

On behalf of the Carbone Clinic, I want to thank the Society for the Advancement of Behavior Analysis for this award. I would also like to thank our colleagues who nominated and supported us for this privilege. We are honored and humbled by this special recognition.

On the screens, you are viewing photos of the origin of the international Carbone Clinics which had their start in our NY clinic. Displayed are the behavior analysts and individuals who developed the behavior analytic practices that we have had the good fortune to disseminate internationally for over 25 years. Some are photographed with Jack Michael during his 2007 visit to our NY clinic. Photos of our colleagues and friends from over 20 countries spanning three continents will be displayed as I describe our work. Not only have we worked in many countries, but also, our staff in our international clinics in the UK and Dubai have included professionals from around the world. Our clinic staff hold passports from Bulgaria, Botswana, China, Egypt, France, Great Britain, India, Ireland, Italy, Jordan, Kingdoms of Saudi Arabia and Bahrain, Lebanon, Malaysia, the Netherlands, Pakistan, Poland, the Philippines, Sri-Lanka, the United States, and Zimbabwe. The photos you are seeing document where and with whom we collaborate, my comments will tell you what we do and how we do it.

While our clinics' priority has always been the treatment of children with disabilities, we also make use of the opportunity to train and educate behavior analysts, therapists, physicians, parents and other professionals wherever we are invited. We have been influenced by Skinner's declaration of "we happy few", made at this very conference exactly 41 years ago. Our small "band of brothers" is happy because of the powerful technology we have developed to solve important societal problems, but we also acknowledge Skinner's lament that we are too few to realize the enormous potential of our science on global affairs. Our dissemination efforts began with the notion that the more well-trained behavior analysts there are, the better the world will be, and we accept Ed Morris' (1985) warning "If a scientific community does not arrange for its survival, then so much the worse for that community, and for the rest of the culture at large (p. 108).

Since our international work began in the late 1990s, we have attempted to disseminate behavior analysis and not behavior modification. We have consciously attempted to avoid teaching what Schlinger (2017) defines as behavior modification "the practice of changing behavior without analysis". He warns that our applied field is currently filled with behavior modifiers and not behavior analysts. Jack Michal raised the same issue over 40 years ago when he delivered his ABAI presidential address to this very group. He warned of the "Flight from Behavior Analysis" in which university programs were not preparing applied behavior analysts in the experimental and conceptual foundations of our field. His concerns were that applied behavior analysts lacked knowledge and interest in the science of behavior and its philosophy. His warning that the demands of the marketplace would lead to a retreat from reliance on independent variables derived from an understanding of the basic principles is all too prescient given the status of the applied field today.

During the 25 years we have been disseminating behavior analysis internationally we have ventured to address Michael's concerns and to fill the identified knowledge gap by providing training and exposure to radical behaviorism and its important role in clinical practice with children and adults with disabilities. Allow me to describe the activities we use to disseminate behavior analysis internationally.

First, to serve persons with disabilities and to address the knowledge and skill gaps of master's level applied behavior analysts we established two international treatment programs for persons with developmental disabilities, one in the UK and one in Dubai. Both of these programs are replications of our NY center in terms of treatment methods and staff training. These programs provide opportunities to serve children and young adults with disabilities and to provide staff with tuition reimbursement to earn a Master's degree in behavior analysis and the supervision necessary to achieve Board Certification. We also provide additional training in the experimental methods and conceptual foundations of the science of behavior which they may not have been exposed to in their courses leading to certification.

We accomplish this by providing an extensive pre-service didactic and competency-based training program in which the first 700 slides are dedicated to the uncovering of each of the basic principles by Skinner as described in the *Behavior of Organisms* and then later explained and refined by Keller and Schoenfeld in *Principles of Psychology*. Skinner's empirical epistemology and philosophy of science is included. Our clinical programming emphasizes the teaching of verbal behavior and therefore the staff receive extensive training in Skinner's analysis of language. All of this is presented in the form of a modified PSI course with fill-in quizzes and remediation requirements.

Next, we provide on-going didactic training in conceptual and theoretical issues through frequent seminars with participation by our clinical staff during evening hours. These meetings include discussions and lectures on Skinner's writings, such as *Science and Human Behavior*, *About Behaviorism*, *Verbal Behavior*, etc. and many of Jack Michael's conceptual papers. For example, I am currently teaching a full course in *Science and Human Behavior* to the staff in Dubai and the UK using Skinner's text and Scott Wood's study guides from his course at Drake University. These courses and seminars are designed to combat the creep of mentalism and expose the staff to radical behaviorism. Special emphasis is placed on topics such as the role of private events in a natural science with emphasis upon Skinner's 1945 "Operational Analysis of Psychological Terms".

In addition, our clinical training emphasizes how to conduct analyses of behavior and develop teaching protocols based upon the basic principles. Every behavior analyst in our clinic-based international sites spends 3-5 years as a therapist before becoming a supervisor, even though they frequently hold the BCBA credential. This ensures that they will have the opportunity to conduct hundreds and hundreds of analyses of complex behavior of the individuals they serve over several years under supervision. Emphasis has been placed on learning to conduct molecular analyses of behavior. In this way, they rely upon moment-to-moment identification

of behavioral variables to develop teaching protocols to overcome learning difficulties of the individuals they serve. We adopted Jack Michael's (1995) notion that you cannot understand some things unless you can talk about them clearly with a consistent verbal repertoire regarding those things. We have trained hundreds of behavior analysts with this approach.

Next, to disseminate behavior analysis widely we developed a series of multi-day training workshops for service providers, behavior analysts, educators, therapists and parents. All of these trainings have been invited by agencies and individuals in the countries we serve in Europe and Asia, where, in many cases, there has been limited access to the science of behavior and behavior analytic services in general. These workshops emphasize the application of Skinner's analysis of verbal behavior. We have provided well over 100 of these types of trainings since we began our international work. Thousands of persons interested in behavior analysis have attended our international trainings

An important vehicle for our international dissemination of behavior analysis has been the opportunity to teach graduate level courses in Italy over several years involving hundreds of students. I have had the honor to teach BACB approved courses offered by IESCU under the leadership of Dr. Paolo Moderato in Parma, Italy, and at the University of Salerno with Dr. Francesco DiSalle and his students. My courses mainly focused on the application of the analysis of verbal behavior and related topics. While the courses focused on effective treatment methods, the topic provided a rich environment in which to spend considerable time exploring conceptual issues. The courses were as much conceptual as they were methodological, providing the students exposure to a molecular analysis of behavior and the utility of radical behaviorism in clinical practice.

Dissemination in public and private schools has been a focus of our work as well. In both international clinics we support children with developmental disabilities in schools through on-going classroom consultation and training of educators.

Finally, while we are mainly a small service organization, we have published our work in the applied literature. We have published about one paper every couple of years in journals such as JABA, JEAB, TAVB and other high impact behavior analytic journals.

It is our hope that through our international dissemination that children with disabilities have received successful treatments that they otherwise would not have, and that the behavior analysts and individuals we have trained and collaborated with are now able to make use of the science of behavior in places and ways that were not previously possible. We fully expect that the colleagues we have trained and friends we have made will continue our mission of dissemination of behavior analysis long into the future and throughout the world, and we "happy few" will become many.

Finally, I am thrilled to see that Drake University, where I received my graduate training in behavior analysis in the 1970's, is receiving the SABA award today for "Enduring Programmatic

Contributions”, and that my EAB professor at Drake, Dr. Bill Klipic, is here to receive the award. I only wish Scott Wood could be here, he would be thrilled.