

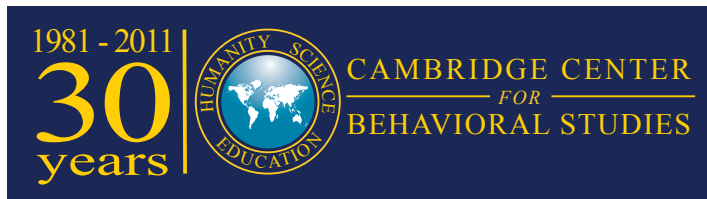
The Current Repertoire

Newsletter of the Cambridge Center for Behavioral Studies™

Volume 27 Number 1

Winter, 2011

From the Executive Director



Happy 30th! Yes, the Cambridge Center celebrates its 30th anniversary this year. The Center was founded in 1981 by Robert Epstein as an advanced studies institute devoted to promoting the scientific study of behavior and its humane applications in human affairs. Dr. Epstein was joined by a distinguished group of behavioral scientists, philanthropists, and corporations to support his vision. Included in this early group were Edward L. Anderson, Donald A. Cook, Gerbrands Corporation, J.M. Harrison, Kenneth J. Keller, Anne Kupfer, Jeffrey Kupfer, Hugh G. Loebner, Norman Baxley Associates, Pfizer Corporation, Research Press, Leo J. Reyna, and Upjohn Company. Dr. Epstein retired as Director Emeritus in 1990 and has been succeeded by Executive Directors Drs. John Nevin, Howard Sloane, Betsy Constantine, Dwight Harshbarger, and now, me.

During its early years the center was located across from Harvard Yard on the Cambridge Common. It housed a library and archive, conducted public policy workshops, offered advanced training in the analysis of behavior, provided fellowships to noted scholars, and hosted the annual Loebner Prize Competition in Artificial Intelligence. A fire destroyed most of the holdings and archives of the library and forced the Center to relocate to other quarters.

In 1996 the Center moved to Concord Massachusetts and under the leadership of Betsy Constantine, developed one of the most used websites in behavioral science. In 2010 the Center moved its offices to Beverly, Massachusetts. Though we get further and further from Cambridge, we have not lost our Cambridge zeal for leading change through intelligence and scholarship.

At the beginning of our 30th year, I would like to comment on two of our recent accomplishments that are consistent with Robert's vision: our participation in conferences and our accreditation of organizations using exceptional behavior analytic practices.

Last year's West Coast Conference was co-hosted by CCBS Director Rob Holdsambeck and Rachel Findel-Pyles, Director of the Behavior Analysis Program of the Chicago School of Professional Psychology/LA. Andy Bondy, Bill Heward, Jane Howard, Hank Pennypacker, and Janet Twyman were the invited speakers and the Chicago School provided the CE's so we could attract professionals in and outside of behavior analysis. We thank Eric Carlson for putting the CE process together.

We attracted many students this year to the West Coast Conference. These students also put on a poster session on the campus of the Chicago School. This session allowed students to present their research to a large interactive crowd that included all the speakers. Like our ABAI reunion, poster sessions allow students and the

giants of our field to discuss research and behavioral science in a relaxed environment, sharing food and beverages. We thank the Chicago School for hosting the poster session.

Rob is deep in the planning of this year's West Coast Conference with speakers Andy Bondy, Peter Gerherdt, Pat Friman, and Hank Pennypacker. The conference will be held in Fresno on April 18, and we are getting lots of assistance from Amanda Adams, Marianne Jackson, Jeanne Lee, and Criss Wilhite from Cal State Fresno.

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PHILIP N. CHASE, EXECUTIVE DIRECTOR

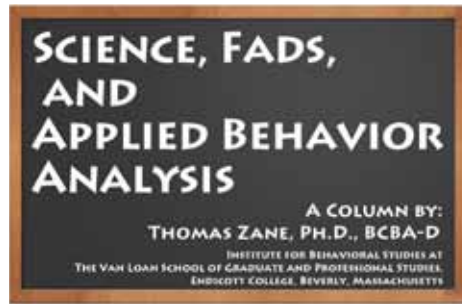
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Tom Zane shares his column with the Cambridge Center. Similar articles appear in other organization news.

Dr. Zane is Professor of Education and Director of the Applied Behavior Analysis Online Program, The Institute for Behavioral Studies Van Loan School of Graduate and Professional Studies, Endicott College.

Now Hear This: How Science and Evidence Won Out Against Auditory Integration Therapies

Autism is known as a “fad magnet” because of the plethora of treatments available to treat the condition (Jacobson, Foxx, & Mulick, 2005). Because of the varying levels of believability and evidence supporting many of these treatments, there is a need to be skeptical about any particular autism intervention until some minimal level of quality evidence exists showing that the particular treatment has demonstrated positive results. Most professionals adhere to the methods of science and scientific inquiry as the standards against which the quality of treatment evidence is judged.

Ideally, by universally adhering to common criteria for acceptable empirical evidence, professionals across disciplines would study a phenomenon and all arrive at the same conclusion as to its “truthfulness” or veracity. A conclusion about, say, the efficacy of an autism treatment would be that much more powerful given the adherence to the scientific method by professionals from varying disciplines all examining the same treatment from different perspectives.

Such agreement is rare, but a professional example is illustrated by the conclusions that have been drawn about Auditory Integration Therapy (AIT). Professionals from different disciplines have examined it and made a judgment about whether AIT should be promoted to consumers.

Researchers have reported that persons with Autism Spectrum Disorders (ASD) show higher incidences of sensory processing difficulties than the general population (e.g., Baranek, Foster, & Berkson, 1997; Gillberg, et al., 1990). Some of these sensory problems consist of abnormal responses to auditory stimuli, which could translate into learning and behavioral challenges (e.g., Dahlgren & Gillbert, 1989). As a result, Berard (1993) and others have proposed a therapeutic approach aimed at reducing or eliminating auditory sensory processing challenges.

Berard, an otolaryngologist, developed the method in 1982 (Berard, 1993). Although there are variations within the field of auditory integration therapies (e.g., Samonas, 2010; Tomatis, 2010), the general method consists of the recipient listening to music that has been digitally modified in some way. The music is often played through headphones, with multiple sessions across several days (e.g., Dawson & Watling, 2000). The music is altered in some fashion, such as by dampening or limiting the peak frequencies, randomly varying the high and low frequencies on a random basis, or varying the volume. The music is modified in particular ways based upon the needs and challenges of the recipient.

The advocates of AIT claim that there is scientific evidence to support this therapeutic approach. Indeed, all of the websites devoted to AIT have references to research studies that purportedly confirm that AIT is causally related to improvements of behavior and learning. For example, at the AIT Institute (2010) website, there can be found a list of 23 research studies that purportedly support the effectiveness of AIT.

One of the first public criticisms of AIT was provided by the American Academy of Pediatrics (AAP; 1998), which published a policy statement regarding AIT and Facilitated Communication. In unambiguous terms, AAP found that AIT had little to no quality research proving it was effective with persons with autism. AAP concluded that its use was “not warranted.”

Two years later, Dawson and Watling (2000) reviewed the literature that existed at that time. They reviewed five studies, published between 1994 and 1997. Three of the five included a control condition. Two of these three studies found improvement in participants in both of the conditions, thus no causal relationship between AIT and improvement in participants could be believed. One study (Rimland & Edelson, 1994) found improvements made by only the participants in the AIT condition, but there were several design problems (e.g., small number of subjects, conveniently selected subjects, reliability of measures not assessed) that cast doubt on the positive results.



Dr. Thomas Zane

World-Class Behavior-Based Safety Program Reaccredited

by Bill Hopkins, Ph.D.

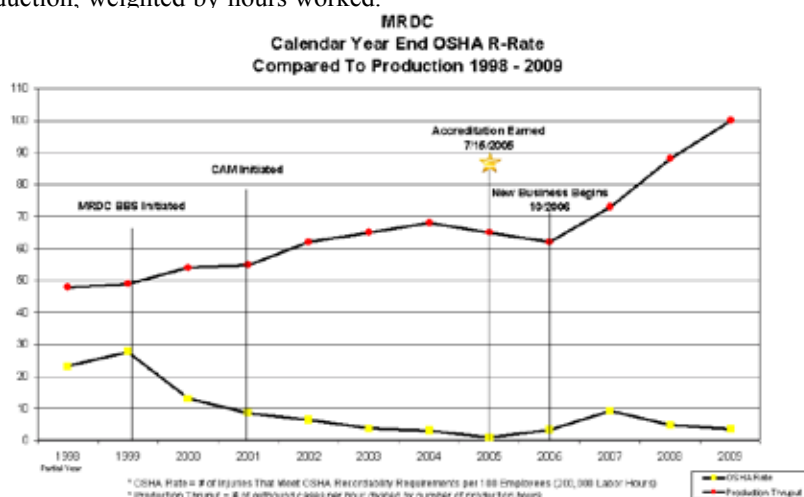
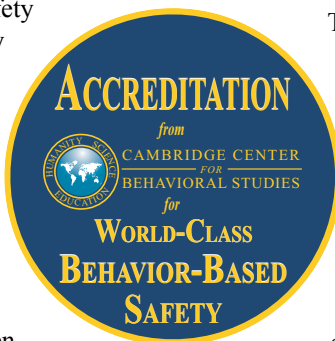
On November 10 the world-class, behavior-based safety program, Critical Activities Management or CAM, at the Midwest Distribution Center, MRDC, of SuperValu was re-accredited by the Cambridge Center for Behavioral Studies. CAM is impressive in accomplishment. It is not at all an isolated, effective safety program but rather a culture of people enthusiastically and skillfully engaging in all kinds of activities that are critical to the success of the organization. ([Application & Site Visit Report online.](#))

Part of the breadth of the effectiveness of CAM is shown in a single graph that was prominently displayed at the recent re-accreditation celebration. That graph shows two lines extending over years. The bottom line is a record of injuries. That line was pushed low by CAM and has remained low for many years, even in the face of severe challenges by a very large run up in the quantity of business handled and an onslaught of new employees. The top line is a record of production, weighted by hours worked. That line starts rising with the beginning of CAM and is still climbing.

Those two lines are even more impressive when you realize the human suffering that has been avoided and when you start translating those two lines into the dollars that are being saved. The story about the culture becomes even more interesting once you start talking with the people at MRDC. That culture is about Sandy Knott, the very able, all-over-the place Risk-

Control Manager but it isn't just about Sandy. It is about Duane Burnette, the Operations Manager who early saw the potential in CAM and invested heavily in it at the short-term expense of production. That investment has yielded a very large payoff as CAM's effects were soon felt and continue to be felt in improved production. It is about Don Kernan, the General Manager of the distribution center and master stirrer of promising pots who is ever ready to explore reasonable opportunities and has supported CAM since before it existed.

Even more the culture is about all the staff at MRDC, the many supervisors, leads and department heads who not only support CAM but apply its methods to whatever problems and opportunities they face. Most of all it is about the associates who live CAM every day. They coach each other so that all know the best ways of working. They observe each other to make sure everyone is working safely. They interrupt work to correct some environmental glitch. They constantly look for better ways of doing everything, working safely, working more productively, or helping another associate with a special problem. You name it and if it is a critical activity it fits into CAM.



In the site visit leading up to MRDC's original accreditation five years ago, the very special culture was summed up in a poignant way. An associate told how her son had taken a job at a nearby plant that didn't have a good safety program. He had soon paid for his employment with the loss of an arm. The sadness in her heart was reflected by the sorrow in her voice. What she next said was the lesson about culture. "We aren't like that here. We are like a family. We take care of each other." That culture is everywhere palpable at MRDC. All the people at MRDC are important family members.

That culture can be seen as people smile to each other, chat briefly with head nods, or stoop to pick up a splinter from a broken pallet. It can be heard as an associate makes a suggestion at a pre-shift meeting, or publicly points out how someone has made MRDC a better place to work. It can be felt as the members of the CAM team carefully raise the flag that signifies CCBS accreditation and flies just beneath the Stars and Stripes in front of the main entrance to MRDC. It can be felt strongly as two people, walking in to work one morning, look up at the accreditation flag. One points up at the flag, and they both smile as they walk on towards the day with their family.

The story about CAM isn't just about CCBS accreditation. Sandy Knott took CAM to a sister plant in Alabama and they now have their own family and accreditation. Many other organizations are visiting MRDC to marvel at the culture and consider whether they can start a family. Family planning is now in the lap of SuperValu. Can the corporation plant new families around the other centers that make up the supply chain? Can families be grown in over 1,300 retail stores? Great human suffering and millions of dollars are on the table.

Find more celebration pictures online.



LR: Bill Hopkins, Duane Burnette (Operations Manager), Sandy Knott (Risk Control Manager), John Austin, and Mark Alavosius

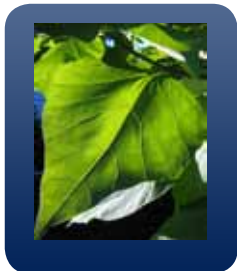
New BASS SIG at ABAI

Julia H. Fiebig, M.S., BCBA

The [Association for Behavior Analysis International \(ABAI\) Council](#) has approved the application for a Behavior Analysis for Sustainable Societies (BASS) Special Interest Group. Board Members Julia Fiebig, Mark Alavosius and Eric Carlson worked on this initiative along with help from Todd Ward, the ABAI Council, and Phil Chase and the Center's [Environment/Green Group](#).

BASS Mission/Objectives

The mission of the Behavior Analysis for Sustainable Societies (BASS) Special Interest Group is to advance applications of behavior analysis to environmental issues that contribute to the development of solutions to climate change, pollution, overconsumption of resources, and imbalances in environmental sustainability.



Objectives include:

- To encourage and support research that promotes the application of behavior analysis to green/environmental issues
- To collaborate with environmental scientists, environmental groups, and other SIG's within ABAI who have an interest in addressing behavior change and sustainability/environmental issues.
- To disseminate research and practices that support solutions to environmental issues through the application of behavioral interventions
- To develop curriculum, textbooks, and additional educational resources that address sustainability and the application of behavior analysis.
- To compile resources for individuals interested in behavior change and environmental issues
- To develop an information base of current effective practices/initiatives, government policies, and employment for Behavior Analysts interested in behavior change and environmental issues.

Meetings and Membership

The BASS SIG membership is open to all ABAI members, scientists, researchers, professionals, and students interested in sustainability and environmental issues. The Behavior Analysis for Sustainable Societies SIG is interested in supporting initiatives for research and practical applications of behavioral solutions for environmental issues while taking a collaborative multi-disciplinary approach to developing these solutions.

The first BASS Special Interest Group business meeting will be held at the 37th Annual Convention of the Association for Behavior Analysis International in Denver, Colorado on May 30th, 2011 from 7:30-8:20 p.m. Meeting room details will be listed in the program for the ABAI Convention. Officers elections will be held at this first meeting including Chairperson, Associate Chairperson, Membership Coordinator, Communications/Web Coordinator, Treasurer, and Outreach/Liaisons contact.

Effective Support for Practitioners: The Association of Professional Behavior Analysts

Gina Green, PhD, BCBA-D
Executive Director, APBA

The practice of applied behavior analysis is at a crucial juncture. If you are an ABA practitioner or practitioner-in-training, an employer of ABA practitioners, a consumer of ABA services, a trainer of ABA practitioners, or an advocate for ABA services, laws and regulations that could have a big effect on your life are probably being adopted or considered as you read this. Some of those policies will determine who will be allowed to call themselves behavior analysts and to practice ABA. Many will affect funding for ABA services, now and far into the future.

Various individuals and groups are expending tremendous efforts to influence those who write and vote on policies governing the practice of ABA. Many of them have far greater numbers, resources, and experience with regulatory processes than do most behavior analysts at this point in time. *That's why ABA practitioners and consumers need a professional organization that is focused exclusively on the practice of ABA and has the knowledge and experience to help protect their interests in the complex arena of public policy. APBA is that organization.* In its first couple of years, APBA has worked diligently to see that Board Certified Behavior Analysts (BCBAs) and Board Certified Assistant Behavior Analysts (BCaBAs) are recognized as professionals in their own right so they can practice and be paid for their services. To date, we have assisted with legislation to require private health insurance plans to pay for ABA intervention for autism spectrum disorders in more than 20 U.S. states. In most of the states that have adopted such laws, BCBAs (and in some cases, BCaBAs under supervision) are or will be receiving reimbursement for treating ASD. We have also worked with behavior analysts, consumers, state officials, and legislators in 10 states on other types of laws and regulations allowing BACB certificants to practice and be paid.

Membership in APBA is open to professional behavior analysts and others who are interested in the practice of ABA. Categories of membership and annual dues are

- **Board Certified Behavior Analysts and Board Certified Behavior Analysts** – Doctoral -- \$56
- **Board Certified Assistant Behavior Analysts** -- \$46
- **Advanced Professional Members** (those with doctoral degrees in any field, not certified by the Behavior Analyst Certification Board) -- \$54
- **Master's Professional Members** (those with master's degrees in

Continued on Page 5

1st Annual APBA Convention!



March 31 – April 2, 2011

**Marriott Copley Place
Boston**

Continued ~ APBA

- any field, not certified by the BACB) -- \$50
- **Bachelor's Professional Members** (those with bachelor's degrees in any field, not certified by the BACB) - \$46
- **Consumers** (recipients of ABA services or family members of recipients, not certified by the BACB) -- \$35
- **Students** enrolled full-time in a university degree program that offers a BACB-approved course sequence, a degree in applied behavior analysis, or a specialization in applied behavior analysis -- \$30

For the low annual dues, members receive

- Effective, experienced help with advocating for public policies to support behavior analysis, starting and building behavior analysis associations, and practicing behavior analysis
- A subscription to the monthly electronic newsletter, the APBA Reporter, which is chock full of timely, practical information on the latest developments in public policies, applied research findings, sources of funding for ABA services, and regular "Practitioner's Notebook" and "Ethics Challenge" columns.
- For most U.S. members, the opportunity to purchase professional liability and health insurance at competitive rates
- Access to resources on the APBA website, including back issues of the Reporter; results of surveys on important practice matters; bibliographies of applied research; resources for behavior analysts who are, or want to become, health insurance providers; resources on professional credentialing; practice guidelines; and more.
- Discounts on registration, workshop, and CEU fees at the exciting **first annual APBA convention, April 1-2, 2011** at the Marriott Copley Place in the fabulous Back Bay area of Boston. The convention will be unique, with a program of invited presentations and networking events customized to the needs and interests of professional practitioners, program and agency directors, university faculty, students, consumers, and advocates. Among the featured presentations will be keynote addresses by Greg Hanley (Western New England College), Ray Romanczyk (SUNY Binghamton), and Lorri Unumb (Autism Speaks). Details will be available soon on www.apbahome.net, in the *APBA Reporter*, and on our Facebook page.

In addition to individual memberships, APBA also offers several levels of sponsorship for advocacy groups and organizations that offer ABA services and products. For applications and more information, please visit www.apbahome.net.

Behavioral Foundations of Effective Autism Treatment

Erik A. Mayville and James A. Mulick, editors

A comprehensive volume of key topics in behavior analysis for individuals with Autism Spectrum Disorders (ASD). Consisting of 17 chapters by noted experts in clinical research, this book is an authoritative resource in helping students and clinicians understand and apply behavior analysis to a wide variety of ASD-related issues.



NEW

Buy at behavior.org! \$69.95

320 pages / cloth / ISBN: 978-1-59738-031-7

Congratulations Dwight Harshbarger

Dwight Harshbarger, past Executive Director and Senior Fellow of the Center, is in the news from his "retired" life.



Dwight Harshbarger

The West Virginia University chapter of Phi Beta Kappa, the oldest academic honor society in the United States, [inducted Dwight as member](#), in recognition of his high attainments in liberal scholarship. The University Chapter's 100th anniversary was celebrated on December 5, 2010 when this honor was bestowed.

As many know, Dwight authored "[In the Heart of the Hills](#)," a reflection of growing up in West Virginia post-World War II, and most recently "[Witness at Hawks Nest](#)," a novel describing the deadliest industrial disaster in America's history. He is currently working on film production of Witness at Hawks Nest (the movie trailer is available at www.hawksnestproductions.com) as well as writing a stage play based on a 2008 fatal chemical plant explosion in West Virginia.

Dwight currently serves as Adjunct Professor of Community Medicine, West Virginia University Health Sciences Center and continues to give important and timely presentations on sustainability and green issues facing society.

Elections 2010 ~ Helping to Guide CCBS

Board of Directors: Aubrey Daniels was elected, and Rob Holsambeck was re-elected for his second consecutive term.

Trustees: The following were elected to serve three year terms as Trustees. John Austin, William B. Abernathy, Leasha M. Barry, Tom Critchfield, Lanny Fields, E. Scott Geller, Bill Heward, Mickey Keenan, and Tetsuro Matzusawa.

The following were re-elected to serve three-year terms as Trustees. Mark Alavosius, Paul Andronis, Marc Branch, Charles Catania, Philip Chase, Michael Dougher, Kathleen Dyer, Janet Ellis, Patrick Friman, Donald Hantula, Ramona Houmanfar, Jeff Kupfer, Darnell Lattal, Timothy Ludwig, Armando Machado, Roger McIntire, Francis Mechner, Charles Merbitz, Paolo Moderato, James Mulick, Claire St. Peter Pipkin, Dennis Reid, Gerald Shook, and Thomas Zane.

Advisors: The following were elected to serve as Advisors: Heinz G. Buschang, Joseph Dagen, Julia Fiebig, Robert C. MacPhail, Karen Mahon, Robert Mellon, Marius Rietdijk, Renee Scudder, Amy Snyder-Weisenburgh, and Kenneth Wagner.

Thanks to past Trustees: We would like to thank the following trustees who have served the Center for at least three years, but who have rotated off the board: Betsy Constantine, Steven Hursh, Robert Littleton, Thomas Mawhinney, Carol Pilgrim, Timothy Shahan, Deborah Shanley, and Murray Sidman.

Senior Fellow: Murray Sidman was elected as Senior Fellow.

Using Teacher-Training Programs to Bring Applied Behavior Analysis “Under the Dome”

Claire St. Peter Pipkin, Ph.D., BCBA-D
West Virginia University

In the course of normal conversation, I periodically am asked “what do you do?” I rarely respond with “I’m a behavior analyst.” This is perhaps an unusual omission, because I am a behavior analyst. I teach behavior-analytic coursework at a university well-known for its behavior analysis program. My research deals with applications of behavior analysis to school contexts, translations of basic behavioral principles to application, and the effects of reinforcement schedules and reinforcement history. My clinical work focuses on changing the behavior of young or disabled children so that they can fulfill their potential. In my spare time, I use behavior-analytic procedures to teach my horses ground manners and skills under saddle. Even my husband sometimes jests that I must be putting him on some kind of behavior-management plan. In sum, I am probably more of a behavior analyst than I am any of the descriptors that I typically use about my job.

So, why not just answer “I’m a behavior analyst”? Mostly, because I like having conversations with people, and I’ve found that claiming to be a behavior analyst typically results in a change in conversation topic. The new topic often consists of a corny joke (“So, are you analyzing my behavior right now?”), an awkward comment (“So, ummm, the Steelers are looking good, huh?”), or an awkward conversation about autism (“My cousin has autism...”).

If behavior analysis has the potential to have substantial impact on many areas of human life, and I think that it does, why is it so difficult for even hard-core behavior analysts like myself to claim our science in casual conversation?

Among the reasons, applied behavior analysis (ABA) has become a buzz phrase associated with Autism Spectrum Disorders (ASDs)—and nothing else. In many ways, being so strongly associated with ASDs a great thing. Applied behavior analysts continue to work toward bringing ABA treatments to the attention of relevant stakeholders, including parents, teachers, legislators, and insurance companies. It is through these efforts that children with autism will have the best chance of being exposed to effective, empirically based intervention. It is also through these efforts that some laypeople now know the term “applied behavior analysis.”

Although the work in autism is exceptionally important, ABA will never become the positive force in society that Skinner envisioned if we limit ourselves to one area of exceptionality. To have a larger-scale impact, applied behavior analysts need to start working “under the dome” (Friman, 2006)—that is, on problems that have mainstream relevance and would directly affect a larger percentage of the population. One way to move under the dome is to collaborate with medical practitioners, such as pediatricians (Friman, 2010).

Another area in which increased collaboration may be useful is in education. Efforts to expand the influence of ABA in education are certainly nothing new; both Skinner and Keller wrote extensively about education in the 1960’s, Bijou noted that ABA had much to offer educational practices in 1970. More recently, the Positive Behavior

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ABA Conference ~ Fresno

CCBS Director Rob Holdsambeck and his team have again agreed to coordinate and orchestrate our fourth west coast conference with our partners at the California State University, Fresno.

Presenters:

Andy Bondy, Ph.D.

Pyramid Educational Consultants, Inc.

Patrick Friman, Ph.D.

*Boys Town Center for Behavioral Health
President ABAA*

Peter F. Gerhardt, Ed.D.

*Upper School for the McCarton School in
New York City*

Hank Pennypacker, Ph.D.

*University of Florida
MammaCare Corp.
Past President ABA
Chair of the Board of Directors, CCBS*

with special introduction by

Philip N. Chase, Ph.D.
Executive Director, CCBS

Continued ~ Using Teacher Training Programs

Support (PBS) movement gained national support, including legislation requiring that schools consider positive behavior supports for any child whose behavior interferes with his learning or the learning of others (in the Individuals with Disabilities Education Act, or IDEA). Despite these inroads, few teachers know that ABA techniques can help them improve their classroom management and their students' academic achievement.

To have a bigger impact on educational practices, we must change what we are doing as consultants. First, we need to start working on changing forms of behavior that have been previously dismissed because they were not "severe." In education, this includes minor disruptive behavior, messy desks, incomplete assignments, unsigned planners, noisy talking in the hallways. It also means that we need to actively pursue the dissemination of our technologies that address curriculum design and student academic growth. Second, we need to actively demonstrate that we are effective with populations other than autism. For example, when we act as consultants for schools, we may need to seek referrals from regular educators and special educators who work with higher-incidence populations, like learning disabilities. When we are successful with these typically developing students, we must ensure that administration and those responsible for future referrals are aware of the changes in student behavior, which in turn helps to encourage more "under-the-dome" referrals.

Although a consultant model serves many behavior analysts well, it may limit the impact that we can have in a system at large. Fantuzzo and Atkins (1992) argued that behavior analysts would have a much greater impact on education if they were viewed by the consumers as "insiders" in the educational system. Unfortunately, attaining "insider" status is difficult to achieve because it is often impossible for behavior analysts (or any consultant) to spend enough time in the school culture to gain real acceptance. To address this issue, Fantuzzo and Atkins suggest that behavior analysts take the time to attend cultural events at the school, like PTA meetings and school fairs. In addition, they recommended cultivation of natural resources within school systems, such as peer tutoring and parental involvement. A similar recommendation comes from the PBS movement, in which consultants initially train individuals, who then serve as the program facilitator within their schools (for more information, visit www.pbis.org). Providing training to individuals who are already part of the school culture could dramatically improve the extent to which teachers "buy in" to behavior-analytic procedures. However, a potential limitation of this method is that behavior-analytic trainings for school personnel are typically brief, and substantial drift from the core behavior-analytic values often occurs over time.

Another way to cultivate natural resources is to provide in-depth

training in behavior analysis to teachers or administrators. Behavior-analytic teacher-training programs are not new: Bijou discussed features of effective teacher training programs in 1970, and several programs are still ongoing today. For example, Dorothea Lerman at the University of Houston Clear Lake conducts an intensive one-week teacher training program during the summer. During this program, teachers receive instruction on how to conduct common behavior analytic procedures, such as descriptive observations and preference assessments. According to Dorothea's website (<http://coursesite.uhcl.edu/HSB/Lerman/Research.htm>), "approximately 80 certified special education teachers in Louisiana and Texas have participated in this intensive teacher preparation program during the past six summers. The model, which combines didactic and performance-based instruction, has been shown to be highly successful for training educators to instruct students effectively in both structured and unstructured situations."

The need for additional teacher-training programs is substantial. In my first years serving as a consultant for local school districts, I continued to hear teachers complain that their training programs had not adequately prepared them for the challenges that they faced in the classroom. When we consulted with teachers, they often asked why they hadn't learned some of these strategies before. Our local school district, Monongalia County Schools, was interested in providing teachers with additional training, and they agreed to financially support a program that would provide such training. Because of this, West Virginia University's Behavior Analysis for Teachers program was created.

Programs like ours provide extensive training in behavior analysis, resulting in teachers who are sophisticated behavior analysts trained in the basic science as well as practice. The core of the program consists of five graduate-level courses and a year-long classroom-based practicum. Completing these requirements results in teachers being eligible to sit for the Behavior Analysis Certification Board examination. Although our numbers are much smaller than those of other programs— we have trained 7 teachers per year on average— the impact that these teachers can have, and have had, on the district is substantial.

Our program is currently in its second year. During that time, we have demonstrated that teachers not only achieve measureable growth in the skills that we directly teach, but there are also a host of indirect effects. First, the skills that our teachers acquire result in substantial change in the behavior of their students during the course of the teachers' everyday instruction (Pence & St. Peter Pipkin, 2010). Second, trained teachers are able to teach their peers how to implement common ABA procedures. We have demonstrated that this kind of pyramidal training works well with acquisition of skills related to preference assessments (Pence, St. Peter Pipkin,

Continued on Page 9

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Continued ~ Auditory Integration Therapies / Zane

Then, in 2003, the American Speech-Language-Hearing Association (ASHA) (2003) weighed in on the controversy. After reviewing the existing literature published on AIT, this organization adopted a policy statement stating that there was no evidence that AIT improves the behavior of persons who use this treatment. Furthermore, the policy suggests that ASHA members could be found in violation of the Code of Ethics if any member chose to treat an individual with AIT.

The evaluation of AIT continued. Mudford and Cullen (2005) conducted a thorough review of both the conceptual underpinnings of AIT, as well as the research existing up to that date. They concluded that both the philosophy and logic of AIT was weak, and that the research base was both thin and poorly designed, with no obvious causal relationship proven between AIT and any improvement in participants.

The most recent review of the AIT group of therapies was conducted by Sinha, Silove, Wheeler, and Williams (2006). These authors limited their search of the research to studies that used randomized controlled trials (recognized as the preferred experimental design when testing treatment efficacy; e.g., Chambless & Hollon, 1998) that included persons diagnosed with ASD. They discovered a total of six studies that met their inclusion criteria. Of these six, the authors of three studies reported no benefit of AIT over the control conditions. The three other studies showed improvement as defined by changing scores of the Aberrant Behaviour Checklist. However, this particular checklist has questionable validity due to no reliability of the measurements obtained, so the strength of this positive finding is in question. Sinha and colleagues concluded that there was, at that time, no evidence sufficiently powerful to support the belief that AIT was empirically proven to be effective.

Also in 2006, the AAP once again reviewed the existing literature and reexamined its policy statement concerning AIT. And once again, the organization found the research base lacking and confirmed their initial policy against recommending AIT be used. AAP updated their policy a second time in 2010 and left it unchanged.

Lastly, even some proponents of AIT recognize the limitations of the research base. After each study listed at the AIT Institute website (2010), a comment from the Institute critiquing the strengths and weaknesses is posted. Of the 23 studies listed, only one study suggested any positive findings of AIT using an acceptable research design. The remaining 22 studies were considered problematic due to a variety of potential methodological problems, such as small number of subjects, no control group, or the use of unreliable survey data (AIT Institute, 2010).

Conclusion

Autism treatment is fraught with strategies and tactics that vary in terms of their quality and evidence of effectiveness. The standards of science and the scientific method are the models that should be followed when critiquing autism treatment to determine if a particular therapy has evidence of effectiveness. In the case of AIT, there is no empirical base demonstrating efficacy. This conclusion is made even more compelling by the process that was used. Over a period of 12 years, investigators from around the world and different disciplines read the extant literature and evaluated that research against criteria exemplified by good science – use of

quality experimental design; operational definition of important terms; adequate reliability and validity; and replication of results. These independent researchers arrived at the same conclusion again and again – no compelling evidence that the use of AIT results in any significant improvement of the recipient. Furthermore, organizations (ASHA; AAP) that had professional interests in this therapeutic strategy independently studied the research existing on AIT and, finding it weak, issued formal policy statements explaining to its constituents how the evidence supporting AIT was not compelling and should not be considered an effective therapy.

Despite the professional community concluding that AIT has no credible evidence to support its use, there are still those who continue to use it, Green, Pituch, Itchon, Choi, O'Reilly, and Sigafos (2006) conducted an Internet survey of parents of children with ASD, to learn what treatments exist and which ones parents admit using. The authors categorized the treatments by type, such as medications, educational/therapy, and alternative therapies. The results showed that almost half of the respondents indicated they were using a “physiological” – based treatment, which included specific treatments such as sensory integration, conductive education, and auditory integration (AIT). AIT was the 3rd-most cited treatment in this category of treatments.

Although such findings on use may be disheartening to the scientist and scientist practitioner, they reflect the variety of opinions that practitioners have about the value of science and how well they attend to current evidence. The professional community, however, is clear. Their skepticism for credible evidence to support positive and measurable impact of any aspect of ASD cuts across researchers, educators, and professional organizations. It presents a strong example of how, by adhering to the methods of science and understanding the definition of quality evidence, the professional communities can speak with one voice about a particular treatment in question. There are many other therapies currently being used for which we could apply the same standards of evidence. Hopefully, this allows the consumers to be able to select from a menu of treatments that all have an empirical basis of support.

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Continued on Page 9

Continued ~ Auditory Integration Therapies / Zane

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Continued from Page 6 ~ Using Teacher Training Programs

& Tetreault, in preparation) and functional analyses (Pence & St. Peter Pipkin, in preparation). Third, the teachers begin to identify needs in the school district, and create both individual and large-scale trainings to address those needs. This has occurred at least



Behavior Analysis for Teachers, Cohort 1
LR: Back Row: Sharon Holbert, Libby Davis. Middle: Chrystal Evans, Regina Chisler, Sacha Pence, Jennie Cox, Rhonda Haney. Bottom: Caron Vilasuso, Keegan Costello, Kara Samaj

twice in the past six months. In one case, a teacher identified that other educators were having difficulty using data to make decisions, so she designed a task-analysis on graphing and provided a training to approximately 40 other educators on how to use Excel to make decisions about student progress. In a second instance, a teacher realized that she could maximize instructional time if her paraprofessionals ran discrete-trial procedures with the students. She was able to train several paraprofessionals to fluently conduct discrete-trial sessions within a single in-service session, and these

skills not only generalized to the classroom, but maintained during three-month follow-up observations (Costello, Giles, & St. Peter Pipkin, 2010).

The local effects that the teachers had at their schools have begun to spread to the district. Some of our teachers have written letters to their administrators lauding the training they have received, thanking the district for making the training possible, and requesting more (see example following article in this issue and others on www.behavior.org). District-level administrators recognized the skills of the teachers, and have begun to dispatch the trained teachers to other schools to serve as consultants. This allows the teachers to have a broader effect than they otherwise would. Although these teachers work in a consultant role, teachers may view other teachers more favorably than they would "outside" consultants. Because of the success that trained teachers have both within their home schools and as consultants, the local district has begun to propose that certification as a Board Certified Behavior Analyst be required for certain positions (e.g., teachers in alternative education settings).

Applied behavior analysis has the potential to make wide-reaching, socially significant changes in behavior. Teacher-training programs are just one way that applied behavior analysts can increase our visibility and thereby increase our overall impact on society. I hope that the example of our program provides readers with a starting point in thinking about what they can do to increase the mainstream relevance of our science and practice. (*References follow letter.*)

One Sample Letter

Dear Board of Education Members,

It is with much gratitude that I thank you for the support you have shown by providing our cohort the opportunity to participate and complete the Applied Behavioral Analysis program. I thank you for allowing me this opportunity. I have never been so challenged yet so inspired to learn new material. This material will benefit not only the students I teach but also allow me to support our entire staff to raise their effectiveness.

As an experienced teacher of twenty-seven years I have always been open to new ideas and have experienced many changes in educational methods. This opportunity gave me the chance to enrich and further build my expertise. I have to say I have learned more than I expected to in both supportive and usable methods for my classroom. The skills I have acquired not only help me have better classroom management but add to the teaching methods I currently use. I have perfected my use of data collection. I kept data before but not at this level. I have also acquired the skills to use research to help me find better methods to teach and plan for my special students. Many of the skills I have learned I have shared with my peers. They were excited to try them and have had a lot of success with their implementation.

As teachers we must bring our expertise to the next level so we can raise the bar for our students. We can only achieve this by further developing our skills. Educators who have the techniques that are offered in an ABA program will be of the highest quality in academic implementation. They will also have great skills in individual child and group behavior management techniques.

Research has shown that ABA applications are effective in all areas of academia. Studies on peer support (Cushing &

Continued on Page 10

Continued ~ Using Teacher Training Programs / Letter

Kennedy, 1997), natural reinforcement (Horcones, 1992), reducing disruptive behavior (White & Bailey, 1990), preference assessment use (Resetar & Noell, 2008), teacher performance feedback (DiGennaro, Martens, & Kleinmann, 2007), and Functional analysis implementations by educators (Wallace, Doney, Mintz-Resudek, & Tarbox, 2008), are only but a small sample of the research that has shown direct effects in education. My favorite is the focus on the simple use of praise as a behavioral reinforcement technique and how it can have an astounding effect on classroom management as well as raising the academic levels of the class (Tapp & Lively, 2009).

I think all teachers should have the opportunity to have training in applied behavioral analysis techniques. They may not all wish to complete the intensive training that we did or to try to become Board Certified Behavior Analysts, but I think teachers would appreciate being taught the basics of treatment methods and data collection techniques. These two areas will not only support their teaching of academics but improve classroom management. I think school systems that choose to offer training would be amazed at the changes in their programs. They would have fewer behavior problems as well as a rise in academic scores. With the test scores that most school systems are struggling to achieve, this would move our district in the right direction.

In closing I again thank the Board of Education for your support of the students in our county by allowing our cohort of teachers to achieve this level of expertise.

Sincerely and Gratefully Yours,
Elizabeth Bell Davis

References ~ Using Teacher Training Programs

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Colleague of the Year Presented by The Chicago School, Los Angeles

During the joint Chicago School, Los Angeles (TCS LA) and Cambridge Center for Behavioral Studies (CCBS) conference held in Los Angeles, April 2010, the Department of Applied Behavior Analysis (ABA) presented Dr. Rob Holdsambeck with the 2010 Distinguished Colleague Award.



Rob Holdsambeck

With gratitude, the TCS LA ABA faculty and students named Dr. Holdsambeck as the inaugural recipient of this honor; his tireless efforts toward furthering the science of human behavior, supporting local practitioners, disseminating ABA, and partnering with other behaviorists were the impetus for this truly deserved award. Partnerships with professional programs like those run by Dr. Findel-Pyles at the Chicago School LA help CCBS further its mission. Please join us in congratulating Dr. Holdsambeck!

URL of interest: www.eurekalert.org

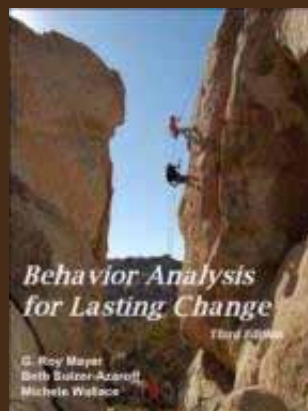
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Loss of colleagues, friends, and pioneers



James Kopp

Contributed by Kenneth Stephens, Ph.D.

The field of Behavior Analysis lost a beloved and respected teacher when James Kopp died on November 19, 2010 at age 75. He taught at the University of Texas at Arlington for 40 years, and influenced thousands of students over those four decades. Dr. Kopp's passion for teaching had a major impact on many of those students, and he remained friends with them long after they left UT Arlington.

His focus was on Applied and Experimental Analysis of Behavior. Dr. Kopp trained students in techniques that were useful for the treatment of autism and for dealing with problems in educational settings, but he also made sure that they had solid grounding in laboratory research and the philosophy of behaviorism. Some of his students went on to teaching careers of their own, and some went on to break ground in new areas of application such as behavioral safety.

Jim Kopp was really passionate about the science of behavior, and he communicated that very effectively to his students. He made research topics as interesting as mystery novels. I still remember several times he'd tell us about a study somebody had done, then asked the class "what do you think they found?" He'd wait for a minute then he'd say "It turns out that..." with a sly smile on his face. It was a style that really got people interested in empirical research. He also encouraged his students to understand the bigger picture -- before I went on to grad school, he had me read every book that Skinner had written up to that point. When I got to WMU, I was very well prepared... because of Jim Kopp. Ken Stephens, Ph.D.



Stephen Luce

Stephen C. Luce, 60, a former behavioral psychologist with a Chester County nonprofit firm that treats neurological and developmental disorders, died of colon cancer Friday, Nov. 19, at his home in Berwyn.

From 2001 to 2009, he was vice president for clinical programs, training, and research at Melmark in Berwyn.

And, daughter Kirsten said, since 2008 he had been codirector of the Cambridge Center for Behavioral Studies in Beverly, Mass., which seeks to improve behavioral science.

Born in Phoenix, Dr. Luce in 1972 earned a bachelor's degree in psychology at Marietta (Ohio) College, which in 2007 gave him its Distinguished Alumnus Award.

Naedele, W. F. (2010, November 23). Stephen C. Luce, former psychologist. *Philadelphia Inquirer*. Retrieved from http://articles.philly.com/2010-11-23/news/24954728_1_berwyn-developmental-disabilities-psychologistStephen_C_Luce_former_psychologist

Stephen C. Luce, Director, Trustee, and long time friend of the Center passed away after a long and courageous fight against cancer. Steve was a true giver; he gave more than he got. His thoughtful management of our autism section became our benchmark for how content experts can be led, and one

of his legacies will be our attempts to replicate his leadership within other content areas. The Board of Directors will miss his wit, wisdom, and enthusiasm. Philip N. Chase, Ph.D.

More about Steve Luce's life is found through www.legacy.com.



Howard N. Sloane

The Center's good friend and true supporter, Howard N. Sloane, Ph.D., died on October 2 at the age of 78. Howard was gracious enough to interrupt retirement to lead the Center from 1992 to 1995 as our Executive Director. He continued to guide us through work on our Board of Directors, Executive Committee, Board of Trustees, and most recently, on our Advisory Board. Howard and his wife, Judith Crandall, strengthened the Center and advanced our mission through many initiatives, considerably broadening our reach and constituency base. We will greatly miss him.

Continued on Page 13

Our Annual Campaign for Autism

In addition to orchestrating our [west coast conferences](#), Rob Holdsambeck, Board of Director to the Center, has initiated a fundraising campaign. Monies from the Annual Campaign for Autism go directly to funding full conference fees to parents, caregivers, students, and others in need, advancing the Center's mission and extending our reach.



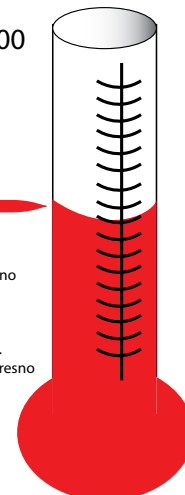
The Campaign has raised 40% toward our goal of \$20,000. Sponsorship benefits vary, including special recognitions.

Rob's team has further extended our reach, gaining local financial support through Dine and Donate programs. Local CCBS enthusiasts enlist restaurateurs who then contribute a percentage of sales gained from the campaign promotion.

Our Goal: \$20,000

Thanks to:

Andy Bondy, Ph.D. in memory of Harry Bondy
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Philip N. Hineline, Ph.D.
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If you would like to become a sponsor or help the Center initiate such a project in your region, contact Rob H. at rholsambeck@gmail.com.

[Our brochure and sponsorship forms are found on the behavior.org website.](#)

CCBS Honors K. Johnson, J. Cooper, T. Heron & W. Heward

During the Center's Annual Meeting of the Trustees held in November, the Edward L. Anderson Award for Excellence was awarded to Dr. Kent Johnson, and the Ellen P. Reese Award for Communication of Behavioral Concepts was given to Drs. John O. Cooper, Timothy E. Heron, and William L. Heward.

The Edward L. Anderson Award is given to persons or organizations who make exemplary contributions to behavioral education, named for Ed Anderson, CCBS Trustee and visionary leader of the Center through its 30-year history.



LR: John Cooper, Hank Pennypacker & Bill Heward



Hank Pennypacker & Kent Johnson

The Ellen P. Reese Award was established to honor people or organizations who have made significant contributions to the communication of behavioral concepts to the public. The award

is named for our colleague, the late Ellie Reese, 1926-97, who served as a Trustee of the Cambridge Center from 1982 to 1994.

Hank Pennypacker presented the awards.

CCBS Content Experts

We would like to announce the successful launching of seventeen expert groups. The idea of content experts grew out of the procedures used by our best advisory groups. Content experts are organized into groups headed by a trustee with members derived from our trustees and advisors. The content expert groups are managed similarly to an editorial board for a journal. The Chair functions as an action editor and distributes work according to interest, skills, and availability. Content experts may serve a number of functions. Each group determines what functions would be most helpful to the public, the field, and CCBS. The following are just a few examples of functions that could be served by content experts: Developing speaker bureaus, finding venues for speakers/teachers, reviewing articles, videos, podcasts, etc. for website and newsletters, reviewing applications from students for scholarships, grants, etc., and writing press releases.

For each group we have agreement from a Trustee to chair the group, and the chairs, in turn, are recruiting experts to help them with the work.



Groups

Aging
Animal behavior
Autism
Clinical
Culture
Economics
Education
Environment
Gambling
Health
Neuroscience
Organizations
Parenting
Pharmacology
Safety
Special Ed
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Mark Dickson
Michael Cameron
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Roger McIntire
Marc Branch
Terry McSween
Ronnie Deitrich
Hank Schlinger

The following have agreed to serve on one or more groups: William Abernathy, Erik Arntzen, Judah Axe, Eric Carlson, Jesse Dallery, Ronnie Detrich, Julia Fiebig, Bill Heward, Philip N. Heline, Carl Hughes, Cloyd Hyten, Marta Leon, Tetsuro Matsuzawa, Jay Moore, Matthew Normand, David Palmer, Donald Pumroy, Sigurdur Sigurdsson, Richard Smith, Melinda Sota, and Janet Twyman.

Thank you all!

Continued - From the Executive Director

Behavioral Safety Now is our longest running conference, at 16 years, and was held in Houston this past October. Co-hosted with Quality Safety Edge, Trustee Terry McSween's outfit, BSN is attended by many employees who are working on safety objectives for their organizations. Their work truly exemplifies the Center's primary objective: the prevention and relief of human suffering.

In addition to Terry I would like to thank Trustees Mark Alavosius and Tim Ludwig who ran our annual workshop on accreditation at BSN, and two other Trustees, Aubrey Daniels and Scott Geller, for giving keynote addresses.

We also co-sponsored the International Congress on Behavioral Studies in Rethymno, Crete with Trustee Paolo Moderato and his crew from IESCU of Parma, Italy. This conference is particularly relevant to both our efforts to develop students interested in behavioral science and to develop strong international offerings from the Center. The local sponsor was Robert Mellon from Panteion University of Social and Political Sciences in Athens, a new Advisor to the Center. We had about 35 people at this conference, mostly students from Greece and Italy. I thank Jack Marr, Francis Mechner, Joe Layng, Paul Andronis, Per Holth, Gary Novak, Erik Arntzen, and Fergus Lowe for their thoughtful presentations.

The Center was also involved in a number of other conferences where I gave presentations, as a representative of CCBS. Talks were given at: Simmons College, the Virginia Association for Behavior Analysis, the Wing Institute, ABAI, IESCU's BCBA Workshops,

Continued on Page 13

Continued - From the Executive Director

the European Association for Behavior Analysis, and the Berkshire Association for Behavior Analysis and Therapy. These presentations further our objectives to develop the next wave of behavioral scientists and practitioners, and some were international, which furthered the global objectives of the Center. This work also help us think through the procedures needed to set up a Speaker's Bureau for the Center, which I addressed in the last issue of the *Current Repertoire*. In the future I want to do less talking and have more of you talk about your work through our Speaker's Bureau.

Another significant achievement of late is the Center's accreditation. Under the leadership of Dwight Harshbarger, the Center developed two kinds of accreditation, one for companies meeting the highest standards of behavior-based safety and a second for human service agencies meeting similar standards for the use of applied behavior analysis with clients.

Since 2006 we have accredited behavioral safety programs with commissioners Mark Alavosius, John Austin, Dwight Harshbarger, and Timothy Ludwig leading the reviews and site visits. Our accreditation of organizations who meet world-class standards for workplace safety involves some of the most visible efforts in meeting our mission of preventing suffering. Such work is exemplified by the group from SuperValu, pictured here standing with Trustee Aubrey Daniels in the middle.



These employees and their company also celebrated their re-accreditation with a ceremony attended by Mark Alavosius and John Austin, as well as Bill Hopkins, who over the years provided the expert advise SuperValu used to develop their safety system. They had hundreds of people at the ceremony, including the top executives of their company and local politicians. A brief report of this celebration appears on [page 3](#).

On the international front, I have had some significant discussions with Advisor Fabio Tosolin about safety accreditation in Italy. I will be meeting with Fabio this May for his annual conference on behavior-based safety. If accreditation occurs in Italy it will happen at the federal government level, which will be a first for the Center.

Our ABA Human Services Accreditation was designed by a task force consisting of Denny Reid, Tom Zane, Hank Pennypacker, Robert Littleton, and Michael Weinberg. Some of you might recall that I slowed things down last year to obtain more information about the benefit of human service accreditation, but we got back on track this year after I was convinced that accreditation would be beneficial. Progress was made with changes made to pricing, the kind of data that need to be collected for organizations to be accredited, and editing of the application kit and standards. The final drafts have made the rounds of the task force, and we will begin to implement it immediately.

We achieved many other objectives this year that carry on the traditions and maintain the work of the past 30 years. Our activities ranged from the massive efforts to revamp our website to the day-to-day tasks of obtaining updated resources. All of our work has been accomplished with significant voluntary work of directors, trustees, and advisors. But none would have been possible without the discretionary effort of our staff: Steve Fortado, Rebekah Pavlik, and Joanne Winn. Once again they deserve our sincere thanks.

In closing, I ask you again to examine the ways you might contribute to the Center. Our Chair, Hank Pennypacker, likes to talk about the three W's of contribution: Work, Wealth, and Wisdom. Please consider how you might help us in one or more of these ways. Work and wisdom are always welcome through volunteering for one of our Content Groups, writing an article, producing a video, or simply emailing us with ideas for the Center to pursue. One of our new initiatives combines wealth and wisdom. Stay tuned for the announcement of our Donate-A-Talk campaign, where you can donate money obtained from your presentations as well as archive your talks on our site. As for other ways to contribute wealth, you can go to our website (www.behavior.org) and click the [Donate](#) button on the top right of our home page. Donate what you can in whatever way you can. Every little bit helps.

All my best,

Phil



Philip N. Chase, Ph.D., Executive Director

Continued - Loss of colleagues, friends & pioneers, Howard Sloane

In Memoriam: Howard N. Sloane by Judith Crandall-Sloane and Gina Green is found on the Association of Professional Behavior Analysts (APBA) [website](#).

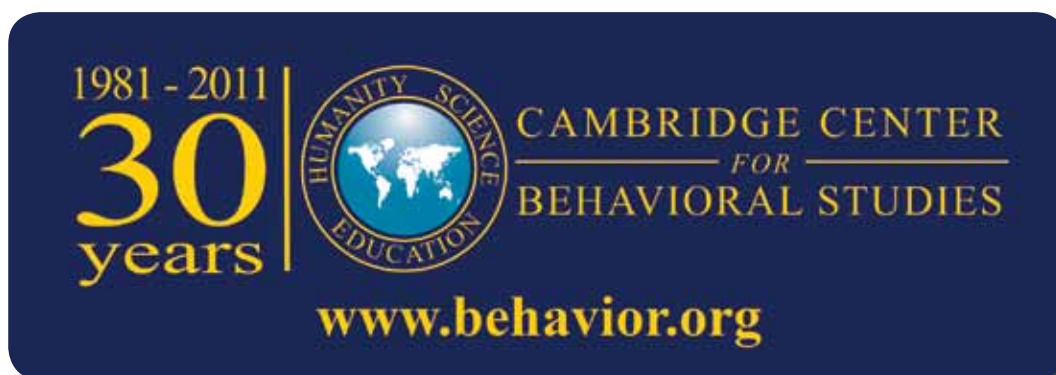
Howard was such a kind, sweet, supportive person. Working with him was an undiluted pleasure. He used his energy, copious knowledge of behavior analysis and his people skills much to the advantage of the field. As its the CCBS Executive Director he helped articulate the Center's Mission and spearheaded a number of initiatives, including a focus on education, management and safety. Those have persisted and flourished.

His scholarly contributions were substantial, while his books have informed and inspired teachers, pupil personnel specialists and family members to learn to do a better job of teaching and parenting.

We certainly will miss him, Beth Sulzer-Azaroff, Ph.D. ❧

Do you have news to share?

The Center is interested in your news and thoughts to share with our donors and website visitors. If you have behavioral news or would like to submit a Letter to the Editor about current happenings, contact Rebekah Pavlik at pavlik@behavior.org or call (978) 369-2227 Ext. 3.



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