

Curriculum Vitae

JACOB L. GEWIRTZ

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EDUCATION:

B.A. Brooklyn College, City University of New York, 1945

M.A. University of Iowa, 1946 (Child Psychology)

Ph.D. University of Iowa, 1948 (Developmental Psychology, Experimental Psychology)

POSITIONS HELD:

1945-1948 Research Assistant, Iowa Child Welfare Research Station, Iowa City, Iowa.

1948-1950 Instructor in Psychology, The University of Chicago.

1950-1956 Assistant Professor of Psychology, The University of Chicago.

1956-1978 Supervisory Research Psychologist, Laboratory of Psychology, (1956-1975),
Laboratory of Developmental Psychology (1975-1978), Intramural Research Program,
National Institute of Mental Health.

1959-1961 Visiting Professor of Psychology, The Hebrew University of Jerusalem.

1965-1975 Chief, Section on Early Learning and Development, National Institute of Mental
Health.

1972-1979 Adjunct Professor of Psychology, University of Maryland Baltimore County.

1975 Visiting Professor of Psychology, University of Hawaii at Manoa.

1977-1978 Visiting Professor of Developmental Psychology, Temple University.

1978-1981 Professor of Psychology and of Psychiatry and Director, Developmental Psychology
Doctoral Program, State University of New York at Stony Brook.

1981-1983 Chairman, Department of Psychology, Florida International University.

1981- Professor of Psychology, Department of Psychology, Florida International University.

1981 Adjunct Professor of Pediatrics and of Psychiatry in the School of Medicine, and of
Psychology in the College of Arts and Sciences, University of Miami.

1992 Director, Behavior Analysis Graduate Program, Florida International University.

1992 Director, Doctoral Program in Developmental Psychology, Florida International
University.

PROFESSIONAL ORGANIZATIONS:

American Psychological Association (1948-): Fellow of the Divisions on General Psychology, Developmental Psychology, Adult Development and Aging, Personality and Social Psychology, Experimental Psychology, and the Experimental Analysis of Behavior.

Association for Behavior Analysis (1987-)

Chairperson, Behavioral Development SIG (1991-)

Society for Research in Child Development (1948-).

Psychonomic Society (1958-).

Eastern Psychological Association (1956-).

International Society for the Study of Behavioral Development (1971-).

Committee of Correspondents on Infancy (1965-1978).

International Society for Infant Studies (1978-).

ADVISORY BOARDS, COMMITTEES:

American Psychological Association, Division on Developmental Psychology: Chairman, Survey Committee, 1950-1951; Chairman, Nominations and Elections Committee, 1953-1954; Chairman, Member, Program Committee, 1954-1957; Elected Member-at-Large, Executive Committee, 1963-1965; Chairperson, Credentials Committee, 1993-1994.

Society for Research in Child Development; Member, Program Committee, 1958; Chairman, Nominations and Elections Committee, 1968-1969; Governing Council, 1977-1979.

Committee of Correspondents on Infancy, Member, Program Committee, 1972. National Institutes of Health and National Institute of Mental Health, occasional member of fellowship-, program-, and research-grant review committees.

United States Office of Economic Opportunity, Advisor, 1969-1971.

Canada Council, occasional grant reviewer.

Nova University, Member of Advisory Board of Mailman Family Center, 1981-1985.

Association for Behavior Analysis International, Chairperson of, and Program Chair of, The Special Interest Group on Behavioral Development, 1991-present.

International Society for Infant Studies, Chairperson of Panel on Conditioning and Learning (1993-1996).

Touch Research Institute of the University of Miami School of Medicine, Member of both the Board of Directors and of the Board of Directors and of the Board of Scientific Advisors, 1992-present.

EDITORIAL BOARDS:

Child Development, 1957-1962.

Human Development, 1970-1974.

Journal of Applied Behavior Analysis, 1972-1975.

Journal of Autism and Childhood Schizophrenia, 1972-1982.

Infant Behavior and Development, 1976-1981.

Youth and Society, 1976-1978.

Child Behavior Therapy, 1978-1981.

Behavioral Development, 1991-present.

Editor for manuscripts submitted for publication in the English language, Revista Mexicana de Analisis de la Conducta [Mexican Journal of Behavior Analysis], 1992-present.

COURSES TAUGHT: (since 1972)

Advanced Experimental Psychology (Lecture and Lab) Advanced Behavior Analysis (Lecture and Lab)

Child Psychology

Advanced Child Psychology

Advanced Methods of Behavior Change

Children's Learning

Developmental Behavior Analysis

Behavior Analysis in Life Settings

Current Experimental Theories

Developmental Psychology

Developmental Behavior Analysis

Intro. to the Experimental Analysis of Behavior Human Growth and Development

Infancy

Social Development

Socio-emotional Development

Life-Span Development

Theoretical Perspectives in Developmental Psychology Methods of Developmental Research

Learning and Motivation

Principles of Behavior Modification

Proseminar in Behavior Analysis

Seminar in Learning

Seminar in Motivation and Emotion

Seminar in Social Learning

Seminar in Social Psychology

Social Learning and Development

MAJOR INTEREST FOCI (topics may overlap):

Theory of development

Theory of learning

Social learning/socialization

Early social development

Experimental analysis of social learning

Social relations/attachment, dependency

Behavior Analysis

Observational and imitative learning

Stimulus privation/deprivation and environmental shifts Contextual determinants of stimulus efficacy

Social reinforcement

Social referencing

Applications of learning principles to life situations Enrichment and remediation

Environmental requirements in aging

BIBLIOGRAPHY

Gewirtz, J.L. (1948). Studies in word fluency: I. Its relation to vocabulary and mental age in young children. Journal of Genetic Psychology, 72, 165-176.

Gewirtz, J.L. (1948). Studies in word fluency: II. Its relation to eleven items of child behavior. Journal of Genetic Psychology, 72, 177-184.

Gewirtz, J.L. (1949). An investigation of nurturant behavior in young children. American Psychologist, 1, 248.

Gewirtz, J.L. (1950). An investigation of aggressive behavior in the doll play of young Sac and Fox Indian children, and a comparison to the aggression of Midwestern white preschool children. American Psychologist, 5, 294.

Gewirtz, J.L. (1951). An experimental study of the effects of the degree of attention (nurturance) given and the sex category of the attending adult on the attention-seeking behavior of young children. American Psychologist, 6, 305-306.

Caron, A.J., & Gewirtz, J.L. (1951). An investigation of the effects of the sex category of the interacting adult, chronological age (6, 8, and 10), and the sex of the child, on aggressive (hostile) behavior in doll play. American Psychologist, 6, 307.

Gewirtz, J.L. (1952). Plans for the construction of a portable one-way observation booth. Child Development, 23, 307-314.

Sears, R.R., Whiting, J.W.M., Nowlis, V., & Sears, P.S., Beller, E.X., Cohen, J.C., Chasdi, E.H., Faigin, H., Gewirtz, J.L., Lawrence, M.S., & McKee, J.P. (1953). Some child-rearing antecedents of aggression and dependency in young children. Genetic Psychology Monographs, 47, 135-234.

Jones, L.V., & Gewirtz, J.L. (1955). Fechner's Law and central tendency as determinants of response gradients. American Psychologist, 10, 483.

Gewirtz, J.L. (1954). Three determinants of attention-seeking in young children. Monographs of the Society for Research in Child Development, 19 (Serial No.59).

Gewirtz, J.L. (1956). A factor analysis of some attention-seeking behaviors of young children. Child Development 27, 17-37.

Gewirtz, J.L. (1956). A program of research on the dimensions and antecedents of emotional dependence. Child Development, 27, 205-221.

Gewirtz, J.L., Jones, L.V., & Waerneryd, K.E. (1956). Stimulus units and range of experienced stimuli as determinants of generalization-discrimination gradients. Journal of Experimental Psychology, 52, 15-57.

Gewirtz, J.L., & Baer, D.M. (1956). Does brief social "deprivation" enhance the effectiveness of

a social reinforcer ("approval")? American Psychologist, 11, 428-429.

Gewirtz, J.L. (1956). The child analyzed and uncontrolled. (Review of The Psychoanalytic Study of the Child, Vol. X. International Universities Press, 1955, Pp. 394.) Contemporary Psychology, 1,304.

Rheingold, H.L., & Gewirtz, J.L. (1957). The conditioning of vocalizations in infants using an adult's social response as reinforcer. American Psychologist, 12, 392.

Gewirtz, J.L., & Baer, D.M. (1957). The effects of deprivation and satiation on behaviors for a social reinforcer. American Psychologist, 12, 401.

Gewirtz, J.L., & Baer, D.M. (1958). The effect of brief social deprivation on behaviors for a social reinforcer. Journal of Abnormal and Social Psychology, 56,49-56.

Gewirtz, J.L., Baer, D.M., & Roth, C.H. (1958). A note on the similar effects of low social availability of an adult and brief social deprivation on young children's behavior. Child Development, 29,149-152.

Gewirtz, J.L., & Baer, D.M. (1958). Deprivation and satiation of social reinforcers as drive conditions. Journal of Abnormal and Social Psychology, 57,165-172.

(Reprinted in The Bobbs Merrill Reprint Series in the Social Sciences, No. P-17, 1964; also reprinted as pp. 482-493 in D.S. Palermo & L.P. Lipsitt, Eds., Research Readings in Child Psychology. New York: Holt, Rinehart & Winston, 1963; also reprinted as pp. 51-63 in A.W. Staats, Ed., Human Learning. New York: Holt, Rinehart & Winston, 1964; also reprinted as pp. 169-182 in R.D. Parke, Ed., Readings in Social Development. New York: Holt, Rinehart & Winston, 1969; also reprinted as pp. 42-49 in E. McGinnies & C.B. Ferster, Eds.,

The Reinforcement of Social Behavior. Boston: Houghton Mifflin, 1971; also reprinted in XIP Readings in Psychology. Lexington, Mass.: Xerox College Publishing, 1973ff.)

(Reprinted in the Bobbs-Merrill Reprint Series in the Social Sciences, No. P-288, 1964; also reprinted as pp. 159-168 in W. Dennis, Ed., Readings in Child Psychology (2nd Ed.). Englewood Cliffs, N.J.: Prentice Hall, 1963; also reprinted as pp. 136-143 in M.T. & S.A. Mednick, Eds., Research in Personality. New York: Holt, Rinehart & Winston, 1963; also reprinted as pp. 237-244 in D.S. Palermo & L.P. Lipsitt, Eds., Research Readings in Child Psychology. New York: Holt, Rinehart & Winston, 1963; also reprinted as pp. 82 -90 in A.W. Staats, Ed., Human Learning. New York: Holt, Rinehart & Winston, 1964; also reprinted as pp. 47-58 in S.W. Bijou & D.M. Baer, Eds., Child Development: Readings in Experimental Analysis. New York: Appleton- Century-Crofts, 1967; also reprinted as pp. 115-124 in D.M. Gelfand, Ed., Social Learning in Childhood: Readings in Theory and Application. Belmont, Calif.: Brooks/Cole, 1969; also reprinted as pp. 336-343 in F. Rebelsky & L. Dorman, Eds., Child Development and Behavior, New York: Knopf, 1970; also reprinted in XIP Readings in Psychology. Lexington, Mass.: Xerox College Publishing, 1973ff.)

Rheingold, H.L., Gewirtz, J.L., & Ross, H. (1959). Social conditioning of vocalizations in the

infant. Journal of Comparative and Psychological Psychology, 52, 68-73.

Gewirtz, J.L. (1959). Discussion of the use of operant conditioning techniques in children. In S. Fisher (Ed.), Child Research in Psychopharmacology (pp. 127-136). Springfield, Ill.: Charles Thomas.

Gewirtz, J.L. (1961). A learning analysis of the effects of affective privation in childhood. Acta Psychologica, 1, 404-405.

Gewirtz, J.L. (1961). A learning analysis of the effects of normal stimulation privation and deprivation on the acquisition of social motivation and attachment. In B.M. Foss (Ed.), Determinants of Infant Behavior (pp. 213-299). London: Methuen (New York: Wiley).

Gewirtz, J.L., & Gewirtz, H.B. (1965). Stimulus conditions, infant behaviors, and social learning in four Israeli child-rearing environments: A preliminary report illustrating differences in environment and behavior between the "only" and the "youngest" child. In B.M. Foss (Ed.), Determinants of Infant Behaviour III (pp. 161-184). London: Methuen (New York: Wiley).

Gewirtz, J.L. (1965). The course of smiling by groups of Israeli infants in the first 18 months of life. In R.R. Eifermann (Ed.), Scripta Hierosolymitana: Studies in Psychology (pp. 9-58). Vol. 14, Jerusalem: Magnes Press of the Hebrew University.

Gewirtz, J.L. (1965). The course of infant smiling in four child-rearing environments in Israel. In B.M. Foss (Ed.), Determinants of Infant Behaviour III (pp. 205-250). London: Methuen (New York: Wiley).

(Reprinted as pp. 146-171 in P.H. Mussen, J.J. Conger, & J. Kagan, Eds., Readings in Child Development and Personality, 2nd Edition. New York: Harper & Row, 1970.)

Gewirtz, J.L. (1966). Mahalach hachiyuch aytzel teenokot be'arba sveevot geedul shonot. (Translation from the Hebrew: The developmental course of smiling in infants from four different child-rearing environments.) Megamoth (Jerusalem), 14, 281-311.

Gewirtz, H.B., & Gewirtz, J.L. (1967). Caretaking and background themes for kibbutz infants: Age and sex trends. American Journal of Orthopsychiatry, 37, 395-397.

Landau, R., & Gewirtz, J.L. (1967). Differential satiation for a social reinforcing stimulus as a determinant of its efficacy in conditioning Journal of Experimental Child Psychology, 5, 391-405.

Etzel, B.C., & Gewirtz, J.L. (1967). Experimental modification of caretaker-maintained high-rate operant crying in a 6- and a 20-week-old infant (Infans tyrannotearus): Extinction of crying with reinforcement of eye contact and smiling. Journal of Experimental Child Psychology, 5, 303-317.

(Reprinted as pp. 158-169 in D.M. Gelfand (Ed.), Social Learning in Childhood: Readings in Theory and Application. Belmont, Calif.: Brooks/Cole, 1969; also as pp. 155-167 in the 2nd Edition of that volume 1975; also reprinted as pp. 175-182 in E. McGinnies & C.B. Ferster,

Eds., The Reinforcement of Social Behavior. Boston: Houghton Mifflin, 1971.)

Gewirtz, J.L. (1967). Deprivation and satiation of social stimuli as determinants of their reinforcing efficacy. In J.P. Hill (Ed.), Minnesota Symposia on Child Psychology (pp. 3-56). Vol. 1. Minneapolis: University of Minnesota Press.

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(Reprinted as pp. 183-191 in E. McGinnies & C.B. Ferster (Eds.), The Reinforcement of Social Behavior. Boston: Houghton-Mifflin, 1971.)

Gewirtz, J.L., & Stingle, K.G. (1968). Learning of generalized imitation as the basis for identification. *Psychological Review*, 75, 374-397.

(Reprinted as pp. 267-280 in G.G. Thompson, F.J. DiVesta, & J.E. Horrocks, Eds., Social Development and Personality. New York: Wiley, 1971; also reprinted as pp. 92-107 in E. McGinnies & C.B. Ferster, Eds., The Reinforcement of Social Behavior. Boston: Houghton-Mifflin, 1971; also reprinted as pp. 355-364 in C.B. Lavatelli & F. Stendler, Eds., Readings in Child Behavior and Development. New York: Harcourt-Brace-Jovanovich, 1972.)

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(Reprinted as pp. 154-166 in I.J. Gordon, Ed., Readings in Research in Developmental Psychology. Glenview, 111.: Scott, Foresman, 1971.)

Gewirtz, J.L. (1968). The role of stimulation in models for child development. In L.L. Dittmann (Ed.), Early Child Care: The New Perspectives (pp.139-168). New York: Atherton. Chapter 7.

Gewirtz, J.L. (1968). On designing the functional environment of the child to facilitate behavioral development. In L.L. Dittmann (Ed.), Early Child Care: The New Perspectives (pp. 169-213). New York: Atherton. Chapter 8.

Gewirtz, J.L. (1969). Levels of conceptual analysis in environment-child interaction research. Merrill-Palmer Quarterly of Behavior and Development, 1Q, 7-47.

Gewirtz, J.L. (1969). Mechanisms of social learning: Some roles of stimulation and behavior in early human development. In D.A. Goslin (Ed.), Handbook of Socialization Theory and Research (pp. 57-212). Chicago: Rand-McNally. Chapter 2.

Gewirtz, J.L. (1969). Potency of a social reinforcer as a function of satiation and recovery.

Developmental Psychology, 1, 2-13.

Gewirtz, J.L. (1971). The roles of overt responding and extrinsic reinforcement in "self-" and vicarious-reinforcement" phenomena and in "observational learning" and imitation. In R Glaser (Ed.), The Nature of Reinforcement (pp. 279-309). New York: Academic Press.

Gewirtz, J.L. (1971). Conditional responding as a paradigm for observational, imitative learning and vicarious-reinforcement. In H.W. Reese (Editor), Advances in Child Development and Behavior (pp. 273-304). Vol. 6. New York: Academic Press.

Gewirtz, J.L. (1971). Stimulation, learning, and motivation principles for day-care settings. In E.H. Grotberg (Ed.), Day Care: Resources for Decisions (pp. 173-226). (OEO Pamphlet 6106-1) Washington, D.C.: U.S. Office of Economic Opportunity.

(Reprinted as pp. 264-314 in J.L. Frost (Ed.), Revisiting Early Childhood Education: Reading. New York: Holt, Rinehart & Winston, 1973.)

Gewirtz, J.L. (1972). Some contextual determinants of stimulus potency. In RD. Parke (Ed.), Recent Trends in Social Learning Theory (pp. 7-33). New York and London: Academic Press.

Gewirtz, J.L. (1972). Deficiency conditions of stimulation and the reversal of their effects via enrichment. In F.J. Monks, W.W. Hartup, & J. De Wit (Eds.), Determinants of Behavioral Development (pp. 349-375). New York and London: Academic Press.

Gewirtz, J.L. (1972). (Ed.). Attachment and Dependency. Washington, D.C.: V.H. Winston & Sons (Pp. 251). (Distributed by Halsted Press Division of John Wiley & Sons, New York.)

Gewirtz, J.L. (1972). Attachment, dependence, and a distinction in terms of stimulus control. In J.L. Gewirtz (Ed.), Attachment and Dependency (pp. 139-177). Washington, D.C.: Winston.

Gewirtz, J.L. (1972). On the selection and use of attachment and dependence indices. In J.L. Gewirtz (Ed.), Attachment and Dependency (pp. 179-215). Washington, D.C.: Winston.

Gewirtz, J.L., & Cairns, RB. (1972), Summary of issues in the attachment-dependency area. In J.L. Gewirtz (Ed.), Attachment and Dependency (pp. 217-225). Washington, D.C.: Winston.

Gewirtz, J.L. (1972). Attachment and dependence: Some strategies and tactics in the selection and use of indices for those concepts. In T. Alloway, L. Krames, & P. Pliner (Eds.), Communication and Affect: A Comparative Approach (pp. 19-49). Vol. 1. New York and London: Academic Press.

Gewirtz, J.L. (1976). The attachment-acquisition process as evidenced in the maternal conditioning of cued infant responding (particularly crying). Human Development, 19, 143-155.

Gewirtz, J.L., & Boyd, E.F. (1976). Mother-infant interaction and its study. In H.W. Reese (Editor), Advances in Child Development and Behavior (pp. 141-163). Vol. 11. New York and London: Academic Press.

Gewirtz, J.L. (1977). Maternal responding and the conditioning of infant crying: Directions of influence within the attachment-acquisition process. In B.C. Etzel, J.M. LeBlanc, & D.M. Baer (Eds.), New Developments in Behavioral Research: Theories, Methods, and Applications (pp. 31-57). Hillsdale, N.J.: Erlbaum.

Gewirtz, J.L., & Boyd, E.F. (1977). Experiments on mother-infant interaction underlying mutual attachment acquisition: The infant conditions the mother. In T. Alloway, P. Pliner, & L. Krames (Eds.), Attachment Behavior. In Advances in the Study of Communications and Affect, (pp. 109-143). Vol. 3. New York and London: Plenum Press.

Gewirtz, J.L., & Boyd, E.F. (1977). Does maternal responding imply reduced infant crying?: A critique of the 1972 Bell and Ainsworth report. Child Development, 48, 1200-1207.

Gewirtz, J.L., & Boyd, E.F. (1977). In reply to the rejoinder to our critique of the 1972 Bell and Ainsworth report. Child Development, 48, 1217-1218.

Gewirtz, J.L. (1977). Soziales Lernen. In H. Zeier (Editor), Pawl ow und die Folgen. Volume IV in the German language series titled Die Psychologie des 20 Jahrhunderts (The Psychology of the 20th Century) (pp. 383-428). Zurich: Kindler Verlag.

Gewirtz, J.L. (1978). Social learning in early human development. In A.C. Catania & T. Brigham (Editors), Handbook of Applied Behavior Analysis: Social and Instructional Processes (pp. 105-141). New York: Irvington Press.

Gewirtz, J.L., & Petrovich, S.B. (1982). Social and attachment learning in infancy in the frame of organic and cultural evolution. In T. Field et al (Eds.), Review of Human Development (pp. 3-19). New York: Wiley.

Kurtines, W.M., & Gewirtz, J.L. (Eds.). (1984). Morality, Moral Behavior and Moral Development, 425 pages. New York: Wiley. (Translated into the Indonesian and the Japanese languages.)

Kurtines, W.M., & Gewirtz, J.L. (1984). Certainty and morality: Objective versus relativistic morality in historical perspective. In W.M. Kurtines & J.L. Gewirtz (Eds.), Morality, Moral Behavior, and Moral Development (pp. 3-23). New York: Wiley.

Field, T., Gewirtz, J.L., et al. (1984). Leavetakings and reunions of toddlers, preschoolers, and their parents. Child Development, 55, 628-635.

Hollenbeck, A.R., Gewirtz, J.L., Sebris, S.L., & Scanlon, J.W. (1984). Labor and delivery medication influences parent-infant interaction in the first post-partum month. Infant Behavior and Development, 1, 201-209.

Petrovich, S.B., & Gewirtz, J.L. (1984). Learning in the context of evolutionary biology: In search of synthesis. The Behavioral and Brain Sciences, Z. 160-161.

Petrovich, S.B., & Gewirtz, J.L. (1985). The attachment learning process and its relation to cultural and biological evolution: Proximate and ultimate considerations. In M. Reite & T. Field (Eds.), The Psychobiology of Attachment and Separation (pp. 257-289). New York: Academic Press.

Kurtines, W.M., & Gewirtz, J.L. (Eds.) (1987). Moral Development Through Social Interaction (362 pages). N.Y.: Wiley. (Translated into the Italian and Indonesian languages.)

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Gewirtz, J.L., & Kurtines, W.M. (Eds.) (1991). Intersections with Attachment (326 pages). Hillsdale, N.J.: Erlbaum.

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Gewirtz, J.L. (1991). Identification, attachment, and their developmental sequencing in a conditioning frame. In J.L. Gewirtz & W.M. Kurtines (Eds.), Intersections with Attachment (pp. 247-255). Hillsdale, N.J.: Erlbaum.

Gewirtz, J.L. (1991). Social influence on child and parent via stimulation and operant-learning mechanisms. In M. Lewis & S. Feinman (Eds.), Social Influences and Socialization in Infancy (pp. 137-163). N.Y.: Plenum.

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Kurtines, W.M., & Gewirtz, J.L. (Eds.). (1991). Handbook of Moral Behavior and Development: Theory, Research, and Application (3 vols, 1,192 pages.) Hillsdale, N.J.: Erlbaum.

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Gewirtz, J.L., & Pelaez-Nogueras, M. (1991). Proximal mechanisms underlying the acquisition of moral behavior patterns. In W.M. Kurtines & J.L. Gewirtz (Eds.) Handbook of Moral Behavior and Development: Theory, Research, and Application. (3 vols.) (Vol. I, pp. 153-182). Hillsdale, N.J.: Erlbaum.

Gewirtz, J.L., & Pelaez-Nogueras, M. (1992). Infants' separation difficulties and distress due to misplaced maternal contingencies. In T.M. Field, P. McCabe, & N. Schneiderman (Eds.), Stress and Coping in Infancy and Childhood (pp. 194-6). Hillsdale, N.J.: Erlbaum.

Kurtines, W.M., Azmitia, M., & Gewirtz, J.L. (Eds.) (1992). The Role of Values in Psychology: Implications for Developmental Theory and Research (292 pages). New York: Wiley.

Gewirtz, J.L., & Pelaez-Nogueras, M. (1992). Social referencing as a learned process. In S. Feinman (Ed.), Social Referencing and the Social Construction of Reality in Infancy (pp.151-173). New York: Plenum Publishing Co.

Gewirtz, J.L., & Pelaez-Nogueras, M. (1992). B.F. Skinner's legacy to human infant behavior and development. American Psychologist, 47,1411-1422.

Pelaez-Nogueras, M., & Gewirtz, J. L. (1992). The behavior analysis of moral behavior. Revista Mexicana de Analisis de la Conducta/Mexican Journal of Behavior Analysis, 18, Num. Monografico, 57-81.

Gewirtz, J. L. (1993). An addendum to Malott's "Religion, Communism, and Performance Management". A B A Newsletter, 16, 9.

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Gewirtz, J. L. (1994). Contingencias de reforzamiento en la interaccionambienteinfante: Ellegado de Skinner at estudio del desarrollo del nino. In E. Ribes Inesta (Ed.), B. F. Skinner: In memoriam (pp. 105-127). Guadalajara, Mexico: Universidad de Guadalajara.

Kurtines, W.M., & Gewirtz, J.L. (1995). Moral Behavior and Development: An Introduction (495 pages). Boston: Allyn & Bacon.

Pelaez-Nogueras, M., Gewirtz, J. L., Field, 1., Cigales, M., Malphurs, J., Clasky, S., & Sanchez, A. (1996). Infants' preference for touch stimulation in face-to-face interactions. Journal of Applied Developmental Psychology, 11.199-213.

Pelaez-Nogueras, M., & Gewirtz, J. L. (1995). The learning of moral behavior: A behavior-analytic approach. In W.M. Kurtines & J.L. Gewirtz (Eds.), Moral Behavior and Development: An Introduction (pp. 173 -199). Boston: Allyn & Bacon.

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