

Contents

Summary Contents (*Before Full–Outline Contents*)

- ⌘ *Full–Outline Contents ... vii*
- ⌘ *Dedication ... xvii*
- ⌘ *Acknowledgments ... xviii*
- ⌘ *Preface to the 1997 Edition ... xix*
- ⌘ *On This Book, Typography, and Interests / Orders / Other ABCs Books ... xxiv*
- ⌘ *Foreword to the 1992 Edition ... xxv*
By Robert E. Crow
- ⌘ *Preface to the 1992 Edition ... xxvii*
- 1 An Introduction to the Origins, Status, and Mission of Behaviorology: An Established Science with Developed Applications and a New Name ... 3
- 2 An Introduction to the Philosophy Called Radical Behaviorism ... 25
- 3 Origins, Status, and Mission of Behaviorology ... 33
Seven chapters by Lawrence E. Fraley and Stephen F. Ledoux
- ⌘ *Quoted (B.F. Skinner) ... 170*
- ⌘ *A Small Selection of Photographs ... 171*
- 4 Behaviorology Curricula in Higher Education ... 173
- 5 Behaviorology in China: A Status Report ... 187
- 6 Increasing Tact Control and Student Comprehension through such New Postcedent Terms as Added and Subtracted Reinforcers and Punishers ... 199
- 7 Multiple Selectors in the Control of Simultaneously Emittable Responses ... 205
- ⌘ *Quoted (TIBA stationary header) ... 242*
- 8 Successful Smoking Control as an Example of a Comprehensive Behaviorological Therapy ... 243

- 9 Creative Life–style Management Through On–line and Real–time Application of the Behaviorological Education Practices of Precision Teaching ... 259
By David R. Feeney
- ✎ Quoted (L.E. Fraley & S.F. Ledoux) ... 296
- 10 China Through the Eyes of a Behaviorologist ... 297
By Glenn I. Latham
- 11 Appendices ... 303
- ✎ Quoted (L.E. Fraley & S.F. Ledoux) ... 318
- ✎ *A Little About the Authors* ... 319
- ✎ *Selected and Occasionally Annotated Bibliography* ... 321
- ✎ *Index* ... 327
- ✎ *Reader's Notes* ... 336
- 12 Afterword ... 337 ❀

Note to Professors

A set of study questions for each paper in this book is available to help you teach your students about some history and components of the behaviorological science and technology discipline (regardless of which name is used for this discipline—see the *Afterword*, after the Index at the end of the book). Each set of study questions guides students through most major points as they focus on each paper. A set of quizzes—one for each paper, and based on the answers to the study questions—is also available. Contact the publisher or any of the authors for details. ❀

Full–Outline Contents

Dedication ... xvii

Acknowledgments ... xviii

Preface to the 1997 Edition ... xix

The Papers ... xx

Increasing Tact Control and Student Comprehension Through such New Postcedent Terms as Added and Subtracted Reinforcers and Punishers ... xx

Multiple Selectors in the Control of Simultaneously Emittable Responses ... xxi

Successful Smoking Control as an Example of a Comprehensive Behaviorological Therapy ... xxi

Creative Life–style Management Through On–line and Real–time Application of the Behaviorological Education Practices of Precision Teaching ... xxi

China Through the Eyes of a Behaviorologist ... xxii

Appendices ... xxii

Authorship ... xxii

Reference Note ... xxii

Conclusion ... xxiii

On This Book, Typography, and Interests / Orders / Other ABCs Books ... xxiv

Foreword to the 1992 Edition ... xxv

Preface to the 1992 Edition ... xxvii

The Papers ... xxvii

An Introduction to the Origins, Status, and Mission of Behaviorology: An Established Science with Developed Applications and a New Name ... xxviii

An Introduction to the Philosophy Called Radical Behaviorism ... xxviii

Origins, Status, and Mission of Behaviorology ... xxviii

Chapter 1: Introduction ... xxix

Chapter 2: The Evolution of the Concept of Behaviorology ... xxix

Chapter 3: Issues Driving the Independence Movement ... xxix

Chapter 4: The Transition Period: Organizing the Discipline and Developing its Infrastructure ... xxix

Chapter 5: The Continuing Debate: Reactions from the Behavioral Community at Large ... xxix

Chapter 6: Interdisciplinary Context: A Cultural Role for the New Discipline ... xxx

Chapter 7: Conclusion ... xxx

Authorship history ... xxx

Behaviorology Curricula in Higher Education ... xxx

Behaviorology in China: A Status Report ... xxx

Design and Benefits ... xxxi

Summary ... xxxi

An Introduction to the Origins, Status, and Mission of Behaviorology: An Established Science with Developed Applications and a New Name ... 3

What is Behaviorology? ... 3

Where Does Behaviorology Come From? ... 4

Science and Technology Origins ... 4

Movement Origins ... 6

Effects of incommensurability ... 6

Early independence actions then the behaviorology movement ... 8

How Does Behaviorology Differ From Other Disciplines and Fields? ... 8

Of Paradigms and Eclecticism ... 9

The Skinnerian Alternative ... 10

Figure 1: Branching disciplinary tree and philosophical roots ... 12

The Reaction for a Non-Natural Science Tradition ... 13

The experience in China ... 14

Transformations and eclecticism revisited ... 15

The Historical Division ... 16

How is Behaviorology Related to Other Disciplines and Fields? ... 16

Figure 2: Disciplinary coverage for the three main levels of analysis in the life sciences ... 17

How Much is Encompassed by Behaviorology, Such as its Contributions? ... 17

Why Should Anyone Learn Anything About Behaviorology? ... 19

A Matter of Epistemology Also ... 20

A Matter of Hygiene Also ... 22

Endnotes ... 22

References ... 23

An Introduction to the Philosophy Called Radical Behaviorism ... 25

Private Events: Covert Behaviors ... 26

The Behavior and Philosophy of Scientists ... 27

The Behavior of Scientists ... 28

The Philosophy of Scientists ... 29

Conclusion ... 30

Endnotes ... 30

References ... 30

Origins, Status, and Mission of Behaviorology ... 33

Chapter 1: Introduction ... 33

Chapter 2: The Evolution of the Concept of Behaviorology ... 36

The Concept of Behaviorology ... 36

On the Nature of the Disunity ... 37

The Early History of Behaviorology ... 37

Skinner's Philosophy of Science and the Behaviorology Movement ... 39

Radical Behaviorism Plus The Causal Mode of Selection ... 39

The David Krantz Assessment ... 42

Recent History: Disciplinary Identity, Name, and Support ... 47

The separation debate ...	47
Debate continues anyway ...	50
The name ...	51
European support ...	54
Contact with China ...	56
Historical summary ...	57
Summary of Chapter Two ...	58
Chapter 3: Issues Driving the Independence Movement ...	60
(1) The Essential Scientific Rift ...	60
Mentalism versus behavior–behavior relations ...	61
Engineering versus inquiry ...	63
Quality of science issues ...	63
Irrelevant subject matter ...	64
Summary of the scientific rift ...	65
(2) Behaviorological Training Issues ...	65
Summary of training issues...	68
(3) Employment Opportunities ...	68
Summary of employment opportunities...	68
(4) Capacity for Contributions to the Culture ...	68
Summary of capacity for contributions...	71
(5) Control of Disciplinary Infrastructures ...	71
Summary of disciplinary infrastructures...	73
Summary of Chapter Three ...	73
Chapter 4: The Transition Period: Organizing the Discipline and	
Developing its Infrastructure ...	74
Personal Steps toward Independence ...	74
The Relevance of Contemporary Professional Organizations ...	76
Division 25, APA (American Psychological Association) ...	76
The Association for Behavior Analysis (ABA) ...	78
The Association for the Advancement of Behavior Therapy (AABT) ...	85
The American Psychological Society (APS) ...	86
A New Professional Organization ...	89
First TIBA convention—I988 ...	92
The TIBA Statement of Purpose ...	95
The first meetings of the new Executive Board ...	96
TIBA Publication Operations ...	98
TIBA Publications Board ...	98
The <i>TIBA Newsletter</i> ...	98
A journal for TIBA ...	98
<i>The International Behaviorologist</i> ...	100
Occasional Publications ...	100
Little Tests for TIBA—The History of Some Policy ...	101
Use of the <i>TIBA</i> label ...	101
Use of the <i>Behaviorology</i> label ...	101
Refinements to TIBA Status and Infrastructure ...	104
A disciplinary and professional data base ...	104
Formal establishment ...	105

Cash–flow management ...	105
Scientific Contingencies Committee ...	105
Conventions ...	105
Research support ...	106
Fine–tuning of membership criteria ...	106
Leadership ...	107
<i>Summary of Chapter Four ...</i>	107
Chapter 5: The Continuing Debate: Reactions from the Behavioral Community at Large ...	109
<i>Continuing Debate on the Movement ...</i>	109
The question of change strategies ...	109
The place reserved for behaviorists in psychology ...	111
Invalid attacks on radical behaviorism ...	112
Some organizational and intellectual realities ...	114
A public separatist review ...	116
A comparison with the Cultural Materialism movement ...	116
An original separatist move ...	118
<i>Skinner's Oscillations ...</i>	118
Back to psychology ...	118
The Ulman–Skinner letters ...	120
A declaration of independence ...	123
<i>The Issue of Covert Reform ...</i>	125
<i>Adjustment Problems of Individuals Contemplating the Separatist Movement ...</i>	126
<i>The Adjustment of the At–Large Behavioral Community ...</i>	130
<i>Psychologists Tighten Control on Behavior Analysis Journals ...</i>	132
Behaviorism ...	132
<i>Journal of the Experimental Analysis of Behavior</i> (JEAB) ...	133
Division 25 Recorder ...	134
Conclusion on journal control ...	135
<i>Internal Issues Debated ...</i>	135
Contest? ...	135
Discipline/field/status relations ...	137
Science club versus cultural mission ...	139
<i>David Krantz Revisited ...</i>	141
<i>Summary of Chapter Five ...</i>	144
Chapter 6: Interdisciplinary Context: A Cultural Role for the New Discipline ...	146
<i>The Cultural Context of Behaviorology ...</i>	146
<i>Culturology ...</i>	147
<i>Behaviorology Among the Life Sciences ...</i>	147
Figure 1: Disciplinary coverage for the three main levels of analysis in the life sciences ...	148
<i>Individual and Group Levels of Analysis ...</i>	149
<i>A Niche in the Cultural Marketplace ...</i>	152
<i>Belief and Intolerance in America ...</i>	153
<i>Summary of Chapter Six ...</i>	156
Chapter 7: Conclusion ...	157

Endnotes ... 159
References ... 160

Quoted (B.F. Skinner) ... 170

A Small Selection of Photographs ... 171

Authors of "Origins, Status, and Mission..." at TIBA-IV, New Orleans, LA,
USA, January 1992 ... 171

Participants at the Executive Board Subcommittee meeting, Waltham, MA,
USA, December 1987 ... 171

Most participants at the first TIBA Convention, Potsdam, NY, USA, August 1988 ... 172

Behaviorology Curricula in Higher Education ... 173

Some General Behaviorology Training Concerns ... 173

Consensus ... 173

Curricular Design Alternatives ... 174

Facets of Program Design ... 175

Curriculum Related Issues ... 175

Overview of the Certificate and B.A. Programs ... 176

Behavior Literacy ... 176

The ABC (Affiliate of Behaviorology Certificate) ... 176

The PSBC (Professional Studies in Behaviorology Certificate) ... 176

The B.A. ... 177

Program Parameters ... 177

Specific Program Requirements ... 177

Behavior Literacy Certificate ... 177

Affiliate Certificate ... 178

Professional Certificate ... 178

B.A. Program ... 178

General Program Requirements and Conventions ... 178

Program Validation ... 179

Graduate Level Programs ... 180

Master's Program ... 180

Ph.D. Program ... 180

Behaviorology Courses ... 181

Descriptions of Principle Courses in these Programs ... 181

Beh. 101: Introduction to Behaviorology I ... 181

Beh. 102: Introduction to Behaviorology II ... 181

Beh. 201: The Behaviorology of Child-Rearing Practices ... 181

Beh. 320: History and Philosophy of Behaviorology ... 182

Beh. 325: Behaviorology and Culture ... 182

Beh. 335: Survey of Behaviorology Applications ... 182

Beh. 340: Behaviorology in Education ... 182

Beh. 345: Experimental Behaviorology: A Survey ... 182

Beh. 350/450: Behaviorology Research Lab: General ... 183

Beh. 355: Verbal Behavior I ... 183

Beh. 360/460: Non-Humans and Verbal Behavior ... 183

- Beh. 365: Advanced Behaviorology I ... 183
- Beh. 370/470: Advanced Behaviorology II ... 183
- Beh. 375/475: Verbal Behavior II ... 183
- Beh. 380/480: Human Development ... 183
- Beh. 385: Behavior Technology: A Survey ... 183
- Beh. 390/490: Behavior Technology Fieldwork: General Experience ... 184
- Beh. 395: Teaching Practicum in Behaviorology ... 184
- Beh. 440: Seminar: A Survey of the Contributions of Behaviorology ... 184
- Beh. 465: Seminar: Current Issues in Behaviorology ... 184
- Beh. 485: Directed Reading in Behaviorology ... 184
- Beh. 495: Personal Project or Paper ... 184
- Beh. 496: Professional Paper ... 184

A Selection of Additional Courses ... 184

- Beh. 346/446, 347/447, 348/448, 349/449: The Experimental Analysis of [a Selected Topic] ... 184
- Beh. 351/451, 352/452, 353/453, 354/454: Behaviorology Research Lab on [a Selected Topic] ... 184
- Beh. 386/486, 387/487, 388/488, 389/489: Behavior Technology in [a Selected Setting] ... 185
- Beh. 391/491, 392/492, 393/493, 394/494: Behavior Technology Fieldwork in [a Selected Setting] ... 185
- Beh. 430, 431, 432, ..., 439: Seminar on Behaviorology and [a Selected Topic] ... 185
- Beh. 441, 442, ..., 449: Seminar: The Contributions of Behaviorology in [a Selected Area] ... 185

Practical Curricular Development ... 185

Endnotes ... 185

References ... 186

Behaviorology in China: A Status Report ... 187

Specific Context and Developing Behaviorology ... 188

The Nature of Psychology in China ... 190

The Break in Contact with the West, and the Quest to Update ... 190

Developing Behaviorology: The Challenge for China's Higher Education System ... 192

The Extent of Available Training Opportunities ... 192

The Requirement: Demonstrate Useful Applications First ... 193

The effect of the education system's structure ... 193

Resistance from Outmoded Opinion ... 194

Contributory Action ... 195

Conclusion ... 195

Endnotes ... 196

References ... 196

Increasing Tact Control and Student Comprehension through such New Postcedent Terms as Added and Subtracted Reinforcers and Punishers ... 199

Problems ... 200

Solutions ... 200

Figure 1: Diagram of the interrelated terms for various postcedent events in increasing specificity ... 202

Figure 2: Details concerning consequences and accidental selectors ... 203

Summary ... 204

Endnotes ... 204

References ... 204

***M*ultiple Selectors in the Control of Simultaneously Emittable Responses ... 205**

Introduction ... 206

Historical Background ... 207

Definitions ... 207

Related research ... 207

Historical background summary ... 211

Tentative Explanation ... 212

Tentative explanation summary ... 214

Possible Resolution ... 214

Possible resolution summary ... 215

Methods ... 215

Subjects ... 215

Apparatus ... 216

Figure 1: Typical arrangement of subject, chair, table, and panel ... 217

Figure 2: Arrangement of (a) response manipulanda and stimuli on the subject's panel, and (b) the two cumulative recorders ... 218

Procedures ... 219

General procedures ... 219

Table 1: Sequence of sessions received by each subject ... 220

Training sessions ... 221

Experimental sessions ... 221

Table 2: Number of conditioned-reinforcer sources, and sequences of component pairs, for within session and between session comparisons ... 222

Results ... 223

Figure 3: Cumulative records of left and right hand responding for subjects BS and GS during the within-session comparison session (W) ... 224

Figure 4: Cumulative records of left and right hand responding for subjects ES and DS during the within-session comparison session (W) ... 225

Figure 5: Cumulative records of left and right hand responding for subject GS during the between-session comparison sessions (B1 and B2) ... 227

Figure 6: Cumulative records of left and right hand responding for subject BS during the between-session comparison sessions (B1 and B2) ... 228

Figure 7: Cumulative records of left and right hand responding for subject DS during the between-session comparison sessions (B1 and B2) ... 229

Table 3: Number of responses in extinction for all subjects during the within-session comparison session ... 230

Table 4: Number of responses in extinction for all subjects during the between-session comparison sessions ... 231

Discussion ... 231

Table 5: Each hand's number of responses per minute in each component of the W session for each subject ...	232
Table 6: Each hand's number of responses per minute in each component of the B1 and B2 sessions for each subject ...	233
<i>Facing Extinction–Contingency Sensitivity ...</i>	234
<i>Other Considerations and Improvements ...</i>	236
Conclusion ...	238
Endnotes ...	240
References ...	240
Quoted (TIBA stationary header) ...	242
<i>Successful Smoking Control as an Example of a Comprehensive Behaviorological Therapy ...</i>	243
A Comprehensive Therapy ...	243
<i>(a) Therapy Success Rate ...</i>	245
<i>(b) Therapy Process ...</i>	247
Individual daily sessions ...	247
Group sessions ...	249
<i>(c) Therapy Procedures ...</i>	249
Antecedent stimulus variables ...	249
Response considerations ...	251
Postcedent stimulus variables ...	251
The combination of variables ...	253
A summary table ...	255
Table 1: Names of self-control techniques by the type of variables addressed and the session at which introduced ...	255
A Partial, Small Scale Replication and Extension ...	255
Conclusion ...	258
Endnotes ...	258
References ...	258
<i>Creative Life–style Management Through On–line and Real–time Application of the Behaviorological Education Practices of Precision Teaching ...</i>	259
Precision Teaching: A Copernican Revolution in Instruction ...	260
<i>Precision Teaching: Discovering Effective Instruction ...</i>	261
Common Methodological Elements of Life–style Management Interventions ...	262
Interventions in Three Life–Style Management Areas ...	265
<i>Weight Control ...</i>	265
Weight control client's instructional procedures ...	266
Figure 1: Weightstar chart with results of on–line weight control course ...	268
Weight control client's results and discussion ...	268
<i>Smoking Control (Client One) ...</i>	269
Smoking client one's instructional procedures ...	269
Figure 2: Data chart of client one's on–line smoking control course baseline ...	271
Table 1: One of client one's expanded data reports ...	272
Figure 3: Results of client one's on–line smoking control interventions ...	273

Smoking client one's results and discussion ...	275
Smoking Control (Client Two) ...	276
Smoking client two's instructional procedures ...	277
Table 2: Smoking data from week five of client two's data spreadsheet ...	278
Figure 4: "Dual scale" progress chart with data from weeks 1-5 of client two's on-line smoking control course ...	282
Smoking client two's results and discussion ...	283
Figure 5: Client two's project data, intervention dates, and on-line seminar dates ...	284
College Study Skills ...	286
Study skill client's instructional procedures ...	286
Study skill client's results and discussion ...	289
Figure 6: Exam scores for study skill client's abnormal psychology course ...	290
General Discussion ...	291
Endnotes ...	293
References ...	294
Quoted (L.E. Fraley & S.F. Ledoux) ...	296
China Through the Eyes of a Behaviorologist ...	297
Endnotes ...	301
References ...	301
Appendices ...	303
Appendix 1: Excerpt on "Adventitious Control" ...	303
Appendix 2: Other Excerpts ...	306
From Chapter 2 ...	306
From Chapter 3 ...	307
The scientific rift ...	308
Capacity for contributions to the culture ...	309
From Chapter 4 ...	310
The relevance of contemporary professional organizations ...	310
A journal for TIBA ...	310
From Chapter 5 ...	311
Cultural design and space settlements ...	311
Adjustment problems of individuals contemplating the separatist movement ...	311
From Chapter 6 ...	312
Disciplinary boundaries and control ...	312
From Chapter 7 ...	313
Conclusion ...	313
Appendix 3: Experimental and Applied Course Sequences ...	313
Experimental Course Sequences ...	313
Applied Course Sequences ...	314
Appendix 4: TIBA Conventions VI through IX ...	314
Appendix 5: Possible Geographically Based Behaviorology Associations ...	315
Endnotes ...	316
References ...	316
Addendum...	317

Q	<i>Quoted (L.E. Fraley & S.F. Ledoux) ...</i>	318
A	<i>Little About the Authors ...</i>	319
	Stephen F. Ledoux, Ph.D. ...	319
	Lawrence E. Fraley, Ed.D. ...	319
	David R. Feeney, Ed.D. ...	320
	Glenn I. Latham, Ed.D. ...	320
A	<i>Selected and Occasionally Annotated Bibliography ...</i>	321
	Articles: Primary Issues (for Behaviorology in the 1990s and Beyond) ...	321
	Articles: Directly Related Issues ...	322
	Articles: Other Related Issues ...	323
	Books: Primary Issues ...	324
	Books: Directly Related Issues ...	325
	Books: Other Related Issues ...	326
I	<i>Index ...</i>	327
R	<i>Reader's Notes ...</i>	336
A	<i>Afterword ...</i>	337
	Organizational Changes ...	338
	<i>TIBA to ISB ...</i>	338
	Three related quotes ...	340
	<i>TIBI Founded ...</i>	340
	Conceptual Advance ...	341
	Educational Opportunities ...	345
	<i>Successes Through Fall 2001 ...</i>	346
	<i>Factors Relevant to Success ...</i>	349
	<i>Local Steps to Success ...</i>	350
	<i>Educational Opportunities Summary ...</i>	351
	Connecting These Articles ...	351
	Other Elements of Progress ...	351
	Endnotes ...	354
	References ...	354
	Supplementary Bibliography ...	357
	Photographic Addendum ...	358 †