Taking Stock

The trustees will gather on October 5 – 7 to review the programs of the Cambridge Center. They will suggest ways to strengthen programs and pose new initiatives we should consider. They will elect new advisors, trustees, and board members. Now is a good time to review our progress.

During the past year the Center has moved forward on many fronts. Our active board of directors has provided broad and helpful counsel related to Center initiatives, while over 150 members, advisors and trustees have provided important leadership to those initiatives.

Here are some highlights of the 2006 – 2007 program year:

Accreditation

- The Center’s two Commissions on Behavioral Applications, in behavioral safety and ABA human services, continue pursuing the development and operation of active programs.
- The CBA – Behavioral Safety is investigating a new corporate-based model to assess and, if earned, award CCBS accreditation to specific sites in large corporations. This model would greatly extend the reach of the Center in having a world-wide impact on workplace safety.
- The CBA – ABA Human Services has completed a set of standards for the accreditation of applied behavior analysis programs in human service organizations. The award of CCBS accreditation to qualified programs will clearly signal to consumers the presence of ABA programs that meet rigorous and scientifically based standards.

Internet-based Continuing Education

- The Center’s first Internet-based electronic course, “Behavioral Treatment of Autistic Children: Ivar Lovaas” In Historical Perspective, in less than a year has been completed by over 100 BACB certificants.
- New studio-quality recordings of presentations by trustees Don Hantula, Phil Hineline, and Andy Lattal will be ready for Internet CEU offerings in the coming months.

Conferences

- Center advisors and trustees have been major presenters at all CCBS conferences. Your support has been invaluable, and added rigor, quality and excitement to conferences.
- In 2006 and 2007 Behavioral Safety Now conferences drew record numbers of attendees from 110 companies and 11 countries.
- In 2007 the Second Annual Northeast Conference on Autism had a full house. The third annual conference is being planned for 2008.
- The first west coast Cambridge Center Conference on Autism is in development for April, 2008.
- CCBS trustees have been major presenters at the 2006 and 2007 European Conferences on Behavior-Based Safety, advancing science-based approaches to workplace safety performance.

Publications

- The CCBS – Sloan Century Series in Behavior Analysis has published major texts by A. Charles Catania, Jay Moore, (Continued on page 4)

The Cambridge Center Behavioral Events Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>October 5-7, 2007</td>
<td>Annual Meeting of the Trustees, Cambridge Center for Behavioral Studies. Chicago, IL. Hosted by colleague and friend, Dr. Charles (Chuck) Merbitz and the Chicago School of Professional Psychology.</td>
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<tr>
<td>October 11-12, 2007</td>
<td>The Berkshire Association for Behavior Analysis and Therapy Annual Conference (BABAT), 28th Annual Conference, University of Massachusetts, Amherst, MA</td>
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<tr>
<td>October 18-20, 2007</td>
<td>Nevada Association for Behavior Analysis (NABA), 2007 Conference, Reno, NV</td>
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<td>October 25-27, 2007</td>
<td>Southeastern Association for Behavior Analysis, SEABA 2007, Athens, Georgia</td>
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<tr>
<td>November 1-3, 2007</td>
<td>Society for Performance Improvement (ISPI), 6th European ISPI Conference, Heidelberg, Germany</td>
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<tr>
<td>November 2-4, 2007</td>
<td>Tennessee Association for Behavior Analysis Annual Conference, TABA 2007, Opryland Hotel, Nashville, TN</td>
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<tr>
<td>March 13-14, 2008</td>
<td>Behavior Analysis Association of Michigan, 22nd Annual BAAM Convention, Eastern Michigan University, Ypsilanti, MI</td>
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<tr>
<td>April 4-5, 2008</td>
<td>Four Corners Association for Behavior Analysis, FCABA First Annual Conference, Boulder, CO</td>
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<tr>
<td>April 2008</td>
<td>Cambridge Center for Behavioral Studies hosts two evidence-based autism conferences—Massachusetts &amp; California. Watch the online web events section for updates.</td>
</tr>
<tr>
<td>May 22-24, 2008</td>
<td>Society for Quantitative Analyses of Behavior (SQAB), SQAB Conference, Chicago, IL</td>
</tr>
<tr>
<td>May 23-27, 2008</td>
<td>Association for Behavior Analysis International (ABA), 34th Annual Convention, Chicago, IL</td>
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Ongoing Announcements

Ongoing announcements about behavioral events may be found at: www.behavioranalysis.com

Events also posted on www.behavior.org.
Please contact Rebekah with event information for publishing here and online. pavlik@behavior.org
What has been my role in this progress? I take no credit for any of these accomplishments. That goes to Dwight, Ken, Terry McSween, Rebekah, Rob, Bill Hopkins, Bob Littleton, and many other trustees and board members who have given of their time and resources to keep the Center’s beacon glowing brightly. My role, particularly through these columns, has been to keep us firmly anchored to our methodological roots in the natural science of behavior. Effective technologies only derive from the natural and ours are among the most effective. That these technologies can be transferred in a manner that is self-sustaining without compromising their effectiveness may prove to be the most significant achievement of all. In that fact, we can all take pride.

H.S. (Hank) Pennypacker, Ph.D. Chair, Board of Directors

Where does the time go? It doesn’t seem like six years have passed since I assumed the duties of Chairman including the obligation to prepare this column for each issue of The Current Repertoire. As this will be my final column (I am term limited and must step down as Chairman at the upcoming meeting of the Trustees), I thought it might be useful to look back over the past six years and reflect on our progress.

Under the capable leadership of Director Harshbarger, the Center has greatly expanded the range of activities undertaken to accomplish its mission - advancing the study of behavior and its humane application to practical problems including the prevention and relief of human suffering. As an outgrowth of the long-running Behavioral Safety Now conference, one of the most visible and successful new ventures has been the accreditation of several corporate programs in behavioral safety under the aegis of the Center’s Commission on Behavioral Applications. CCBS accreditation now has an established presence in corporate America. A companion effort to accredit programs in human service delivery is well underway and promises to ignite considerable demand as its presence becomes increasingly known. The public is well served when a responsible entity such as the Cambridge Center provides a basis upon which they can make wise choices among providers.

Perhaps our most visible contribution to both the science and the surrounding culture is our web site, www.behavior.org. Renovated by Ken Stephens and now managed by Rebekah Pavlik, our website now draws nearly one million visitors annually. OnBACE, the Center’s program for providing continuing education online to help behavior analysts maintain certification, is off to a successful start. Three more modules are in the pipeline for fall release. Also in the area of continuing education, the Center has sponsored two successful Northeast Conferences on Autism with a third scheduled for next Spring. Now on the docket is a west coast Cambridge Center Conference on Autism being organized by new trustee Rob Holdsambeck.

Finally, the Center has undertaken a major new publishing venture in collaboration with Sloan Publishing. With Charlie Catania as Editor, the Cambridge Center-Sloan Century Series in Behavior Analysis already has three titles in circulation with more in development and under review.

All these activities share a distinguishing characteristic in addition to their contribution to fulfilling the Center’s mission - all generate revenue. Our goal is to bring the Center to a point where its operating expenses can be met by the revenue it generates, leaving member contributions and our various endowments to generate capital to support major programs and initiatives. We are making steady progress toward achieving that goal and should reach it in the current decade.
Teaching as A Specialization in Applied Behavior Analysis: What We Have Learned in 26 Years of CABAS®

R. Douglas Greer

In the 26-years of Comprehensive Applications of Behavior Analysis to Schools (CABAS®), we needed to learn a great deal about teaching as applied behavior analysis. CABAS® is an approach to education wherein all aspects of instruction from the pedagogical operations to the design of curricula for subject matter taught from birth to Grade 8 is based entirely on existing evidence and on the development of new evidence. CABAS® is a specialized expertise in behavior analysis wherein the teachers and their supervisors are sophisticated behavior analysts and researchers in their own right.

We have already shared our early efforts, when we presented a paper at the first meeting of the Cambridge Center (Greer, 1989). That paper, along with those of Aaron Brownstein, Quine, and other distinguished scientists was published by the Cambridge Center. Eleven years later, the Cambridge Center identified CABAS® as one of the eight effective educational programs and the Center published papers on the programs and our paper described our status at that time (Greer, 1998). Two more recent papers (Greer & Keohane, 2004; Greer, Keohane, Healey, 2002) and a book (Greer, 2002) described a much more sophisticated knowledge base about how teaching the whole child can be scientifically based and more effective. Moreover since 2002, we have learned how to accelerate verbal development or developmental cusps (i.e., cusps are key behavior analytic indices of development, see Rosales-Ruiz & Baer, 1996, 1997). These cusps or capabilities allow children to learn in ways they could not before acquiring them. They include, for examples, learning from indirect contact with contingencies, as well as by simple exposure (Greer & Ross, 2008, released May 2007). The following is what teaching, as a specialized expertise in applied behavior analysis, looks like to us today.

The Current Status of Teaching as Applied Behavior Analysis

Teaching as applied behavior analysis allows behavior analyst teachers to design optimum education rather than fix the problems that accrue from bad educational design, poverty, and native disabilities—after all this is what Skinner (1968) set out to do. As scientists-educators we can be more cost effective by functioning in the role of designing good practice than functioning in the role of fixing the effects of bad practice—running our own educational systems allowed us to do that. We now know how to:

1) Encourage optimal performance (emission of previously learned operants) of children, teachers, supervisors, and parents using positive procedures toward the long-term benefit of children. The well-known behavior analytic toolbox for these include how to motivate humans to “do good,” work hard, to follow good health and well-being practices, to follow the rules (e.g., classroom or highway), and be nice to each other. Doing so involves using certain tactics and principles of the science for encouraging people to do what they already know how to do given the right conditions.

2) Provide the science and applications of the science, for how to teach new operants. New operants are combinations of specific antecedents, behaviors, consequences and establishing operations previously not in the individual’s repertoire (e.g., how to read, perform new calculations, design algorithms). The tactics and principles for teaching humans to do things they could not do before differ from those associated with managing performance (Greer, 2002; Skinner, 1968); and, the particular operants that can be taught differ based on the current verbal capabilities of the student.

3) To ensure quality behavior analysis and teaching day in and day out, and methods of teaching professionals to advance their expertise. This involves a comprehensive sophisticated set of measurement systems for children, professionals, and parents. The effort constitutes a behavioral analysis of behavior analysis in education, and has resulted in a body of research on how different levels of expertise in teaching according to an applied behavior analysis format has provided different outcomes for students, along with methods for providing those different levels of expertise to teachers or other behavior analysts (Greer & Keohane, 2004; Greer, Keohane, & Healey, 2002).

4) Identify what to teach so that function dictates form (Greer, 2006; Greer & Ross, 2008). This effort has been built on 20-years of research on educational applications of Skinner’s (1957) verbal behavior theory.

5) Provide experimentally identified procedures to identify the presence or absence of verbal developmental capabilities and how to induce them when they are missing in children with or without language delays. This includes the identification of protocols to induce productive or “generative” language (i.e., emergence of naming, generative use of tenses and suffixes, transformation of stimulus function across writing and saying, among many other types). Children who have certain sets of these verbal cusps or higher order operants can acquire a class of operants by learning only one operant from direct or indirect contact with contingencies of instruction, or even from simple exposure (Greer & Ross, 2008; Greer, Stolfi, Chavez-Brown, & Rivera-Valdes, 2005; Greer, Stolfi, & Pistolev, 2007). This work has been outlined in our new book (Greer & Ross, 2008).

We do all of the five components every day with very good outcomes for students with and without disabilities. Sometimes outcomes are amazing, particularly in a few CABAS® accredited research and demonstration schools and classrooms in several countries. For example, on the Terra Nova standardized tests of achievement in language, reading, and math, our second graders performed two years above grade level on average (84th percentile). Two of the three children with autism diagnoses also performed at 4th grade level (the third one performed at grade level). The English as second language students (23% of the (Continued on page 4)
class) performed at fifth-grade level, the free lunch children (42%) performed at 6th grade level, and the top 23% performed at 8th grade level (98th percentile). We have acquired all of our existing science from all of our behavior analytic colleagues, basic and applied, and we also needed to do new basic and applied science, for our specialized enterprise. We set out to, and continue to, provide R&D centers for publicly funded education based solely on scientific practices. We have been part of building what is now an empirically derived specialization in behavior analysis.

Our current goal is to locate funding to test (1) whether given our current level of expertise in accelerating learning and development, we can eliminate major educational deficits among children from impoverished environments that have generated many of the ills facing society. And (2) whether we should begin with cohorts at ages 2, 6, or 8.

With the research program we have in mind, a five-year comparison study, with relevant Headstart and upper-middle class controls could determine if the chasm can be bridged, how early must it begin, and how cost-effective it might be. No tightly controlled and internally valid experiment like this has been done. If it works, all of the procedures will be scientifically catalogued and hence replicable. Then, we can find out whether if, as a society, we really do care.

References

Eleven


For more information visit www.cabas.com.

(Continued from page 1)

and Beth Sulzer-Azaroff; new proposals are being received, and exciting new contributions are now being prepared.

• Our journal, Behavior and Philosophy, continues to thrive under the leadership of editor Jack Marr.

www.behavior.org

• Our web site is nearing one million visitors per year.

• Thousands of articles are read and downloaded in numbers that exceed the subscriptions of many journals.

• New web sections on traumatic brain injury, gambling behavior, and the CCBS – Sloan Century Series.

• New video by the late John Jacobson, “What is behavior analysis?” It will be a valuable resource for parents and teachers.

It’s been a busy year. Together, we’ve accomplished a lot. The Center’s mission, to advance the scientific study of behavior, including the prevention and relief of human suffering, is both healthy and moving forward.

And more to come.

Thank you for your support.

Dwight Harshbarger, Ph.D.
Executive Director

BEHAVIOR ANALYSIS ASSOCIATION OF MICHIGAN

Call for Papers

22nd Annual BAAM Convention
March 13-14, 2008

The 22nd annual convention of the Behavior Analysis Association of Michigan will be held on Thursday and Friday March 13-14, 2008 on the campus of Eastern Michigan University. For more information about the convention, please visit the BAAM website. http://www.baam.emich.edu

Call for Papers (Deadline November 23, 2007)

The Call for Papers for the 21st annual convention of the Behavior Analysis Association of Michigan has been posted on the BAAM website. The deadline for proposal is November 23, 2007. Visit the BAAM website to submit papers, posters, symposia, and other events for consideration for inclusion in the 2008 program. BAAM considers presentations in all areas of behavior analysis-basic, applied, experimental, theoretical, historical, conceptual, and professional--consistent with its statement of purpose:

The Behavior Analysis Association of Michigan has been organized to support and promote scientific research on the basic principles of behavior and the extension of those principles to create demonstrably effective and humane outcome-based therapies with the primary goal of establishing and enhancing functional independent living skills.

The Current Repertoire

(Continued from page 3)
New Letters to the Editor Section

Current CCBS members are welcome to submit a letter to the editor about topics and articles published in The Current Repertoire.

To be considered for publication, letters should not exceed 150 words and must refer to an article from a previous Current Repertoire.

Letters will be published as space permits.

Send your letter to CR Editor, Rebekah Pavlik, pavlik@behavior.org.

KIPP/DI

Hank Pennypacker’s “From the Chair” in the Spring newsletter contains very thoughtful comments on two education reforms, the Knowledge Is Power Program (KIPP), and Direct Instruction (DI). As Hank points out, both have had a significant impact on education based on valid results. Even though KIPP is not the answer to the problems of public schools, it is the darling of major foundations that contribute to education, while DI seems to have to fight the establishment for the recognition it deserves.

KIPP’s problem? It is simply too expensive. School days are eight hours long; teachers are on duty 24/7 by cell phone, and KIPP must pay for its transportation. Kids in KIPP programs are fortunate, but they are the chosen few. No school district can afford KIPP for the masses.

It is too bad that Walton’s and Gates’ foundation money could not be put behind DI, which achieves its remarkable results within budget.

Jim Cowardin

Random Controlled Trials

In medical science and in many other sciences as well, random-controlled peer reviewed experiments are used to evaluate treatments. Using these studies, one is said to follow evidence-based practices. Evidence-based practices are contrasted with clinical judgment, which depends personal experience prescribing or applying a treatment. In the Spring 2007 issue of The Current Repertoire, Mozzoni & Kupfer criticized both clinical judgment and random-controlled experiments as bases for treatment decisions in neuro-rehabilitation. The authors suggest single-subject designs as the useful alternative.

At the 2007 ABA conference, Ronnie Detrich chaired a session concerned with exactly this topic. I have taught behavior analysis for 35 years and reached similar conclusions. That is, applied behavior analysts should use all three sources of information for clinical decision-making. Single-subject designs are favored but currently lack widely agreed on standards for their use. Clinical judgment is a terribly flawed but inescapable basis for decision-making. Random-controlled trials, properly interpreted, provide an important actuarial basis for judgment. As Detrich and his colleagues, States and Keyworth, suggested in their talks at ABA, standards for the appropriate use of all three sources of information in decision-making must evolve to fit our status as the premier applied science of behavior.

Ron Weisman, Ph.D.
Queen's University
Kingston, Ontario, Canada

Response

Random Controlled Trials

Weisman correctly points out that RCT has a place in determining treatment effectiveness. We pointed out RCT is appropriate to form inferences about the population, not the individual. As practitioners, our responsibility is to the individual not the statistical average. It was not our intention to discredit RCT, but rather point out that RCT alone is insufficient to guide treatment. Weisman acknowledges that there are no standards for integrating RCT, clinical judgment, and SSD. We believe the SSD side of the equation is accessible but rarely utilized in neuro-rehabilitation—in some cases, outright ignored when made available by behavior analysts.

The AMA seems share our reservations about clinical judgment. Evidence-based medicine de-emphasizes intuition, unsystematic clinical experience, and pathophysiologic rationale, and stresses the examination of evidence from clinical research (JAMA, 1992).

Neuro-rehabilitation can benefit from behavior analysis—on that we can all agree.

BIBLIOGRAPHY

Evidence-based Medicine Working Group: Evidence-Based Medicine: A New Approach to Teaching the Practice of Medicine, JAMA, 1992, Vol 258, No. 17

Jeff Kupfer, Ph.D.
Michael Mozzoni, Ph.D.

NEW to www.behavior.org

Ken Stephens enhanced www.behavior.org with streaming video of John Jacobson’s—Applied Behavior Analysis—what is it?

“John Jacobson, Ph.D. was a tireless advocate for the ABA approach to autism treatment, and we are proud to say he was a member of the Cambridge Center's Autism Advisory Group. He recorded a series of short video clips for the University of Massachusetts Medical School on several topics relevant to this section. Those are just a small part of John’s legacy, which we honor. We are grateful to Rick Fleming, Charles Hamad and the UMass Medical School for their permission to post those clips here as streaming video.”

The video is accessed from our homepage, autism and behavior analysis overview sections of www.behavior.org.
Member News

Behavioral Development Bulletin Launches First Online Issue

Miami, Florida, 2007 — Editor Martha Pelaez has taken the BDB journal to new heights with the publication of the first online version of the Behavioral Development Bulletin. The BDB e-journal is a joint venture of the Behavioral Development Special Interest Group of the Association for Behavior Analysis (ABA) and Behavior Analyst Online, an established publisher of free open access online journals.

The mission of the Behavior Development Bulletin journal is to provide behavior analysts with peer reviewed scientific information of interest to the behavior community, including research in cognitive development, child emotional development, developmental theory and socialization. Since its inception, the BDB journal has published articles of an inter- and multidisciplinary nature including areas of socio-biology and behavioral methodology. The BDB journal is especially relevant to behavior analysts who study the developmental processes responsible for behavior changes and their progressive organization. The BDB journal hopes to provide answers by looking at the biological and environmental factors that affect behavioral development, while maintaining primarily interest in the role of environmental contingencies in behavior change.

The journal is now available free online at the new BDB website. The BDB e-journal is in convenient PDF format and, as with most e-journals, you need the free Adobe Acrobat Reader to view the journal.

The Behavioral Development Bulletin is the official journal of the Special Interest Group on Development of the Association for Behavior Analysis. The BDB journal was originally in hard copy format and will remain available to members of the special interest group as part of their dues. To find out more about subscribing, for those who are not members of the group, please contact the editor, Martha Pelaez at the Department of Educational Psychology, College of Education, 242-B, Florida International University, Miami, FL 33199. Or you may call Dr. Pelaez at 305-348-2090.

Obtain the free Behavioral Development Bulletin here: http://www.behavioral-development-bulletin.com/

Visit the Behavior Analyst Online website: http://www.behavior-analyst-online.org/

Atlantis Grant Creates Transatlantic Dual Degree Program in Psychology

HUNTINGTON, W.Va. — Marshall University’s College of Liberal Arts has received a $1.27 million European Union-United States Atlantis grant to lead a consortium with the University of Debrecen in Hungary and the Warsaw School of Social Psychology in Poland to create a transatlantic dual degree program in psychology.

Dr. Joe Wyatt and Dr. Marty Amerikaner, professors in Marshall’s department of psychology, Dr. Christina Murphy, dean of MU’s College of Liberal Arts, and Dr. Clark Egnor, executive director, Center for International Programs, worked together on the grant proposal.

The Atlantis grant funds collaborative efforts to develop programs of study leading to joint or dual undergraduate degrees. Under the Atlantis grant, Marshall University students will have the opportunity to earn a bachelor’s degree from both Marshall and one of the European partner institutions.

The grant, the first of its kind for Marshall University and the state of West Virginia, is funded by the U.S. Department of Education’s Fund for the Improvement of Postsecondary Education (FIPSE) and the European Commission’s Directorate General for Education and Culture (DGEAC).

“This grant award is a major milestone for Marshall University and a significant step toward accomplishing our strategic vision of internationalizing the university,” President Stephen Kopp said.

According to Dr. Sarah Denman, senior vice president for academic affairs and provost, the opportunity to receive a dual degree from Marshall and a European institution is an exciting prospect for MU’s students. “This dual degree will enhance the marketability of our graduates in a global economy as well as enrich their understanding of psychology as a discipline.”

Murphy said Marshall is “proud to receive a grant of this stature that highlights the significant accomplishments of the College of Liberal Arts and the department of psychology as innovators in international education.”

Wyatt, who will serve as the academic advisor and coordinator for the project, emphasized the importance of the grant to the psychology department, its faculty, students and graduates. “This opportunity will make our psychology degree even more attractive to students who understand that a dual degree, credentialed in two countries, will expand their professional opportunities after graduation.”

According to Egnor, the Atlantis grant promotes international collaboration between universities. “This project, through the exchanges of students, will create long-lasting ties between Marshall University and institutions in the European Union.”
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(June 1, 2006—May 31, 2007)

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J.E.R. Staddon

Welcome New Members!
A complete course comprising a set of modular texts on the experimental analysis of behavior, covering topics ranging from the nature of science and simple functional relations to research on stimulus control and its extensions to decision theory, perception, signal detection, and other areas commonly appropriated by cognitive approaches.

Those who worked with Dr. Goldiamond knew that much of the course content came from a text developed at the Institute for Behavioral Research under contract with the U.S. Surgeon General.

“IT WAS SAID BY THOSE WHO TOOK THE COURSES, THAT ISRAEL GOLDIAMOND’S UNIVERSITY OF CHICAGO TWO-QUARTER SEQUENCE IN BEHAVIOR ANALYSIS & PROGRAMS WAS EQUIVALENT TO A PH.D. PROGRAM ELSEWHERE.”

I have been reading and rereading the Blue Books for 25 years, and each time I do, I learn something new. It is a brilliant work. There is simply no other text in our field that is like it. It truly teaches Behavior Analysis as a natural science.

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