

# Operants

## A Newsletter of the B.F. Skinner Foundation

Third Quarter 2008, Vol. II



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## Profile

*Dr. John Glass*



John Glass, Ph.D., Sociology, is currently a full-time professor of Sociology in the Division of Social and Behavioral Science at Collin County Community College, the Preston Ridge Campus, in Frisco, Texas.



*Photo Collin County Community College, the Preston Ridge Campus, in Frisco Texas*

Dr. Glass tells us his main interest is in developing a behaviorological sociology. Such an interest results from the emphasis within behaviorology that is placed on the fundamental scientific principles of parsimony, precision, empiricism, naturalism, and materialism. Dr. Glass says, "These and the behavioro-

logical methods, findings, and applications that have been developed over the last fifty years or so, clearly demonstrate the relevance and utility of the behaviorological approach to prevent and solve numerous social problems. In the hopes of establishing a reliable sociological approach to address many of the same issues with which behaviorologists are concerned, for almost twenty years I participated in applied sociological organizations, read and contributed to the applied sociological literature and advocated for the relevance of applied sociology. What I eventually realized, and found no answer to when questioning my applied colleagues, was that there were no empirical sociological principles that could readily give rise to the development of sociological applications."

We asked Dr. Glass for his ideas about applying behaviorological science and principles to the concepts of sociology. He said, "In my opinion, behaviorology is inherently sociological as it integrates socio-environmental features into the analysis of behavior. As behaviorologists know, human behavior cannot be understood absent an understanding of the environmental variables that both precede and follow behavior. Many sociologists are unaware of behaviorology and if aware of it disdain it as being too simplistic, too me-

chanical, etc. As such, my current work is the "translation" of traditional sociological concepts such as deviance, stratification, gender, social inequality, etc., into behaviorological terms to advocate for behaviorology being accepted in the field of sociology (and to broaden the scope of behaviorology to include larger cultural dynamics) as a legitimate form of sociological analysis."

Dr. Glass is originally from Ohio. He has resided in a number of locales including Tokyo, Japan, Sao Paulo, Brasil, and both Claremont and Pasadena, California. He moved to Texas twenty years ago from California where he attended college.

This past summer, Dr. Glass and his family, including a boy of six and a girl of ten, moved from Dallas, "To just outside a small town (population 635) in north Texas, where we live on six acres of land," he said.

"We have two horses, four goats, eight chickens, a guard dog, and three "house" dogs. The transition has been very beneficial as my children are learning about scorpions and tarantulas (!!), how to work with and ride horses, how to train goats to follow you to and from the barn, and the joy of being able to ride your bike to a neighbor's house down the street without fear of abduction or collision

with a car. Needless to say, my wife and I are learning all of the same things. We have noticed the impact of being under different environmental control, my preferring the stimuli of trees and clouds, smell of horses, and the tingle of electric fencing to the stimuli of cars, urban noise, and suburban crowding.”

Dr. Glass’ most recent article “Behavior Analytic Grounding of Sociological Social Constructionism” was in *The Behavior Analyst Today*. Readers can find this at the following website:

<http://www.behavior-analyst-today.net/section2.html>.

Dr. Glass is currently co-authoring a text on HIV/AIDS with a colleague. “I am also working on completing several papers; one about controlling agencies and social change. Another is on advocating for sociologists to adopt a natural science perspective, and a third is on “translating” traditional sociological concepts into behaviorological terms.

“Two years ago I was just learning about behaviorology and its relevance to understanding social behavior, distributive resources, and persistence of social practices. In five years I will be in my fifth decade of life! I hope to be more knowledgeable about life, behavior, the environment, and history.”

## Special Feature *Harvard Film Archive*



In late June, the *Foundation* donated to the Harvard Film Archive a dozen 35mm films and three boxes of out-takes from the film *B. F. Skinner and Behavior Change*. The Harvard Archives will be storing the footage at the proper temperature and humidity, and creating a database of the contents of the films. *The Foundation* retained original copyrights, as well as the right to “borrow” an original film for 48 hours to have digital copies made when digi-beta formats were needed for television programs.

**Liz Coffey**, Film Conservator, HFA, (photo above) is working on the collection. On August 21st she invited Ernest

and Julie Vargas to see the archival work in operation. Liz first assesses the state of the footage: its acid content and shrinkage. Footage that has deteriorated has to be stored separately from film still in good shape. Liz also patches sections where tears have appeared. Next, Liz looks at what is on the film and enters information into Harvard’s special film database system. *The Foundation* will be working with Liz in identifying individuals, equipment, locations, and in providing historical information to add to the information in the database.

## Foundation Programs

The following brief reports are from the board chair and members, and liaisons of the respective programs.

### *Archival Program*

**Criss Wilhite**, Chair of the Archival Committee, provides the following news.

New Archival Material: FBI files on B. F. Skinner have been acquired under the Freedom of Information act. Thanks to **Cal Claus** for the original contact with Dr. Wyatt.

**Terry Knapp** found material in the Sister Walters Archive and has sent it to the *Foundation*. Terry Knapp is also working on the Minnesota material. He is in the process of trans-

ferring taped interviews to digital format. Cal Claus contacted the Archives of the History of Psychology at the University of Akron and found the following site: ([http://www3.uakron.edu/ahap/skinner\\_b.htm](http://www3.uakron.edu/ahap/skinner_b.htm))

### **Educational Program**

In the last edition of *Operants* we announced a new education endeavor: the **B. F. Skinner Foundation Seminar Series**. Each seminar presentation will offer three BCBA certified CEU credits available to Board Certified Behavior Analysts and Associates whose attendance is properly registered.

Under the auspices of Pyramid Educational Consultants (PECS) and with the coordination of Sara Jean Crabill, International General Manager, Pyramid Group Management Services Corporation (PGMSC), the first seminar with two presentations is scheduled for December 2, 2008, in Chicago. The hotel we are using is the Embassy Suites Chicago-Downtown. The seminar presentations will take place at the Easter Seals DuPage facility, (Villa Park) Chicago.

#### **B.F. Skinner Foundation Seminar Series-2008 details**

The Morning presentation, **Visually Based Verbal Behavior**, presented and developed by **Andrew S. Bondy, Ph.D.** will cover the major core language categories from B. F. Skinner's

book *Verbal Behavior* to better teach communication to children with developmental disabilities, especially those with autism. Participants will learn how an understanding of the verbal operants leads to better teaching strategies for individuals with limited language skills. The Picture Exchange Communication System (PECS) exemplifies a training sequence based on *Verbal Behavior*. The seminar addresses issues relating specifically to autism, such as the difficulty of teaching children to identify emotions and feelings.

The afternoon presentation, **Generalization in Novel Environments**, presented by **Richard Gutierrez, M.S., B.C.B.A.**, was developed by **Brenda Terzich, M.A.** Participants will learn about the Applied Behavioral Consultant's five-step generalization program, "REAL" to guide progression of basic and advanced skill lessons to transfer control over behavior to natural contexts. This workshop will describe each level of generalization within the theoretical framework of ABA and provide specific practical strategies and methods useful in any environment that these children are taught.

#### **Register for the 2008 Seminar**

**By mail:** send payment to: Pyramid Educational Consultants, Inc. Attn.: B. F. Skinner Foundation 13 Garfield Way,

Newark, DE 19713

**By telephone:** 302-368-2515 or 888-732-7462

**By Fax:** 302-368-2516

**Online:** [www.pecs.com](http://www.pecs.com)

#### **B. F. Skinner Foundation Seminar Series-2009**

The 2009 *Foundation Seminar Series* will begin in January. The tentative location is Florida. The 2009 Seminar presentation will be conducted by **Michael Fabrizio**, Board Certified Behavior Analyst, who serves as the clinical services director for **Organization for Research and Learning**, Seattle, WA. (<http://o4rl.com>)



*Photo: Michael Fabrizio*

The *Foundation's* Seminar Series presentations are under the general direction of **Dr. Joseph E. Morrow**, *Foundation* Board Member. For information on how you may provide a workshop, or another type of seminar,

please contact Dr. Morrow, [jmorrow223@aol.com](mailto:jmorrow223@aol.com).

For information on topics, costs, credits (CEU—BCBA), and registration regarding the 2009 seminar, please contact the *Foundation* at: [info@bfskinner.org](mailto:info@bfskinner.org) or call Edith Lambert, administrative assistant at 617-661-9209.

### **International Programs**

*The following reports are from the Foundation's International liaisons bringing us up to date on some of the behavioral science activities in their respective countries.*

#### **From Brazil**



News of ABPMC convention from **Martha Hübner, Ph.D.,** and **Teresa Araujo Silva, Ph.D., BFS.** (Pictured above, respectively).

This past August 28 to 31, 2008, ABPMC, The Brazilian Association of Psychotherapy and Behavioral Medicine, founded in November, 4 1991, had its Seventh Annual Meeting,

in Campinas, São Paulo, with the objective to congregate psychologists, researchers, professors and students that are interested in the scientific and technological developments in Behavior Analysis.

It was very successful; 1600 people attended the convention for four days, which covered titles from basic to applied research, from clinical to academic perspectives.

The number of presentations, in several formats, was 709! In the next volume of *Operants* we will give more details.

#### **From Italy**

**Paolo Taras, Ph.D.** and **Francesca degli Espi-**



*Dr. Paolo Taras*

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It shall soon be joining the Korean version on the *Foundation's* website.

#### **From Japan**



**Outsui Kanako, Ph.D.**

My name is Kanako Outsui. I am currently a research associate at

Kwansei Gakuin University(KGU) in Nishinomiya, Japan. I received Masters and Doctoral degrees from this university. KGU is the first private university in Japan that established a psychological laboratory. Since 1923, many studies have been produced from this lab, and those studies have been consistently based on behaviorism.

When I was a student, I had many opportunities to be exposed to behavioral science. This experience had a big impact on my life as a researcher. My research interests are applied behavior analysis and children's school adjustment. Although I am doing most of my research in practical fields, the education of behavioral science helps me work with a scientific approach. In 2004, I studied at Arizona State University as a Fulbright scholar, and I met a behaviorist, Anne Kupfer. We have started the study of toddlers' emotion with a behaviorological approach. I returned to Japan in 2005, but Anne and I still continue our collaborative study. In 2006, Anne brought me to an annual meeting of ISB (*Interna-*

tional Society of Behaviorology) to present our study. That was my first contact with Drs. Ernest and Julie Vargas, and with the *B.F. Skinner Foundation*.

### **Behavioral Science in Japan:**

A few decades ago, most of the behavior analytic studies in Japan were conducted in experimental and animal psychology fields. Also, developmental disabilities have been getting a lot of attention from behavior analysts in Japan. Special support education is now rapidly developing, and it is one of the biggest areas of research in behavioral science. This is clear from the evidence that the main agenda of the 26th annual meeting of the Japanese Association of Behavior Analysis of this year was “special support education and behavior analysis.” Seven out of nine lectures given at the conference were on special support education. In these last ten years, not only researchers but also more school teachers and practitioners have engaged in practical activities using applied behavior analysis. Now many training programs on applied behavior analysis are offered by behavior analysts to school teachers of special support education. This trend reflects that needs in school are no longer limited to special education for individual disordered children. School teachers are expected to meet a variety of needs of children. Techniques of applied behavior analysis effec-

tively help teachers manage classrooms. It is easy to find manuals at bookstores which demonstrate instructions for classroom management with behavioral techniques.

It is pleasant news that behavioral techniques are now becoming widespread in Japanese education. However, it is also important to keep in mind that those techniques are based on behavioral science. Our mission is to promote the development of behaviorology in Japan as both science and technology.

### *From the Netherlands*

#### **Michelle Miller, Ph.D.**

Michelle L. Miller is a member of the Amsterdam Institute for Addiction Research Academic Medical Center, University of Amsterdam, Department of Psychiatry.

This is her initial report with respect to Skinnerian science in the Netherlands. A complete report ultimately will



evaluate the extent to which operant conditioning practices are used across a range of disciplines—academic, healthcare, education, and government. The current report is focused mainly on the state of affairs in academ-

ics. Information for this report was obtained primarily from networking with researchers and clinicians across the NL, internet research, library searches, and reviewing literature.

*Skinnerian Science in the Netherlands 2008*

### **General Impression**

There is a basic but limited use of a Skinnerian science by Dutch researchers. However, there are a few researchers who are knowledgeable and passionate about a science of behavior. These researchers are interested in future events of the *B.F. Skinner Foundation* in the Netherlands, and would like the opportunity to meet others who share their interests. Please find their names and contact information at the end of this report.

#### **List of Dutch Universities:**

- University of Amsterdam
- Vrije University, Amsterdam
- Erasmus University, Rotterdam
- University Utrecht
- University of Nijmegen
- Tilberg University
- University of Groningen
- University Maastricht
- University of Leiden

### **Networking with Dutch academics**

I sent over 150 emails to faculty, postdocs, and students at various universities across the Netherlands to ask if they (or anyone they know) used operant conditioning techniques in their research/practice. Within 1 week,

I received approximately 65 emails in response to my request.

The following email aptly summarizes behavior-analytic practice in the NL:

Dear Dr. Miller,

I am very glad to hear that somebody is working here in the Netherlands for the *BF Skinner Foundation*. I am a Skinnerian 'pur sang' since 1971, when I started to work in a clinic for the mentally retarded. I moved to the university of Nijmegen in 1974 where I am working since. My only reason for not retiring from the university is the fact that I see that psychologists are now giving away their interests to neurologists and biologists, instead of furthering their own science by following Skinner's program of a contextual psychology. I'm trying to make students aware of this big mistake.

Skinnerian science is practiced at my university by one person, I guess. I even think that I am the only Skinnerian in town. Nevertheless, many people use Skinnerian principles without being aware of them. Take for example "third generation" cognitive behavior therapists. There is lot of interest in Acceptance and Commitment Therapy (ACT) here at my place. I am supervising a group of six students now writing their thesis about ACT. Numerous people are interested, but many of them do not even know that the underlying theo-

ries, applied behavior analysis (ABA) and relational frame theory (RFT), are ultimately based on Skinner's science.

Many psychotherapists do a good job, but the explanation of their results is based on theories, such as neo-Pavlovian or neuro-cognitive views, which are all very narrow and do not cover what they actually do. They even do not mention the word "operant." Skinner's theory is not known by students, because it is not taught. One chapter is the maximum required, but no texts of Skinner himself. So, in my view and experience, there is little Skinnerian science practiced in the Netherlands. I would like to meet the Skinnerians of the Netherlands, if any, but I think they are all scattered around the place and working as individuals, not in teams. That's a sad state of affairs. In answer to your question, I know of only one place where Skinnerian principles have been practiced by Prof. Dr. Duker. He is (or was) working at an institution for the mentally retarded here in Nijmegen (The Winckelsteeg). Together with D. Seijs, they also used behavioral principles to help children with eating problems (a 12-step method). That's really all I know. I hope you will find more.

Sincerely,

**Hubert De Mey**

### **Some Other Replies**

"...Several colleagues and I are doing research and clinical work using operant conditioning, usually in a 1-1 training format, in children and adults with mental retardation and/or autism. One of my PhD students, for example, is assessing effectiveness of DTT (Lovaas) in 100 children with autism and MR. I also use OC in attention maintained sleep disorders. Some colleagues are using BA in toilet training, and sign language..." **Robert Didden**, RU Nijmegen

"...I am currently working on some data that seem to fit your description (reward based learning and risky decision making in Parkinson's patients)..." **Nelleke van Wouwe**, Leiden University

"...pleasantly surprised to hear that there is some interest in BA. To answer your question, part of my research is in the field of experimental behaviour analysis..." **Jacqueline Schenk**, Ph.D., BCBA, Erasmus University, Rotterdam

### **Networking with Dutch Organizations**

In an attempt to further identify behavior-analytic researchers and practitioners, I requested information from the following organizations:

**Nederlandse Vereniging voor Autisme (NVA)** ... waiting for reply.

**Association for Contextual Behavior Science (ACBS)** Emailed Jacqueline A-Tjak, she made a couple of referrals... Emailed 15 members listed on their website. Waiting for replies....

**Vereniging voor Gedragstherapie en Cognitieve Therapie (VGCT)** Email to Dr. Hubert van der Kleij...waiting for reply. Email to info@vgct.nl. see reply below

**Centrum Cognitieve Gedragstherapie (CCG)** Email to info@casema.nl. Waiting for reply.

The following email summarizes the status of Skinnerian science from the perspective of a cognitive psychologist from VGCT:

As a psychologist I got mandatory courses on Skinnerian 'learning psychology' the first year on my Dutch university, so I guess most Dutch psychologists know what 'reinforcement', 'contingencies' et cetera means. It's considered a kind of basic knowledge for a psychologist.

Cognitive-behavioral therapy is by far the biggest and most rapidly growing school of therapy in the Netherlands. The Society of Cognitive and Behavioral Therapy is the biggest and most influential therapy association. To become a behavioral therapist you ultimately have to

submit a N=1 study. It's mandatory that this study contains at least one chapter with functional analyses and a 'holistic theory', so every cognitive therapist has learned how to think 'behavioral analytic'. But it's also true that behavioral analysis is seldom practiced in isolation (only perhaps in institutions with mentally retarded residents). In my experience it's mostly used in conjunction with cognitive therapy.

Nearly all practicing behavioral analysts are a member of the Dutch Society of Cognitive and Behavioral Therapy (VGCT). This society is a kind of umbrella that harbors many different movements (from behavior analytic, cognitive even to solution focused and constructionist). Some of these movements have organised themselves in subdivisions. At the heavily attended annual Fall Congress of the VGCT they organize lectures, symposia and workshops. To my knowledge there is no subdivision of behavioral analysts, though lectures or workshop with behavior analytic topics (e.g. about behavioral activation) are regularly given by individual people. I have the impression that most members of the VGCT have a more or less a pragmatic 'eclectic' attitude. They just 'grab' what might be of use.

I hope this information is of some help,

Best wishes,

Nico van der Meijden

### **Library Services Information**

There are several university libraries and book collections in Amsterdam, and Skinner's books are easily obtained through this system. These libraries have a combined regional service, which means that students and faculty at one university may borrow books from another university. The following books are available (in English) through this system:

Skinner, B.F. (1938). *Behavior of Organisms: An Experimental Analysis*. Acton: Copley.

Skinner, B.F. (1953). *Science and Human Behavior*. New York: Macmillan.

Skinner, B.F. (1957). *Verbal Behavior*. Englewood Cliffs, NJ: Prentice-Hall.

Skinner, B.F. (1969). *Contingencies of Reinforcement: A Theoretical Analysis*. New York: Appleton Century Crofts.

Skinner, B.F. (1971). *Beyond Freedom and Dignity*. New York: Bantam Books.

Skinner, B.F. (1972). *Cumulative Record: A Selection of Papers*. New York: Appleton-Century-Crofts.

Skinner, B.F. (1974). *About Behaviorism*. New York: Vintage Books.

The procedure for obtaining journal articles is similar to that in the US: If you can't find the article online, then you can

physically locate the journal and copy the article. If you wish to order a copy of an article (to be delivered to the library of your choice), it will cost €15. Some articles I found online through the university system:

Skinner, B.F. (1931). *The Concept of the Reflex in the Description of Behavior*. Journal of General Psychology, 5, 427-458.

Skinner, B.F. (1945). *The Operational Analysis of Psychological Terms*. Psychological Review, 52, 270-277.

Skinner, B.F. (1950). *Are Theories of Learning Necessary?* Psychological Review, 57, 193-216.

Skinner, B.F. (1981). *Selection by consequences*. Science, 213, 501-504. \*

\* (Editor's Note: *Publication and articles by B.F. Skinner are available through the Foundation. Books are sold on the web site. Articles may be downloaded for free. There is also a complete bibliography. www.bfskinner.org*)

## Education

Harry Bossink and Diego Pos requested copies of *Operants* in 2006. Based on my initial searches, it seems that they are (or were) in the education sector. I sent emails but have not received any replies as of 8 February 2008.

Future Actions: Locate and contact individuals in the education sector by 1) finding

faculty listed in Education Departments at the major universities; 2) look through recent Education journals to find researchers at various universities; and, 3) ask for referrals from colleagues.

## Government

Last fall, I attended an Addiction Workshop sponsored by NIDA and ZonMW (the Dutch equivalent to NIDA) where I met members from ZonMW and the Dutch Ministry of Health. I could contact them to get their feedback regarding the funding of studies in the Netherlands that include a behavior-analytic approach.

## Healthcare and Operant Conditioning

There have been some studies in the Netherlands that evaluated operant conditioning techniques for the treatment of chronic pain based on work of Fordyce and colleagues (cf Fordyce et al., 1973), including chronic lower-back pain (Goossens et al., 1998; Ostelo et al., 2004; Staal et al., 2004; Steenstra et al., 2006) and neck pain (Vonk et al., 2004). There have been mixed results with respect to the efficacy of these treatments. Staal et al. (2004) found that the operant technique, termed behavior-graded activity (BGA), was more effective than standard physical therapy at reducing the number of days absent from work due to lower back pain.

Steenstra et al. (2006) reported similar findings for lower-back pain. However, Ostelo et al. (2004) and Goossens et al. (1998) found no therapeutic difference between the (BGA) program compared to physical therapy for patients following lumbar disc surgery. Because BGA program was no more effective than physical therapy and was associated with higher costs, the authors discouraged the use of this treatment. Similar results were reported by Goossens et al. (1998).

## Addiction: Research and Treatment

There seems to be a basic understanding of a Skinnerian science among the Dutch addiction researchers and practitioners. Operant conditioning techniques are generally used as only one component of a treatment package, and usually as a tool to change people's "views, attitudes, and cognitions" to meet some goal for example, abstinence from drug use, decrease the probability of relapse.

There is currently a movement to improve Dutch addiction healthcare practice by training clinicians to employ a technique called Motivational Interviewing. This method is a "client centered, directive method," which uses reinforcement to "enhance intrinsic motivation to change" (Miller & Rollnick, 2002). The goal is to

motivate recovering drug addicts to seek treatment.

In preclinical (animal) studies, some “operant” techniques used as analogs for drug relapse are extinction, cue-induced reinstatement, and conditioned place preference (de Vries et al., 2001; Schmidt et al., 2005). Unfortunately, these techniques are only tangentially related to proper operant methodology. In these studies for example, extinction consists of initially training the animal to self-administer a drug according to a fixed-ratio (FR) schedule of reinforcement in the presence of a discriminative stimulus. However, during the “extinction” phase, the animal is placed in the experimental chamber *in the absence* of the discriminative stimulus, and when responding is reduced, extinction is said to have occurred (cf., Schmidt et al., 2005). This “extinction” technique is frequently (mis)used by most addiction researchers, and not just in the Netherlands. It seems that there is ample opportunity to improve on these “behavioral” techniques in addiction research.

### **Addiction: Operant Research and Neuroimaging**

I believe that there exists in the Netherlands an exciting possibility to integrate functional neuroimaging and human operant research for drug addiction. Dopamine plays an important role in

the development and maintenance of drug addiction. Advances in nuclear imaging techniques allow for us to investigate the role of dopamine in the neurobiology of addiction.

Although brain activity can now be measured and quantified in living organisms, the neurocognitive assessments used in conjunction with neuroimaging data seem spurious and subject to interpretation errors. Many of the neurocognitive assessments are designed to measure visual working memory, cognitive flexibility, intelligence, etc. The Stroop Test (Stroop, 1935) for example, which essentially measures stimulus control, is a test that is administered to measure “interference control.” We can do better than this. We now have at our disposal an imaging technology that we can integrate into a behavior of science. Studies in drug addiction that use operant conditioning techniques combined with neuroimaging may provide insight on fundamental issues (i.e., craving and relapse) in drug addiction.

### **General Conclusions**

There exists the opportunity for the *Foundation* to expand its operations to a small group of behavior analysts in the Netherlands. Although there seems to be a somewhat limited understanding of a Skinnerian science among Dutch academic researchers, there are elements of

a behavior-analytic approach used across a range of disciplines. There is potential to educate both researchers and practitioners about the science of behavior.

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### *From New Zealand*

**Eric Messick, Ph.D., BCBA**



This article gives a brief overview of behaviour analysis in New Zealand (NZ). It offers a brief NZ history and introduces the Treaty of Waitangi to provide some background to understanding how behaviour analysis fits with the people and culture. Practical information regarding study, research, and work is provided,

NZ is an island nation in the South Pacific Ocean, about 2000 km east of Australia and 2000 km south of the smaller Polynesian islands. The North and South Islands of NZ and its other smaller islands are approximately the same area as the United Kingdom (UK) or about 70% of the area of Japan. According to the 2006 census, the

population was just over 4 million with 75% living on the smaller, North Island. This very small population might be compared with that of the UK's 60 million or Japan's 127 million. In terms of the World population, NZers account for about .06% of all people (cf. USA's 4.5%). Major cities include Auckland and Wellington, in the North Island, and Christchurch, in the South Island.

For a history of NZ, the reader might find the New Zealand History website useful ([www.nzhistory.net.nz](http://www.nzhistory.net.nz)). In brief, NZ began being settled by Polynesians at least 700 years ago. The first Westerner (locally called "pakeha") to discover NZ was the Dutch explorer Abel Tasman in 1642 and the first British explorer to visit NZ was James Cook in 1769. These explorers were also the first pakeha to come into contact with the indigenous people of NZ—the Maaori (note that the Polynesian settlers prior to the Maaori were the Maori). In the centuries to follow, NZ was colonised (note that this is a sensitive issue, rightly so). Today, Maaori account for approximately 15% of NZ's population.

The cultural differences between Maaori and pakeha have had important implications. In 1890, chiefs representing several, but not all, iwi (tribes) signed the Treaty of Waitangi, signifying an agreement with the British

Crown regarding sovereignty, land ownership, and Maaori as British subjects. However, the Treaty has been the subject of much debate, partly due to the English and Maaori versions being interpreted differently, so its articles remain challenged by some. Regardless, it is a document that requires consideration in endeavours relating to social policy.

Richardson, Ballin, Bruce, Cook, Durie, and Noonan (1988) describe the derivation and application of three principles from the Treaty as important for social policy: partnership, protection, and participation. In brief, endeavours relating to social policy should involve a partnership and participation between Maaori and other New Zealanders. The exact partners depend on the situation. Also, Maaori culture, land, and possessions should be protected. Therefore, endeavours relating to behaviour analysis, such as teaching and researching behaviour analysis as well as the application of behaviour analysis in social services, require recourse to the Treaty.

Table 1 displays the names, main campus locations, and websites of NZ's universities. Additionally, tick marks show the availability of researchers, courses or degree programmes involving the experimental analysis of behaviour (EAB) or applied behaviour

analysis (ABA), and the availability of Board Certified Behaviour Analyst (BCBA) or Board Certified Associate Behaviour Analyst (BCABA) coursework and supervision (according to personal communications and searches of each web site). So, across NZ's seven Universities, behaviour analysis has a notable presence in at least five (with perhaps some presence in the others). Note that the Auckland Institute of Technology also has some EAB and ABA courses. Further, at the University of Auckland students can gain the BCBA qualification and the University of Waikato students can gain both the BCBA and the BCABA qualifications. These are

the only programmes of their kind in the Southern Hemisphere. In 2002, the first BCBA appeared in the NZ section of the BACB certificant registry and as of October 2008, there were five BCBA's in NZ, but no BCABA's. Since then, the Auckland and Waikato certification programmes were established and graduates have found work at government and non-government organisations as well as in private practice in NZ, usually under the title of psychologist (personal communications).

One issue with the credentials is that although they are international credentials, the Health Practitioners Competence Assurance Act (HPCA) specifies that health practitioners in NZ need to be registered with a local registration board in order to label themselves with certain titles. For example, one can only be called a psychologist if one is indeed registered with the NZ Psychologists Board (or face a fine). Registration allows consumers to identify practitioners who are deemed competent ac-

Table 1 Below

NZ University Names, Main Campus Locations, Websites, and Behaviour Analysis Content

| University                        | Main Campus  | Website  | EAB | ABA | BCBA | BCABA |
|-----------------------------------|--------------|--|-----|-----|------|-------|
| University of Auckland            | Auckland     | <a href="http://www.auckland.ac.nz">www.auckland.ac.nz</a>     | ✓   | ✓   | ✓    |       |
| Canterbury University             | Christchurch | <a href="http://www.canterbury.ac.nz">www.canterbury.ac.nz</a> | ✓   | ✓   |      |       |
| Lincoln University                | Christchurch | <a href="http://www.lincoln.ac.nz">www.lincoln.ac.nz</a>       |     |     |      |       |
| Massey University                 | Auckland     | <a href="http://www.massey.ac.nz">www.massey.ac.nz</a>         |     |     |      |       |
| University of Otago               | Dunedin      | <a href="http://www.otago.ac.nz">www.otago.ac.nz</a>           | ✓   | ✓   |      |       |
| University of Waikato             | Hamilton     | <a href="http://www.waikato.ac.nz">www.waikato.ac.nz</a>       | ✓   | ✓   | ✓    | ✓     |
| Victoria University of Wellington | Wellington   | <a href="http://www.vuw.ac.nz">www.vuw.ac.nz</a>               | ✓   | ✓   |      |       |

ording to the rules of their respective boards. This legislation put behaviour analysis in a difficult position—is it best to be certified with the BACB, or to be registered with the NZ Psychologists Board, or to be registered with a yet-to-be-developed NZ Behaviour Analysts Board or to create and register under a new scope of practice for behaviour analysis with the NZ Psychologists Board? Some of these issues were presented to the Health Select Committee when the Act was a bill (Messick, 2002). As registration keeps doors open in terms of contracts and employment, practitioners of ABA in NZ may wish to consider the pragmatic advantages of being registered as a psychologist whilst still considering the other options regarding consumer safety and professional identity. Both BCBA programmes in NZ allow for registration as a psychologist with the NZ Psychologists Board and there are provisions for accepting international qualifications as an alternative route to registration. Australian-registered psychologists can apply with ease under the Trans-Tasman Mutual Recognition Act. Overall, it is difficult to tell where behaviour analysis should be in all of these respects, but the situation probably resembles issues relating to certification, registration, and licensure elsewhere in the world.

Researchers of behaviour

analysis in NZ must also be registered if they use the psychologist title! Regardless of title, EAB is strong in NZ with experimental and applied research occurring in at least five universities (see Table 1). In September 2008, the Journal of the Experimental Analysis of Behavior listed 1 NZ editor (2.4%) amongst the 41 editors on their Board of Editors and 2 NZ (16.7%) associate editors amongst the 12 other editors for the journal (cf. NZ's .06% of the World population). Unfortunately, the Journal of Applied Behavior Analysis listed no NZers amongst its 72 editors. It would be interesting to review the number of research and editorial outputs of NZers contributing to these journals over the past several years as it appears that NZ accounts for more outputs than its population might suggest.

The behaviour-analysis community has been gathering as the New Zealand Behaviour Analysis Group for years and became an affiliated chapter of the Association for Behavior Analysis International (ABAI) in 2003. The group is now called the New Zealand Association for Behaviour Analysis ([www.nzaba.org](http://www.nzaba.org)) and meets for a 2-day conference around August every year. Some history and additional information can be found on the ABAI website ([www.abainternational.org/ABA/](http://www.abainternational.org/ABA/)

[newsletter/vol302/NZABA.asp](http://www.nzaba.org/newsletter/vol302/NZABA.asp)).

NZ is a beautiful country in the South Pacific with unique bi-cultural underpinnings and a multi-cultural society with a relatively small population for the country's geographic size. It has a strong track record in EAB research as well as the availability of University courses, programmes, and research in both EAB and ABA across at least five universities. NZ has the only two BACB programmes in the Southern Hemisphere and the number of locally-certified practitioners is rising. Although the title of behaviour analyst is rarely seen in employment advertisements, graduates do find work in New Zealand albeit under titles such as psychologist. Those readers interested in finding more information about behaviour analysis in NZ need only use the above links to the Universities, to the New Zealand Association for Behaviour Analysis, or to the author. Some updates may occasionally appear on the *Foundation* website.

### **New Zealand Update (April, 2008): New Zealand Autism Disorder Guideline**

In 2006, the Ministries of Health and Education published the Draft Evidence-Based Guideline for Autism Spectrum Disorder. The draft was the first autism guideline of its kind in NZ and no professionals participated that might be considered competent

in behaviour analysis (as evidenced by my Web-based searches of the contributing members in the guideline teams on pp. 12-17). Unfortunately, the draft contained many problems with respect to its applied-behaviour-analysis content (Messick, 2008). The problems ranged from the non-inclusion of single-case-design literature to factual errors to bias to misrepresentation of behavioural literature. For example the document states, "At one end of the continuum are traditional behavioural approaches, such as discrete trial training which is designed to remediate ASD, with the desired outcome being 'recovery,'" (p. 70). Shortly thereafter it includes a comment from a person with ASD (O'Neill, 2000), "I feel that therapy is good only if its goal is to help the autistic person to fully develop into a whole happy person. Therapy that focuses on the forcing of repeated actions...is degrading...I have not 'recovered' from autism. I believe that no human being should be ashamed of who he or she is," (p. 77). It is odd that a document with "evidence based" in its title could contain a non-random selection of comments throughout the document. One could easily find anecdotal comments on anything in the world; but including a non-random subset is certainly not helpful if the document is to truly be evidence based. No doubt one could easily find

plumbers who cause more leaks than they fix, but it would be illogical to slag plumbing in general. Hence it is important that consumers are able to identify competent practitioners of behaviour analysis so that good behaviour analysis is not confused with poor behaviour analysis.

The (bad) news of the draft spread nationally and internationally, and resulted in several national and international submissions being made regarding the problems with the ABA content and other parts of the draft (for a list of submissions see Appendix 3 of Ministries of Health and Education, 2008). The effort was worth it. In March 2008, the Ministries of Health and Education published the New Zealand Autism Spectrum Disorder Guideline

([www.moh.govt.nz/moh.nsf/index/mh/nz-asd-guideline-apr08#summary](http://www.moh.govt.nz/moh.nsf/index/mh/nz-asd-guideline-apr08#summary)) as a "living guideline" that will be updated as necessary. It included the following caveat:

As a result of feedback received during consultation, an additional independent review of applied behaviour analysis (ABA) is currently being undertaken. The purpose of the review is to critically appraise published research about ABA interventions in relation to outcomes for people with autism spectrum disorder (ASD). The current sections of the New Zealand ASD Guideline which relate to ABA will be neither reviewed nor amended until the

independent review is completed. The recommendations and evidence from the review will be considered by the ASD Living Guideline Working Group using publicly available criteria that will be applied to all proposed changes to the Living Guideline (see page 16 for an explanation of the Living Guideline) (p. 8).

Further, in mid-2008, the Ministry of Health began funding two independent reviews of the ABA literature (including single-case design literature) as part of the living-guideline process. The reviews should be complete in late 2008 or early in 2009.

#### **New Zealand Update (August, 2008): New Zealand Alternate Pathway for BCBA's**

In August 2008, the Behaviour Analyst Certification Board approved an alternate pathway for certification as a BCBA in New Zealand. The pathway is intended for people who completed their degree at least 5 years prior to applying but who do not meet the current requirements put forth by the Board (a grandfathering/grandmothering process). The option is open until 31 December, 2010 and more information can be found on the New Zealand Association for Behaviour Analysis website at [www.nzaba.org](http://www.nzaba.org).

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## From South Korea

### Grace Cho, PhD., BCBA

On August 1, 2008, Namseoul University (NSU) and South Korean Institute of Applied Behavior Analysis (SkiABA), Director,



Grace Cho, held an international conference in Korea.

The subject was “America’s Leadership in Education for Children with Autism & ADHD and Future Direction of Education in Korea for Children with Disabilities.” For this conference, three professors and five graduate students from California State University, Northridge (CSUN) visited Korea from July 28 to August 3, 2008. Dr. Ellie Kazemi, BCBA, gave a presentation about “Behavior Modification Techniques Applied at Home and/or in the Classroom. Dr. Shepherd-Look, Licensed Psychologist, spoke about “Training Parents of Children with Autism.” Dr. Peter Adzhyan, Licensed Educational Psychologist explained “Educational Services for Students with Disabilities in the United States. Conference photos 1.1 and 1.2 below:



(Photo 1.1) Presenters pictured from left: Drs. Peter Adzhyan, Grace Cho, Ellie Kazemi, and Dee Shepherd-Look



(Photo 1.2) Audience at the Conference

Prior to the conference, professors and students from CSUN visited Central Christian Academy (CCA) located Suwon in Korea where the inclusion program for students with disabilities has been successfully implemented. Professors gave lectures for parents, teachers, and administrators at this school. A salient feature of CCA is that fathers take an active role in the social and academic development of their children with disabilities. It is interesting to note, that usually fathers stay in the background allowing the mothers to become more involved with teachers and the ways that they influence their children with disabilities. CCA, one of the top schools for children with disabilities in Korea, has developed a highly effective inclusion pro-

gram, fostering the complete development of children with disabilities within a society of their peers (photo 2.2).



(Photo 2.2) Central Christian Academy, Suwon Korea

On July 31, the presentations of “Service Delivery System for Individuals with Developmental Disabilities in America” given by Dr. Kazemi and Dr. Shepherd-Look were for the benefit of policy makers in Korea, whose role is to develop laws regarding people with disabilities. The Director General, Dong-Uk Lee, expressed his appreciation to CSUN professors.



(Photo 3) Presentation for Policy Makers

Overall, the presentations by these professors were very important because of their impact on the understanding of people with disabilities by the policy

makers of Korea, who are in a position to change the lives of people with disabilities (Photo 3).

## Services

### *B.F. Skinner Merchandise*



**Walden Two on DVD:** Our latest product development is the DVD of B. F. Skinner reading *Walden Two*.

Since its publication in 1948, *Walden Two* has fascinated readers with its provocative picture of a society in which human problems are solved by a scientific technology of human conduct. Today we can listen to Dr. Skinner read the ideas of his portrayal of a community in which many of our contemporary values become realized.

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### *Permissions*

*The Foundation* continues to attend to the many requests from authors, editors, and publishers, as well as students who want the use of B. F. Skinner’s

work or images that are copyrighted by the *Foundation*. This includes photographs, text, and videos. The *Foundation* gladly grants the use of material. If the enterprise is a commercial one, there is a modest fee, and if the use of material is for the publication of a book we generally request one copy for the *Foundation*’s archives,

## Administration

### *BFSF Board Meeting*

The 2009 *B. F. Skinner Foundation* Board Meeting dates have been announced: **April 2-4, 2009**. The Board Meeting will be held in our office suite at 2 Arrow Street. Attending Board Members and *Foundation* Staff include Drs. Joseph Morrow, Allen Murphy, Karen Pryor, Julie Vargas, *Foundation* founder and President, Ernest Vargas, Vice President, and administrative assistant, Edith Lambert.

We are happy to hear from our friends and colleagues with any new business we might consider for the agenda. Please send your suggestions, comments and concerns to any of the following:

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## President's Column

**Julie S. Vargas, Ph.D.**, President, *B. F. Skinner Foundation*



Ernie and I attended the annual FABA (Florida Association for Behavior Analysis)

conference held in Fort Myers in between two September hurricanes. The *Foundation* arranged for the FABA bookstore to sell *Verbal Behavior* and the DVD of B. F. Skinner reading *Walden Two*. FABA is generously donating to the *Foundation*, all proceeds from the DVD sales. Our thanks go to FABA.

In spite of Florida's budget cuts for travel the week before the conference, attendance was good. The keynote address was given by Amy Sutherland, author of newly published *What Shamu Taught Me About Life, Love, and Marriage: Lessons from Animals and Their Trainers*. She gave an excellent talk, illustrating positive alternatives to punitive techniques of control with personal anecdotes and amusing stories about her husband. I was impressed that she could hold an audience spellbound with no audio-visuals!



Photo: *Walden Two* DVD display at the FABA Conference

Three of the *Foundation* board members gave papers at the FABA convention: Ernie and I gave one on *Walden Two*, and Al Murphy gave a talk about his work with turtle preservation, described in an earlier *Operants*.

Now Ernie and I are back in Cambridge looking forward to the dozens of projects the *Foundation* has begun. We are happy with our new location in Harvard Square, where volunteers are always welcome.

### *BFSF Volunteer Projects*

**Criss Wilhite**, Archival Program Committee Chair, is looking for volunteers. She is interested in people who have experience procuring funds through grants or other ways, and in transferring documents, film or video into formats that allow easy dissemination via the website, and special knowledge

or ability to access, or particular skills regarding Skinner-related material in one or many areas of the world. If interested, please contact Criss Wilhite via email, at [crissw@csufresno.edu](mailto:crissw@csufresno.edu)

The *Foundation* Office is seeking volunteers too. We need help with administrative tasks. Volunteers get involved in administrative tasks such as interviewing leading professionals for *Operants*, the *Foundation's* newsletter and updating the *Foundation's* website ([www.bfskinner.org](http://www.bfskinner.org)). Experience with Apple/Mac computers is helpful, and willingness to learn new Apple systems is required. The *Foundation* is a very small organization and people work closely as a team.

Applicants of any age may apply. We are especially interested in retired persons or those over 50 years of age who will be with the *Foundation* for at least two years. Hours and days must initially overlap with current staff. Times are otherwise flexible, and do not need to be the same every week. For the *Foundation* office volunteer position, please send a resume of your skills, include the hours and days you are available, and particular skills and interests to [elambert@bfskinner.org](mailto:elambert@bfskinner.org). or *B. F. Skinner Foundation* 2 Arrow Street #200 Cambridge, MA 02138.

## Editor's Column

Dear Reader,

It is my pleasure to join the *B. F. Skinner Foundation* as the *Foundation* approaches its twentieth business anniversary, 2009. This is my first issue of *Operants* as the newly hired administrative assistant. I look forward to your comments, suggestions, and contributions as we work toward developing our newsletter.

I will also assist with the



*Foundation's* Seminar series, planning and coordinating logistics. The *Foundation* will sponsor one seminar quarterly. I am indebted to the PECS organization and staff for their coordination of our first Seminar Series event December 2. Please see the registration and seminar presentation details on page three of this newsletter.

The *Foundation* is interested in feedback from those who buy books through our website. We would like to know the reason for your purchase. This will help us plan reprints for the future as well as suggest to us what is happening in the field.

Please send your response to me at [elambert@bfskinner.org](mailto:elambert@bfskinner.org).

## Events

**21st Annual IPTC**, November 6-8, 2008, Rutgers University, New Brunswick, New Jersey.

**25th Annual AABSS, Meeting**, February 5-6, 2009, Flamingo on the strip, Las Vegas, Nevada.

**ABAI Autism Conference Conference**, February 6-8, 2009, |Hyatt Regency Jacksonville-Riverfront, Jacksonville, Florida.

**27th CALABA Conference**, March 12-14, 2009, Hyatt Regency, San Francisco Airport, Burlingame, California.

**ISB 21st Annual Convention**, March 18-20, 2009. Balboa Inn, Newport Beach, California.

**ABAI 35th Annual Convention**, May 22-26, 2009, Phoenix Convention Center, Phoenix, Arizona.

**ABAI 5th International Conference**, August 7-10, 2009 Radisson SAS Plaza Hotel, Norway.

**FABA**, September 2009. Hilton Daytona Beach, Florida.

**Contributions to the B. F. Skinner Foundation**

**For instructions please visit our website**

**[www.bfskinner.org](http://www.bfskinner.org)**