

Operants

A Newsletter of the B.F. Skinner Foundation

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Profile: *Engineering Applications:* **Vicci Tucci & Tucci Learning Solutions, Inc.**

For the past 30 years, Vicci Tucci has dedicated herself to

implementing the Competent Learner Model (CLM) for naïve learners (autistic and challenged learners in special and general educational settings). She is committed to naïve learners becoming more successful in home and school settings by collaborat-

ing with instructional teams to engineer learning environments. Ms. Tucci has also developed a computer-based "teaching machine" designed to teach instructors ABA, DI, and PT 'best practice'.

Ms. Tucci has a Masters degree in applied behavior analysis from the University of the Pacific and is a Board Certified Behavior Analyst (BCBA). It wasn't until graduate school that Ms. Tucci learned about Skinner. She first read *Science and Human Behavior* and then moved on to *Technology of Teaching*. "I've gone through 6 copies of *Technology of Teaching*, because I destroy them all with my notes," remembers Ms. Tucci. She mentioned *Contingencies of Reinforcement* as being particularly helpful and inspiring. "Back when I started in applied settings, we mainly relied on journal articles to determine how to intervene. I had not been taught to conduct a functional analysis to understand the existing contingencies maintaining the repertoires. The more I read Skinner's texts, the more I was able to become effective at arranging contingencies to affect change in my learners' behavior. Also, I shifted from a focus of weakening repertoires to developing repertoires," explained Ms. Tucci.

I asked Ms. Tucci what made her pursue Skinnerian science as a career. She explained that her grandfather had owned a bar in their hometown of Weston, West Virginia. The Weston State Hospital was right next door and was undergoing a National Hospital Improvement Project.

Many behavior analysts working at the hospital would hang out at her grandfather's bar, and Ms. Tucci began interacting with them. During her undergraduate years, she began working at Weston State Hospital. Holly Maynard, a former student of Scott Wood, was Ms. Tucci's supervisor and mentor. Ms. Tucci remembers, "Holly would roll up her pant legs to get in the shower to teach the women residents at the State Hospital how to take a shower. I was amazed by her kindness and respect for these women. She taught me so much about the value of positive reinforcement." Ms. Tucci credits Holly Maynard for her decision to attend graduate school for behavior analysis.

Immediately after graduate school, Ms. Tucci was hired to run an adult learning program. These adults had just been released from the state hospital, and ranged from 23 to 68 years of age. The school in which she taught had formerly been a jail, and she was equipped with nothing more than 12 pencils and a stack of paper. Ms. Tucci was hired on a Friday, and on Monday, the students arrived. She remembers, "I had never taught more than one person at a time before this experience. Now I had to teach 12 people at once. All I knew how to teach was football!"

The school where Ms. Tucci began her work was called

the Handi-CAPS Center, and it still exists today. Her job there was to teach the students practical skills, but the students often expressed interest in intellectual skills, such as learning how to read. Ms. Tucci remembers the scripted program "Reading Mastery" as being particularly helpful in this situation. Also at this time, Ms. Tucci began reading *Verbal Behavior*. It was then that she learned the importance of the verbal operants in developing a set of basic competencies. "Students who had basic competencies could do so much more. For example, they could begin to problem solve on their own," said Ms. Tucci. She also learned that she could teach her learners a system of responses to act effectively. "A competent learner can continue to behave in novel circumstances. A competent learner can be equipped with a system of responses to learn novel tasks without always being taught explicitly," she added.

After teaching at the Handi-CAPS Center, Ms. Tucci began creating the Competent Learner Model. (*Editor's Note:* For more detailed information regarding the CLM, I suggest visiting Ms. Tucci's website at www.tuccionline.com. Go to the "Downloads" section -- I found the "Sample Materials" and "Literature" sections most helpful.)

Ms. Tucci resides in California, but she is also professionally active in Pennsylvania. She

initially trained just two behavior analysts as CLM coaches in Pennsylvania, Cathy Scutta and Donna Lefevre. These two coaches began to train other educational consultants as coaches. Currently, there are 70 CLM coaches throughout the state of Pennsylvania. The organization for which Ms. Scutta and Ms. Lefevre work is called PaTTAN (Pennsylvania Technical and Training Assistance Network). It includes roughly 40 consultants and assists teachers statewide. "This CLM implementation model goes way beyond the typical consulting model. It strives toward building in-house capacity within an organization. Eventually there will be an internal CLM coach in each classroom," explained Ms. Tucci. Ms. Tucci is very grateful to the people who initially encouraged her to bring her knowledge and work to Pennsylvania. They include Dr. Gerald Shook, Dr. Jack Neisworth, and Mr. Ron Zdrojowski.



Vicci Tucci with her pets

Currently, Ms. Tucci's CLM is being researched by Temple University, along with two other models. A pilot study

was just completed by Dr. Rick Kubina at Penn State University. The results from this study should be published soon. Penn State University will be offering online courses on the CLM this fall, and the Florida Institute of Technology, under the supervision of Dr. Jose Martinez-Diaz, will offer similar online courses in April. West Virginia University, under the supervision of Dr. Dan Hursh and Dr. Barbara Warash, has also expressed interest in offering the CLM Course of Study to teachers in Special Ed and Early Intervention Programs.

Ms. Tucci remains especially passionate about the idea of *implementation* versus *consultation*. "With implementation, you're in for the long haul," said Ms. Tucci. "The instructors are able to be more independent and eventually learn how to problem solve using the assistance of their coaches. They have learned how to arrange and rearrange contingencies as delineated by the science of human behavior yet they are sensitive to the existing contingencies in the learning environment. The instructors can become their own in-house experts," added Ms. Tucci. "*Technology of Teaching* really taught me so much. Skinner's definition of teaching will stick with me always."

"The application of operant conditioning to education is simple and direct. Teaching is the ar-

range of contingencies of reinforcement under which students learn. They learn without teaching in their natural environments, but teachers arrange special contingencies which expedite learning, hastening the appearance of behavior which would otherwise be acquired slowly or making sure of the appearance of behavior which might otherwise never occur."

--B.F. Skinner

For more information on the CLM or to contact Vicci Tucci, please visit www.tuccionline.com.

Email: info@tuccionline.com

Profile:

Social Contributions:

Profile: Carol Murphy

A few months ago, Joe Morrow alerted me to a particularly inspiring person who might be willing to do an interview for *Operants*. Carol Murphy, from Wildwood, Illinois, is the mother of two young children with autism. Joe was immediately impressed with Carol's appreciation and understanding of Skinner and Skinnerians. The two had met online at a Verbal Behavior discussion group, and have remained in touch since then. Carol cites Joe as having an admirable combination of expert knowledge of ABA, as well as affection and compassion regarding the children and families with whom he works.

Carol's two children -- Alexander, 8 years old, and Nicole, 5 years old -- both attend

Old School Montessori in Grayslake, Illinois and participate in typical classrooms. Carol credits the support and accommodation of the school's Administrator, Marilyn Shattuck, for her children's comfort and success at Old School Montessori.

Carol first learned about B.F. Skinner purely by accident. Her son, Alexander, was diagnosed with autism at 2 and half years old. Until the age of 3, Alexander participated in the state of Illinois Early Intervention Program. There, he received speech therapy twice a week, and occupational therapy once a week. The state program ceases to provide services when a child turns 3, however, and at that time, the school district becomes responsible for services. When Alexander turned 3, he was enrolled in the district's Early Childhood program and was placed in a classroom with 7 other young children with autism. Carol recalls observing the classroom where 8 children were busy doing 8 different things, none of them interacting with each other. After 1 year, Alexander had barely developed, and he still wasn't talking. Carol began reading about ABA online, and pulled Alexander out of public school. After learning more about ABA and after speaking to other mothers online, Carol enrolled Alexander in a private Verbal Behavior clinic. There, Alexander worked half-days with

a therapist trained exclusively in Verbal Behavior. In just the first two weeks, Alexander was talking. "His language exploded and he was saying new words daily. Expressive facts were acquired so rapidly that his therapists had difficulty keeping up with his daily tracking sheets," remembers Carol.

Carol had initially accepted that Alexander's failure to learn was a direct result of his being affected by autism. Looking back at the time wasted, she was furious that both the state and school district's program had failed Alexander. Carol consulted with psychologist Dr. Victoria Lavigne, one of the few professionals with a keen understanding of the educational appropriateness and need for ABA. To avoid Due Process, Carol agreed to mediation with the school district in order to provide them with the data proving Alexander could learn through ABA, and also to attempt to gain reimbursement for the expenses incurred at the Verbal Behavior clinic.

As soon as her son began to talk, Carol naturally became more and more interested in ABA and why it was working so well. Carol remembered, "I was told by the Developmental Pediatric Specialist not to do ABA because it was for 'very severe cases'... When we got Alexander's diagnoses, we were told to immediately enroll in speech and

occupational therapy." Unfortunately, this antiquated protocol remains today. It is something that Carol would give anything to see changed for newly diagnosed children. "ABA taught my son to talk, not a year of speech therapy," explained Carol. "Unfortunately, we trusted this specialist to be knowledgeable about the most effective protocol in treating autism. Thus began our journey of wrong turns, dead ends, and wasted time regarding both the state's program and then the school district's program as well. Alexander's year at the public school (age 3 - 4) was a complete waste of his learning life." Now that Alexander has functional language, he sees an excellent speech pathologist, Christine Brennan, who works with him on articulation, sentence structure, etc.

Alexander was enrolled in the VB clinic for one year, and after it closed, Carol set up a full-time home program for two years. Carol hired Jill Poffenbarger, Alexander's therapist from the VB clinic, as lead therapist for their home program. Carol remains very grateful to Jill for all her work. She also consulted with Dr. Patrick McGreevy when she came across some particularly difficult behavior issues. "He was a tremendous help in providing us with insight in both understanding and successfully addressing those behaviors," said Carol.

When Alexander was 6 years old, he attended the Chicago Education Project, a Verbal Behavior clinic run by Amanda Parker and Christine Samson. It wasn't until Alex turned 7 that Carol enrolled him at the Old School Montessori. He was placed into the kindergarten class, which Carol feels was the best thing for him. "Alex had almost missed out on experiencing the speech patterns of 3, 4, and 5 year olds." Now 8 years old, Alexander has just started first grade at Old School Montessori.

Carol's daughter, Nicole, has had a slightly different story. She developed typically until she was 12 months old. Between 13 - 15 months, however, Nicole lost all language, eye contact and interest in interacting with her family. When placed on Carol's lap, Nicole would stiffen her body, slide off her lap and sit along on the floor. At 21 months, she was diagnosed with moderate autism. This type of regressive autism is observed in approximately 25% of children that are diagnosed. In addition, the ratio of males to females with autism is 4:1. This second diagnosis, just 17 months after her son's, was clearly another huge blow to Carol.

With Nicole, however, Carol knew what to do right away. She enrolled her in the state's Early Intervention Program and this time considered

litigation, refusing to accept the standard speech and occupational therapies that had failed her son. At just 24 months old, Nicole was receiving 16 hours a week of ABA. "We utilized sign language, enhanced by picture cues, both at the clinic and at home. In just 4 months, Nicole's language returned and along with it, her interest in her therapists and family members. Watching the video, it is amazing to see the difference with her facial affect... Nicole began to look happy again." (Click on the "View My Video" link on Carol's website to see clips of Nicole participating in ABA therapy.) Carol is grateful to Andrew Lemke, a consultant at the state's Early Intervention Program (seen working with Nicole in the film clip on Carol's website).

Carol is also grateful to Cindy Keuhn, co-founder of I-CARE (www.icareinfo.org). Keuhn brought Vince Carbone to Chicago to present a three-day workshop entitled "Introduction to Verbal Behavior." It was here that Carol learned how to apply Verbal Behavior principles to life at home. "I was relentless in incorporating VB principles at home so the children would not lose those skills and behaviors. AVB is a way of life now for all of us."

At age 3, Nicole joined Alexander in their home program, with each child receiving a half-day of therapy in their own

home, for one whole year. At 4 years old, Nicole joined Alexander at the Chicago Education Project.

Now five years old, Nicole is currently in kindergarten at Old School Montessori. Nicole has slightly different problems from her brother, like issues with self-regulation, tantrums, and difficulty with transitions. Nicole has an aide in school with her for those reasons. Carol recalls that after Nicole was diagnosed, she had to learn autism "all over again," as Nicole's symptoms manifested completely differently than her brother's.

Carol has essentially been personally training Nicole's school aide. "I learned a lot about ABA through the home program," Carol explained. Carol also continues to work with her Chicago Education Project consultant, Amanda Parker. Carol describes Parker as "very caring and yet very technical, a combination that is both critical and unfortunately all too rare."



Amanda Parker at the Chicago Education Project

In January of 2006, Carol testified before the Illinois state

legislature on proposed legislation for a waiver program. She spent her 401(k) and down payment on a larger home to pay for her children's Verbal Behavior therapy. Carol is very aware that most families do not have the privilege of paying for private ABA therapy nor should anyone have to. "It was worth every penny, because, though they are not without their challenges, they're now both in typical classrooms which is the optimal learning environment in modeling typical behaviors, including speech patterns," said Carol. Ironically, Carol is still waiting to be enrolled in the state's waiver program.

Carol is incredibly grateful to all of the consultants, teachers, and therapists with whom she has worked. She repeatedly mentions her high regard for Amanda Parker, of the Chicago Education Project, and Marilyn Shattuck, of the Old School Montessori. When Nicole exhibited the most challenging of behaviors, not only did Marilyn and Montessori teacher Heather Harrison say, "Bring her back," they insisted on it. "Words cannot express how deeply their compassion and willingness to help give her an opportunity for an appropriate education has touched me," states Carol.



Marilyn Shattuck with Alex and Nicole

Carol is quite firm in her belief that public schools are simply not equipped to work with children with autism. "Verbal Behavior changed our lives," repeats Carol. "Until parents are educated about ABA and understand that this is what works, we've got a long way to go... *It's really a human rights issue.* I pay taxes, and yet for me, my children are simply unable to go to public school. I will never forget the days when my house with the two children remained eerily silent. If they were still enrolled in public school, I would not be able to communicate with my children."

Carol couldn't be more grateful to ABA and Skinnerian Science. Carol feels that "It is more than a coincidence regarding the timing of Skinner's role in history and the upcoming autism explosion." Carol feels extremely fortunate regarding their incredible journey, and has a deep affection and gratitude towards "the man who made it all

possible... Not a day goes by when I don't think about Skinner and his impact on my children."



Alex and Nicole

To learn more about Carol and her children, please visit her website at <http://www.myspace.com/autismx2>.

PROGRAMS:

Archival:

Volunteer for the B.F. Skinner Foundation Archival Program Committee

Criss Wilhite, the new Archival Program Committee Chair, is looking for volunteers. She's looking for people who:

1. have experience procuring funds through grants or in other ways
2. have experience in transferring documents, film or video into formats that allow easy dissemination via the website
3. have special knowledge of, ability to access, or particu-

lar 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

E d u c a t i o n a l :

B.F. Skinner Foundation Seminar Series

Under the auspices of its Educational Program, the B. F. Skinner Foundation will begin a new education endeavor: the *B.F. Skinner Foundation Seminar Series*. This will be a variety of educational experiences offered to the public by leading scholars and practitioners in our field. It will begin with workshops in specialized topics. The first workshop will be provided by Drs. Andy Bondy and Joseph Morrow. It is currently being planned for the middle of next year, in 2008.

The general direction of the Seminar Series is under BFS Foundation Board Director Dr. Joseph E. Morrow. The specific administration of the Seminar Series will be carried out by BFS Foundation Administrative Assistant Elizabeth McGlinchey. For information on how you may provide a workshop, or another type of seminar, please contact Dr. Joseph E. Morrow at jmorrow223@aol.com. For specific information on costs, credits (CEU—BCBA), dates, locations,

registration, and topics, please contact Elizabeth McGlinchey at McGlinchey@bfskinner.org.

International:

Brazil Liaison:

Martha Hübner



Dr. Martha Hübner is one of the two B.F. Skinner Foundation's Brazil Liaisons. She holds a Bachelors of Psychology from the Catholic University of São Paulo, Brazil, and a Masters of Science as well as a Doctorate from the University of São Paulo in Experimental Psychology. Currently, she is a professor at the University of São Paulo. Martha was also just recently elected President of the Brazilian ABA Branch (known in Brazil as the Brazilian Association of Behavioral Psychology and Medicine/ABPMC.)

Martha first learned of B.F. Skinner in an undergraduate Experimental Behavior Analysis course at the Catholic University of São Paulo, taught by Celia Miranda and Maria Luisa Guedes. When asked what inspired her to pursue Skinnerian science, Martha expressed her excitement of

changing the world through the selection by consequences model. "Skinner's conceptions fought against the stigmatization and preconceptions about behavior disorders that existed in traditional psychology... It seemed to me that Skinner held the most modern conception of the human being, giving chances to contingencies, rather than 'freezing' people and society with rigid diagnoses... Skinner analyzed contingencies instead of 'labeling' people," explained Martha.

At the University of São Paulo, where Martha teaches, the undergraduate psychology courses discuss Skinner in the Experimental Analysis of Behavior courses for just two semesters. Martha explained that other universities in the area offer undergraduate courses that cover Skinner in more detail, such as the University of São Paulo, Pontifícia Universidade Católica de São Paulo and the Federal University of São Carlos.

Martha is optimistic about the future of Skinnerian science. "In Brazil, in the 1990s, you could put all the behavior analysts together and have just 400 people. Now, we have about 3,500 behavior analysts attending conferences each year," said Martha.

Martha acknowledges the difference between Skinnerian science in the United States and in Brazil. She explained, "Here in Brazil, we tend to have a wider

variety of interests. Autism is not our major interest. Instead, we have focused on Behavioral Therapy, or Therapy by Contingencies, as Helio Guilhardi, one of Brazil's most famous behavior therapists, would say. We also have many research centers focused on basic, applied and theoretical analysis."

As newly elected President of the ABPMC, Martha is very proud of the Brazilian ABA's growth and expansion. Currently, their mailing list includes 4,000 people. Every year, for the past five years, about 1,600 people attend the annual convention, usually held in September. In 2004, the ABPMC helped organize the Second International ABA Convention, which 2,420 people attended. Today, the ABPMC has 1,450 members. Their 2008 Convention will be held in Campinas, São Paulo, Brazil from August 28 - 31, 2008. Martha encourages anyone interested to attend! All are welcome. (For more information, go to www.abpmc.org.br)

Martha explained that her goals as liaison for the B.F. Skinner Foundation are similar to her goals for the ABPMC. "My goal is to increase the number of Skinner publications in the Portuguese language and to disseminate Skinner's ideas to the greater public and press. As Skinner himself said, the only way to change the world and to face our current problems is to improve

our understanding of human behavior."

To contact Dr. Martha Hübner, send an email to martha@hubner.org.br

Research and Scholarships: **Foundation Scholarship Winner**

In 2006, the B.F. Skinner Foundation established a scholarship for graduate student research in Florida. The first scholarship winner was Jeanne Donaldson, a student at the Florida Institute of Technology.

The 2007 Scholarship was recently awarded to Griffin Rooker.



Griffin graduated from Emory University with a BA in 1999. In 2004, he graduated from Northeastern University with a MS in Behavior Analysis. His advisor at Northeastern was Eileen Roscoe. Currently, Griffin is a second year graduate student at the University of Florida in Dr. Brian Iwata's lab.

Griffin will be using his scholarship money to conduct a

study that looks at assessing and treating problem behavior occasioned by dental procedures. The treatment will be video modeling.

Congratulations to Griffin! We look forward to hearing about the results of his study.

President's Column **By Dr. Julie S. Vargas**



In November, my husband and I attended a friend of the family's 99th birthday party.

There were many people there we had not met before. When we got talking we were asked what we did. Naturally we mentioned the B. F. Skinner Foundation. One person asked, "Is anyone still using B. F. Skinner's work?"

Where to begin! Really the question should be "Is there any field involving behavior where the science that Skinner initiated is NOT used?" That is easy to answer. No. Not one.

Let's take a common example. Anywhere new behavior needs to be established, someone is using shaping. Shaping, in turn, is based upon *operant* conditioning: increasing the frequency or strength of existing actions by selectively reinforcing those closest to the behavior de-

sired. No punishment or “correction” is needed in shaping behavior: It is an ethical and humane procedure based on reinforcement. And of course “operant” behavior was first described and researched by Skinner.

Some areas, such as in work with children or adults with limited language, the only way to teach complex behavior is by shaping. That is why the fields of autism and developmental disabilities rely so heavily on operant conditioning procedures. Most practitioners in those fields recognize that their practices come from Skinner’s original discoveries, and they credit his contribution. The story differs in other fields. In regular education, for example, Skinner’s heritage exists in technologies specifically based upon programmed instruction, measurement of rate, and contingency management. These behavioral practices do not yet predominate in classrooms, but where they are adopted students succeed. One can trace other influences of Skinnerian science in education, but they have diffused so broadly that direct lineage is difficult to see. The term “positive reinforcement” is no longer identified specifically with Skinner but probably came from his educational work in the 1960’s. “Functional behavioral assessment” derives from the realization that any problem behavior that occurs repeatedly in a class-

room is being maintained by existing contingencies. Instead of punishing that behavior, contingencies that strengthen other behavior through reinforcement not only work better, but are better accepted by students. The latter approach is consistent with the scientific and ethical principles that Skinner advanced.

Many other fields show Skinner’s heritage. No science is static. The science that analyzes behavior has advanced since Skinner’s death in 1990. But the basic analytical framework of examining the contingent relations between current behavior and its surrounding variables remains at the heart of scientific advances and practices. That is Skinner’s heritage.

The Foundation Office Has Moved!



In November, the Foundation office moved just a few doors down on Arrow Street in Cambridge, Massachusetts. Our

beautiful new building is home to numerous non-profit organizations, including the American Repertory Theatre and the China Medical Board. The B.F. Skinner Foundation now shares an office suite with the American Higher Education organization. (www.americanhighered.com)

*New Foundation Contact Info:
2 Arrow Street, Suite 200
Cambridge, MA 02139
Phone: 617.661.9209
Fax: To Be Determined...*

All email and web address remain the same.



2 Arrow Street



Volunteers Simon Proekt and Timothy Piskura assemble furniture.



The 2008 B.F. Skinner Foundation Board Meeting

The dates for the annual Foundation Board Meeting have been announced: *February 29 - March 1, 2008*. The Board Meeting will be held in our new office at 2 Arrow Street in Cambridge, Massachusetts.

Board Members and Foundation Staff attending include board members Al Murphy, Joe Morrow, Karen Pryor, Ernest Vargas, Julie Vargas, and staff Elizabeth McGlinchey and Anna Zilberberg.

2007 FABA Convention



We're pleased to announce that the 2007 Florida Association for Behavior Analysis Convention was a great success.

Over 1,000 people attended the convention, and the B.F. Skinner Foundation held another successful auction.

2007 BABAT Convention

By Timothy Piskura

Edited by Anna Zilberberg

For a behavior analyst practicing in New England, the fall always signifies a trip to the

University of Massachusetts at Amherst, because this is where the Berkshire Association for Behavior Analysis (BABAT) conference is held. Now in its 28th year, the conference continues to grow in size and popularity and is touted by speakers as one of the best regional Applied Behavior Analysis (ABA) conferences. This year I attended the conference not only as a behavior specialist but also as an ambassador from the B.F. Skinner Foundation.

The conference is a great place to network with other professionals, get feedback on research projects prior to the annual ABA conference, and reconnect with old friends in the field. I had a chance to distribute informational materials about the B.F. Skinner Foundation as well as articles written by Dr. Skinner himself. Many were pleasantly surprised to discover that the Foundation exists and even more thrilled to learn of all the Foundation's endeavors.

For myself, the first of many highlights included the presentation of the *Sidman Award for Enduring Contribution to Applied Behavior Analysis* to Dr. Brian A. Iwata. Another notable event was a panel discussion chaired by Bill Ahearn and included Gina Green on the comparison of Psychiatry and Behavioral Sciences (PBS) and ABA treatment methodology. A symposium I found to be helpful in

my daily practice was presented by The New England Center for Children ("*Implementing Behavior programs and Collecting Data: How Can We Improve Our Practice?*"). These three presentations covered feedback and procedural integrity, the significance of video modeling, and the role of feedback strategies on frequency of data collection. These studies gave me good ideas and a refreshing outlook on potential solutions to reoccurring problems. The symposium held by Karen Pryor (a board member of the B.F. Skinner Foundation) "*Demonstration of the Usefulness of Acoustical Markers (TAG Teach) for Acquisition Across Several Skill Areas*" was very educational.

With support from the behavior analytic community, the BABAT conference has and will continue to expand and improve over the years. This year marked a record number of attendees. Hopefully, the B.F. Skinner Foundation representatives will continue participating in the conference and thus generate awareness and promote better behavioral science for a more humane world.

Tim Piskura

Clinical Behavior Analyst
Volunteer for the B.F. Skinner
Foundation

Volunteer Support

You can support the B.F. Skinner Foundation by contributing your time. The Foundation is looking for a volunteer in the Boston/Cambridge area, no more than a half hour traveling distance from its office. (Address below.) We're looking for someone:

1. with a background in Skinnerian behavioral science
2. who can be with the B.F. Skinner Foundation for at least two years
3. who can help part-time up to 20 hours a week (or more)
4. who is willing to learn new things
5. who is literate in Apple/Mac applications

There is no age limit. We can sort out hours and days. The volunteer must overlap with current staff, but otherwise the volunteer would work on her or his own.

Looking Ahead...

Upcoming Behavior Analysis Conventions

★ The 2nd annual ABA Autism conference will be held from *February 8 - February 10, 2008*, at the Hyatt Regency Atlanta in Atlanta, Georgia. For more information, please visit <http://www.abainternational.org/a>

[utconf/index.asp](http://www.abainternational.org/a)

★ The 26th Annual Western Regional CalABA Conference will be held on *February 21-23, 2008* at the Hyatt Regency Orange County in Garden Grove, California. Please note that the B.F. Skinner Foundation will be holding its annual auction of Skinner memorabilia at this conference. Questions? Please email: conference@calaba.org.

★ The 34th Annual ABA Convention will be held in Chicago, Illinois from *May 23-27, 2008* at the Hilton Chicago. For more information, please visit <http://www.abainternational.org/convention/index.asp>

Letter from the Editor



Dear Reader,

I hope you have enjoyed our last issue of *Operants* for 2007. I look forward to further expanding and improving our newsletter for 2008!

I would like to thank all of our interviewees for their time and generosity. It was a pleasure to meet and interview such fascinating people. Thanks, too, to Joe Morrow for initiating the Carol Murphy article. I hope you

all find her story as inspiring as I do.

I encourage you all to explore Vicci Tucci's website, as her company is constantly growing. Also, keep an eye out for future interviews with the Foundation's other international liaisons, such as Theresa Silva, the Foundation's other Brazilian Liaison.

I look forward to reporting back to you after the 2008 Foundation Board Meeting. Until then, Happy New Year!

-- Elizabeth McGlinchey, Editor

Please send any comments, suggestions or concerns to mcglinchey@bfskinner.org