

CURRICULUM VITAE

DATE PREPARED: Thursday, July 1, 2010

Name: Michael Lamport Commons, Ph.D.

Office Address: Department of Psychiatry
Beth Israel Deaconess Medical Center
Harvard Medical School
234 Huron Avenue
Cambridge, MA 02138

Home Address: 234 Huron Avenue
Cambridge, MA 02138-1328

Work Phone: Tel: (617) 497-5270
Cell: (617) 320-0896

E-mail: Commons@tiac.net
Website: <http://www.dareassociation.org/>

Work Fax: Fax: (617) 491-5270

Place of Birth: Los Angeles, California

Education

1965 B.A. (Mathematics, Psychology) University of California at Los Angeles
1967 M.A. (Psychology) Columbia University, Faculty of Pure Science, Graduate Faculties
1973 Ph.D. (Psychology) Columbia University, Faculty of Pure Science, Graduate Faculties

Postdoctoral Training

1977-1979 Postdoctoral Fellow, Developmental Psychology, Laboratory of Human Development,
Harvard Graduate School of Education, Cambridge, MA
1979-1981 Postdoctoral Fellow, Psychology, Department of Psychology & Social Relations, Harvard
University, Cambridge, MA

Faculty Academic Appointments

1971-1972 Instructor, Department of Psychology, New York University, New York City, NY
1972-1973 Lecturer, Department of Psychology, University of Manitoba, Winnipeg, Manitoba
1973-1977 Assistant Professor, Department of Psychology, Northern Michigan University, Marquette,
MI
1978, 1982 Lecturer, Department of Foundations of Education and Department of Psychology,
Northeastern University.
1981-1987 Research Associate, Department of Psychology, Harvard University, Cambridge, MA
1987- Lecturer and Research Associate, Department of Psychiatry, Harvard Medical School,
Massachusetts Mental Health Center, Boston, MA

- 1992 Lecturer, Department of Psychology, University of Massachusetts, Boston, MA
1992-1996 Visiting Assistant Professor, Department of Psychology, Salem State College, Salem, MA
2002- Assistant Clinical Professor, Department of Psychiatry, Harvard Medical School, Beth Israel
Deaconess Medical Center, Boston, MA
2003-2004 Visiting Professor, Department of Psychology, Salem State College, Salem, MA

Other Professional Positions

- 1969-1970 Acting Chief of Childhood Evaluations (full-time consultant), Office of Program
Development, Office of Economic Opportunity, Office of the President, Washington, D.C.
1985- Member, Program in Psychiatry and the Law, Department of Psychiatry, Harvard Medical
School, Massachusetts Mental Health Center, Boston, MA
1995- Expert Witness

Major Administrative Leadership Positions

- 1978-1990 Executive Director, Society for Quantitative Analysis of Behavior
1970- President, Dare Association, Inc., New York
1980- Co-Director, Dare Institute, Cambridge, MA
1985- Vice President, MELA Foundation, New York City
1990- Secretary and Treasure, Society for Quantitative Analysis of Behavior
2000- President, Society for Research in Adult Development
2005- Secretary of Behavioral Developmental Special Interest Group
2007 Co-President, Society for Quantitative Analysis of Behavior
2006-2008 Vice President, Society for Terrorism Research

Committee Service

National:

- 1970 Consultant, President's Science Advisory Council (PSAC), Office of the President (USA),
Washington, D.C.

Harvard Medical School:

- 2002- Member, Website Committee, Department of Psychiatry, Massachusetts Mental Health
Center

Regional Educational:

- 1974-1976 Comprehensive Diagnostic Assessment Center, Marquette-Alger Intermediate School
District, Marquette, MI
1974-1976 Board Member, Summer Breeze Day Camp (for trainable retardates), Marquette, MI
1974-1977 Board of Directors, Northern Michigan University Developmental Child Care Center,
Marquette, MI
1974-1977 President, Sundara, Inc. (Group homes for adult developmentally handicapped), Marquette,
MI

Professional Societies

- 1966 Western Psychological Association
1967- Eastern Psychological Association

- 1968- American Psychological Association, including Divisions 3 (Fellow, 2006), 7, 20 (Fellow, 2005), 25 (Fellow, 2000), and 34
- 1972- Society for Research in Child Development
- 1978- The Jean Piaget Society
- 1978 Acoustical Engineering Society
- 1983- Society for the Quantitative Analyses of Behavior, (Founder, Executive Director 1983-1992, Secretary and Treasurer 1992-, President, 2006)
- 1987- Society for Research in Adult Development, (Founder, Executive Director 1987-1991, President, 2000-)
- 1989- Association for Moral Education
- 1990- International Society of Political Psychology
- 1991- Association for Behavior Analysis, (Secretary, Developmental Special Interest Group)
- 1999, 2002 Society for Research in Adult Development, Program Chair
- 2005- Society for Mathematical Psychology
- 2006- 2008 Society for Terrorism Research (Vice President)
- 2004- Comparative Cognition
- 2007- Behavior Analysis Online, Governing Board

Grant Review Activities

- 1988 NIMH

Editorial Activities:

Ad hoc Reviewer

- 1978-1991 Editor, *Quantitative Analyses of Behavior Annual*
- 1987- Consulting Editor, *Moral Development Series*
- 1988-1992 Editor, *Adult Development Annual*
- 1988-1992 Editor, *Adult Developments (Society for Research in Adult Development)*
- 1991-1992 Founding Editor, *Journal of Adult Development*, the Journal of the *Society for Research in Adult Development*
- 1992- Editorial Board, *The Journal of Adult Development*, the Journal of the *Society for Research in Adult Development*
- 1995- Editorial Board, *Journal of Behavior Analysis and Therapy*
- 1995 Editor, *Massachusetts Mental Health Center Newsletter*
- 1998- Editorial Board, *Mexican Journal of Behavior Analysis*
- 2001- Editorial Board, *Journal of Precision Teaching and Celeration*
- 2006-2008 Co-Editor, *Terrorism Research*
- 2008 Co-Editor, *Journal of Behavior Analysis, Online*
- 2010 Lead Co-Editor, *Behavioral Development Bulletin*

Honors and Prizes:

- 1966-1970 Biometrics Trainee, Biometrics Research, *New York State Psychiatric Institute*, Columbia University, NY
- 1992 *Society for Research in Adult Development*, University Massachusetts at Amherst. MA
- 2000- Fellow, *American Psychological Association*, Division 25, Experimental Analysis of Behavior
- 2006- Fellow, *American Psychological Association*, Division 3, Experimental Psychology

- 2007- Fellow, *American Psychological Association*, Division 20, Psychology of Adult Development and Aging
- 2009- Fellow, American Educational Research Association

Funded and Unfunded Projects

Funding Information:

- 1988-1991 Dare Association, Inc. Co-PI. Research. A Cross-cultural Study of Intellectual Development of Mexicans. \$10,196.
- 1991-1993 Mela Foundation. PI. Research. Ethics and Cost-Effectiveness of the Atmosphere of Management Practices of Institutions in The Helping Fields and Education. Amount
- 2003-2004 Pennsylvania Bar Institute, Grant fund, Harvard Medical School Act. Co-PI. Research. Attorneys' and Jurists' Perceptions of Mental Health Expert Witnesses. \$5,000.
- 2008-2009 Dare Association, Inc. PI. Research. Applying Hierarchical Complexity and Developmental Stage Change to the Development of Materials for Evaluation of Patients' Mental Status in Various Domains. \$70,725.

Current Unfunded Projects:

In addition to implementation of the new funded research program listed above, Commons continues his ongoing activity to design and conduct research for the Department of Psychiatry and Beth Israel Deaconess Medical Center in malpractice behavior, health provider-patient relationship, life-span development, and comparative cognition.

Studies on Expert Witness Behavior: Survey Research

These survey and instrument-based studies are all about the perception of the atmosphere in which mental health experts work and how it effects their practice, judgement and their own professionalism. We see two major factors: those that bias experts and those that reflect the stage of understanding of the participants. Each of the instruments assesses one or the other of these.

1. Expert Choices of Cases: Descriptive Survey; Role: Co-PI

This study asks experts how they go about choosing cases in which they serve as experts, the relationship between experts and attorneys, and expert's reactions to cases. It is an informational study. We have a few items that we think experts use to turn down cases. Beyond that, we would like to see the relative importance of different considerations. The results should facilitate the discussion among members of our profession, and further our understanding of forensic practice.

2. How Experts Bill: Instrument and Survey; Role: Co-PI

Our hypothesis is that we expect less overbilling as providers increase in their stage of reasoning about billing. We expect that there will be a single dimension of stage. Beyond that, we would like to see the relative importance of the considerations. Reasons for overbilling are presented in five vignettes, each representing one of five stages. We ask the potential expert participant to suppose they were listening to each of these accounts of the billing. After reading the vignettes, the participants rate the quality of the reasoning for overbilling in each vignette. Given that each expert's billing in each vignette might be unethical and unfair, the participants are asked to rate how likely it is that each expert's method would be likely to trigger a complaint to the licensing board. To determine stage of performance, a

Rasch Analysis checks the Rasch scaled stage of performance of both the participants and of the items on a unidimensional stage score line. These scores are then calibrated by examining the Order of Hierarchical Complexity built into the items and regressing the Rasch scaled score on to them.

3. Trial Strategy: Descriptive Survey; Role: Co-PI

We wish to know how experts experience the initial contact between attorneys and experts. This will be studied using hypothetical vignettes. In the study vignettes, attorneys are speaking to the expert witness by telephone in an initial call (first contact). The expert participants must decide whether or not, and to what degree of clarity, the attorney's comments in each vignette reveal: 1) Actual, significant, case-specific trial strategy; 2) Significant effort to persuade the expert to take the case; 3) Significant effort to influence the participant expert's opinion from the outset. This is a descriptive study and we have no specific hypotheses. We do have some idea of some of the things attorney's do but we do not know how often. Scaling will let us know how often. We also do not have data, other than anecdotal, about experts' reactions to what attorneys might do during this initial contact.

4. Dealing with Attorneys' Language During a First Call: Descriptive Survey; Role: Co-PI

This study is designed to determine how differences – even minor ones – in attorney phrasing of questions and statements affect an expert's responses. The participants rate various forms of language used by the attorneys. We do not have a specific hypothesis. We expect that there will be a single dimension of the degree of influence by phrasing. Beyond that, we would like to see the relative importance of the considerations.

5. Institutional Forensic Pressures on Testimony: Descriptive Survey; Role: Co-PI

This is a study of how and to what extent institutional atmosphere effects forensic clinicians' expert testimony when they are working in inpatient forensic settings (forensic hospital, prison, jail, prison hospital, etc.). We do not have a specific hypothesis. We expect that there will be a single dimension of the degree of influence. Beyond that, we would like to see the relative importance of the considerations.

Studies of Health Provider-patient Relationships

These instrument-based studies examine aspects of the relationship between different kinds of providers and patients, especially in the areas of informed consent, and treatment selection. It requires the development and testing of instruments based on the Model of Hierarchical Complexity, their administration and statistical analysis of results

6. Counselor - Patient interaction (Informed Consent) Instrument; Role: PI

This instrument will be used in combination with similar instruments in other studies to examine how well medical professionals understand informed-consent, particularly how well they take the perspective of their patient and integrate it with their own in obtaining true consent. We have previously shown that high developmental stage performance in this area (informed consent) reduces the rate and cost of malpractice.

7. Patient - Doctor Interactions (Integrating Perspectives During Informed Consent) Instrument: Role: PI

This instrument will be used in combination with similar instruments in other studies to examine how well patients understand informed-consent. That is, how well do patients take the perspective of the doctor and integrate it with their own in giving true consent. We would like ultimately to know how this affects what is commonly called “compliance”. The better informed consent is obtained, may the higher rate of compliance with treatment plans. We have previously shown that high stage performance in this area (informed consent) reduces the rate and cost of malpractice.

8. Nurse - Patient (Integrating Perspectives During Informed Consent), Instrument; Role: PI

This instrument will be used in combination with similar instruments in the other studies to examine how well nurses specifically understand informed-consent, how well they take the perspective of their patient and integrate it with their own in obtaining true consent. We have previously shown that high stage performance in this area (informed consent) reduces the rate and cost of malpractice. We especially want to compare to Counselor-Patient and Doctor-Patient instruments to see if there are any meaningful differences.

9. Doctor - Patient (Integrating Perspectives During Informed Consent), Instrument; Role: PI

This instrument will be used in combination with the instruments in the other studies to examine how well medical professionals understand informed-consent, how well they take the perspective of their patient and integrate it with their own in obtaining true consent. We have previously shown that high stage performance in this area (informed consent) reduces the rate and cost of malpractice.

10: Stage of Empathy, Attachment, and Social Perspective-Taking in Patients with Personality Disorders, Instruments; Role: PI

This study addresses the cognitive-developmental task measurements involved to evaluate patients’ mental status in various domains. The evaluation of mental status involves the quantified assessment of specific tasks within specified relevant domains based on the Model of Hierarchical Complexity. Methods to perform domain-specific evaluations have not been available. Domains include a) construction of reality and fantasy and b) social perspective-taking in moral, interpersonal, group, and routine geographic movement. Further subdomains of tasks are to be identified. Multiple sets of materials to measure deficits using stage of performance will be developed to assist the diagnosis of mental disorders?

Studies of Guardianship

There are two studies (Studies 13 and 14) on issues having to do with guardianship. These are important in psychiatry, psychology and social work because people with mental health problems often need guardians. These studies are not described further here.

General Studies of Hierarchical Complexity and Motivational Factors in Behavior

11. Evolution of Animals and the Developmental Stages They Attain, Mathematical Modeling, PI

We (Patrice Marie Miller and I) are determining the stage of action in a wide variety of animals, including humans. We are also working on a measure of general intelligence for animals and people that can be used to generate profiles of stage of functioning on different tasks. This should help pinpoint the deficits in mentally ill and allow for much more useful estimates of competency in a variety of domains.

Study 12. Sensitivity to changes in reinforcement density and increases in delay of reinforcement.

This work has two separate strands. One strand is based on a laboratory study with pigeons, and results in a Mathematical Behavioral Economic Model. The second strand applies these findings to the behavior of humans, particularly those with personality disorders of various kinds.

For example, we model the over sensitivity of patients with a variety of mental illness to how much their time horizon has been foreshortened. Such foreshortening is often measured using the amount of delay of reinforcement. The self control literature shows that adults who choose immediate small rewards over much larger delayed rewards tend to be impulsive and may have personality disorders whereas for children this is normal. When young children get hurt, they cry as if their pain will last for ever, but the minute the pain leaves them they may act happy and joke. In addition, the immediate joy swamps the long term pain of the addiction. The short term pain of withdrawal is unbearable even compared to the long term cost of addiction. In spending, the immediate feeling of satisfaction outweighs the troubles of being in debt. In psychosis, people might not even register potential reinforcing stimuli even with zero delay. Alternatively, ambitious people whose assessment of payoffs will have relatively flat curves for discounting because they are willing to wait for results.

Study 12. Psychological diagnoses as predictors of weight loss behavioral skills weight loss programs

There are many diagnostic predictors of weight gain such as some personality disorder, taking various medicines, depression. Do these also predict success and failure in weight loss programs including bariatric surgery? Are the accusation of the 60 or so behavior skills predicative of wight loss? This is in the planning stage.

Report of Local Teaching and Training

Teaching of Students in Courses:

- 1971-1972 Taught undergraduate course in behavior modification and therapy as applied to social change, and directed field studies at New York University (Psychology)
- 1972 Taught graduate courses in research methods, theories of learning, and advanced educational psychology at Montclair State College (Psychology)
- 1972-1973 Taught undergraduate courses in introductory, sensory psychophysics, and emotion, and graduate courses in infant development at University of Manitoba (Psychology)
- 1973-1977 Taught undergraduate courses in introductory, abnormal, and child psychology, human information processing, advanced learning processes, history and systems, and personality. Taught graduate courses in infancy, advanced child psychology, adolescence, personality theory, and psychopathology at Northern Michigan University (Psychology)
- 1978, 1982 Taught graduate and undergraduate courses in research design, human learning, adolescence, child development, and perception at Northeastern University (Foundations of Education and Psychology)
- 1985- Co-teach Forensic seminar in Department of Psychiatry at Harvard Medical School (Program in Psychiatry and the Law, Massachusetts Mental Health Center)
- 1992 Taught undergraduate courses in community psychology, Department of Psychology, University of Massachusetts, Boston
- 1992-1997 Taught undergraduate courses in adult development and introduction to psychology, Department of Psychology, Salem State College

- 2003 Taught graduate course in legal and ethical issues in psychology, Adjunct Professor, Department of Psychology, Salem State College
- 2003 Preceptor in Psych MJ 700, Psychopathology and Introduction to Clinical Psychology for HST, Harvard Medical School.

Formal Teaching of Residents, Clinical Fellows and Research Fellows (Post-Docs)

1987-1996 Run Small Group in the Yearly Malpractice Prevention CME course

Co-leader of breakout group. Two hours contact for about 30 students, unknown number of residents, 1 week preparation

1987-1996 Run Small Group in the Yearly Clinician in Court CME course

Co-leader of breakout group. Three hours for about 30 students, 1 week preparation

1987- Ethics committee consultant. Consult to Residents and staff of Massachusetts Mental Health Center and Beth Israel Deaconess and other Local Hospitals (Deaconess, Beth Israel, Massachusetts State Police, Suffolk University etc.) on ethical issues in specific cases.

Co-leader of ethics discussion and advice for 10 residents and 2 or 3 doctors. 0 Weeks of preparation each year.

1992 Gave Statistics Grand Rounds on choosing N in Statistics
Lecturer 10 residents. 1 hour contact, 2 hours preparation

1994 Malpractice Prevention CME course, "The Clinician-patient Relationship: Implications for Risk Management"
Lecturer, 60 CME enrollees. 30 minutes contact, 30 hours preparation

1996- Weekly Research and Writing Seminars (July 15th to early September): research methods, statistics and article preparation, open to all Department of Psychiatry faculty and staff. About ten people attend each year.
Lecturer, Discussion leader 1-2 residents, faculty, and occasional medical student. 3 hours preparation and 1 to 2 hours contact

2002 Diagnosis course. Preceptor, 7 residents. 2 hours of contact, once a week, four weeks, 10 hours/week

2007 Grand Rounds, Doing Research without Funding. 1 hour of contact, 5 hours of preparation.

Advisory Responsibilities:

- 1989-1992 Member of Graduate Student Dissertation Committees, Graduate School of Education
- 1991-1992 Member of Graduate Student Dissertation Committees, Graduate School of Education
- 1992-1996 Member of Graduate Student Dissertation Committees, Fielding Institute
- 1998- Graduate student supervision, Harvard Graduate School of Education
- 1998- Graduate student supervision, Fielding Institute
- 1999 Member of Graduate Student Dissertation Committees, University of New Hampshire
- 2000 Graduate student supervision, University of California at Berkeley

- 2002- Member of Graduate Student Dissertation Committees, Boston University
- 2003- Member of Graduate Student Dissertation Committees, Union Institute and University
- 2004-2007 Lead Member of Graduate Student Dissertation Committee, Women's College, Bagdad University, Iraq
- 2004-2007 Member of Graduate Student Dissertation Committee, University of Helsinki, Finland
- 2005-2006 Lead Member of Graduate Student Dissertation Committee, Union Institute & University, Cincinnati, Ohio
- 2006-2007 Lead Member of Graduate Student Dissertation Committee, Capella University
- 2007- Lead Member of Graduate Student Dissertation Committee, Nova University
- 2007-2010 Lead Member of Graduate Student Dissertation Committee, Carl von Ossietzky-Universität, DE
- 2010- Lead Member of Graduate Student Dissertation Committee, Argosy University
- 2010- Lead Member of Graduate Student Dissertation Committee, Cleveland State University

Report of Regional, National, and International Invited Teaching and Presentations (a sample)

- 1976 Invited Speaker at the Human Development Committee colloquium, University of Chicago. "Development of the perception of causes of behavior"
- 1984 Invited Speaker at Universidade Autonoma Baja California, Mexicali. Cross Cultural Development and the future of Mexico
- 1985 Invited Speaker at Society for Research on Child Development, Toronto. "How novelty produces continuity in cognitive development within a domain and unequal rates of development across domains."
- 1985 Invited Speaker at Conference on the Neurobiology of Extraordinary Intellectual Giftedness, "Measuring "rare, powerful" intellectual capabilities."
- 1992 Invited Speaker at Fielding Institute. "Institutional atmosphere, individual development and the higher moral stages."
- 1993 Plenary Speaker at the Society for Research in Adult Development. "The General Stage Model as a way of Unifying Positive Adult Development"
- 1994 Invited Speaker at the International Academy of Law and Mental Health. "The Clinician-Patient Relationship: Implications for Risk Management"
- 1998 Wednesday, May 20, 1998 3:01 PM. Invited Speaker, Work and Family Program, Harvard University. "Letting Infants Cry Alone: Does America Know Best?"
- 1998 Invited Speaker, Taiwan. National Taitung Teachers' College, Taitung, Taiwan. "Effective Teaching."
- 1998 December, The University of Hong Kong, Hong Kong, Invited Speaker. "Effective Teaching and Development."

- 2000 Invited Workshop at The Federal University of Rio Janeiro. “Precision Teaching and Development”
- 2000 Invited Workshop at Antioch University, Los Angeles. “Precision Teaching as an effective means of education and therapy.”
- 2000 Invited Speaker. Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico City, Mexico. “Applications of a Behavioral-Developmental Theory”
- 2001 Invited Speaker. Institute of Psychiatry, Federal University of Rio de Janeiro. “A Behavior-Developmental View of Psychological Boundaries”
- 2003 Invited Speaker. Faculty of Education. Federal University of Rio de Janeiro. A Behavioral-Developmental View of Education.
- 2005 Invited Speaker. Program in Adult Development, Department of Psychology. University of Lisboa. Workshop on The Postformal Sequence of Stages and the Model of Hierarchical Complexity
- 2005 Special Guest. Universality and Diversity of Human Cognitive/Socio-Cognitive Development Symposium, University of Helsinki, Helsinki, Finland
Workshop – The Postformal Sequence of Stages and the Model of Hierarchical Complexity
- 2005 Invited Speaker. Department of Zoology. Oxford University. Evolution and Stage of Development
- 2005 Invited Speaker Department of Psychology. Exeter University. Solving the problem of comparative cognition using the Model of Hierarchical Complexity
- 2005 Invited Speaker University of Bath. Hierarchical Stacked Neural Networks Modeled on the Developmental Sequence in Commons’ Model of Hierarchical Complexity
- 2006 Invited Speaker University of California at Irvine. The Model of Hierarchical Complexity
- 2007 Invited Speaker Federal University, Minas Gerais. Folk psychology and the law
- 2009 Invited Speaker Universidade do Minho, Portugal. The evolution of counting
- 2009 Invited Speaker Universidade do Minho, Portugal. The stages of social perspective taking and personality disorders
- 2010 Invited Speaker Kiel University

Report of Clinical Activities and Innovations

Current Licensure and Certification:

- 1971- New York State Teaching Certificate
1983- Licensed Psychologist (Health Care Provider), Massachusetts #3395

Clinical Innovations

Developed group reinforcement contingencies based on adding all performance points earned to develop social and academic behavior in autism spectrum disorders
Applied Behavior Analysis and the development of social perspective taking skills in personality disordered patients
Use of reinforcement contingencies to produce developmental stage change in therapy

Report of Technological and Other Scientific Innovations

Patents:

Intelligent control with hierarchical stacked neural networks
No. 10261560 filed on 2002-09-30
Inventor(s)
Michael Lamport Commons
Mitzi Sturgeon White
Two additional patents are being filed

Report of Education of Patients and Service to the Community

Train Harvard undergraduate, graduate and medical students in research
Serve Cambridge Schools as pro bono consultant

Report of Scholarship

Peer Reviewed Publications in print or other media

Research investigations

1. Commons ML. Decision rules and signal detectability in a reinforcement-density discrimination. *Journal of the Experimental Analysis of Behavior* 1979;32:101-120.
2. Commons ML, Miller PM, Kuhn D. The relation between formal operational reasoning and academic course selection and performance among college freshmen and sophomores. *Journal of Applied Developmental Psychology* 1982;3:1-10.
3. Commons ML, Richards FA, Kuhn D. Systematic and metasystematic reasoning: A case for a level of reasoning beyond Piaget's formal operations. *Child Development* 1982;53:1058-1069.
4. Commons ML, Barnett MA. Action as a function of stage, bonding, and affiliative experience. *The Genetic Epistemologist* 1984; 9(2):17-23.
5. Commons ML, Calnek AD. On the empirical undesirability between the hypotheses that stage change is or is not a discrete, discontinuous, stepwise process. *The Genetic Epistemologist* 1984; 9(2):11-16.
6. Galaz-Fontes JF, y Commons ML, Desarrollo moral y educación [Moral development and education]. *Travesía* 1989;15:21-26.
7. Commons ML, Rodriguez JA. "Equal access" without "establishing" religion: The necessity for assessing social perspective-taking skills and institutional atmosphere. *Developmental Review* 10;1990: 323-340.
8. Galaz-Fontes JF, Pacheco Sánchez ME, y Commons ML. La experiencia universitaria y el desarrollo moral [The university experience and moral development]. *Travesía* 1990;18:5-8.
9. Commons ML, Bohn JT, Godon LM, Hauser MJ, Gutheil TG. Institutional sexuality I: Empirical investigation of mental health professionals' attitudes. *American Journal of Psychotherapy* 1992;46:571-580.
10. Commons ML, Rodriguez JA. The development of hierarchically complex equivalence classes. *Psychological Record* 1993;43:667-697.
11. Commons ML. A summary of the general stage model (GSM). *Behavioral Development Bulletin* 1994; 4(2):6-7.
12. Sonnert G, Commons ML. Society and the highest stages of moral development. *The Individual and Society* 1994; 4(1):31-55.
13. Commons ML, Richards FA. Behavior analytic approach to dialectics of stage performance and stage change. *Behavioral Development Bulletin* 1995;5(2):7-9.

14. Commons ML, Lee P, Gutheil TG, Goldman M, Rubin E, Appelbaum PS. Moral stage of reasoning and the misperceived "duty" to report past crimes (misprision). *International Journal of Law and Psychiatry* 1995;18(4):415-424.
15. Commons ML, Goodheart EA, Bresette LM, Bauer NF, Farrell EW, McCarthy, KG, Danaher, DL, Richards FA., Ellis JB, O'Brien AM, Rodriguez JA., Schrader D. Formal, systematic, and Metasystematic operations with a balance-beam task series: A reply to Kallio's claim of no distinct systematic stage. *Journal of Adult Development* 1995;2(3):193-199.
16. Kearney AJ, Gutheil, TG, Commons, ML. Trading forensic and family commitments. *Bulletin of American Academy of Psychiatry and Law* 1996; 24:533-546.
17. Gutheil TG, Slater FE, Commons ML, Goodheart EA. Expert witness travel dilemmas: A pilot study of billing practices. *Journal of the American Academy of Psychiatry and the Law* 1998; 26:21-26.
18. Commons ML, Trudeau EJ, Stein SA., Richards, FA., Krause SR. The existence of developmental stages as shown by the hierarchical complexity of tasks. *Developmental Review* 1998;8(3):237-278.
19. Commons ML, Miller PM. A quantitative behavior-analytic theory of development. *Mexican Journal of Experimental Analysis of Behavior* 1998;24(2):153-180.
20. Commons ML. Threads of adult development. *Adult Developments* 1999;1-2.
21. Commons ML. The power therapies: a proposed mechanism of their action, with suggestions for future empirical validation. *Traumatology-e* 2000;6(2): 119-138.
22. Gutheil TG, Commons ML, Miller PM, LaLlave J. Telling tales out of court: A pilot study of experts' disclosures about opposing experts. *International Journal of Law and Psychiatry* 2000;28(4):449-453.
23. Gutheil TG, Commons ML, Miller PM. Personal questions on cross examination: A pilot study of expert witness attitudes. *The Journal of the American Academy of Psychiatry and Law* 2001;29(1):85-88.
24. Gutheil TG, Commons ML, Miller PM. Withholding, seducing and threatening: A pilot study of further attorney pressures on expert witnesses. *International Journal of Law and Psychiatry* 2001; 29(3): 336-339.
25. Commons ML. A short history of the Society for the Quantitative Analysis of Behavior. *Behavior Analyst Today* 2001;2(3):275-279.
26. Commons ML, Miller PM. A quantitative behavioral model of developmental stage based upon hierarchical complexity theory. *Behavior Analyst Today* 2001;2(3):222-240.
27. Gutheil TG, Commons ML, Miller PM. Expert witness billing practices revisited: A pilot study of further data. *International Journal of Law and Psychiatry* 2001;29(2):202-206.

28. Price M, Kafka MP, Commons ML, Gutheil TG, Simpson W. Telephone scatologia: Comorbidity with other paraphilias and paraphilia-related disorders. *International Journal of Law and Psychiatry* 2002; 25:37-49.
29. Commons ML. Introduction: Attaining a new stage. *Journal of Adult Development* 2002; 9(3):155-157.
30. Commons ML, Miller PM. A complete theory of human evolution of intelligence must consider stage changes: A commentary on Thomas Wynn's Archeology and Cognitive Evolution. *Behavioral and Brain Sciences*.
<http://www.bbsonline.org/Preprints/Anderson/Commentators/Commons.html>. 2002; (25)3: 404-405.
31. Commons ML, Richards FA. Organizing components into combinations: How stage transition works. *Journal of Adult Development* 2002;9(3):159-177.
32. Commons ML, Wolfson, CA. Empathy: Its ultimate and proximate bases does not consider developmental changes: A commentary on Stephanie D. Preston and Frans B. M. de Waal target article, *Behavioral and Brain Sciences* 2002;25(1): 30-31.
33. Commons ML. Celeration of publication frequency. *Journal of Precision Teaching and Celeration* 2003;9(2):28-34.
34. Strasburger LH, Miller PM, Commons ML, Gutheil TG, LaLlave J. Stress and the forensic psychiatrist: A pilot study. *The Journal of the American Academy of Psychiatry and the Law* 2003; 31(1): 18-26.
35. Commons ML, White MS. A complete theory of tests for a theory of mind must consider hierarchical complexity and stage: A commentary on Anderson and Lebiere target article, *Behavioral and Brain Sciences* 26(5), 2003: 20-21.
36. Commons-Miller LAH, Commons ML. Recognizing specialized terminology presented through different modes. *The Journal of Psychology* 137(6), 2003: 622-636.
37. Commons, ML. The state of the art on Perry and epistemological development? An introduction. *The Journal of Adult Development* 2004; 11(2): 59-60
38. Commons ML, Miller PM, Gutheil TG. Expert witness perceptions of bias in experts. *International Journal of Law and Psychiatry* , 2004; 32(1): 70-75.
39. Commons ML. Acquisition of new-stage behaviors. *Behavioral Development Bulletin* 2005: 17-24.
40. Dawson-Tunik T; Commons ML; Wilson M; Fischer KW. The shape of development. *European Journal of Developmental Psychology* 2005; 2(2): 163-195.
41. Commons ML, Goodheart EA, Pekker A, Dawson-Tunik TL, Cyr E, Rodriguez JA, et al. The relationship between orders of hierarchical complexity and Rasch scaled stage scores: Balance beam, laundry, and counselor-patient task sequences. *Journal of Applied Measurement* 2005;10(2): 1-11.

42. Commons ML, Galaz-Fontes JF, Morse SJ. Leadership, cross-cultural contact, socio-economic status and formal operational reasoning about moral dilemmas among Mexican nonliterate adults and high school students. *Journal of Moral Education* 2006; 35(2): 247-267.
43. Miller PM, Commons ML, Gutheil TG. Clinicians' perceptions of boundaries in Brazil and United States. *The Journal of the American Academy of Psychiatry and the Law* 2006; 34(1): 33-42.
44. Commons ML, Rodriguez JA, Adams MA, Goodheart EA, Gutheil TG, Cyr ED. Informed consent: Do you know it when you see it? Adequacy of consent and the value of a lawsuit Informed. *Psychiatric Annals* 2006; 36(6): 430-435.
45. Dattilio FM, Commons ML, Adams KM, Gutheil TG, Sadoff RL. Pilot Rasch scaling of lawyers' perceptions of expert bias. *The Journal of the American Academy of Psychiatry and the Law*. 2006; 34(4):482-91.
46. Burgess AW, Commons M L, Safarik ME, Looper RR, Ross SN. Sex offenders of the elderly: Classification by motive, typology, and predictors of severity of crime. *Aggression and Violent Behavior* 2007; 12(15): 582-597.
47. Commons ML. Introduction to the model of hierarchical complexity. *Behavioral Development Bulletin*.2007a; 13; 2007: 1-6.
48. Commons ML. Changing stage for students, teachers, and schools. *Behavioral Development Bulletin*.2007b; 13; 30-34
49. Commons ML. Bringing about changes in workplace behavior. *Behavioral Development Bulletin* 2007c; 13: 35-42.
50. Commons ML, Miller PM Folk psychology and the law: Why behavior science needs to replace folk psychology. *Revista Brasileira de Estudos Políticos*, 2007; 96, 7-30.
51. Commons ML, Miller PM. How early negative caregiving experiences relate to stage of attachment. *Behavioral Development Bulletin*.2007; 13: 14-17.
52. Commons-Miller LAH, Commons ML. Speciation of superiors from humans: Is species cleansing the ultimate form of terror and genocide? *Journal of Adult Development*. 2007; 14(3-4); 122-125.
53. Miller PM, Commons ML. Stages of infant development, as illustrated by responses to the peek-a-boo game in infants *Behavioral Development Bulletin*,2007; 13:18-23.
54. Miller PM, Commons, ML. How are the processes by which people become attached influenced by Stage of development? *Behavioral Development Bulletin* 2007; 13: 24-29.
55. Commons ML. Special issue introduction to terrorism and adult development. *Journal of Adult Development* 2007; 14(3-4), 65.

56. Commons ML, Goodheart EA. Consider stages of development in preventing terrorism: Does government building fail and terrorism result when developmental stages of governance are skipped? 2007; *Journal of Adult Development* 2007; 14(3-4), 91-111.
57. Commons ML, Ross SN. Editors' Introduction to the special issue on postformal thought and hierarchical complexity. *World Futures: Journal of General Evolution*, 2008; 65(1-3): 297-304.
58. Commons ML. Introduction to the model of hierarchical complexity and its relationship to postformal action. *World Futures: Journal of General Evolution* 2008; 65(1-3): 305-322.
59. Commons ML. Selectionism and Stage Change: The Dynamics of Evolution I. *World Futures: Journal of General Evolution* 2008; 65(1-3): 348-360.
60. Commons ML. Implications of hierarchical complexity for social stratification, economics, and education. *World Futures: Journal of General Evolution* 2008; 65(1-3): 430-435.
61. Commons ML. Stacked neural networks must emulate evolution by using hierarchical complexity. *World Futures: Journal of General Evolution* 2008; 65(1-3): 444-451.
62. Commons ML, Bresette, LM, Ross SN. The connection between postformal thought and major scientific innovations. *World Futures: Journal of General Evolution* 2008; 65(1-3): 503-512.
63. Commons ML, Goodheart, EA. Cultural progress is the result of developmental level of support. *World Futures: Journal of General Evolution* 2008; 65(1-3): 406-415.
64. Commons ML, Goodheart EA, Pekker A, Dawson TL, Draney K, Adams KM. Using Rasch scaled stage scores to validate orders of hierarchical complexity of Balance Beam task sequences. *Journal of Applied Measurement* 2008; 9(2):182-199.
65. Commons ML, Pekker A. Presenting the formal theory of hierarchical complexity. *World Futures: Journal of General Evolution* 2008; 65(1-3): 375-382.
66. Commons ML, Ross SN. What postformal thought is, and why it matters. *World Futures: Journal of General Evolution* 2008; 65(1-3): 321-329.
67. Commons ML, Ross SN. Using the universality of hierarchical complexity: toward a cross-species measure of general intelligence. *World Futures: Journal of General Evolution* 2008; 65(1-3): 383-398.
68. Commons ML, Ross SN. The hierarchical complexity view of evolution and history. *World Futures: Journal of General Evolution* 2008; 65(1-3): 399-405.
69. Commons-Miller, LAH, Commons ML, Commons, GD. Genetic engineering and the speciation of superiors from humans. *World Futures: Journal of General Evolution* 65(1-3); 2008: 436-443.
70. Wolfson C, Ross SN, Miller PM, Commons ML, Chernoff, M. Domain-specific increases in stage of performance in a complete theory of the evolution of human intelligence. *World Futures: Journal of General Evolution* 2008; 65(1-3): 416-429.

71. Ross SN, Commons ML. Applying hierarchical complexity to political development. *World Futures: Journal of General Evolution* 2008; 65(1-3): 480-497.
72. Commons ML, Goodheart EA, Pekker A, Dawson TL, Draney K, Adams KM. Using Rasch scaled stage scores to validate orders of hierarchical complexity of Balance Beam task sequences. *Journal of Applied Measurement*, 2008;9(2):182-199.
73. Commons ML, Goodman SA. Project Giant Step: Ocean Hill Brownsville and the New York City School strike. *Journal of Precision Teaching and Celeration*, 2008, 38-42.
74. Kubina RM, Commons ML, Heckard B. Using precision teaching with direct instruction in a summer school program. *Journal of Direct Instruction*, 2009; 9, 1-12.
75. Commons ML. Further issues in stage metrics. *Integral Review: A Transdisciplinary and Transcultural Journal for New Thought, Research, and Praxis*, 2009; 5(2): 315-324.
<http://integra-review.org>
76. Bernholt S, Parchmann I, Commons ML. Kompetenzmodellierung zwischen Forschung und Unterrichtspraxis. *Zeitschrift für Didaktik der Naturwissenschaften*, 2009; 15, 217-243.
<http://gandalf.ipn.uni-kiel.de/zfdn/jg15.html#Art014>
77. Commons ML, Ross SN, Miller JG. Why postformal stages of development are not formal, but postformal. *Integral World*, 2010; 1-13. <http://www.integralworld.net/commons1.html>
78. Commons ML, Gutheil TG, & Hilliard JT. On humanizing the expert witness: A proposed narrative approach to expert witness qualification. *Journal of American Academy of Psychiatry Law*, 2010 ; 38: 302-304.
79. Miller PM, Commons ML. The Benefits of attachment parenting for infants and children: A behavioral developmental view. *Journal of Early and Intensive Intervention* In press.
80. Norris DM., Commons ML, Miller PM, Adams, KM, Gutheil TG, A pilot study of job satisfaction in Massachusetts judges. *Journal of Psychiatry & Law* In press.
81. Spruiell GL, Hauser MJ, Commons ML, Drogin EY. Clinicians imagine a patient's view: Rating disclosures of confidential information, *Journal of American Academy of Psychiatry Law* In press.
82. Commons ML, Gane-McCalla RF, Commons-Miller NHK, Pekker A, Woodford M. Understanding Value and Time in Static and Changing Schedules of Reinforcement. *Journal of Behavioural Processes*, in press.

Other peer reviewed publications (e.g., proceedings which are full lengths manuscripts)

1. Commons ML. How reinforcement density is discriminated and scaled. In: Commons ML, Nevin JA, eds. *Quantitative Analyses of Behavior: Vol. 1. Discriminative Properties of Reinforcement Schedules*. Cambridge: Ballinger, 1981:51-85.

2. Commons ML, Woodford M, Ducheny JR. The relationship between perceived density of reinforcement in a schedule sample and its reinforcing value. In: Commons ML, Herrnstein RJ, Rachlin, eds. *Quantitative Analyses of Behavior: Vol 2. Matching and Maximizing Accounts*. Cambridge: Ballinger, 1982:25-78.
3. Commons ML, Woodford M, Boitano GA, Ducheny JR, Peck JR. Acquisition of preference during shifts between terminal links in concurrent chain schedules. In Commons ML, Herrnstein RJ, Wagner AR, eds. *Quantitative Analyses of Behavior: Vol. 3. Acquisition*. Cambridge: Ballinger, 1982:391-426.
4. Commons ML, Richards FA. A general model of stage theory. In: Commons ML, Richards FA, Armon C, eds. *Beyond Formal Operations: Vol. 1. Late Adolescent and Adult Cognitive Development*. NY: Praeger. 1984a:120-140.
5. Commons ML, Richards FA. Applying the general stage model. In: Commons ML, Richards FA, Armon C, eds. *Beyond Formal Operations: Vol. 1. Late Adolescent and Adult Cognitive Development*. NY: Praeger. 1984b:141-157.
6. Richards FA., Armon C, Commons ML. Perspectives on the development of thought in late adolescence and adulthood: An introduction. In: Commons ML, Richards FA, Armon C, eds. *Beyond Formal Operations: Vol. 1. Late Adolescent and Adult Cognitive Development*. NY: Praeger. 1984:xiii-xxviii.
7. Richards FA, Commons ML. Systematic, metasystematic, and cross-paradigmatic reasoning: A case for stages of reasoning beyond formal operations. In: Commons ML, Richards FA, Armon C, eds. *Beyond Formal Operations: Vol. 1. Late Adolescent and Adult Cognitive Development*. NY: Praeger, 1984:92-119.
8. Commons ML, Armon C, Richards FA, Schrader DE, with Farrell EW, Tappan MB, Bauer NF, A multidomain study of adult development. In: Commons ML, Sinnott JD, Richards FA, Armon C, eds. *Adult development: Vol. 1. Comparisons and Applications of Adolescent and Adult Developmental Models*. NY: Praeger, 1989:33-56.
9. Commons ML, Grotzer TA. The relationship between Piagetian and Kohlbergian Stage: An examination of the "necessary but not sufficient relationship." In: Commons ML, Armon C, Kohlberg L, Richards FA, Grotzer TA, Sinnott JD, eds. *Adult Development: Vol. 2. Models and Methods in the Study of Adolescent and Adult Thought*. NY: Praeger, 1990: 205-231.
10. Richards FA, Commons ML. Applying signal detection theory to measure subject sensitivity to metasystematic, systematic and lower developmental stages. In: Commons ML, Armon C, Kohlberg L, Richards FA, Grotzer TA, Sinnott JD, eds. *Adult Development: Vol. 2. Models and Methods in the Study of Adolescent and Adult Thought*. NY: Praeger, 1990b:175-188.
11. Commons ML, Hallinan PW, with Fong W, McCarthy K. Intelligent pattern recognition: Hierarchical organization of concepts and hierarchies. *Quantitative Analyses of Behavior: Vol. 9. Computational and Clinical Approaches to Pattern Recognition and Concept Formation*. NJ: Lawrence Erlbaum Associates, 1990:127-153.

12. Commons ML. A comparison and synthesis of Kohlberg's cognitive-developmental and Gewirtz's learning-developmental attachment theories. In: Gewirtz JL, Kurtines WM, eds. *Intersections with Attachment*. NJ: Lawrence Erlbaum Associates, 1991:257-291.
13. Commons ML, Bing EW, Griffy CC, Trudeau EJ. Models of acquisition and preference. In: Commons ML, Grossberg S, Staddon SEG, eds. *Neural Network Models of Conditioning and Action: Vol. 11, Quantitative analyses of Behavior*. NJ: Lawrence Erlbaum Associates, 1991:201-223.
14. Commons ML, Woodford M, Trudeau EJ. How each reinforcer contributes to value: "Noise" must reduce reinforcer value hyperbolically. In: Commons ML, Davison MC, Nevin JA, eds. *Signal detection: vol. 11. Quantitative analyses of behavior*. NJ: Lawrence Erlbaum Associates, 1991:139-168.
15. Commons ML, Krause SR, Fayer GA., Meaney M. Atmosphere and stage development in the workplace. In: Demick J, Miller PM. *Development in the Workplace*. NJ: Lawrence Erlbaum Associates, 1993:199-220.
16. LaLlave J, Commons ML. Comparing psychodynamic, cognitive-developmental and behavior-developmental views of psychological boundaries. In: Commons ML, Demick J, Goldberg C, eds. *Clinical approaches to adult development*. NJ: Ablex, 1996:175-210.
17. Commons ML, Bresette LM. Major creative innovators as viewed through the lens of the general model of hierarchical complexity and evolution. In: Miller ME, Cook-Greuter S, eds. *Creativity, spirituality, and transcendence: Paths to integrity and wisdom in the mature self*. CT: Ablex Publishing Corporation, 2000:167-187.
18. Commons ML, Richards FA. Four postformal stages. In: Demick J, ed. *Handbook of adult development*. NY: Kluwer Academic/Plenum 2002: 199-219.
19. Commons ML, Miller, PM. Development of behavioral stages in animals. In Marc Bekoff (Ed.). *Encyclopedia of animal behavior*. Westport, CT: Greenwood Publishing Group. 2004. [pp.]
20. Commons ML, Bresette LM. Illuminating major creative innovators with the model of hierarchical complexity. In C. Hoare (Ed.). *Oxford handbook of adult development and learning*. New York: Oxford 2006: 669-731
21. Commons ML, Goodheart EA, Pekker A, Dawson TL, Draney K, Adams KM. Using Rasch scaled stage scores to validate orders of hierarchical complexity of balance beam task sequences. In Everett V. Smith, Jr. and Richard M. Smith (Eds.). *Rasch Measurement: Advanced and Specialized Applications*. Maple Grove, MN: JAM Press 2007: 121-147.

Non-Peer Reviewed Research Publications

1. Price M, Gutheil TG, Commons ML, Kafka MP, Dodd-Kimmey S. Telephone Scatologia: Comorbidity and Theories of Etiology. *Psychiatric Annals* 2001; 31(4):226-232.

Reviews, Chapters, Monographs and Editorials:

Reviews:

1. Commons ML, Richards FA, Armon C. More than a "valuable scorecard." Reply to Keating, D. B., Beyond Piaget: The evolving debate. [Review of *Beyond formal operations: Late adolescent and adult cognitive development*]. *Contemporary Psychology*, 1986:30(6): 449-450. *Contemporary Psychology*, 1986:31(6):470-471.
2. Commons ML, Morse SJ. How do we know? [Review of *Knowing Levels and Developmental Stages*]. *Contemporary Psychology*, 1988:33(8): 699-700.
3. Commons ML, Sonnert G. The Assessment Context of Self-Understanding. Reply to Kennedy, B. P., & Fischer, K. W., Understanding self-understanding. [Review of *Self-understanding in childhood and adolescence*]. *Contemporary Psychology*, 1991:36(1):59. *Contemporary Psychology*, 1991:36(11): 1013.
4. Commons ML. [Review of Ellen Herman's *The romance of American psychology: Political culture in the age of experts*: University of California Press, Berkeley, CA]. *American Journal of Psychotherapy*, 1995:51(2): 305-306.
5. Commons ML. [Review of Merrill I. Lipton's *Posttraumatic stress disorders: Additional perspectives*]. *American Journal of Psychotherapy*, 1997.
6. Commons ML, Miller PM. A proposal for correcting serious flaws in current theories of intelligence. [Review of Rex Li's, 1996]. Praeger Publishing. *A theory of conceptual intelligence: Thinking, learning, creativity and giftedness*. *Contemporary Psychology*, 1997:42(11): 981-2.
7. Commons ML, Trudeau GM. [Review of *The Psychology of B.F. Skinner* by William O'Donohue & Kyle E. Ferguson, 2001, Thousand Oaks: Sage Publications]. *Contemporary Psychology*. (2003): 48, 769-771.
8. Commons ML, Funk J. [Review of Ronald Irwin's *Human Development and the Spiritual Life: How Consciousness Grows toward Transformation*, 2002, New York:: Kluwer Academic/Plenum Publishers]. *Contemporary Psychology*. (2004) 49, 176-179.
9. Commons ML. [Review of Gary Novak's *Developmental psychology: Dynamical systems & behavior analysis*, 1996, Nevada: Reno: Context Press and of Henry D. Schlinger's (1995) *A behavior analytic view of child development*, New York: Plenum]. *Behavioral Developmental Bulletin*. (In press)

Chapters

1. Fargo GA, Behrns C, Goodman SA, Commons ML. Accountability: Utilizing behavior modification. In: Fargo GA, Behrns C, Nolen P, eds. *Behavior Modification in the Classroom*. CA: Wadsworth, 1971.
2. Richards FA, Commons ML. Postformal cognitive-developmental research: Some of its historical antecedents and a review of its current status. In: Alexander CN, Langer EJ. *Higher Stages of Human Development: Perspectives on adult growth*. NY: Oxford, 1990a:139-161.

3. Commons ML, Sonnert G, Gutheil TG, Bursztajn HJ. Ethics and decisions about suicide. In: Gutheil TG, Bursztajn HJ, Alexander V, Brodsky A, eds, *Decision making in psychiatry and the law*. Baltimore: Williams & Wilkins, 1991:239-255.
4. Hauser MJ, Commons ML, Bursztajn HL, Gutheil TG. Fear of malpractice liability and its role in clinical decision making. In: Gutheil TG, Bursztajn HJ, Alexander V, Brodsky A, eds, *decision making in psychiatry and the law*. Baltimore: Williams & Wilkins, 1991:209-226.
5. Warren M, Commons ML, Gutheil TG, Swaggerty EL, Bursztajn HJ, Brodsky A, Alexander V. Suicide, magical thinking and liability. In: Gutheil TG, Bursztajn HJ, Alexander V, Brodsky A, eds, *Decision making in psychiatry and the law*. Baltimore: Williams & Wilkins, 1991:189-208.
6. Commons ML. Problem 22: Professional Opinions -- Michael L. Commons. In W. M. Williams, & S. J. Ceci, (Eds.). *Escaping the advice trap: 59 tough relationship problems solved by the experts*. Kansas City, MO: Andrews McMeel, 1998: 75-76
7. Commons ML, Goodheart EA. The philosophical legacy of behaviorism. In: Thyer BA, ed. *The philosophical foundations of behaviorism*. England: Kluwer Academic Publishers, 1999:9-49.
8. Commons, ML, Miller PM. Natural Child Birth. In N. Salkin (Ed.). *Child development: Vol. 1: Macmillan psychology reference series*. Farmington Hills, MI: Macmillan. 2002: 283.
9. Dawson-Tunik TL, Goodheart EA, Wilson M, Commons ML. Concrete, abstract, formal, and systematic operations as observed in a "Piagetian" Balance Beam Task Series. In M Garner, G Engelhard, M Wilson W Fisher (Eds.), *Advances in Rasch Measurement*, Volume 11. Chicago, IL: JAM Press 2006: 1-13.
10. Golino HF, Gomes CMA, Miller PM Commons ML Ferramentas para a elaboração de instrumentos de medida: Identificação de cursos descontinuos de desenvolvimento neuropsicológico. [Tools for the elaboration of instruments of measurement: Identification of discontinuous paths of neuropsychological development.] In L. F. Malloy-Diniz, D. Fuentes, P. Mattos, N. Abreu and collaborators (Eds.), *Avaliação neuropsicológica [Neuropsychological evaluation]*; Porto Alegre, RG do Sul, Brasil: Artmed 2009: pp. 38-44.
11. Commons ML, Ross SN, Bresette LM. The connection between postformal thought, stage transition, persistence, and ambition and major scientific innovations. In C. Hoare (Ed.). *Oxford handbook of adult development and learning*. New York: Oxford: in press.
12. Commons ML, Miller PM. *Positive adult development (1978-)*. In D. W. Whisenhunt (Ed.). *Encyclopedia of Education in America (EDUSA)*, In Press.
13. Commons ML, Miller PM (In press). Adult development from the perspective of quantitative behavior-analytic theory of development. In Jack Crittenden. and Ken Wilbur (Eds.). *Kindred Visions*. Boston: Shambhala. In press.

Editorials

1. Commons ML, Branch MN, Fantino E, eds. The nature of reinforcement: Quantitative analyses of behavior [Special Issue]. Editorial. *Journal of the Experimental Analysis of Behavior*, 1992;60(1):1-3.

Books/Textbooks for the Medical or Scientific Community

1. Commons ML, Nevin, JA, eds. *Quantitative analyses of behavior: Vol. 1. Discriminative Properties of Reinforcement Schedules*. Cambridge, MA: Ballinger, 1981.
2. Commons ML, Herrnstein RJ, Wagner AR, eds. *Quantitative analyses of Behavior: Vol. 3. Acquisition*. MA: Ballinger, 1982.
3. Commons ML, Herrnstein RJ, Rachlin H, eds. *Quantitative Analyses of Behavior: Vol. 2. Matching and Maximizing Accounts*. MA: Ballinger, 1982.
4. Commons ML, Herrnstein RJ, Wagner AR, eds. *Quantitative Analyses of Behavior: Vol. 4. Discrimination Processes*. MA: Ballinger, 1983.
5. Commons ML, Richards FA, Armon C, eds. *Beyond Formal Operations: Vol. 1. Late Adolescent and Adult Cognitive Development*. NY: Praeger, 1984.
6. Commons ML, Kacelnik A, Shettleworth S. *Quantitative Analyses of Behavior: Vol. 6. Foraging*. NJ: Lawrence Erlbaum Associates, 1987.
7. Commons ML, Mazur JE, Nevin JA, Rachlin H, eds. *Quantitative analyses of behavior: Vol. 5. Effect of Delay and Intervening Events on Value*. NJ: Lawrence Erlbaum Associates, 1987.
8. Commons ML, Church RM, Stellar JR, Wagner AR, eds. *Quantitative Analyses of Behavior: Vol. 7. Biological Determinants of Reinforcement*. NJ: Lawrence Erlbaum Associates, 1988.
9. Commons ML, Herrnstein RJ, Kosslyn SM, Mumford DB, eds. *Quantitative Analyses of Behavior: Vol. 8. Behavioral Approaches to Pattern Recognition and Concept Formation*. NJ: Lawrence Erlbaum Associates, 1989.
10. Commons ML, Herrnstein RJ, Kosslyn SM, Mumford DB, eds. *Quantitative Analyses of Behavior: Vol. 9. Computational and Clinical Approaches to Pattern Recognition and Concept Formation*. NJ: Lawrence Erlbaum Associates, 1990
11. Commons ML, Sinnott JD, Richards FA, Armon C, eds. *Adult development: Vol. 1. Comparisons and Applications of Adolescent and Adult Developmental Models*. NY: Praeger, 1989.
12. Commons ML, Armon C, Kohlberg L, Richards FA, Grotzer TA, Sinnott JD, eds. *Adult Development: Vol. 2. Models and Methods in the Study of Adolescent and Adult Thought*. NY: Praeger, 1990.
13. Commons ML, Davison MC, Nevin JA, eds. *Signal detection: Vol. 10. Quantitative Analyses of Behavior*. NJ: Lawrence Erlbaum Associates, 1991.

14. Commons ML, Grossberg S, Staddon JER, eds. *Neural Network Models of Conditioning and Action: Vol. 11. Quantitative Analyses of Behavior*. NJ: Lawrence Erlbaum Associates, 1991.
15. Cerella J, Hoyer W, Rybash J, Commons ML, eds. *Adult Information Processing: Limits on loss*. San Diego, CA: Academic Press, 1993.
16. Commons ML, Branch MN, Fantino E, eds. The nature of reinforcement: quantitative analyses of Behavior [Special Issue]. *Journal of the Experimental Analysis of Behavior*, 1993:60(1).
17. Commons ML, Demick J, Goldberg C. *Clinical Approaches to Adult Development*. NJ: Ablex, 1995.
18. Commons ML. Attaining a new stage [Special Issue]. *Journal of Adult Development*, 2002.
19. Commons ML. William Perry [Special Issue]. *Journal of Adult Development*, 2004.
20. Commons ML. Applications of the Model of Hierarchical Complexity [Special Issue], *Behavioral Development Bulletin*, 13, 2007.
21. Commons ML. Adult Development and Terrorism.[Special Issue] *Journal of Adult Development*, 14(3-4), 2008.
22. Commons ML, Ross SR. Postformal Thought and Hierarchical Complexity. [Special Issue]. *World Futures: Journal of General Evolution* 65(1-3), 2008
23. Commons ML, Ross SR. Handbook of Tests and Measures of Positive Adult Development, [Special Issue]. *Journal of Adult Development*, (In Preparation).

Authored Textbooks:

1. Stevens-Long J, Commons, ML. *Adult life: Developmental processes*. CA: Mayfield Publishing Company, 1991.

Professional Educational Materials or Reports, in print or other media

Non-Print Materials:

Commons ML. Problems with mentalistic explanations, freewill, self, soul, and intrinsic motivation. *Metanexus: The Online Forum on Religion and Science*, 08.21.(2001) <http://www.metanexus.net>

In a Google Search, there were over 400 WebPages that referenced work of mine.

Developmental Test Problems on the computer, <http://www.tiac.net/users/commons/>

Interviews:

Pod casts

May, 2006: Hierarchical complexity

September, 2007: Stage of informed consent and getting sued

Radio

- 1993, NPR: Exceptionally gifted people
- 1998, CBC: Attachment and Crying

Television:

- March, 1998: CBS Television: Crying, cortisol and brain damage
- Friday, February 8, 2008 ABC Nightline: Attachment parenting, crying and increased probability of personality disorders

Thesis (Dissertation):

1. Commons, Michael Lamport. *Decision Rules and Isosensitivity Curves for the Discrimination of Reinforcement Density Using a Choice Procedure*. Department of Psychology, Faculty of Pure Science, Columbia University, New York, 1973.

Abstracts, Poster Presentations, and exhibits presented at professional meeting

1. Miller PM, Commons ML. Animal Performances That Reflect Concept Formation At Stage 3 Presented at The 15th International Conference On Comparative Cognition Society, March 20, 2008, Thursday, 4:46 – 5:20, Melbourne Beach, FL
2. Commons ML, Miller PM. Why the Abstract Stage 9 May Not Be Reached in Nonhuman Animals. Presented at The 15th International Conference On Comparative Cognition Society, March 20, 2008, Thursday, 4:46 – 5:20, Melbourne Beach, FL
3. Commons ML. Is It Roughly Correct To Say That There Are Four Kinds Of Development? Domains Presented at 23d Annual Adult Development Symposium, 2008 Adult Development Symposium, New York City, New York, Saturday, March 22, 2008
4. Richardson AM, Commons ML, Pekker A. Model of Hierarchical Complexity's Effectiveness in Accounting for Performance on Various Instruments in the Math & Science Domains Presented at 23th Annual Adult Development Symposium, 2008 Adult Development Symposium, New York City, New York, Saturday, March 22, 2008
5. Miller PM, Commons ML. A Comparison of Post Piagetian Models, Stages, and Levels Why the abstract stage is not reached in Chimps or other primates. Jean Piaget Society, Quebec City, Saturday, June 7, 2008; 9-10:30 am
6. Miller JG, Bett ES, Ost CM, Commons ML, Day JM, Robinett, TL, Ross SN, Marchand H, da Costa Lins M. Finding the Relationships Among Moral Development Measures Using the Model of Hierarchical Complexity and Rasch Analysis. Jean Piaget Society, Quebec City, Saturday, June 7, 2008; 9-10:30 am
7. Commons ML, Richardson AM. Does mathematical, logical and physical science problem solving form a single domain? Presented at Mathematical Psychology, Culpeper Room, Fairmont Hotel, Washington D.C., Tuesday, July 29, 2008, 9:15-9:35 am

8. Richardson AM, Commons ML. The small effect of non-hierarchical complexity variables on the effectiveness of the Model of Hierarchical Complexity in accounting for performance on mathematical stage instruments. Presented at Mathematical Psychology, Culpeper Room, Fairmont Hotel, Washington D.C., Tuesday, July 29, 2008, 9:15-9:35 am
9. Commons ML, Richardson AM, Pekker A. The Effectiveness of the Model of Hierarchical Complexity in accounting for performance on stage of development of mathematical problem solving tasks. Presented at Mathematical Psychology, Culpeper Room, Fairmont Hotel, Washington D.C., Tuesday, July 29, 2008, 9:15-9:35 am
10. Commons ML. General Discounting Model of Reinforcement: Clinical and Developmental Implications. Presented at the Association for Behavior Analysis International, Sunday, May 25, 2008; 2:30-3:50.
11. Commons ML. How Change in Delay Affects Overall Value: Clinical and Developmental Implications. Presented at the Association for Behavior Analysis International. Sunday, May 25, 2008; 2:30-3:50.
12. Commons ML. A Theory of Limits of Stage Change. Session 5: 8:30-9:45 Saturday, November 15, 2008. Symposium 5.2: Measuring Moral and Religious Development. Association for Moral Education, South Bend, IN
13. Miller JG, Bett ES, Ost CM, Commons ML, Day JM, Robinett TL, Ross SN, Marchand H, da Costa Lins, M. Finding the Relationships Among Moral Development Measures Using the Model of Hierarchical Complexity and Rasch Analysis. Session 3:3; 3:00-4:15 Friday, November 14, 2008; 3:00-4:15. Association for Moral Education, Notre Dame University, South Bend, IN
14. Miller JG, Harrigan WJ, Commons ML, Commons-Miller NHK. An Analysis of Causing Religious Belief and Atheism Instruments and Hierarchical Complexity Session 3:3; 3:00-4:15 Friday, November 14, 2008; 3:00-4:15 Association for Moral Education, Notre Dame University, South Bend, IN
15. Commons ML. Preoperational Stage 6 Performances in Animals Presented at Comparative Cognition Society. Presented at The 17th International Conference On Comparative Cognition, March 19, 2009; Thursday, 2:58 pm – 3:08, Melbourne Beach, FL
16. Commons ML. Preoperational Stage 6 Performances in Animals. Presented at The 16th International Conference On Comparative Cognition, March 19, 2009; Thursday, 2:58 pm – 3:08, Melbourne Beach, FL
17. Commons ML. Why We Get Different Results With Different Instruments And Stage Measures. Presented at 24th Annual Adult Development Symposium March 31 – April 1, 2009, Denver, CO
18. Commons ML. Do People Acquire Next Stage Behavior With The Use Of Precision Teaching With Cards? Presented at 24th Annual Adult Development Symposium March 31 – April 1, 2009, Denver CO
19. Commons, ML. The Model of Hierarchical Complexity Presented at XIV European Conference on Developmental Psychology held in Vilnius, Lithuania, Thursday, August 20, 2009, 9 – 10:45

20. Commons, ML, Miller, JG, Rodriguez JA. Applications of the Model of Hierarchical Complexity to Personality Disorders. Presented at XIV European Conference on Developmental Psychology held in Vilnius, Lithuania, Thursday, August 20, 2009, 9 – 10:45
21. Commons ML, Miller PM. Postformal Stages. Presented at XIV European Conference on Developmental Psychology held in Vilnius, Lithuania, Thursday, August 20, 2009, 9 – 10:45
22. Commons ML Behavioral Developmental Methodology for Treatment of Personality Disorders. Presented at the 39th Annual Meeting of the Jean Piaget Society. Saturday, June 6, 2009, 3:00-4:30pm SY12 Symposium Session 12, Kearns, Park City, Utah
23. Commons-Miller LAH, Richardson AM, Ali IM, Commons ML. Does Problem Solving in Mathematics, Logic, and Physical Science Form a Single Domain? Presented at the 39th Annual Meeting of the Jean Piaget Society, Saturday, June 6, 2009, 3:00-4:30pm SY12 Symposium Session 12, Kearns, Park City, Utah
24. Miller PM, Commons ML, Rodriguez JA. Behavioral Developmental Perspective on Personality Disorders. Presented at the 39th Annual Meeting of the Jean Piaget Society, 4:45-5:45 Friday, June 5, 2009, SY09 Symposium Session 9 Ivers, Yarrow Resort & Conference Center, Park City, Utah
25. Commons, ML. The Model of Hierarchical Complexity. Presented at the Federal University of Minas Gerais, Campos Pampulha, Belo Horizonte, Minas Gerais, Brazil July 7, 2009
26. Commons ML, Miller PM. Hierarchical Complexity of Experimental Paradigms Studied in Quantitative Analyses of Behavior: Part I: From Isolated Sensations and Actions to Simple Discriminations. Presented at The Society for Quantitative Analysis of Behavior, May 18, 2009, Phoenix, Arizona.
27. Miller PM, Commons ML. Classifying Experimental Paradigms Studied by Quantitative Analyses of Behavior: Part II: Matching-to-Sample With Stimuli of Different Hierarchical Complexities. Presented at The Society for Quantitative Analysis of Behavior May 18, 2009. Phoenix, Arizona.
28. Miller JG, Commons ML. Schedules Of Reinforcement And What Effects Occur Depending On Organismic Differences. Poster session, Friday, May 18, 2009. Society for Quantitative Analysis of Behavior. Phoenix, AZ
29. Commons ML, Miller PM. Using Hierarchical Complexity to Determine How Smart Animals Are. Presented at Association for Behavior Analysis International 9:30 AM - 10:50 AM, May 26, 2009 North 132 BC, Phoenix, Arizona.
30. Commons ML. Preoperational Stage 6 Performances in Animals. Presented at Association for Behavior Analysis International. 9:30 AM - 10:50 AM, May 26, 2009 North 132 BC, Phoenix, Arizona
31. Rodriguez JA, Commons ML. Behavioral Developmental Perspective on Personality Disorders. Presented at Association for Behavior Analysis International. Session 430; 1:30-2:50 Monday, May 25, 2009. Association for Behavioral Analysis. Phoenix, AZ

32. Miller JG, Commons ML. Failures in Social Perspective Taking at Different Behavioral Developmental Stages and Negative Behavioral Outcomes. Presented at Association for Behavior Analysis International. Session 430; 1:30-2:50 Monday, May 25, 2009. Association for Behavioral Analysis. Phoenix, AZ
33. Miller JG, Commons ML. Behavioral Developmental Treatment. Presented at Association for Behavior Analysis International. Session 430; 1:30-2:50 Monday, May 25, 2009. Association for Behavioral Analysis. Phoenix, AZ.
34. Commons ML. "Certainty" and Expert Mental Health Opinions In Legal Proceeding: A Research Study. Presented at The 31st Congress of the International Academy of Law and Mental Health, 9:00 am, Thursday, July 2nd, 2009. New York City, Room G, Hilton Hotel on Avenue of the Americas.
35. Miller PM, Ghuloum S, Bener A, Burgut FT, Commons ML. Ratings Of Therapeutic Boundary Excursions Differ With Culture. Session 51; 15:45-17:00 Saturday, July 4, 2009. Association for Moral Education 35th Annual Conference. Belle van Zuylenzaal, Utrecht University, Utrecht, The Netherlands
36. Commons ML, Miller PM. Moral Development Versus Moralizing. Session 51; 15:45-17:00 Saturday, July 4, 2009. Association for Moral Education 35th Annual Conference. Belle van Zuylenzaal, Utrecht University, Utrecht, The Netherlands
37. Miller JG, Commons ML. Timing in Moral Decision Making and Its Affect on Stage of Performance. Session 51; 15:45-17:00 Saturday, July 4, 2009. Association for Moral Education 35th Annual Conference. Belle van Zuylenzaal, Utrecht University, Utrecht, The Netherlands
38. Commons ML, Miller JG, Ross SN, Crist J, da Costa Lins M, Day JM. Stage of Development in Understanding Christ's Moral Sayings. Presented at the American Psychological Association, Current trends in the Psychology of Religious and Spiritual Development Saturday August 8, 2009; 11:00 AM to 11:50 AM, Meeting Room 203D, Metro Toronto Convention Centre.
39. Day JM, Richardson AM, Commons ML. Testing Relationships amongst Cognitive Complexity, Religious Conservatism, Moral Judgment and Religious Judgment. Presented at the American Psychological Association, Current trends in the Psychology of Religious and Spiritual Development Saturday August 8, 2009; 11:00 AM to 11:50 AM, Meeting Room 203D, Metro Toronto Convention Centre.
40. Commons ML, Miller PM. Why the Abstract Stage 9 May Be Reached in Human Adolescents and Adults But Not Be Reached in Nonhuman Animals. Presented at 4th Conference on Emerging Adulthood. Individual Paper Symposium #5: Careers and cognition Session Block II: Thursday (10/29) 11:15-12:45, 2009.
41. Miller PM, Commons ML. Postformal Stages of Development. Presented at 4th Conference on Emerging Adulthood. Individual Paper Symposium #5: Careers and cognition. Session Block II: Thursday (10/29) 11:15-12:45, 2009
42. Commons ML, Miller PM. Classifying Experimental Paradigms Studied by SQABERS: Part I: From Isolated Sensations And Actions To Simple Discriminations. Presented at the Psychonomic Society, Inc. 50th Annual Meeting, Boston, Massachusetts, November 19-22, 2009

43. Miller JG, Commons ML. Classifying Experimental Paradigms Studied by SQABERS: Part II: Matching-to-Sample With Stimuli of Different Hierarchical Complexities. Presented at the Psychonomic Society, Inc. 50th Annual Meeting, Boston, Massachusetts, November 19-22, 2009
44. Miller JG, Commons ML. Schedules Of Reinforcement And What Effects Occur Depend On Organismic Differences. Presented at the Psychonomic Society, Inc. 50th Annual Meeting, Boston, Massachusetts, November 19-22, 2009.
45. Commons-Miller NHK, Commons ML, Gane-McCalla RF, Pekker A, Woodford M. Understanding Value and Time in Static and Changing Schedules of Reinforcement. Presented at The 17th International Conference On Comparative Cognition, Saturday, March 27, 2010, Melbourne Beach, FL.
46. Commons ML, Miller PM. Animal performances that reflect concept formation at Stage 3 and how these differ from representations of concepts. Presented at The 17th International Conference On Comparative Cognition, Saturday, March 27, 2010, Melbourne Beach, FL
47. Commons ML, Miller PM. Concrete Order 8 Organizes Two Or More Binary Actions. Saturday, March 27, 2010, The 17th International Conference On Comparative Cognition, Melbourne Beach, FL
48. Commons-Miller LHK, Commons, ML, Why the Abstract Stage 9 May Not Be Reached in Nonhuman Animals: An Update. Presented at The 17th International Conference On Comparative Cognition, Saturday, March 27, 2010, Melbourne Beach, FL
49. Richardson A, Commons ML, Pekker A. The Model of Hierarchical Complexity's Effectiveness in Accounting for Performance on Various Instruments in the Math & Science Domains. Presented at *25th Annual Adult Development Symposium*, Philadelphia March 9-10, 2010
50. Commons ML (2010) Computing Item and Person Stage of Performance. Presented at *25th Annual Adult Development Symposium* Philadelphia PA. March 9-10, 2010.
51. Commons ML (2010) Criteria for scoring Paradigmatic Order and Stage 13 Presented at *25th Annual Adult Development Symposium* Philadelphia March 9-10, 2010.
52. Commons ML, Ross SN, Miller SG. Why Postformal Stages of Development are not Formal, but Postformal. Presented at *25th Annual Adult Development Symposium* Philadelphia PA March 9-10, 2010.
53. Commons-Miller LHK, Commons, ML, Gane-McCalla, RF, Pekker A, Woodford, M. Can Perceived Value Be Explained by Schedules of Reinforcement? *Mathematical Psychology* 2010, August 7 - 10, Portland, Oregon
54. Gane-McCalla, RF. Comparing Three Different Equations Representing Utility for a Single Reinforcement Schedule. *Mathematical Psychology* 2010, August 7 - 10, Portland, Oregon
55. Commons ML, Richardson AM. Does Hierarchical Complexity of Items Predict Synchrony Across Content and Gaps Between Stages? To be presented at *Mathematical Psychology* 2010, August 7 - 10, Portland, Oregon

56. Commons ML, Gutheil TG. An Evolutionary Behavioral-Developmental Perspective of Projection, Transference, and Counter-Transference. Psychiatry Day March, 24, 2010
57. Commons-Miller NHK, Commons ML, Gane-McCalla RF, Pekker A, Woodford M. Understanding Value and Time in Static and Changing Schedules of Reinforcement. Presented at The Society for Quantitative Analysis of Behavior May 22, 2010, San Antonio, Texas
58. Commons ML. The evolution of operant behaviour from the coordination of two instances of respondent conditioning shown using the Model of Hierarchical. Presented at The Society for Quantitative Analysis of Behavior May 22, 2010, San Antonio, Texas
59. Commons ML. The Evolution of Sensitivity to Change in Value. Presented at The Society for Quantitative Analysis of Behavior May 22, 2010, San Antonio, Texas
60. Commons ML, Miller PM, Commons-Miller LAH, Rodriguez, JA. An Evolutionary Behavioral-Developmental Perspective of Projection, Transference, and Counter-Transference. Presented at Association for Behavior Analysis International, 33 Symposium, Saturday, May 29, 2010, 1:30-2:50pm, Room Travis A/B, Grand Hyatt, San Antonio, Texas
61. Commons-Miller NHK, Commons ML, Gane-McCalla RF, Pekker A, Woodford M., Can Perceived Value Be Explained by Schedules of Reinforcement? Presented at Math Psych 2010, Session C, Tuesday, August 10, 2010; 9:20, Portland , Oregon.
62. Commons ML, Miller PM. How Does Abstract Stage Language Make Possible the Development of Higher Stage Thinking? Presented at the American Psychological Association, Positive Adult Development and Evidence for Adult Developmental Stages, Session 4130, Division 20, San Diego Convention Center, Room 23B, Upper Level, 08/15/2010, 11:00AM - 12:50PM
63. Commons ML. Introducing the Model of Hierarchical Complexity, Along with Recent Data. Presented at the American Psychological Association, Positive Adult Development and Evidence for Adult Developmental Stages, Session 4130, Division 20, San Diego Convention Center, Room 23B, Upper Level, 08/15/2010, 11:00AM - 12:50PM.
64. Commons-Miller LAH, Commons-Miller NHK, Miller JG, Commons ML. Development of atheism, religiosity, superstition and beliefs. Presented at Association for Moral Education, Saint Louis, MO, Paper session 4.4, Westminster Room, Friday, November 5, 2010, 1:30- 2:45

Popular Publications:

1. Commons ML. The psychology of orienteering, Part 1: Why is it so damn much fun. *New England Orienteering Times*. 1994.
2. Commons ML. The psychology of orienteering, Part 2: The evolutionary bases. *New England Orienteering Times*. 1995.

A. Narrative Report of Research, Teaching, and Clinical Contributions:

Michael Lampton Commons does research and teaches full time in the Department. His introduction of the Model of Hierarchical Complexity (1984a, b; 1998) is reported as the beginning of a revolution in developmental theory. From 2004-2010, Commons formalized this with mathematically-based axioms, resulting in a cross-species, cross-cultural, cross diagnosis general theory of task complexity measurement (Commons, Goodheart, Pekker et al., 2007). His Model of Value and Its Derivatives has been applied to understanding personality disorders

Commons has been publishing on and developing major implications of hierarchical complexity for psychiatry. Most recently, he obtained funding to develop patient diagnostic materials based on the theory. In *Psychiatric Annals*, he showed that the developmental stage at which informed consent takes place predicted the financial value of a consequent lawsuit when treatment failed. Participants awarded more money to plaintiffs of health providers performing at lower developmental stages than to those performing at higher stages. He has published on sex-related issues including paraphilia, elder rape, sexual abuse and harassment, and sex between patients. He has examined how mental illness, especially personality disorders, is associated with lower stages of social development especially taking the perspective of others. His published research includes issues of professionalism in doctors and expert witnesses and the relationship between stage of social perspective taking and the degree of professionalism. With Patrice Marie Miller, he has published and appeared on international and national television on the importance of attachment parenting and co-sleeping, attachment, and the development of emotional regulation, the lack of which results in attachment disorders and therefore personality disorders.

Commons and colleagues have discovered four adult stages of development that refute long-standing assumptions about development and mental performance, i.e., the early terminus of development in adolescence (e.g., Freud, Piaget) and the gerontological notion of decline after late adolescence. Such hierarchical complexity measures of *positive adult development* help predict individuals' health, mental status, and contribution to society. This work has become part of Positive Psychology. Commons also has an extensive research program and publications in Quantitative Analysis of Behavior including Precision Teaching.

In 2008, Commons' work was honored by invitations from two journals for him to edit special issues on his Model of Hierarchical Complexity. This resulted in a triple issue for *World Futures: The Journal of General Evolution* (2008) and an issue of *Behavioral Development Bulletin* (2008). He fulfilled a third invitation to edit a special issue on developmental approaches to terrorism for *Journal of Adult Development* (2007).

Commons teaches formally and informally for the Department. He runs the annual series of weekly research and writing seminars from July to early September. Open to all members of the Department, he teaches how to get started doing research, develop instruments, select and perform statistical analyses, get work presented at professional meetings and into publishable form. He teaches the same content in less formal settings throughout the year. He also instructs members of the Department in developmental stages and their implications for competency and other psychiatric issues, moral development, and how to evaluate legal issues and decisions with up-to-date knowledge of human behavior. His teaching, mentoring, and consulting has trained over 20 members of the Department.

His clinical contributions are documented in publications of many ongoing series of clinical research projects, as well as by his oversight and/or consultation on every aspect of research by many members of

the Department[, including Thomas Gutheil, Lawrence Strasberger, Donna Norris, and others. He has contributed in all stages, from questionnaire design and refinement, to data analysis and interpretation, to final preparation for publication. He has done grand rounds within the Department, locally, nationally and internationally.

Partial List of Courses Taught:

Preventing Malpractice (CME discussion leader)
Malpractice Prevention in the 1990s: Trends and Update (CME presenter and discussion leader)
The Clinician in Court: A Survival Guide (CME discussion group leader)
Ethical issues and patient sexuality (CME presenter)
Ethics and the Law (graduate)
Infant Development (graduate)
Child Psychology (undergraduate)
Advanced Child (graduate)
Adolescent (graduate)
Positive Adult Development (undergraduate and graduate)
Adult Development and Aging (undergraduate and graduate)
Introductory Psychology (undergraduate)
General Psychology (undergraduate)
Statistics and Experimentation (undergraduate)
Research Methods (undergraduate and graduate)
Research Methods in Education (graduate)
Community Psychology
Environmental Psychology
Personality, Personality Theory (undergraduate)
Psychopathology (undergraduate)
Abnormal (undergraduate)
Information Processing (undergraduate)
Perception (undergraduate)
Learning (undergraduate)
Advanced Learning Processes (graduate)
History and Systems (undergraduate and graduate)

References:

Jacob Gewirtz, Ph.D.
Department of Psychology
Florida International University 1-305-348-3375
University Park Campus 1-305-348-2880
Miami, FL 33199
gewirtz@fiu.edu

Thomas Gordon Gutheil, M.D. 1-617-626-9300
Department of Psychiatry
Harvard Medical School
Massachusetts Mental Health Center
GutheilTG@cs.com

Leonard Sidney Miller, Ph.D. 1-925-370-6439
School of Social Welfare
Havilland Hall
University of California, Berkeley
Berkeley, CA 94720
lmiller@uclink4.berkeley.edu

John Anthony Nevin, Ph.D. 1-508-693-2529
Department of Psychology
University of New Hampshire
Conant Hall
Durham, New Hampshire 03824-3567
jnevin@cisunix.unh.edu

Gil G. Noam, Ed.D. 1-617-496-0636
Department of Psychiatry Fax: 1-617-384-8152
Harvard Medical School
Hall-Mercer Laboratory of Developmental Psychology and Developmental Psychopathology
McLean Hospital
115 Mill Street, Belmont, MA 02178
gil_noam@harvard.edu
noamgi@hugse1.harvard.edu

Judith Stevens-Long, Ph.D. 1-805-966-1722
The Fielding Institute
2112 Santa Barbara Street
Santa Barbara, CA 93105
jslong@fielding.edu