THE BEHAVIOR ANALYSIS AND THERAPY PROGRAM AT SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

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SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

In 1955, Guy Renzaglia was enticed to leave the University of Missouri, Columbia, to administer a grant and develop a rehabilitation counselor training program at Southern Illinois University at Carbondale (SIUC). In the same year, Iz Goldiamond left the University of Chicago for an assistant professorship in SIUC's Department of Psychology. Iz was instrumental in getting Nate Azrin to come to Southern Illinois to become the founder and director of the Behavior Research Laboratory at Anna State Hospital, located some 20 miles south of Carbondale. Guy, a counseling psychologist by training, got along well with the behaviorists (considerably better than some of the faculty in the Psychology Department), and the germ was formed to develop a Master's level, behaviorally oriented training program within what had become the Rehabilitation Institute at SIUC. The Rehabilitation Institute is the academic department that by that time housed Master's level programs in Rehabilitation Counseling and Rehabilitation Administration.

It took time to recruit a founding coordinator of the fledgling Behavior Modification Program, but in 1965 Ed Sulzer was hired from the University of Minnesota. Since the inception of the program and continuing to this day, there has been a close working relationship between the academic program on campus at SIUC and Anna State Hospital, which was recently renamed the Choate Mental Health and Developmental Center. The State Hospital provided the program with faculty and a site for students to acquire research and clinical experience. Ed Sulzer and Nate Azrin, along with Don Hake and Ted Ayllon (both also from Anna), designed the original academic curriculum. Al-

though planned to take 2 years to complete, the program actually resembled the requirements for a PhD. To implement the program, Harry Rubin from Anna and Bob Campbell from the University of Alabama were brought on board in 1966. Azrin, Hake, and Rubin were quarter-time faculty while maintaining their research positions at Anna; Sulzer and Campbell were full-time faculty at the university. Ayllon had an appointment with the Department of Psychology, and Ron Hutchinson and Keith Miller took students from the program into their research projects at Anna.

There was opposition to the Behavior Modification program on campus from other departments. The Departments of Psychology and Educational Psychology considered any course proposed for the program to be an infringement into their territory. Guy and Ed were strong, however, and were able to fight off most attacks. By the late 1960s, the course offerings included Introduction to Behavior Modification, Functional Analysis of Behavior, Child Behavior, Complex Human Behavior, Measurement in Behavior Change, Schedules of Reinforcement, Behavioral Programming, Structural Bases of Behavior, Programmed Instruction and Behavior, Sexual Behavior, Verbal Behavior, and School-Related Behavior, in addition to practica, internship, and thesis hours.

Tragically, Ed Sulzer died of cancer in 1970, and Don Hake left the program to accept a position in Maryland in 1974. Several other individuals have been tenured or were in tenure-track positions over the years and left for other jobs. These include Bill Hopkins, who joined the faculty in 1968 and went to the University of Kansas in 1970; Dick Sanders, who served from 1971 to 1977; John Lutzker, who was recruited as program coordinator and served from 1978 to 1985; and Gina Green, who was on the faculty from 1986 to 1990. Bob Campbell left in 1973 and Nate Azrin in 1978.

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Two former students have had visiting faculty positions and made a contribution to the program: Don Henson (1976–1981) and Paula Davis (1990–1993). The current faculty, all of whom have had a long tenure with the program, include Harry Rubin (1966), Roger Poppen (1970), Tony Cuvo (1973), and Brandon Greene (1979).

After Sulzer's death, Campbell took over as coordinator, followed by Poppen, Sanders, Cuvo, Lutzker, Greene, and, finally, Poppen again. The faculty have been politically sensitive and changed the program's name to Behavioral Analysis and Therapy from Behavior Modification in 1982 to avoid the negative connotations that had been associated with that term.

During the past 28 years, the program has attracted students both nationally and internationally, for training in behavior analysis and therapy. Students have come from Canada, Mexico, Columbia, Chile, England, Ireland, Germany, Spain, the Netherlands, Cyprus, Iceland, Nigeria, Japan, China, Taiwan, Korea, Malaysia, Hong Kong, Thailand, and Vietnam.

For many years, a PhD degree was available to program graduates (among other students) through the faculty's affiliation with the Department of Educational Psychology. Beth Sulzer was on the Educational Psychology faculty until 1970 and was very helpful in that regard. But conflicts developed, and soon after Beth left the affiliation began to crumble (but not before many students completed their degrees). Since 1980, a Doctor of Rehabilitation (RhD) option has been available in the Rehabilitation Institute. The major focus of the Behavior Analysis and Therapy Program, however, is to train graduate students to be Master's level behavior analysts.

Faculty have developed relationships with human services settings in southern Illinois and nationally, where students gain their field experience and faculty conduct research. The program operates under the junior colleague model in which students are integrated into a faculty member's research and service activities. Faculty and students collaborate on projects that reciprocally serve as good training opportunities for students and, simultaneously, promote the teaching, research, and service duties

of the faculty. Given the importance that these applied activities play in training students and facilitating the faculty's contribution to behavioral research and practice, several important applied areas of focus of the program will be described.

Mental Health and Mental Retardation

Since the early days of the program, applied research and training relevant to mental health and mental retardation have been a focus of faculty and students. Training sites span the continuum from public residential facilities to public school classrooms and other community-based residential and service facilities. An important site for the program specifically, and for the development of behavior analysis generally, has been the Choate Mental Health and Development Center (formally known as Anna State Hospital). This public residential facility housed the laboratories of Nate Azrin, Don Hake, Ted Ayllon, Harry Rubin, Ron Hutchinson, Keith Miller, Richard Foxx, Ron Bittle, and others. These investigators conducted basic and applied research on punishment, aggression, sexual behavior, cooperation, the token economy, overcorrection, and other behavioral procedures. In addition, a variety of applied behavior analysis projects were undertaken to investigate variables that promote the adaptive behavior (e.g., self-care skills, social behavior, language) and reduce the maladaptive behavior (e.g., stereotypy, aggression, self-injury) of adults with mental retardation and related disabilities. The program alumnus to make the most notable rise through the ranks at Anna State Hospital was Ron Bittle, who cleaned animal cages as a high school student during the 1950s and served as the facility's director during the 1980s.

Schools and other community-based facilities have been the sites of research and training conducted by Tony Cuvo, Paula Davis, Paul Bates (Special Education Department), and their students. Students have gained behavioral experience training functional community living skills to special education students and adults in residential programs. Research has focused on variables that promote the acquisition, maintenance, and generalization of domestic, recreational, vocational, and community living skills.

Head Injury

For more than a decade, the Center for Comprehensive Services, a private facility for the treatment of head injury, has been an important site for students. Program alumni Deborah Braunling-McMorrow and Martin McMorrow have provided on-site administrative and behavioral supervision to students. A number of other alumni have been employed there as behavior analysts and have worked collaboratively with various faculty members to provide supervision to students undertaking practica, internships, or thesis research.

Rehabilitation

Over the years, faculty members have had involvement with a number of community-based rehabilitation facilities, including sheltered workshops, community-based clinics, and other service centers. In the early 1970s, Richard Sanders provided training and conducted research at the Education and Training Center, one of the first sheltered workshops in southern Illinois. A primary focus of that research was the application of behavioral principles to work production of rehabilitation clients. This facility evolved into the Evaluation and Developmental Center, which has been an important site for Behavior Analysis and Therapy students, especially during the 1980s when Paula Davis and Tony Cuvo had extensive involvement in the independent living skills training program. Currently, Brandon Greene has used a number of rehabilitation facilities as sites for staff training and effecting larger scale organizational change. During the 1970s, Nathan Azrin and Victoria Besalel-Azrin ran a community-based clinic where they developed and implemented the Job Club and other procedures to treat a variety of disorders such as stuttering, marriage problems, smoking, and alcoholism.

Children's Services

The application of behavioral principles to the welfare of children has been an ongoing interest at SIUC. During the 1960s and early 1970s, Beth Sulzer (Educational Psychology Department), Bill Hopkins, and Richard Sanders conducted research

and training programs in public schools. Their research focused on the application of behavioral principles to promote academic behavior and reduce maladaptive behavior of students. Tony Cuvo also has had a continuing involvement with special education classrooms.

The application of behavior analysis to child abuse and neglect has been a major focus of faculty and students since 1979. John Lutzker wrote the initial grant proposal to receive funding and enter into a joint agreement with the Illinois Departments of Public Aid and Children and Family Services. The grant, titled "Project 12-Ways," has been continuously funded since that time; it has been administered by Brandon Greene in recent years. Project 12-Ways was so named to reflect the number of services that were specified in the initial grant proposal. Those services include activities such as promoting home safety, stress reduction, infant care, behavior management, budgeting, and so forth.

In addition, students have gained behavioral experience with children in a variety of other facilities, such as community mental health centers, Teaching Family Model homes for youth, and social service agencies.

Behavior Therapy and Behavioral Medicine

For more than 20 years, Roger Poppen has conducted an ongoing program of research and training in behavior therapy and behavioral medicine. Students have received experience with biofeedback, behavioral relaxation training, and other procedures to deal with stress and other medically related problems. Training sites have included various campus and community clinics, health centers, and hospitals. Harry Rubin has conducted basic research on human sexuality and supervised students in the treatment of sexual dysfunction and sexual misbehavior.

Community Behavior Analysis

Brandon Greene has had a long-standing interest in community behavior analysis and has provided supervision to students who have conducted projects in various community settings. Representative activities include projects to reduce dining room

waste by students in a migrant worker camp, to reduce water consumption by homeowners, to reduce inappropriate behavior by children in restaurants, and to increase the use of X-ray shield aprons by dentists.

The Behavior Analysis and Therapy Program was the first to grant a Master's degree in Behavior Modification and then Behavior Analysis and Ther-

apy. Such a specialized degree has permitted students to undertake extensive and specialized course work in behavior analysis, much more so than may be the case if the degree were offered in another discipline. We look forward to continuing our contribution to the development of behavior analysis and the education of its future practitioners into the 21st century.