

TEXAS CHRISTIAN UNIVERSITY
Department of Psychology
Application to Graduate Program

Students applying for graduate training in the Department of Psychology must complete and/or provide the following items:

- _____ 1. Graduate School Application with \$50.00 application fee
- _____ 2. Department of Psychology Application to Graduate Program
- _____ 3. Application for Financial Aid (if desired)
- _____ 4. Three letters of reference bearing on the student's academic qualifications and professional potential. These letters should be provided by professional persons such as college faculty members or supervisors in employment.
- _____ 5. Official GRE scores
- _____ 6. Official transcripts from colleges or universities you have attended.
- _____ 7. An application fee of \$50 (paid by personal check drawn on a US bank, money order, or cashier's check and made out to TCU) must accompany all applications for Graduate Study at TCU (NOTE: processing of an application by the Office of Graduate Studies will not begin until the application fee has been received).

The graduate degree programs are:

Predoctoral **Master's** with an emphasis in Experimental Psychology
Ph.D. in General Experimental Psychology

If you are applying for the Ph.D. program be sure to **indicate on the form which of the five areas of specialization offered by TCU best represents your present interests** (recognizing they may change, and that this does not represent a firm commitment on your part).

It is not necessary to be accepted into or to complete a Master's program before application is made to the Ph.D. program. (You may apply to the Ph.D. program if you have a Bachelor's degree.)

To be eligible for **most financial aid** you must be accepted into the Ph.D. program.

You should apply directly to the Ph.D. program even though you may wish to pick up a Master's degree en route to the Ph.D.

TEXAS CHRISTIAN UNIVERSITY
Department of Psychology
Application for Graduate Program

Date of Application _____

I. Biographical Data:

Name: _____

Campus Address: _____

Home Address: _____

Phone: _____ e-mail: _____

II. Program to which you are applying:

Ph.D. in General-Experimental Psychology with emphasis on : (check one)
(Note: The Ph.D. in Clinical or Counseling Psychology is **not offered**)

_____ Learning

_____ Cognition

_____ Social Psychology

_____ Physiological Psychology

_____ Applied quantitative

III. Undergraduate Education:

Major _____ Minor _____

Undergraduate Courses in Psychology:

	<u>Course</u>	<u>Hours</u>	<u>Grade</u>	<u>University</u>	<u>Year</u>
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8.					

IV. Previous and Current Graduate Coursework in Psychology, if any:

	<u>Course/Text</u>	<u>Hours</u>	<u>Grade</u>	<u>University</u>	<u>Year</u>
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V. Previous and Current Graduates and Undergraduate Coursework in Related Fields, if any:

A. Graduate:

	<u>Course</u>	<u>Hours</u>	<u>Grade</u>	<u>University</u>	<u>Year</u>
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B. Undergraduate:

	<u>Course</u>	<u>Hours</u>	<u>Grade</u>	<u>University</u>	<u>Year</u>
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VI. Experience Related to Psychology (start with current or most recent employment):

1. Place of employment _____

Date: _____ to _____ Job title: _____

Supervisor (and title): _____

Description of duties and responsibilities _____

2. Place of employment _____

Date: _____ to _____ Job title: _____

Supervisor (and title): _____

Description of duties and responsibilities _____

3. Place of employment _____

Date: _____ to _____ Job title: _____

Supervisor (and title): _____

Description of duties and responsibilities _____

VII: Please look at the research each of the TCU department of psychology faculty members are currently doing, pick the faculty member that you think you might want to work with, go to the library, look up that faculty member's publications, read some of their published articles. Your original choice of a major professor may not be your final choice. Major professors and area committees may be changed during your course of study.

On a separate sheet of paper, answer the following:

- A. Reasons why you want to study in our graduate program.
- B. What are your future goals and objectives?
(e.g.) What do you want to do with a Ph.D. in general experimental psychology?
- C. With which faculty member do you want to start working? Please make it clear what area of research you are interested in. Include enough about their research you are interested in as well as the research that faculty member has published to let us know that you understand your own goals and how working with that faculty member will help you attain your goals.

Current Research Activities

The research in the psychology department is predicated on strong quantitative and methodological foundations. Specific research interests of the faculty fall into four major categories: 1. Physiological psychology/neuroscience; 2. Experimental Social psychology; 3. Learning/comparative; and 4. Cognitive psychology. In addition, a limited number of students focus on applied quantitative psychology within one of the four areas. The following statements and representative publications provide more detailed information about each faculty member's research program. It is highly recommended that before you write your personal statement of interests you read this section thoroughly and read one or two publications of each faculty member whose research interests seem most interesting.

Physiological Psychology Area

TIMOTHY BARTH, Department Chair

Ph.D., University of Texas/Austin, 1986

“One of the most important issues facing behavioral neuroscience today is identifying the neural and behavioral mechanisms that mediate recovery of function after damage to the brain. My research program is aimed at investigating these mechanisms in rats with lesions in the neocortex. There are three areas of study: 1) determination of functional subdivisions of the rat neocortex through the development of neurological tasks that are sensitive to sensory and motor impairments after brain damage; 2) comparison of the recovery patterns and mechanisms of recovery in animals that received brain injury as infants or adults; and 3) investigations of the effects of various drugs on the recovery and maintenance of function following cortical lesions.”

Selected Publications:

Barth, T.M., & Stanfield, B.B. (1994). Homotopic, but not heterotopic, fetal cortical transplants can result in functional sparing following neonatal damage to the frontal cortex in rats. *Cerebral Cortex*, 4, 271-278.

Barth, T.M., & Marks, B.B., & Young, L.S. (1994). Tactile extinction following unilateral lesions in the rat anteromedial cortex: Effects of a contralateral cue. *Behavioral Neuroscience*, 108, 4, 1-5.

GARY BOEHM

Ph.D., University of Connecticut, 1996

“My research focuses on ways in which the brain and the immune system are influenced by each other, sometimes in adaptive ways, other times in maladaptive ways. Not only am I interested in how stress impacts immune function, but also in how peripheral immune responses to pathogens may alter the brain and behavior. The communication pathways between the brain and the immune system are clearly bidirectional. I am also interested in how events occurring during prenatal/neonatal development may trigger long-lasting changes in behavior and neural organization in rodents. This interest began as a graduate student when our lab and collaborators worked on a rodent model of developmental learning disability, in which autoimmune-disordered mice exhibited misplaced clusters of neurons in layer I of neocortex ("ectopias") that corresponded with altered learning and memory in affected adult animals. Postdoctoral work at the University of Rochester allowed me to examine the interrelated nature of nervous system and immune system in a variety of ways. My research at TCU currently explores, among

other things, the effects of bacterial endotoxin or elevated levels of proinflammatory cytokines (low molecular weight signaling proteins primarily released by cells of the immune system) on learning and other behaviors, and how brief perinatal exposure to unusual levels of cytokines may permanently alter neural development and measures of learning and memory in adulthood.”

Selected Publications:

Kohman, R. A., Tarr, A. J., Sparkman, N. L., Day, C. E., Paquet, A., Akkaraju, G. R., and Boehm, G. W. (in press). Alleviation of effects of endotoxin exposure on behavior and hippocampal IL-1b by a selective non-peptide antagonist of corticotropin-releasing factor receptors. *Brain, Behavior, and Immunity*.

Sparkman, N. L., Kohman, R. A., Garcia, A. K., and Boehm, G. W. (2005). Peripheral lipopolysaccharide administration impairs two-way active avoidance conditioning in C57BL/6J mice. *Physiology & Behavior*, 85: 278-288.

Rice, P. A., Boehm, G. W., Moynihan, J. A., Bellinger, D. L., and Stevens, S.Y (2001). Chemical sympathectomy increases the innate immune response and decreases the specific immune response in the spleen to infection with *Listeria monocytogenes*. *Journal of Neuroimmunology*, 114: 19-27.

Madden, K. S., Boehm, G. W., Lee, S. C., Grota, L. J., Cohen, N., and Ader, R. (2001). One-trial conditioning of the antibody response to hen egg lysozyme in rats. *Journal of Neuroimmunology*, 113: 236-239.

Boehm, G. W., Sherman, G. F., Hoplight, B. J., Hyde, L. A., Waters, N. S., Bradway, D. M., Galaburda, A. M., and Denenberg, V. H. (1996). Learning and memory in the autoimmune BXSB mouse: effects of neocortical ectopias and environmental enrichment. *Brain Research*, 726: 11-22.

Social/Personality Area

CHARLES F. BOND, JR.

Ph.D., Duke University, 1980

“As a social psychologist, I try to understand deception; as a methodologist, I develop statistical models. Since 9/11/2001, my work on international deception has been of interest to the CIA, the FBI, the National Academy of Sciences, and the U.S. Congress. My statistical models concern social psychological processes and the cumulation of knowledge.”

Selected Publications:

Bond, C.F., Jr., Thomas, B.J., and Paulson, R.M. (2004). Maintaining lies: The multiple-audience problem. *Journal of Experimental Social Psychology*, 40, 29-48.

Richard, F.D., Bond, C.F., Jr., & Stokes-Zoota, J.J. (2003). One hundred years of social psychology quantitatively described. *Review of General Psychology*, 7, 331-363.

Bond, C.F., Jr., & Kenny, D.A. (2002). The triangle of interpersonal models. *Journal of Personality and Social Psychology*, 83, 355-366.

Bond, C.F., Jr., & Atoum, A.O., (2000). International deception. *Personality and Social Psychology Bulletin*, 26, 385 -395.

PATRICK M. FLYNN, Deputy Director, Institute of Behavioral Research (IBR); and Professor of Psychology. Ph.D., University of Miami, 1982

“My work is focused on health services research which involves multidisciplinary investigations of individual characteristics, organizational structures and processes, and treatment outcomes. This has included studies of personality disorders, co-occurring mental health problems, and substance use disorders, as well as evaluations of substance abuse treatment involving treatment costs and benefits, access and utilization, organizational functioning, client outcomes, and technology transfer. IBR Graduate Research Assistants are engaged in a wide range of applied research processes and are exposed to large data systems, use of state-of-the-art multivariate statistical strategies, and new data collection technologies.”

Selected Publications:

Flynn, P.M., and Brown, B.S. (in press). Co-occurring disorders in substance abuse treatment: Issues and prospects. *Journal of Substance Abuse Treatment*.

Flynn, P.M. (2005). Issues in the assessment of personality disorders and substance abusers with the MCMI. In Craig, R.J. (Ed.), *New Directions in Interpreting the Millon Clinical Multiaxial Inventory III* (pp. 129-143). New York, NY : John Wiley & Sons.

Fletcher, B.W., Broome, K.M., Delany, P.J., Shields, J., and Flynn, P.M. (2003). Patient and program factors in obtaining supportive services in DATOS. *Journal of Substance Abuse Treatment*, Vol. 25, 165-175.

Brown, B.S., and Flynn, P.M. (2002). The Federal role in drug abuse technology transfer: A history and perspective. *Journal of Substance Abuse Treatment*, Vol. 22, No. 4, 245-257.

Flynn, P.M., Kristiansen, P.L., Porto, J.V., and Hubbard, R.L. (1999). Costs and benefits of treatment for cocaine addiction in DATOS. *Drug and Alcohol Dependence*, Vol. 57, No.2, 167-174.

Flynn, P.M., Craddock, S.G., Luckey, J.W., Hubbard, R.L., and Dunteman, G.H. (1996). Comorbidity of antisocial and mood disorders among psychoactive substance-dependent treatment clients. *Journal of Personality Disorders*, Vol. 10, No. 1, pp. 56-67.

CHARLES G. LORD

Ph.D., Stanford University, 1980

“Attitude has been described as the central concept in social psychology. My recent research examines the relationship between attitudes and behavior, more specifically the reasons why people sometimes do and sometimes do not act according to their own attitudes, whether positive or negative, toward minority groups and social policies. Another concern is what it takes to change an established attitude.”

Selected Publications:

- Wallace, D. S., Paulson, R. M., Lord, C. G., & Bond, C. F., Jr. (2005). Which behaviors do attitudes predict? Meta-analyzing the effects of social pressure and perceived difficulty. *Review of General Psychology, 9*, 214-227.
- Lord, C. G., Paulson, R. M., Sia, T. L., Thomas, J. C., & Lepper, M. R. (2004). Houses built on shifting sand: Effects of exemplar stability on resistance to attitude change. *Journal of Personality and Social Psychology, 87*, (December issue).
- Lord, C. G. (in press, 2004). Attitude variance: Its causes and consequences. In Haddock, G., & Maio, G. R. O. (Eds.), *Contemporary perspectives on the psychology of attitudes*. London: Psychology Press.
- McIntyre, R. B., Paulson, R. M., Lord, C. G., & Lepper, M. R. (2004). Effects of attitude action identification on congruence between attitudes and behavioral intentions toward social groups. *Personality and Social Psychology Bulletin, 30*, 1151-1164.
- McIntyre, R. B., Lord, C. G., Frye, G. D. J., & Lewis, S. L. (2003). False memories of attitude-relevant actions. *Social Cognition, 21*, 395-420.
- Lord, C. G., & Lepper, M. R. (1999). Attitude representation theory. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 31, pp. 265-343). San Diego, CA: Academic Press.
- Sia, T. L., Lord, C. G., Blessum, K. A., Thomas, J. C., & Lepper, M. R. (1999). Activation of exemplars in the process of assessing social category attitudes. *Journal of Personality and Social Psychology, 76*, 517-532.

CHRISTIE NAPA SCOLLON

Ph.D., University of Illinois at Urbana-Champaign, 2004

“Although psychological research has made significant advances in understanding mental illness, to extend the relevance of psychology to a broader spectrum of human conditions, it is also necessary to examine the other side of human functioning—well-being. My research addresses several aspects of well-being such as lay theories of the “good life,” daily emotional experiences and our memories of them, and the development of psychological maturity in adulthood. My research also emphasizes the measurement of emotions and cultural differences in emotion as a means of understanding the basic processes involved in subjective well-being.”

Selected Publications:

- Scollon, C. N., & Diener, E. (2006). Love, work, and changes in extraversion and neuroticism over time. *Journal of Personality and Social Psychology, 91*, 1152-1165.
- Scollon, C. N., Diener, E., Oishi, S., & Biswas-Diener, R. (2004). Emotions across cultures and methods. *Journal of Cross-Cultural Psychology, 35*, 304-326.
- Scollon, C. N., Diener, E., Oishi, S., & Biswas-Diener, R. (in press). An experience sampling and cross-cultural investigation of the relation between pleasant and unpleasant emotion. *Cognition and Emotion*.

Scollon, C. N., & King, L. A. (2004). Is the good life the easy life? *Social Indicators Research*, 68, 127-162

Cognitive Area

DAVID R. CROSS

Ph.D., University of Michigan, 1985

“My training is in developmental psychology and quantitative methods. My past research has focused on cognitive development, parenting, learning strategies, and quantitative methodology. Currently, the Developmental Research Laboratory is focusing on research with post-institutionalized children who have been adopted by U.S. families. We are interested in assessing the impact that special needs adoptions have on the adopting families, as well as behavioral changes in the children subsequent to adoption. The centerpiece of our project, called The Adoption Project, is a four-week therapeutic summer camp for adopted children, coupled with a year-round weekend family camp. You can obtain more information about our current work by visiting our lab web site (go to the Psychology Department web page, and then choose “Research Labs”). You can learn more about me, including my publications and presentations, by visiting my web page (go to “Psychology” and then “Faculty”).”

DONALD F. DANSEREAU Associate Director of the IBR;
Ph.D., Carnegie-Mellon University, 1969

“I do cognitive engineering. This involves using principles and findings from cognitive psychology to develop tools and strategies for improving thinking, learning, and problem solving in education, drug abuse treatment, and business. In addition to improving processing, these tools also provide ‘windows’ into how people think. The emerging information is then used to guide basic research and revise cognitive theories.”

Selected Publications:

Dansereau, D.F., Dees, S.M., & Simpson, D.D. (1994). Cognitive modularity: Implications for counseling and the representation of personal issues. *The Journal of Counseling Psychology*, 41 (4), 513-523.

Dansereau, D.F., & Johnson, D.W. (1994). Cooperative learning. (Chapter 5). In D. Druckman & R.A. Bjork (Eds.), *Learning, remembering, believing: Enhancing human performance*, 83-111; references, 319-327). Washington, DC: National Academy Press.

Dansereau, D.F., & Newbern, D. (1997). Using knowledge maps to enhance teaching. In W. E. Campbell, & K. A. Smith (Eds.), *New paradigms for college teaching* (pp. 127-147). Edina, MN: Interaction Book Co.

Dansereau, D.F., & Dees, S.M. (2002). Mapping Training: The transfer of a cognitive technology for improving counseling. *Journal of Substance Abuse Treatment*, 22(4), 219-230.

Dansereau, D.F., Evans, S.H., Czuchry, M., & Sia, T.L. (2003). Readiness and mandated treatment: Development and application of a functional model. *Offender Substance Abuse Report*, 3(1), 1-2, 13-16.

Dansereau, D. F. (in press). Node-link mapping principles for visualizing knowledge and information. In S. O. Tergan & T. Keller (Eds.), *Knowledge visualization and information visualization: Searching for synergies*. Springer-Verlag.

TIMOTHY L. HUBBARD

Ph.D., Dartmouth College, 1988

“A fundamental issue in cognitive psychology is how we are able to mentally represent the world; that is, how we are able to take what is external to our mind and represent or recreate it within our mind. What are the properties of mental representation and mental model? My research approaches this question through a variety of methods such as examining the ways that invariant physical principles have been incorporated into our representational system, adapting techniques originally designed for the study of perception to the study of memory and imagery, and examining the perception and representation of musical materials.”

Selected Publications:

Hubbard, T. L. (in press). Representational momentum contributes to motion induced mislocalization of stationary objects. *Visual Cognition*.

Hubbard, T. L. (2006). Bridging the gap: Possible roles and contributions of representational momentum. *Psicologica*, 27, 1-34.

Hubbard, T. L. & Courtney, J. R. (2006). Evidence suggestive of separate visual dynamics in perception and in memory. In L. Albertazzi, (Ed.). *Visual thought: The depictive space of the mind* (pp. 71-98). Amsterdam: Benjamins Publishing Company.

Hubbard, T. L. (2005). Representational momentum and related displacements in spatial memory: A review of the findings. *Psychonomic Bulletin & Review*, 12, 822-851.

Hubbard, T. L., & Motes, M. A. (2005). An effect of context on whether memory for initial position exhibits a Fröhlich Effect or an Onset Repulsion Effect. *Quarterly Journal of Experimental Psychology*, 58A, 961-979.

Collier, W. G., & Hubbard, T. L. (2004). Musical scales and brightness evaluations: Effects of pitch, direction, and scale mode. *Musicae Scientiae*, 8, 151-173.

Hubbard, T. L. (2004). The perception of causality: Insights from Michotte's launching effect, naive impetus theory, and representational momentum. In A. M. Oliveira, M.P. Teixeira, G. F. Borges, & M. J. Ferro (Eds.). *Fechner Day 2004*. Coimbra, Portugal: The International Society for Psychophysics (pp. 116-121).

D. DWAYNE SIMPSON, Director, Institute of Behavioral Research (IBR); and S.B. Sells Professor of Psychology. Ph.D., Texas Christian University, 1970

“My research in drug addiction treatment and innovation implementation combines several social science disciplines, especially social, cognitive, and quantitative psychology. IBR scientists have developed evidence-based conceptual models guiding research on treatment needs and performance assessments, cognitive and behavioral interventions, therapeutic process, and organizational functioning. Health service systems, community treatment programs, criminal justice agencies, and international collaborators participate in this comprehensive research program. Students and staff training in the IBR emphasize strategic research planning, management of complex data systems, and applications of multivariate analytic procedures.”

Selected Publications:

Simpson, D.D., Chatham, L.R., & Brown, B.S. (1995). The role of evaluation research in drug abuse policy. *Current Directions in Psychological Science: A Journal of the American Psychological Society*, 4(4), 123-126.

Simpson, D.D., Joe, G.W., Dansereau, D.F., & Chatham, L.R. (1997). Strategies for improving methadone treatment process and outcomes. *Journal of Drug Issues*, 27 (2), 239-260.

Simpson, D.D., & Brown, B.S., (Eds.). (1999). Special Issue: Treatment process and outcome studies from DATOS (Drug Abuse Treatment Outcome Studies). *Drug and Alcohol Dependence*, 57(2).

Simpson, D.D., Wexler, H.K., & Inciardi, J.A. (Eds.). (1999). Special Issues: Drug treatment outcomes for correctional settings. *The Prison Journal*, 79(3&4).

Simpson, D. D., Joe, G. W., & Broome, K. M. (2002). A national 5-year follow-up of treatment outcomes for cocaine dependence. *Archives of General Psychiatry*, 59, 538-544.

Simpson, D. D., & Brown, B. S. (Eds.). (2002). Special issue: Transferring research to practice. *Journal of Substance Abuse Treatment*, 22(4).

Simpson, D. D., & Flynn, P. M. (Eds.). (2007/in press). Special Issue: Organizational readiness for change. *Journal of Substance Abuse Treatment*.

Learning Area

JENNIFER J. HIGA

Ph.D., Washington State University, 1987

“My research involves experimental and theoretical approaches to studying basic processes involved in learning and adaptive behavior. For the past few years, I have concentrated on how animals learn to detect, integrate, and use temporal information - to ‘time.’ In my lab, we focus on timing under changing conditions. By using a temporal tracking procedure, which arranges unsignaled (within-session) changes in the duration of the to-be-discriminated stimulus, we study the dynamic properties of temporal processing. In our experiments, the stimulus is the time between successive food reinforcers whose duration is a few seconds to minutes. By testing models and studying timing dynamics, our aim is to advance the understanding about the mechanism, as well as contribute to and clarify the operation of other learning and memory processes. Pigeons and rats are the primary subjects in our experiments, although we have also recently studied timing in fish.”

Selected Publications:

- Staddon, J. E. R. & Higa, J. J. (2006). Interval timing. *Nature Reviews Neuroscience*, 7(8), 1764.
- Kohman, R., Leising, K., Shaffer, M., Higa, J. J. (2006). Effects of Breaks in the Interval Cycle on Temporal Tracking in Pigeons. *Behavioural Processes*, 71, 126-134.
- Higa, J. J. & Simm, L. A. (2004). Interval timing in Siamese fighting fish (*Betta splendens*). *Behavioural Processes*, 67, 501-509.
- Higa, J. J., Moreno, S., & Sparkman, N. (2002). Interval timing in rats: tracking un signaled changes in the fixed interval schedule requirement. *Behavioural Processes*, 58, 167-176

MAURICIO R. PAPINI

Ph.D., University of San Luis, Argentina, 1985

"I am interested in incentive learning processes. Current research in my lab focuses on memory-emotion interactions in the emergence of incentive contrast effects. Our interest in the parallels between physical and psychological pain has led to research on the role of the opioid system and the cingulate cortex in situations involving surprising reward loss."

Selected Publications:

- Papini, M. R., & Pellegrini, S. (2006). Scaling relative incentive value in consummatory behavior. *Learning and Motivation*, 37, 357-378.
- Papini, M. R., Wood, M., Daniel, A. M., & Norris, J. N. (2006). Reward loss as psychological pain. *International Journal of Psychology and Psychological Therapy*, 6, 189-213.
- Pellegrini, S., Wood, M., Daniel, A. M., & Papini, M. R. (2005). Opioid receptors modulate recovery from consummatory successive negative contrast. *Behavioural Brain Research*, 164, 239-249.
- Mustaca, A. E., & Papini, M. R. (2005). Consummatory successive negative contrast induces hypoalgesia. *International Journal of Comparative Psychology*, 18, 255-262.
- Wood, M., Daniel, A. M., & Papini, M. R. (2005). Selective effects of the d opioid receptor agonist DPDPE on consummatory successive negative contrast. *Behavioral Neuroscience*, 119, 446-454.
- Papini, M.R. (2003). Comparative psychology of surprising nonreward. *Brain, Behavior, and Evolution*, 62, 83-95.
- Papini, M.R. (2002). Pattern and process in the evolution of learning. *Psychological Review*, 109, 186-201.

ANNA INGEBORG PETURSDOTTIR

Ph.D., Western Michigan University, 2006

"I study child behavior and language from an operant learning perspective. My major research interests pertain to translating advances in basic research and theory into intervention strategies (e.g., language

interventions for children with autism). In spite of my background in applied behavior analysis, most of my research is not strictly applied. For example, I have tested analog models of language instruction, often involving arbitrary stimuli and nonsense words, on young children without language impairments, to investigate how the establishment of specific behavior-environment relations may result in the emergence of novel behavior. In this work, I have drawn upon B.F. Skinner's analysis of verbal behavior and recent extensions of it, as well as upon basic behavior-analytic research on derived stimulus relations. In my experimental preparations, I emphasize the training and testing of vocal behavior, as opposed to using a match-to-sample format. Other language-related interests of mine include methods for increasing vocal play among non-speaking children, and the development of effective stimulus control technology for teaching purposes. Besides language, I am interested in various aspects of children's performance on basic reinforcement schedules, and its implications for treating maladaptive behavior."

Selected Publications:

- Petursdottir, A. I., Carr, J. E., Lechago, S. A., & Almason, S. M. (in press). An evaluation of intraverbal training and listener training for teaching categorization skills. *Journal of Applied Behavior Analysis*.
- Miguel, C. F., Petursdottir, A. I., Carr, J. E., & Michael, J. (in press). The role of naming in stimulus categorization by preschool children. *Journal of the Experimental Analysis of Behavior*.
- Petursdottir, A. I., Carr, J. E., & Michael, J. (2005). Emergence of mands and tacts of novel objects among preschool children. *The Analysis of Verbal Behavior*, 21, 59-74.
- Miguel, C. F., Petursdottir, A. I., & Carr, J. E. (2005). The effects of multiple-tact and receptive-discrimination training on the acquisition of intraverbal behavior. *The Analysis of Verbal Behavior*, 21, 27-41.