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CURRICULUM VITAE (Abbreviated)

DATE: May, 2009

NAME: Philip N. Hinline

ADDRESSES:

Office:

Department of Psychology
Weiss Hall
Temple University
Philadelphia, PA 19122
Phone: 215-204-1573
FAX 204-5539
email: hinline@temple.edu

Home:

3020 Midvale Avenue
Philadelphia, PA 19129
215-848-0892

EDUCATION:

Hamilton College, Clinton, NY, 1958-1962
B.A. Psychology, 1962

Harvard University, Cambridge, MA, 1962-1966
Ph.D. Psychology, 1967

DOCTORAL DISSERTATION:

The Warm-Up Effect in Avoidance Conditioning.
September, 1966. Sponsor: R. J. Herrnstein

AWARDS

James Soper Merrill Award, Hamilton College, 1962
Distinguished Service to Behavior Analysis,
Association for Behavior Analysis – International, 1994
Eleanor Hofkin Award for Excellence in Teaching,
College of Arts & Sciences Alumni Association of Temple University, 1999
Great Teacher Award
Temple University, 2000
Distinguished Teaching Award
College of Liberal Arts, Temple University, 2000
Outstanding Basic Research Award
Division 25 of the American Psychological Association, 2002
Fred S. Keller Behavioral Education Award
Division 25 of the American Psychological Association, 2007
Annual Award for Outstanding Contributions to Behavior Analysis, 2008
California Association for Behavior Analysis

POSITIONS HELD:

Hamilton College, Clinton, NY 1961-1962
Assist. Lab Instructor

Harvard University, Cambridge, MA 1962-63 Z
Research Assistant

Harvard University, Cambridge, MA 1963-64
Teaching Fellow.

Walter Reed Army Institute of Research, Washington, D.C. 1966-1969
Principal Investigator

American University, Washington, DC 1968-69
Lecturer

University of Sussex, England 1976-1977
Visiting Research Professor

Temple University:

1969 APPOINTED ASSISTANT PROFESSOR
1972 TENURED, & PROMOTED TO ASSOCIATE PROFESSOR
1973-1976 Director, Experimental Division, Psychology
1980 PROMOTED TO FULL PROFESSOR
1979-1982 Director, Experimental Division, Psychology
1983-1986 Director of Graduate Studies, Psychology

PUBLICATIONS:

RESEARCH ARTICLES

- Herrnstein, R.J. & Hinson, P.N. (1966). Negative reinforcement as shock-frequency reduction. Journal of the Experimental Analysis of Behavior, 9, 421-430.
- Rachlin, H. & Hinson, P.N. (1967). Training and maintenance of key-pecking in the pigeon by negative reinforcement. Science, 157, 954-955.
- Hinson, P.N. (1968). Technical note: A rapid retractable response lever. Journal of the Experimental Analysis of Behavior, 11, 127-128.
- Hinson, P.N. & Rachlin, H. (1969). Notes on fixed-ratio and fixed-interval escape responding in the pigeon. Journal of the Experimental Analysis of Behavior, 12, 397-401.
- Hinson, P.N. & Rachlin, H. (1969). Escape and avoidance of shock by pigeons pecking a key. Journal of the Experimental Analysis of Behavior, 12, 533-538.
- Hinson, P.N. & Herrnstein, R.J. (1970). Timing in free-operant and discrete-trial avoidance. Journal of the Experimental Analysis of Behavior, 13, 113-126.
- Hinson, P.N. (1970). Negative reinforcement without shock reduction. Journal of the Experimental Analysis of Behavior, 14, 259-268.
- Hinson, P.N. (1972). Avoidance sessions as aversive events. Science, 176, 430-432.
- Lambert, J.V., Bersh, P.J., Hinson, P.N., & Smith, G.D. (1973). Avoidance conditioning with shock contingent upon the avoidance response. Journal of the Experimental Analysis of Behavior, 19, 361-367.
- Hinson, P.N. (1978). Warm-up in avoidance as a function of time since prior training. Journal of the Experimental Analysis of Behavior, 29, 87-103.
- Hinson, P.N. & Harrison, J.F. (1978). Lever biting as an avoidance response. Bulletin of the Psychonomic Society, 11, 223-226.
- Hinson, P.N. & Alloy, L.B. (1978). Warm-up effects in free-operant avoidance in a shuttlebox. Bulletin of the Psychonomic Society, 12, 447-450.
- Hinson, P.N. (1978). Warm-up in free-operant avoidance as a function of the response-shock = shock-shock interval. Journal of the Experimental Analysis of Behavior, 30, 281-291.
- Mellitz, M., Hinson, P.N., Whitehouse, W.G. & Laurence, M.T. (1983). Duration-reduction of avoidance sessions as negative reinforcement. Journal of the Experimental Analysis of Behavior, 40, 57-67.

- Deluty, M.Z., Whitehouse, W.G., Mellitz, M., & Himeline, P.N. (1983). Self-control and commitment involving aversive events. Behaviour Analysis Letters, 3, 213-219.
- Himeline, P.N. & Sodetz, F.J. (1987). Appetitive and aversive schedule preferences: Schedule transitions as intervening events. In M.L. Commons, H. Rachlin, & J. Mazur (Eds.), Quantitative Analyses of Behavior, Vol. V: Reinforcement Value -- The Effects of Delay and Intervening Events. Hillsdale, N.J.: Earlbaum.
- Hackenberg, T. D. & Himeline, P. N. (1987). Remote effects of aversive contingencies: Disruption of appetitive behavior by adjacent avoidance sessions. Journal of the Experimental Analysis of Behavior, 48, 161-173.
- Wanchisen, B. A., Tatham, T. A. & Himeline, P. N. (1988). Pigeons' choices in situations of diminishing returns: Fixed- vs. progressive- ratio schedules. Journal of the Experimental Analysis of Behavior, 50, 375-394.
- Hackenberg, T. D., & Himeline, P. N. (1992). Choice in situations of time-based diminishing returns: Immediate vs. delayed consequences of action. Journal of the Experimental Analysis of Behavior, 57, 67-80.
- Wanchisen, B. A., Tatham, T. A., & Himeline, P. N. (1992). Human choice in "counterintuitive" situations: Fixed- versus progressive-ratio schedules. Journal of the Experimental Analysis of Behavior, 58, 67-85.
- Ahearn, W. H., Himeline, P. N., & David, F. G. (1992). Relative preferences for bi-valued ratio schedules. Animal Learning & Behavior, 20, 407-415.
- Tatham, T. A., Wanchisen, B. A., & Himeline, P. N. (1993). Effects of fixed- and variable-ratio schedules on human variability. Journal of the Experimental Analysis of Behavior, 59, 349-359.
- Laurence, M. T., Himeline, P. N., & Bersh, P. J. (1994). The puzzle of responding maintained by response-contingent shock. Journal of the Experimental Analysis of Behavior, 61, 135-153.
- Field, D. P., Tonneau, F., Ahearn, W., & Himeline, P. N. (1996). Preference between variable-ratio and fixed-ratio schedules: Local and extended relations. Journal of the Experimental Analysis of Behavior, 66, 283-295.
- Neuman, P., Ahearn, W.H., & Himeline, P. N. (1997). Pigeons' choices between fixed-ratio and geometrically escalating schedules. Journal of the Experimental Analysis of Behavior, 68, 357-374.
- Neuman, P. Ahearn, W. H., & Himeline, P. N. (2000). Pigeons' choices between fixed-ratio and linear or geometric schedules. Journal of the Experimental Analysis of Behavior, 73, 93-102.

- Martinetti, M. P., Andrzejewski, M. E., Himeline, P. N., & Lewis, M. J. (2000). Ethanol consumption and the matching law: A choice analysis using a limited –access paradigm. Experimental and Clinical Psychopharmacology, 8, 395-403.
- Andrzejewski, M. E., Field, D. P., & Himeline, P. N. (2001). Changing behavior within-session: Cyclicity and perseverance produced by the varying the minimum ratio of a variable-ratio schedule. Journal of the Experimental Analysis of Behavior, 75, 235-246.
- Andrzejewski, M. E., Cardinal, C. D., Field, D. P., Flannery, B. A., Johnson, M., Bailey, K., & Himeline, P. N. (2005). Pigeons' choices between FO and RI schedules: Utility of variability? Journal of the Experimental Analysis of Behavior, 83, 129-145.
- Pellecchia, M., & Himeline, P. N. (2007). Generalization of Mands in Children with Autism from Adults to Peers. The Behavior Analyst Today, 8, 483-491.
- Ennis-Soreth, M., & Himeline, P. N. (2009). The probability of small schedule values and preference for random-interval schedules. Journal of the Experimental Analysis of Behavior, 91, 89-103.

OTHER WORKS

Books

- Catania, A. C. & Himeline, P. N. (1996). Variations and Selections: An Anthology of Reviews from the Journal of the Experimental Analysis of Behavior. (760 pp.) Lawrence, Kansas: Allen Press, and Society for the Experimental Analysis of Behavior.

Theoretical Articles and Literature Reviews

- Himeline, P.N. (1976). Negative reinforcement and avoidance. In W.K. Honig & J.E.R. Staddon (Eds.), Handbook of Operant Behavior (pp. 364- 414). Englewood Cliffs: Prentice-Hall.
- Himeline, P.N. (1980). The language of behavior analysis: Its community, its function, and its limitations. Behaviorism, 8, 67-86.
- Himeline, P.N. (1980). Constraints, competing behavior, and the principle of resonance. In C.M. Bradshaw (Ed.), Recent Developments in the Quantification of Steady-State Operant Behavior (pp. 153-164). Amsterdam: Elsevier/North Holland Biomedical Press.
- Himeline, P.N. (1981). The several roles of stimuli in negative reinforcement. In P. Harzem & M.D. Zeiler (Eds.), Advances in Analysis of Behavior, Volume 2: Predictability, Correlation, and Contiguity (pp. 203-246). Chichester, U.K.: John Wiley and Sons.
- Himeline, P.N. (1983). When we speak of knowing. The Behavior Analyst, 6, 183-186.
- Himeline, P.N. (1984). Aversive control: a separate domain? Journal of the Experimental Analysis of Behavior, 42, 495-509.

- Hineline, P.N. (1984). Can a statement in cognitive terms be a behavior- analytic interpretation? The Behavior Analyst, 7, 97-100.
- Hineline, P.N., (1986). Re-tuning the operant-respondent distinction. In Travis Thompson & M. D. Zeiler (Eds), Analysis and Integration of Behavioral Units: A Festschrift in Honor of Kenneth MacCorquodale (pp. 55-79). Hillsdale, N.J.: Earlbaum.
- Hineline, P. N. & Wanchisen, B. A. (1989). Correlated Hypothesizing, and the Distinction between Contingency-Shaped and Rule-Governed Behavior. In S. C. Hayes (Ed.), Rule-Governed Behavior: Cognition, Contingencies, and Instructional Control. New York: Plenum. (pp.221-268).
- Hineline, P. N. (1990). The Origins of Environment-Based Psychological Theory. Journal of the Experimental Analysis of Behavior, 53, 305-320.
- Hineline, P. N. (1992). A Self-interpretive behavior analysis. American Psychologist, 47, 1274-1286.
- Boyce, T. E., & Hineline, P. N. (2002). Interteaching: A Strategy for Enhancing the User-Friendliness of Behavioral Arrangements in the College Classroom The Behavior Analyst, 25, 215-226.
- Hineline, P. N. (2004). When We Speak of Intentions. In: K. A. Lattal & P. N. Chase (Eds.), Behavior Theory and Philosophy (pp. 203-221). New York: Kluwer Academic/Plenum Publishing.
- Hineline, P. N. (2005). The aesthetics of behavioral arrangements. The Behavior Analyst, 28, 15-28.
- Hineline, P. N. (2005). The several meanings of "positive." Journal of Organizational Behavior Management, 24, 55-66.
- Hineline, P. N. (2006) Multiple Scales of Process, and the Principle of Adduction. In E. Ribes-Inesta & J. E. Burgos (Eds). Knowledge, Cognition, and Behavior. Guadalajara, Mexico: University of Guadalajara Press.
- Wurstner-Swope, B. W., Wilde, N. C., Boudier, J. N., Axelrod, S., & Hineline, P.N. (2008). Funding Behavior-Analytic Autism Interventions: Who Pays? S. C. Luce, D. S. Mandell, C. Mazefsky, & W. Seibert (Eds.) Autism in Pennsylvania: What Liew Ahead.? Pennsylvania House of Representatives. Pp. 57-68.
- Field, D. P. & Hineline, P. N. (2008). Dispositioning and the obscured roles of time in psychological explanation. Behavior and Philosophy, 36, 5-69.
- Hineline, P. N. & Groeling, S. M. (In Press). Behavior-Analytic Language and Interventions for Autism. In J. A. Mulick & E. A. Mayville (Eds.) Behavioral Foundations of Effective Autism Treatment. Sloan Publishing

Instructional Materials

Hineline, P.N. (1971). Methods and materials for experimental teaching with Psychology Today: An Introduction. Del Mar, CA: CRM Books. Two chapters are reprinted in R. Ulrich, T. Stachnic, & J. Mabry (Eds.), (1974). Control of Human Behavior, Vol. III. Glenview, Illinois: Scott, Foresman & Co. Pp 153-160.

Editorials, Reviews, and other Brief Pieces

Hineline, P.N. (1971). Review of W.N. Schoenfeld (Ed), The Theory of Reinforcement Schedules . American Scientist, 59, 498.

Hineline, P.N. (1973). Varied approaches to aversion: A review of Aversive Conditioning and Learning by F. R. Brush (Ed.). Journal of the Experimental Analysis of Behavior, 19, 531-540.

Hineline, P.N. (1978). Review of T.J. Tighe & R.N. Leaton (Eds.), Habituation. Quarterly Journal of Psychology, 30, 177-178.

Hineline, P.N. (1982). Avoidance Theory: Old wine, older bottles, a few new labels. Commentary, in The Behavioral and Brain Sciences, 5, 679-680.

Hineline, P.N. (1984). Editorial. Journal of the Experimental Analysis of Behavior, 41, 1-2.

Hineline, P.N. (1984). What, then, is Skinner's operationism? Commentary, in The Behavioral and Brain Sciences, 7, 560.

Wanchisen, B. A., Tatham, T. A., & Hineline, P. N. (1985). Humans foraging among pushbuttons. Experimental Analysis of Human Behavior Bulletin, 3, 17.

Hineline, P.N. (1986). Can verbal be non-social? Can social be non- verbal? Commentary, in L. J. Parrott & P. N. Chase (Eds), Psychological Aspects of Language: The West Virginia Lectures (pp. 123-127). Springfield Illinois: Charles C. Thomas.

Hineline, P. N. (1986). Rebuilding behaviorism: Too many relatives on the construction site? Commentary, in The Behavioral and Brain Sciences, 9, 706.

Hineline, P. N. (1986). Editorial: The relationships between subject and experimenter. Journal of the Experimental Analysis of Behavior, 45, 123-127.
Reprinted, (2004) in the Japanese Journal of Behavior Analysis, 19, 106-111.

Hineline, P. N. (1987). Editorial. Journal of the Experimental Analysis of Behavior, 47, 259.

Hackenberg, T. D. & Hineline, P. N. (1987). Discrimination, Symbolic Behavior, and the Origins of

- Awareness. In: Currents in Psychology (Textbook Supplement), New York: MacMillan. Pp. 1-11.
- Hineline, P. N. (1987). Self-conscious behavior analysis. Journal of the Experimental Analysis of Behavior, 48, 490-493.
- Hineline, P. N. (1988). Magical Misdirection in Interpretive Talk. The Current Repertoire, 4, 4-5.
- Hineline, P. N. (1988). Feeding, Forward and Backward: Mostly Red Herrings. The Behavioral and Brain Sciences, 11, 456-457.
- Hineline, P. N. (1990). "Getting Skinner Straight. A review of A. C. Catania & Stevan Harnad (Eds.) The Selection of Behavior: The Operant Behaviorism of B. F. Skinner: Comments and Consequences." Contemporary Psychology, 35, 225-226.
- Hineline, P. N. (1990). Message from the President. The ABA Newsletter, 13, # 3, 7-8.
- Hineline, P. N. (1990). Message from the President. The ABA Newsletter, 13, # 4, 2-3.
- Hineline, P. N. (1991). Message from the President. The ABA Newsletter, 14 # 2, 2-3.
- Hineline, P. N. (1991). Modesty, Yes; Humility, No. Commentary, in The Behavior Analyst, 14, 25-28.
- Hineline, P. N. (1991). Introducing behavior analysts and behavior analysis. The ABA Newsletter, 14, # 3, 7-8.
- Hineline, P. N. (1991). The reader replies. Commentary in The ABA Newsletter, 14 # 4.
- Hineline, P. N., & Wacker, D. P. (1993). JEAB '92: What's in it for a JABA reader? Journal of Applied Behavior Analysis, 26, 269-274.
- Hineline, P. N. (1992). Behaviorism. In L. R. Squire (Ed), Encyclopedia of Learning and Memory. New York: Macmillan. pp. 79-82.
- Hineline, P. N. (1993). A promissory note is paid, but has this bought into an illusion? Commentary, in The Behavioral and Brain Sciences, 16, 650-651 .
- Hineline, P. N. (1993). Editorial: Quickening the pace of our discussions. Journal of the Experimental Analysis of Behavior, 60, 437-438.
- Hineline, P. N. (1995). The extended psychological present. Commentary in The Behavioral and Brain Sciences, 18, 128-129.
- Hineline, P. N. (1995). This fluxy locus. President's column, The Division 25 Recorder,

30, # 2, pp. 1-2.

Hineline, P. N. (1995). Extrinsic reinforcers, intrinsic reinforcers, and awards. President's column, The Division 25 Recorder, 30, # 2, pp 1-2

Hineline, P. N. (1995). Service and suspects. President's column, The Division 25 Recorder, 30, # 3, pp. 10-11.

Catania, A. C. & Hineline, P. N. (1996). Postscript to an anthology of reviews. Journal of the Experimental Analysis of Behavior, 65, 663-666. Reprinted in: A. C. Catania & P. N. Hineline, Variations and Selections: An Anthology of Reviews from the Journal of the Experimental Analysis of Behavior. Bloomington, IN: Society for the Experimental Analysis of Behavior.

Hineline, P. N. (1996). The path not taken. The Division 25 Recorder, 31, 12.

Hineline, P. N. (1997). How, then, shall we characterize this elephant? Journal of the Experimental Analysis of Behavior, 68, 297-300.

Hineline, P. N. & Lattal, K. A. (2000). Single-case experimental designs. (pp. 287-289)
In: Encyclopedia of Psychology. Washington, DC: American Psychological Association.

Cardinal, C. D., Andrzejewski, M.E., & Hineline, P. N. (2000). Is the avoiding of operant theory a Pavlovian conditioned response? Commentary, in The Behavioral and Brain Sciences, 23, 252-253.

Waltz, T. J., Hineline, P. N., Cardinal, C. C., & Mueller, E. T. (2001). The future lies ahead? Which way toward a refined behaviorism? Commentary, in European Journal of Behavior Analysis, 1, 123-128.

Hineline, P. N. (2001). Beyond the molar / molecular distinction: We need multi-scaled analyses. Commentary, in Journal of the Experimental Analysis of Behavior, 71, 342-347.

Hineline, P. N. (2001). Sharing terms and concepts under the selectionist umbrella: Difficult but worthwhile. Commentary, in The Behavioral and Brain Sciences, 24, 541-542.

Hineline, P. N. (2002). The pigeon lab in context. Journal of the Experimental Analysis of Behavior, 77, 383-385.

Hineline, P. N. & Hackenberg, T. D. (2005). Philip Joseph Bersh (1921-2004). American Psychologist, 60, 339.

Hineline, P. N. (2006). James A. Dinsmoor (1921-2005). American Psychologist, 61, 718.

Hineline, P. N. (2008) Forward. (Pp. xi- xii) In: Pierce, W. D. & Chaney C. D. (Eds.), Behavior Analysis and Learning: Fourth Edition. New York: Psychology Press

TEACHING

Ph.D. DISSERTATIONS SPONSORED

G. David Smith - 1973

“Extinction of Free-Operant Avoidance in Rats.”

Fredegusto G. David - 1973

“Effects of d-Amphetamine and Pre-Session Shocks on Sidman Avoidance with a Tone in Rats.”

James F. Harrison - 1976

“Transfer and Interference Between Two Aversive Stimuli in Free-Operant Avoidance.”

Joan Harmon - 1977

“A Parametric Investigation of Aversive Events in a Binary Choice Situation.”

Michael T. Laurence - 1980

“Discriminative Processes in the Maintenance of Responding on a Fixed - Interval Schedule of Response-Produced Shock.”

Lydia Raffellini - 1984

“Cooperation a Function of Linking of Consequences.”

Barbara A. Wanchisen - 1985

“The Role of Awareness in Human Operant Choice Procedures.”

Thomas A. Tatham - 1987

“Variability in the Behavior of Individual Organisms.”

Jeffrey G. Johnson - 1987

"An Investigation of Several Relationships Between Human Verbal Processes and Temporally - Extended Behavior."

Timothy D. Hackenberg - 1987

"Timeout-Avoidance and Multiple Scales of Action: Reinforcement as Prevention of Situation Loss."

Fernando Cesar Capovilla - 1989

"On the Context of Discovery in Experimentation with Human Subjects: Effects of Instruction Source, Instruction Format, and Relationship Between Instruction Demands and Task Demands."

Daniel T. Cerutti - 1989

"Relations Between Components in a Homogeneous Operant Behavioral Chain."

William H. Ahearn - 1992

"Fixed- Ratio versus Tri-Valued Variable-Ratio Schedules: A Critical Test Between Geometric Averaging and Range as Predictive Descriptors of Choice."

Barbara A. McMahon (nee. Flannery) - 1996

"Assessing the Nature of Stimulus Control in Two Types of Conditional Discrimination Procedures with Horses."

Douglas P. Field - 1997

"Determinants of Optimal Versus Suboptimal Choice."

Paul Neuman - 1997

"A Comparison of Two Different Averaging Techniques for Predicting and Describing Patterns of Choice in situations Involving a Fixed-Ratio Schedule and a Progressive-Ratio Schedule."

Mary Lynn Wagoner - 1998

"Optimal Responding as a Behavioral Index: A specific Application in the Assessment of Depression."

Pauline Thompson-Guerin - 1999

"The Effects of Age and Time of Feeding on Wheel Running-Enhanced Weight-Loss in Rats."

Margaret Paterson Martinetti – 2001 (Co-Sponsored with Michael J. Lewis)

“A Matching Law Analysis of ethanol Consumption in Alcohol-Preferring, Non-Preferring and Sprague-Dawley Rats.”

Matthew E. Andrzejewski - 2001

"An Experimental Analysis of Pigeon's Choosing between Fixed- and Random Schedules of Reinforcement."

Thomas J. Waltz - 2004

"Response-Contingent Increase in the Probability of Response-Independent Food Delivery as Positive Reinforcement."

Claudia D. Cardinal - 2004

"Effects of Linear Feedback on Ranom-Interval Schedules"

Michelle Deanna Ennis – 2007

“An Investigation of the Determinants of Sub-Optimal Preference for Variability.”

Eldon T. Mueller – 2007

“Divergent Predictions from Behavioral Momentum Theory and Diversity Theory.”

MASTER'S THESES SPONSORED

Lynn Zakreski - 1988

"Two attempts to Demonstrate Extinction-Induced Regression."

William May - M.Ed. 1997

“A Functional Analysis of Aggressive and Disruptive Behavior.”

Kaori Gunji - M.Ed. 1998

“Stimulus control of a Seal’s Aggressive Behavior.”

John A. Rocco – M.Ed. 1999

“A Comparative Study of a Token Economy with a Token Economy Augmented with a Reinforced Self-Monitoring System.”

David Sidener - M.Ed. 1999

“Teaching Preposition Labels by Contriving Conditioned Establishing Operations.”

Ilisa M. Luber - M.Ed. 2001

"The Identification of a Transfer from a Mand Repertoire to a Tact Repertoire as a Higher-Order Class of Behavior."

Jennifer Bruzek - M.Ed. 2001

"The Effectiveness of Concurrent Operants Assessment for the Evaluation of Training in Say=Do Correspondence."

Renee Koehler VanNorman – M.S. Ed. 2002

"behaviorbooks.org"

Robyn M. Carney – M.S. Ed. 2002

"Increasing Attending to Group Directives by Fading Antecedent Stimuli: Compliance as a Covariant."

Stacey Considine – M.S. Ed. 2003

"Exploring Relationships Between Stereotypic Behavior Patterns and Heart Rate in Persons with Autism."

Nichole Burns – M.S. Ed. 2004

"Access to Choice, and Its Effects on Activity Engagement."

Christopher M. Schaub – M.S. Ed. 2004

"Use of a Modified Picture Exchange Communication System (PECS) with a Brain-Injured Adult Diagnosed with Aphasia."

Melissa M. Torpey – M.S. Ed. 2004

"The Effects of a Toilet Training Program, in a School and Home Setting, with Children Diagnosed with Developmental Disabilities."

Melissa Fisher – M.S. Ed. 2005

“The Effects of a Pairing Procedure on the Production of Novel Speech Sounds in Young Children with Autism.”

Deborah Haas – M.S. Ed. 2005

“A Functional Reinterpretation of Empirically Validated Therapies.”

Kellie Goldberg – M.S. Ed. 2005

“A Comparison of Procedures for Noncontingent Delivery of Social Reinforcers as Treatment for Problem Behavior: Reinforcer Delivery In Person vs. By Means of Interactive Video Technology.”

Kendra Peacock – M.S. Ed. 2005

“A Comparison of Verbally Mediated and Contingency Shaped Behavior in Staff Training.”

John C. Barnard – M.S. Ed 2005

“Intrinsic Program Coherence and Curriculum Development: An Evaluation of a Sequence to Teach Reversals of Prepositions.”

Melanie Pellecchia – M.S. Ed 2006

“Assessing the Generalization of Mands in Children with Autism from Adults to Peers.”

Karen Woods – M.S. Ed 2007

“A Study to Examine the Effectiveness of an Abbreviated Sequence for Teaching a Mand Repertoire.”

Beth A. Therien – M.S. Ed. 2007

“The Use of an Activity Schedule to Decrease Elopement during Transitioning from Activities and During Learning Tasks.

Amy Zambotti – M.S. Ed. 2007

“Teaching Children with Autism to Mand Using Questions.”

Erin L. Robinson – M.S. Ed. 2008

“Training Parents Through the Use of Self- vs. Therapist-Video Modeling.”

Christina Marie Peters – M.S. Ed. 2008

“Functional Trials: A behavior-Analytic Approach to Assessment and Awareness-Building for Survivors of traumatic Brain Injury.”

COURSES TAUGHT IN THE LAST FIVE YEARS

Fall, 2003

Psychology 805 - Ph.D. Core Course in Learning Theory & Behavior Analysis
Psychology 351 / 507 Direct Applications of Behavior Analysis

Spring, 2004

Psychology 250 / 505 Learning and Behavior Analysis
Psychology 351 / 507 Direct Applications of Behavior Analysis

Fall, 2004

Psychology 805 - Ph.D. Core Course in Learning Theory & Behavior Analysis
Psychology 351 / 507 Direct Applications of Behavior Analysis

Spring, 2005

Psychology 250 / 505 Learning and Behavior Analysis
Psychology 351 / 507 Direct Applications of Behavior Analysis

Fall, 2005

Psychology 351 / 507 Direct Applications of Behavior Analysis

Spring, 2006

Psychology 705. Topical Seminar: Functional Analysis
Psychology 250/505 Learning and Behavior Analysis

Fall, 2006

Psychology 805 - Ph.D. Core Course in Learning Theory & Behavior Analysis
Psychology 351 / 507 Direct Applications of Behavior Analysis

Spring, 2007

Psychology 705. Topical Seminar: Functional Analysis
Psychology 351 / 507 Direct Applications of Behavior Analysis

Fall, 2007

Psychology 2103 / 5103 Learning and Behavior Analysis
Psychology 3151 / 5151 Direct Applications of Behavior Analysis

Spring, 2008

Psychology 8210 Advanced Seminar in Learning and Behavior Analysis
Psychology 3151 / 5151 Direct Applications of Behavior Analysis

Fall, 2008

Psychology 2103 / 5103 Learning and Behavior Analysis

Spring, 2009

Psychology 2103 / 5103 Learning and Behavior Analysis
Psychology 8210 Topical Seminar: Functional Analysis

MASTER’S PROGRAM IN APPLIED BEHAVIOR ANALYSIS

Beginning in the early 1980’s Dr. Saul Axelrod, of the College of Education, and I often met informally to discuss our common research interests in behavior analysis. Dr. Axelrod’s expertise is primarily in classroom management and in interventions with autistic and developmentally disabled individuals, while my own focus is upon basic behavioral processes. Despite those differing emphases, we found that we had much in common, and we often included our graduate students in those meetings. During the same period, occasional inquiries from agencies or individuals needing the help of people with behavioral expertise led us each initially to recommend students who had done well in our particular courses. A steady increase in such inquiries also made us aware of a rapidly growing need for individuals with more training than could be acquired through just a course or two, but not so extensive as the research-oriented Ph.D. programs that were the primary focus of our graduate teaching.

Prompted by this development, in 1991 we identified a menu of courses, including ones that we each already taught under existing programs but also included courses taught by behavior analysts at neighboring institutions and units: the Business School of St. Joseph’s University, the Eastern Pennsylvania Psychiatric Institute, and the Temple Medical School. The resulting curriculum was contrived to conform to the requirements of the existing M.Ed. in Special Education, and a handful of students were admitted who were already working in settings that called for behavioral expertise and who on their own initiative had sought out more advanced behavior-analytic training. It soon became evident that, despite the scheduling constraints of the courses being offered through various other programs, the students were consistently enthusiastic about their coursework; furthermore, both they and their employers reported satisfaction about the rapid increases in expertise that were being achieved.

Since that time, additional faculty participants have been added, with the result that all of the formal class work is now comprised of Temple University courses. The two 150-hour internships that each student completes are accomplished at any of a dozen agencies and institutions in the Delaware Valley region that we have visited and evaluated. There has been a small but steady stream of students moving through the program. All have achieved relevant employment and/or professional advancement by completing the program; a few have gone on to more advanced study. We have limited the program to fewer than 20 students at any given time, since the participating faculty do not claim any release time for the extra advising or other administrative activity that it generates. Recognizing the extraordinary degree to which the mission of this program coincides with recently articulated priorities for the University to develop focused Masters’ programs that produce manager level graduates for professions that address social and economic needs, we have recently proposed that the program be formally recognized for these as well as for its interdisciplinary characteristics. Its graduates now are prepared for positions in business and industry (e.g. focusing upon safety and satisfaction in work as well as upon productivity), as well as for working with individuals with severe behavioral problems, drug addictions, and most recently for implementing the breakthrough techniques that have been developed for remediating the problems of autism.

The additional advising and graduate course enrollments arising from this venture have contributed to my ongoing workload; at the same time, some of the students have become involved with my research team, contributing to an intellectual community in which the students teach each other as well as me

RESEARCH IN PROGRESS

The most recent project, focusing upon early interventions for young children with autism, has been burgeoning rapidly. In 1987 Lovaas documented the unique effectiveness of applied behavior analysis as an approach that, when implemented skillfully and intensively can dramatically improve the life course for such children. Since that time, there have been variations in the Lovaas "Discrete-Trial" teaching protocols, as well as alternative but still behaviorally-based strategies and curricula (most notably the one based primarily on functional categories of verbal behavior). Additional, more limited techniques that can be combined with other curricula (e.g. Picture-Exchange Communication System; Activity schedules), have also been developed - all of these firmly based upon behavior-analytic concepts and principles. While each of these has been developed through evidence-based evaluations, there is no systematic basis for choosing among them. In collaboration with my colleague at Temple, Saul Axelrod, and with several highly competent graduate students who are working in various agencies in the Delaware Valley -- most notably the Bucks County Intermediate Unit -- I have been working toward a comprehensive evaluation. The approach is not merely to ask "which approach is best," but rather to ask which approach and techniques are best for which child (autism is a spectrum disorder that entails a cluster of characteristics, each of which occur in varying degrees), and with what resources. Some techniques, while likely to be the most effective in "best practice," require highly proficient and flexible teaching. If competent staff are not available, less flexible techniques are likely to be more effective. Thus, we are developing assessments of staff competence and of child's progress, as well as a comprehensive characterization of curricula that permits comparisons of the approaches used at various sites -- comparisons that are as non pejorative as possible, provided that the approaches yield data that can legitimately assess each child's progress.

A background, enduring theme of scholarship, which has resulted in several publications over the years, concerns the characteristics of explanatory language. The guiding thesis of this work, is that in many disagreements between proponents of alternative viewpoints in psychology the key issues embedded in the arguments are not recognized. These concern assumptions regarding contiguous vs. remote causation, as well as properties of agency that are unwittingly smuggled from ordinary language into technical discourse. The current thrust of this work is to achieve a synthesis of contributions from attribution theory, in social psychology, and behavior-analytic principles for interpretation of verbal behavior.

MASTER'S AND DOCTORAL COMMITTEES

Stacy L. Shook	M.S. Ed 1995	Christopher H. Ramey	Ph.D. 2004
Dawn Smith	M.S. Ed 1995	Gilian Cunningham	M.S. Ed. 2004
Melissa McConville	M.S. Ed 1995	Stefanie Horvath	M.S. Ed 2005
Amy Rajala	Ph.D. 1996	Christopher J. Perrin	M.S. Ed 2005
Matthew Robinson	Ph.D. 1996	Joseph Cautilli	Ph.D. 2005 College of Ed.
Jennifer DiNicolas	Ph.D. 1996	Patrick D. McMahan	Ph.D. 2005
Jonathan Krispin	Ph.D. 1997	Eric Eberman	M.S. Ed. 2005
Kim Tan	Ph.D. 1997	(School of Business)	
Mary Jean Gender	M.S. Ed 1998	Katharine Kinzel	M.S. Ed. 2006
Matthew J. Tincani	M.S. Ed 1998	Shannon Vitelli	MSc.Ed 2006
Kaori Gunji	M.S. Ed 1998	Maria L. Agnew	Ph.D. 2007 College of Ed.
Amy M. Haggas	M.S. Ed 1998	Jaime L. Fornal	M.S. Ed. 2007
Natalie Nicol	M.S. Ed 1998	Timothy Flanagan	M.S. Ed. 2007
Jim Kucera	Ph.D. 1999	(College of Education)	
Lisa Marie Angello	M.S. Ed 1999	Christopher L. Bloh	Ph.D. 2007 College of Ed.
Lori Sullivan	M.S. Ed 1999	Deborah G. Wood	M.S. Ed. 2007
Deborah Doyle-Belknap	Ph.D. 1999	Beth Janet Rosenwasser	Ph.D. 2008 College of Ed.
Martha J. Cichelli	Ph.D. 1999	Tifanie Ishuin	M.S. Ed. 2008 College of Ed.
Denyse E. Matter	M.S. Ed 2000	Marin Woodside	M.S. Ed 2008 College of Ed.
Ellyn Forquer	M.S. Ed 2001	Adrian Harris	M.S. Ed 2008 College of Ed.
Karen Lenard	M.S. Ed 2001	Meghan Hinchey	M.S. Ed. 2008 College of Ed.
Thomas Schoenfelder	Ph.D. 2001	Luke T. Schultz	Ph.D. 2009
Marie Michelle Miller	M.S. Ed 2001	Allison White-Morgan	M.S.Ed 2009 College of Ed.
Kristen Vespi	M.S. Ed 2001	Michele Traub	M.S.Ed 2009 College of Ed.
McAndrew Jack	Ph.D. 2001	Frances A. Perrin	Ph.D. 2009 College of Ed.
Susan Hilbert	Ph.D. 2001	Amberly Caballero	M.S.Ed. 2009 College of Ed.
Margaret Patterson Martinetti	Ph.D. 2001	Elizabeth Garrison	M.S.Ed 2009 College of Ed.
Christine E. Adams	M.S. Ed 2001	Brittany M. Bishop	M.S.Ed. 2009 College of Ed.
Justin A. DiDomenico	M.S. Ed 2001		
Frances Perrin	M.S. Ed 2002		
Mary Catherine McDonough	M.S. Ed 2003		
Philip Concors	M.S. Ed 2003		
Michael Ewers	Ph.D. 2003		
Bai K. Kamara	M.S. Ed 2003		
Carter Smith	Ph.D. 2003		
Jennifer L. Tessing	M.S. Ed 2003		
John Malikowski	M.S. Ed.2004		
Eve D. Marschark	Ph.D. 2004		
Megan Meyer	Ph.D. 2004		
Tracey E. Holden	M.S. Ed 2004		
Halina Dziewolska	M.S. Ed.2004		

SERVICE TO THE UNIVERSITY (recent years)

Committee to make Temple a Bicycle-Friendly Campus – 2008 --
Presentations on the Interteach Format – TLS – April, October '08
Research and Study Leaves Committee 2004 - 2005
Representative Faculty Senate -- 1997 – 1999
Presentation on innovative teaching formats, to Learning Communities staff - Summer, 1998

SERVICE TO THE COLLEGE (recent years)

CLA Tenure Review Committee 2006 –present
CLA – Merit Salary Advisory Committee 2007
CLA – Mellman Visiting Scholars Program –Review Committee, Spring, 2007
CLA Committee on Instruction 2000 - 2004
CLA Selection Committee for Distinguished Teaching Award 2001, 2002
ATTIC Advisory Committee 2001 - present

SERVICE TO THE DEPARTMENT OF PSYCHOLOGY (recent years)

Diversity Committee 2007 – present (Chair)
Promotion & Tenure Committee -- 1997 - 1999 (Chair, 1997-1998)
2000 - 2001
Personnel Committee -- 2002- 2004 (Chair 2002-2003, 2008-2009)
Psychology Graduate Board 2002- present
Animal Research Committee - 1984 - present
Resource Allocation Committee -- 1989 - present (Chair, 1992 - 2001)
Weiss Hall Space Committee -- 1992 - present (Chair, 1992 - 2008)
Director of Minority Recruiting for Graduate Program -- 1989 -1990
Behavioral Neuroscience Faculty Search Committee -- 1991-1992 (Chair)
Clinical Faculty Search Committee – 2008-2009
Department Planning Committee -- 2000 - 2001
Social/Quantitative Faculty Search Committee 2001

SERVICE TO THE PROFESSION (inverse chronological order)

Editing and Reviewing:

Board of Editors, Revista Internacional de Psicología y Terapia. 2001 -
Board of Editors, Revista Mexicana de Analisis de la Conducta, 1997- 2000
Review Editor, Journal of the Experimental Analysis of Behavior, 1991- 1998
Editor, Journal of the Experimental Analysis of Behavior, 1983-1987.
Board of Editors, The Behavior Analyst, 1980-1983.
Associate Editor, Journal of the Experimental Analysis of Behavior, 1979-1982.
Board of Editors, Journal of the Experimental Analysis of Behavior,
1968-1971, 1974-1977, 1978-1979.
Occasional Reviews for the Following Journals:
Aggressive Behavior
Animal Learning & Behavior
Behavioural Processes
Journal of Comparative Psychology
Learning and Motivation
Pavlovian Journal of Biological Science
Psychological Bulletin
Science
The Behavioral and Brain Sciences

Manuscript Reviews for the Following Publishers:

Allyn & Bacon, Inc.	Harwood Academic Publishers
Brooks/Cole	McGraw-Hill
The Dorsey Press	Methuen & Co., Ltd.
Elsevier	Prentice-Hall
W. H. Freeman & Co.	Sage Publications, Inc.
HarperCollins	Wadsworth
Harvard University Press	Westview Press
	Worth Publishers, Inc.

Ad-Hoc Reviews of Grant Proposals:

National Science Foundation
National Institute of Mental Health
Research Council of Canada: Natural Sciences and Engineering

Outside Examiner

Ph.D. Examination, Queens College

Service for Professional Organizations:

Membership Board Chair, Association for Behavior Analysis International, 2008 - present
 Board of Trustees, Southeastern Pennsylvania Autism Resource Center, 2007- present
 Board of Trustees, Bancroft Rehabilitation Services ,2007 - present
 President, Eastern Psychological Association, 2006-2007
 President, Society for the Experimental Analysis of Behavior, 2005-2007
 Board of Directors, Society for the Experimental Analysis of Behavior,
 1980-1987; 1989-1996, 2001 - present
 Board of Trustees, Cambridge Center for Behavioral Studies, 2000 - present
 Advisory Panel, Task Force Identifying Effective Treatments for Autism,
 Association for Behavior Analysis, 1999-present
 Distinguished Speakers' Bureau, Association for Behavior Analysis, 1997- present
 Graduate Program Review Team, Association for Behavior analysis, 2001, 2002,
 Advisory Board, Cambridge Center for Behavioral Studies, 1997 - 2000
 Vice-President and Vice-Chair of Board, Society for the Experimental Analysis of Behavior,
 1996-1997.
 President, Division 25, American Psychological Association. 1995
 Interim Advisory Committee member - Science Directorate,
 American Psychological Association 1995
 Member: Transition Advisory Group, The Analysis of Verbal Behavior. 1992 - 1995
 President-Elect, Division 25, American Psychological Association. 1994
 Appointed Member, Special Review Committee, National Institute of Mental Health, 1993
 President, Society for the Experimental Analysis of Behavior, 1991-1992
 President, Association for Behavior Analysis, 1990-1991
 President-Elect, Association for Behavior Analysis, 1989-1990
 Elected member of Advisory Board, The Behavior Analyst 1985-1988;
 Chair, 1988-1991
 Elected member of Executive Council, Association for Behavior Analysis, 1984-1987
 Coordinator of applications for Fellow status, Division 25, American
 Psychological Association, 1983-1985
 Panelist, Behavior Analysis Certification Board, 2003 -

PROFESSIONAL AFFILIATIONS:

American Psychological Association (Fellow, Divisions 3 & 25)
 The American Psychological Society (Charter Member & Fellow)
 Association for Behavior Analysis (Fellow)
 Eastern Psychological Association
 The Psychonomic Society
 Society for the Experimental Analysis of Behavior
 The Society of the Sigma Xi