to the proposition that a natural science of behavior could convey benefits to the culture and perhaps thereby avert recurrence of such tragedies as World War II. While Skinner advanced this notion in his many writings, it was his student Lindsley that first acted on it and our world was forever changed for the better.

Ogden will be remembered for his many attributes. He was brilliant, he was witty, he was a master showman, he was a stern taskmaster, he was a gentle counselor, and he was a dependable friend in times of trouble. During the 43 years of our friendship, I saw all of these characteristics and more. For me, however, one word above all others explains my admiration of Ogden. That word is courage. Ogden had the courage to go where none had gone before, well aware that the penalties for challenging conventional wisdom with science can be severe. Perhaps this courage was acquired during his escape from a German POW camp near the end of World War II. Perhaps he found it in the lives of the great scientists whom he admired as much for their sacrifice as for their contributions. Galileo, Pavlov, Bernard were names he revered. Whatever its source, Ogden’s courage enabled him to extend Skinner’s work to humans and provide facts where previously there had been only hope. Because of Ogden’s work, the promise of behavioral technology was realized and millions of people are benefiting from it every day.

Hank Pennypacker
University of Florida
Mammatech Corp.
Cambridge Center for Behavioral Studies

Editor’s note: This is a portion of a tribute that was originally published by the Cambridge Center for Behavioral Studies. We are grateful to them for allowing us to reprint it here. For additional remembrances of Ogden Lindsley, please visit the Cambridge Center’s website (www.behavior.org).

ANNOUNCEMENTS: Continued from page 13

Articles must be coauthored by a professional social worker or involve an evaluation of services provided by professional social workers. Please contact the editor, Bruce Thyer, Ph.D., who is a Fellow of Division 25, at BThyer@fsu.edu if you have any questions about a potential submission. The journal is produced by Sage Publications, has about 1600 subscribers, and is in its 15th year of publication (see www.sagepub.com). Help disseminate behavior analysis by publishing in this high quality social work journal!

Organizational Behavior Management Network:
The OBM network is a special-interest group of the Association for Behavior Analysis-International. Its mission is to develop, enhance and support the growth and vitality of organizational behavior management through research, education, practice, and collaboration. OBM network members receive a newsletter three times a year and the Journal of Organizational Behavior Management four times a year. The network also cosponsors an annual conference, offers grants to support student research, and provides valuable information for those interested in OBM. If you would like to join the OBM network or if you desire more information, please visit the website at WWW.OBMNETWORK.COM OR contact John Austin, PhD, Director, OBM Network, Western Michigan University, Department of Psychology, Kalamazoo, MI 49008, Tel: 269-387-4495, Fax: 269-387-4505, Email:JOHN.AUSTIN@WMICH.EDU

The 27th Annual Running Psychologists’APA 5K “Ray’s Race and Walk”
Saturday, August 20, 2005, Presented by Division 47:
Sport and Exercise Psychology. The annual race and walk at the 2005 Washington, D.C. Convention of APA will be held at 7 a.m., Saturday morning, August 20, in Anacostia Park along the southern edge of the Anacostia River. Buses will be provided at the major hotels to take participants to and from the race. Maps and additional information will be available at Division Services at the convention. Awards will be given to the overall men’s and women’s winners, to the top three finishers in each 5-year age group from under 25 to over 75, to the top three male and female finishers who hold membership in Div. 47, the top three finishers who are Psi Chi members and Psi Chi National Council members, and to the highest finishing male and female exhibitor. The annual business meeting of the Running Psychologists will take place on Friday, Aug.19, 8 a.m. and the Annual Pre-Race Pasta Dinner will be held on Friday evening, August 19 at 6:30 p.m. – details available at the convention. For more information and an entry form, please see the following Div. 47 website: www.psyc.unt.edu/apadiv47/running.html
JOBS: Continued from page 14

Dept. of Psychiatry, 38 Fletcher Place, Burlington, VT 05401-1419. The University of Vermont is an affirmative action and equal opportunity employer.

POST-OR PREPOSTDOCTORAL POSITION AT THE UNIVERSITY OF KANSAS, SCHIEFELBUSCH INSTITUTE FOR LIFE SPAN STUDIES AT PARSONS: A post- or predoctoral fellowship will be supported by a grant called “Laboratory Models of maladaptive Escape Behaviors,” funded by NIH, and involving human laboratory research with persons with developmental disabilities. The ideal person would be able to assume major responsibilities for carrying out all aspects of the research program in the grant, including writing and giving presentations on the research. The research facility at Parsons has outstanding human-operant laboratory facilities, and the person hired could conduct his or her own research within limitations (the grant related activities come first). In addition, postdoctoral-level persons will have the opportunities to work on the development of collaborative and independent grant proposals. Job responsibilities and level of participation in other activities will be adjusted for the individual’s level. If you would like more information about the position, please contact Dean Williams, deanwms@ku.edu, (620) 421-6550 ext. 1893, or Kate Saunders, ksaunders@ku.edu, ext. 1891.

ASSISTANT OR ASSOCIATE SCIENTIST AT THE UNIVERSITY OF KANSAS, SCHIEFELBUSCH INSTITUTE FOR LIFE SPAN STUDIES AT PARSONS: A non-teaching faculty equivalent position at the Assistant or Associate Scientist rank with expertise and interests related to one or more of the following topics: assistive technology, early childhood, reading, challenging and aberrant behavior, dual diagnosis, health disparities faced by individuals with disabilities, training, or direct service providers, or distance education is available starting August 1, 2005. This person is expected to develop and direct new initiatives in applied research, training, and/or the development of model demonstration services and programs for persons with disabilities through grant funded programs, complementing and broadening existing research, training, and service programs at the Parsons setting. This is a 12-month permanent position that will be fully funded for 2 years after which the successful applicant will be expected to provide at least 25% of his/her support through external funding. Candidates should have earned a Doctoral Degree in human development, special education, psychology, or related field, have evidence of strong potential for independent external funding (Assistant) or of funded external grants and contracts (Associate) and have written evidence of current or planned research/program development (Assistant) or experience in project management/program development (Associate). Applications should include the following: letter of intent including brief description of plan for model demonstration program development, research, or training as well as any unique scientific or research equipment or support needs, vita, to one of the following: a) published, in press or unpublished articles and (b) grant proposals that are in preparation or that have been submitted, and names and contact information of three references. Application and request for further information should be addressed to: Laura Hanigan, University of Kansas, Search Committee, 2601 Gabriel, Parsons Kansas 67357, 620-421-6550 ext. 1896, lhanigan@ku.edu <mailto:lhanigan@ku.edu>. Review of applications will start April 15, 2005 and continue until the position is filled. The University of Kansas is an equal opportunity/affirmative action employer.

TENURE-TRACK POSITION AT YOUNGSTOWN STATE UNIVERSITY: The Department of Psychology invites applications for a tenure-track position available August 22, 2005, requiring appropriate doctoral degree in Psychology or related area with concentration in applied behavior analysis (ABA). Applicants must either be BACB certified or capable of attaining BACB certification within one year of appointment. Competitive salary, commensurate with qualifications and experience. Review of applications will begin immediately and continue until positions are filled. For additional information regarding positions visit us at www.as.ysu.edu/~psych/ . Send letter of interest, vitae, official transcripts and three letters of references to Dr. Vernon Haynes, Chair, Search Committee, Dept. of Psychology, Youngstown State University, Youngstown OH 44555 or email vfhaynes@ysu.edu <mailto:vfhaynes@ysu.edu> . YSU is an affirmative action/equal opportunity employer committed to increasing the diversity of its faculty, staff and students.

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**AMERICAN PSYCHOLOGICAL ASSOCIATION**

**Division 25 for Behavior Analysis**

**MEMBERSHIP APPLICATION FORM**

Name: __________________________

Affiliation: __________________________

Address: __________________________

Work Phone: __________________________  Home Phone: __________________________

e-mail: __________________________

**I would like to join Division 25 of the American Psychological Association.**

_____ Regular Member. Must be a Member or Fellow of APA and then approved by the Division 25 Executive Committee. Upon acceptance, your Division 25 assessment ($22.00) will be added to your APA dues next year.

_____ Associate Member. Must be an Associate Member of APA and then approved by the Division 25 Executive Committee. Upon acceptance, your Division 25 assessment ($22.00) will be added to your APA dues next year. (Non-voting membership)

_____ Student Member. Must be a student member (graduate or undergraduate) of APA. Send check for $22.00. (Non-voting membership).

_____ Affiliate Member. Open to any individual with an interest in behavior analysis, regardless of APA membership status. Send check for $22.00. (Non-voting membership).

Membership applications should be sent to Eric A. Jacobs, Ph.D., Division 25 Membership Chairperson, Department of Psychology, Southern Illinois University, Carbondale, IL 62901.

Make checks payable to “APA-Division 25.”