

## Detailed Contents

**S**ummary Contents ... v

**F**oreword ... xxxiii

**P**reface ... xxxv

The Author's Education and the History of This Book ... xxxv

Relevant Accidents ... xxxviii

Note on the Style of This Book ... xxxix

Studying This Book ... xxxix

Some Persons Whose Behavior Affected This Work ... xxxix

**O**n *Typography & Author Contact* ... xlii

**C**hapters of Part 1: *Basic Principles and Practices*

**I**ntroduction ... 3

The General Nature of This Book, and  
the Audience at which it is Directed ... 3

The Style and Thematic Development of This Book ... 8

The Organization of the Natural Science Community ... 10

Basic versus applied. ... 10

Reduction. ... 10

Sociocultural importance. ... 11

The classification of natural sciences in this book. ... 11

Mystical Accounts: Their Implications and Resistance to their Proffer ... 12

The Cultural Contribution Enabled by  
the Distinctiveness of Behaviorology ... 13

**1**: *A Natural Science of Behavior* ... 15

*Natural Science Assumptions* ... 15

*Variables in the Natural Sciences* ... 19

*Science and Human Behavior* ... 20

*The Emergence, Nature, and Capacity of Behaviorology* ... 30

Behaviorology as a discipline. ... 32

Curriculum. ... 33

Relation to other disciplines. ... 33

*Disciplines and Fields* ... 34

*A Definition of Behaviorology* ... 36

**2**: *Kinds of Behavior: Definitions and Classifications* ... 39

*Perspectives on Behavior* ... 39

*Some Traditional Classifications* ... 40

Motor behavior. ...	40
Verbal behavior. ...	40
Emotional behavior. ...	40
<b><i>A Behaviorological Classification Scheme ...</i></b>	<b>42</b>
Respondent behavior. ...	42
Operant behavior. ...	43
<b><i>The Properties of Behavior ...</i></b>	<b>43</b>
Environment. ...	43
The energy to behave. ...	44
Other non-behaviors. ...	45
Behavioral continuity. ...	45
Different ways to account for behavior. ...	46
<b><i>Operant-Respondent Distinctions ...</i></b>	<b>46</b>
<b><i>Avoiding Private Internal Events During Analyses ...</i></b>	<b>47</b>
<b>Traits are not Behaviors ...</b>	<b>47</b>
<i>The Relation of Traits to Behaviors ...</i>	<i>47</i>
<i>Ambiguous References ...</i>	<i>49</i>
<b>3: <i>Functional Relations in the Science of Behavior ...</i></b>	<b>53</b>
<b>Definition of “Functional Relation” ...</b>	<b>53</b>
<i>The Nature of Environment-Behavior Functional Relations ...</i>	<i>53</i>
<i>A Practical Example of a Behaviorological Functional Relation ...</i>	<i>57</i>
<i>Terms and Phrases ...</i>	<i>58</i>
<i>All Behavior is Controlled ...</i>	<i>59</i>
<b>The Analysis of Behavioral Events ...</b>	<b>61</b>
<i>The General Analytical Approach ...</i>	<i>61</i>
Antecedent events. ...	63
Postcedent events. ...	65
Terms of function. ...	65
The question of immediacy. ...	66
<b>An Illustrative Analytical Example ...</b>	<b>67</b>
<i>Answering the Basic Analytical Questions ...</i>	<i>70</i>
<b>Common Explanatory Alternatives ...</b>	<b>71</b>
<i>Avoiding Difficult Analyses ...</i>	<i>71</i>
<i>Time as Cause ...</i>	<i>71</i>
<i>Genes as Cause ...</i>	<i>72</i>
<i>The Necessary Elicitation of Respondent Behavior ...</i>	<i>72</i>
<i>The Bodily Support of Behavior ...</i>	<i>73</i>
<i>Biological versus Behaviorological Control of Behavior ...</i>	<i>73</i>
<i>Distinguishing between “Evoke” and “Elicit” ...</i>	<i>73</i>
<b>4: <i>Explanatory Fictions ...</i></b>	<b>75</b>
<b>The Point of Being Scientific ...</b>	<b>75</b>
<b>Explanatory Fictions ...</b>	<b>76</b>
<i>Introduction and Definitions ...</i>	<i>76</i>
Practical behaviorological technologies. ...	80
The hypothetical fictional construct. ...	80

Explanatory fictions versus untrue explanations. ...	82
Time-lapse explanatory fictions. ...	83
Teleological explanations. ...	84
<i>Explanatory Fictions in Respondent Conditioning ...</i>	<i>85</i>
<i>Explanatory Fictions in Operant Conditioning ...</i>	<i>88</i>
<i>Relations among Kinds of Behavior ...</i>	<i>92</i>
<i>Levels of Analysis in Constructing Explanations of Behavior ...</i>	<i>94</i>
<b>The Role of an Emotional Predisposition ...</b>	<b>96</b>
<b>Departures from the Analytical Level</b>	
<b>of Functional Antecedent Stimuli ...</b>	<b>100</b>
<b>A Review of Teleological Explanations ...</b>	<b>101</b>
<b>Explanatory Fictions: A Quick Review ...</b>	<b>104</b>
<b>Ambiguous Terms: Like, Want, and Desire ...</b>	<b>104</b>
<b>The Transparency of Fictional Explanations ...</b>	<b>106</b>
<b>5: Behavior in its Natural Context ...</b>	<b>107</b>
<b>Contingencies of Reinforcement: Their Properties and Analysis ...</b>	<b>110</b>
<i>The General Analytical Approach ...</i>	<i>110</i>
<i>A Simple Two-Term Contingency ...</i>	<i>114</i>
<i>Expanded Notation for More Complex Antecedents ...</i>	<i>117</i>
<i>A Simple Three-Term Contingency ...</i>	<i>117</i>
<i>The Locus of the Operant Effect ...</i>	<i>120</i>
<i>Identifying the Behavior of Concern ...</i>	<i>120</i>
<i>Chained Effects of Operant Conditioning ...</i>	<i>125</i>
Figure 5-1: Conditioning a person so that ripe berries function as reinforcers when detected and picked. ...	126
<i>Measuring the Extent of Operant Conditioning ...</i>	<i>127</i>
<i>Problems with the Technical Language ...</i>	<i>128</i>
<i>The Maintenance of Behavior ...</i>	<i>129</i>
<i>The Basis of Behavior Technology ...</i>	<i>129</i>
<i>Invalid Assumptions that Impede Behavior Technology ...</i>	<i>132</i>
<b>Crafting Science to Accommodate Bias ...</b>	<b>134</b>
<b>The Myth of Free Will ...</b>	<b>136</b>
<i>The Basic Mistake and the Compounding Fallacy ...</i>	<i>136</i>
<i>Dispelling the Free Agent ...</i>	<i>138</i>
<b>Must You Be Aware of the Contingencies that     are Controlling Your Behavior? ...</b>	<b>139</b>
<i>More Examples: Behavior Unexplained by the Behaving Person ...</i>	<i>140</i>
<b>Contingencies of Reinforcement and Contingencies of Survival ...</b>	<b>142</b>
<i>Selection under Contingencies of Reinforcement ...</i>	<i>143</i>
<i>Selection under Contingencies of Survival ...</i>	<i>144</i>
<b>Language as the Product of Operant Selection ...</b>	<b>146</b>
<b>Causal Fallacies in the Analysis of Concurrent Behaviors ...</b>	<b>148</b>
<i>Concurrent Responses to a Single Antecedent Stimulus ...</i>	<i>148</i>
Figure 5-2: Three kinds of behaviors occasioned by a common antecedent event. ...	149
<i>A Practical Function of an Emotional Arousal ...</i>	<i>152</i>

<b>The Different Kinds of Contingencies of Reinforcement ...</b>	<b>152</b>
<i>Reinforcement in General ...</i>	<i>152</i>
<i>Positive Reinforcement ...</i>	<i>153</i>
<i>Negative Reinforcement ...</i>	<i>154</i>
Writing a contingency of negative reinforcement. ...	156
Locating the negative reinforcer. ...	156
<i>Summary of the Reinforcement Function ...</i>	<i>156</i>
<i>Positive Punishment ...</i>	<i>157</i>
<i>Negative Punishment ...</i>	<i>159</i>
<i>Extinction ...</i>	<i>160</i>
“Extinction versus Negative Punishment” ...	161
<i>The Analysis of a Potentially Ambiguous Case ...</i>	<i>164</i>
<b>Further Consideration of the Consequences of Operant Behavior ...</b>	<b>165</b>
<i>Operant–Respondent Combinations ...</i>	<i>165</i>
<i>Exclusively Operant Functions ...</i>	<i>167</i>
<b>Where’s the Body? ...</b>	<b>167</b>
<i>Reviewing the Basis of Behavior Technology ...</i>	<i>167</i>
<i>A Third Possibility for Changing a Behavior ...</i>	<i>169</i>
<i>Important Analytical Considerations ...</i>	<i>170</i>
<b>Writing Contingencies in Symbolic Notation ...</b>	<b>172</b>
<b>6: Concurrent Contingencies ...</b>	<b>175</b>
<b>The Analysis of Multiple Contingencies ...</b>	<b>176</b>
<i>Analytical Principles ...</i>	<i>176</i>
<b>Analytical Illustrations: Multiple Contingencies on One Behavior ...</b>	<b>179</b>
<i>“Progress” as a Conditioned Reinforcer ...</i>	<i>180</i>
<i>Conflict ...</i>	<i>186</i>
Moving forward. / Moving backward. / The oscillations. ...	188
Figure 6–1: A contingency analysis of oscillating behavior. ...	189
<b>Private versus Public Events in Analyses ...</b>	<b>195</b>
<i>Rendering the Analytical Scheme Practical ...</i>	<i>195</i>
<i>The Functioning of Verbal Behavior ...</i>	<i>197</i>
<b>Speculation in Contingency Analyses Featuring Private Events ...</b>	<b>198</b>
<b>The Postulate of Behavior Passivity ...</b>	<b>203</b>
<b>7: Analytical Fallacies ...</b>	<b>205</b>
<b>Time is not Behavior ...</b>	<b>205</b>
<b>Avoid Writing Contingencies for Behaviors that Do Not Occur ...</b>	<b>206</b>
<b>The Behaviorological Analysis of “Boredom” ...</b>	<b>212</b>
<i>The Correct Analytical Approach ...</i>	<i>213</i>
<i>An Example of Boredom Featuring Positive Reinforcement ...</i>	<i>215</i>
<i>The Role of Consciousness ...</i>	<i>218</i>
<i>An Example of Boredom Featuring Negative Reinforcement ...</i>	<i>221</i>
<b>The Role of Bodily States ...</b>	<b>223</b>
<i>Body States are not Behaviors ...</i>	<i>223</i>
<i>Body States as Stimuli ...</i>	<i>224</i>
<b>Avoiding Remote Antecedents and Postcedents ...</b>	<b>226</b>

**Specific Response, or Behavior in General? ... 228**  
**Distinguishing between Metacontingencies  
and Contingencies of Reinforcement ... 228**  
*Metacontingencies that Yield Nonbehavioral Outcomes ... 230*  
*Metacontingencies that Yield Behavioral Outcomes ... 232*  
*Avoiding the Confounding of Contingencies  
of Reinforcement and Metacontingencies ... 232*

**8: The Measurement of Behavior ... 235**

**Distinguishing between Measures of Behavior  
and Measures of Outcomes of Behavior ... 236**

*Outcome-Based Measures ... 236*

*Behavior-Based Measures ... 238*

Count-based measures. ... 238

Measures based on properties of behavior. ... 238

*Describing Behavioral Events in Terms  
of both Behaviors and Their Effects ... 239*

**To Measure and not to Measure ... 240**

*The Nature of Measurement-Produced Stimuli ... 240*

*Life without Measurement ... 243*

**Subjective Opinions versus Direct Measures ... 246**

Figure 8-1: The comparative utility of subjective reports (A) and direct measures (B). ... 248

**Various Dimensions of Muscular Behavior ... 249**

*Various Measurable Properties of a Muscular Behavior ... 249*

Table 8-1: Some independently measurable dimensions of behavior. ... 249

*Separately Measuring the Properties of a Muscular Behavior ... 250*

Figure 8-2: A multi-variable graphic display of data recorded during an episode of nail driving hammer swings. ... 252

Figure 8-3: Multiple latencies (I) as they may exist within each interresponse time (IRT). ... 253

*Detecting Subtle Changes in Behavior ... 254*

**Measured versus Computed Properties of Behavior ... 255**

*The Contrast between the Measured and  
Computed Properties of a Behavior ... 255*

*Defining the Behavior of Concern ... 256*

*Count ... 257*

*Rate ... 258*

*Celeration ... 261*

Figure 8-4: The analysis of a celeration problem. ... 264

Common agential language. ... 265

Variable celeration. ... 265

**The Importance of Rate in Behaviorology ... 266**

**Testing and Measuring ... 267**

*Measurements ... 267*

*Tests ... 269*

<b>Criterion–Referenced and Norm–Referenced Testing in Psychology and Behaviorology ...</b>	<b>269</b>
<i>Reviewing Relevant Contrasts between the Disciplines ...</i>	<i>269</i>
<i>The Implications of Philosophical Differences for Practices of Measurements ...</i>	<i>274</i>
<i>Criterion–Based versus Norm–Based Measures in Behaviorology ...</i>	<i>274</i>
<b>Predicting a Person’s Performance ...</b>	<b>276</b>
<b>Dimensional Analysis ...</b>	<b>277</b>
Figure 8–5: Converting units of measure using dimensional analysis. ...	278
<b>Practical Issues Pertinent to Counts and Rates ...</b>	<b>282</b>
<i>Precisely Defining and Identifying the Target Behavior ...</i>	<i>282</i>
<i>Establishing Separate Behavior–Change Projects for Each Behavior ...</i>	<i>284</i>
<i>Selecting an Accessible and Measurable Behavior ...</i>	<i>285</i>
<i>Establishing Appropriate Units of Measure ...</i>	<i>285</i>
<i>Establishing an Appropriate Pace for the Steps in a Behavior Change Project ...</i>	<i>287</i>
<i>What to Count: The Behavior, its Supportive Materials, or its Products? ...</i>	<i>290</i>
<i>Under What Circumstances Is Time Counted? ...</i>	<i>292</i>
<b>Measurement in the Practical Work of a Behaviorologist ...</b>	<b>295</b>
<i>A Typical Behavioral Problem Assigned to a Behaviorologist ...</i>	<i>295</i>
<i>Analyzing and Solving the Problem [in seven stages] ...</i>	<i>295</i>
<i>Summary of the Analytical Steps that Precede Intervention ...</i>	<i>298</i>

## **9: Behavior Change Projects ... 299**

### **The Baseline Phase ... 299**

    Figure 9–1: The baseline phase of a behavior change project. ... 301

#### ***The Length of Baselines ... 301***

    Level. ... 301

    Trend. ... 302

    Variance or “bounce.” ... 302

### **The Intervention Phase ... 303**

#### ***Subdivisions of the Intervention Phase ... 304***

    Figure 9–2: The baseline and intervention phases of a behavior change project. ... 305

    Drawing vertical lines. ... 306

### **The Maintenance Phase ... 306**

    Figure 9–3: Behavior change project: baseline, intervention, and maintenance phases (shown with idealized hypothetical data). ... 307

### **Interpreting Plotted Data ... 307**

### **The Controlled Gradual Change ... 309**

#### ***The Width of the Zone ... 310***

    Figure 9–4: A design for a controlled gradual change in a behavior change project. ... 311

Figure 9–5: Acceptable data for a gradual behavior decrease project. ... 312

**The Incremental Stability Design ... 312**

Figure 9–6: The Incremental Stability Design for a behavior change project. ... 313

**The General Strategy for Designing a Typical Project ... 313**

*Designing the Baseline Phase ... 313*

*Designing the Intervention Phase ... 314*

*Designing the Maintenance Phase ... 314*

**Planning a Behavior Change Project ... 315**

Table 9–1: Planning form for a behavior change project to be managed by the person whose behavior is to change. ... 316

**Discussion of Each Item on the Form ... 318**

Item 1. [through] Item 10. ... 318–329

A) What is the problem? ... 318

Nonbehavioral primary goals. ... 319

B) Precisely specify the target behavior. ... 320

C) Resolve other ambiguous issues. ... 320

D) Specify the collateral variables. ... 321

E) Pilot studies. ... 322

**Other Experimental Designs ... 329**

**10: Graphs and Graphic Technique ... 331**

**Why Plot Data on Graphs? ... 331**

Table 10–1: Extraneous utterances of “like” versus reductions in separation distance by new friend during daily conversations. ... 331

Figure 10–1: Data graphed for comparison with tabled data. ... 332

**What Graphs Show ... 332**

*Interpreting a Plotted Data Point ... 332*

*Beginner’s Data Plotting Mistake ... 333*

*The Assignment of Axes ... 333*

**Some Common Forms of Graphs ... 333**

**Equal Interval Line Graphs ... 333**

Figure 10–2: A simple equal-interval line graph. ... 334

Figure 10–3: A line graph featuring a curve of best fit. ... 334

Figure 10–4: Line graph variations. ... 334

Zone of best fit. ... 335

Missing data points. ... 335

Figure 10–5: Omitting connector lines where a data point is missing. ... 335

Connecting the data points ... 335

Figure 10–6: Connect only those points that represent measured values. ... 336

Lines or curves of best fit. ... 336

Cumulatively plotted graphs. ... 337

Figure 10–7: A comparison of non-cumulative and cumulative graphs of the same data. ... 338

<b>Equal Ratio Line Graphs ... 339</b>	Figure 10–8: Comparison of an equal interval graph with an equal ratio graph both of which show the same plotted data. ... 339
Daily behavior chart. ... 340	Figure 10–9: Same equal ratio gains plotted on equal interval and equal ratio grids. ... 340
<b>Bar Graphs ... 341</b>	Bars versus lines. ... 341
Figure 10–10: Bar graph versus line graph. ... 341	
Bars with added features. ... 342	Figure 10–11: Bar graph in which each bar reflects additional data distributions. ... 342
Figure 10–12: Some simple visual enhancements for bar graphs. ... 343	
Figure 10–13: A pair of bar graphs that present the same data in different graphic forms. ... 343	
Bar orientation. ... 344	
<b>Pie Graphs ... 344</b>	Figure 10–14: Assorted pie graphs. ... 344
<b>Drawing and Labeling a Graph ... 344</b>	
<b>Labeling the Parts of a Graph ... 344</b>	Figure 10–15: Minimum labeling for a graph presenting behavior-related data. ... 345
<b>Key to the Labeled Parts ... 345</b>	
1. The title of the graph. ... 345	
2. The axis graduation marks or grid markers. ... 345	
3. The numerical units of graduation along the axes. ... 345	
4. Axis labels. ... 345	
The pro forma admonishment. ... 345	
<b>Preserving the Data Points ... 346</b>	Figure 10–16: Protecting the data points from obliteration. ... 346
<b>Variations in Line Thickness ... 346</b>	
<b>Coloring ... 346</b>	
<b>Choice of Scales ... 346</b>	Figure 10–17: The same data plotted respectively with appropriate and balanced scales (A), compressed horizontal scale (B), and compressed vertical scale (C). ... 347
<b>Coordinated Graphs ... 347</b>	Figure 10–18A: A battery of two coordinated graphs that reveal opposite trending. ... 349
Figure 10–18B: A battery of two coordinated graphs that reveal a delayed relation. ... 349	
Figure 10–18C: A battery of four coordinated graphs. ... 350	
<b>Confidence in the Value of a Plotted Data Point ... 350</b>	Figure 10–19: Improvement in reliability with increased counting time. ... 352
<b>Algebraically Cumulative Graphs ... 353</b>	

**11: Graphing and Interpreting Behavior-Related Data ... 355**

**Count, Rate, and Percent Graphs ... 355**

A suitable data table ... 356

Figure 11-1: Count, rate, and percent graphs based on the same set of behavior-related data. ... 357

Figure 11-2: Complete vertical scale with a corresponding reduction in the apparent variance. ... 357

Scale construction. ... 358

**Distinctions between Count and Rate Graphs ... 358**

Figure 11-3: A simple rate graph. ... 358

Figure 11-4: Non-cumulative and cumulative count graphs of the same data. ... 359

A common mistake. ... 359

Different expressions of the same rate. ... 360

**When to Plot Rates Instead of Counts ... 360**

**When to Use a Percent Graph ... 362**

Fraction graphs. ... 363

**The Meaning of the Slope of a Plotted Cumulative Curve ... 363**

**The Slope on Cumulative Count Graphs ... 363**

Figure 11-5: The definition of the "slope" of a line, which, on a cumulative count graph, is equal to the rate at which the counted event is occurring. ... 364

On determining the slope. ... 364

Figure 11-6: Determining the rate from a non-linear cumulative count graph. ... 365

**The Slope on Cumulative Rate Graphs ... 365**

The meaning of each time unit. ... 366

Impractical celeration units. ... 366

**Intelligence: An Application of the Celeration Concept ... 367**

**Determining the Celeration from a Cumulative Count Graph ... 367**

Figure 11-7: Preparing to determine the celeration from a cumulative count graph. ... 367

Determining the celeration. ... 368

Figure 11-8: Determining the celeration from a cumulative count graph. ... 369

Interpretation. ... 370

**Matching a Graph to a Question ... 371**

**12: Postcedent Behavior Change Processes ... 373**

**Contingencies of Reinforcement ... 373**

**Antecedent relations ... 373**

Figure 12-1: Important contingent relations in operant behavior change processes. ... 374

**Postcedent Relations ... 374**

**Distinguishing between Behavior and Response ... 375**

**Learning ... 375**

**Positive and Negative Reinforcement in Detailed Review ... 378****Punishment ... 380*****Reinforcement versus Punishment ... 380***

Figure 12–2: Comparing the effects of operant  
postcedent behavior change processes. ... 381

***The Over–Recovery of Previously Punished Behavior ... 382***

Figure 12–3: The over–recovery from punishment. ... 383

***Misinterpreting Complex Situations ... 384***

Figure 12–4: Punishment or reinforcement. ... 384

**Review of Extinction ... 387*****Process versus Procedure ... 387******The Characteristics of Extinction ... 387***

Figure 12–5: An initially stable rate, followed  
by a somewhat idealized extinction curve. ... 388

***Punishment versus Extinction ... 389*****Extinction versus Preclusion (Prevention) ... 390****The Fallacy of Seemingly Permanent Effects of Punishment ... 392*****The Reactions of a Behavior to Punishment ... 392******Writing Descriptive Contingencies in Complex Situations ... 394*****Conditioning and Shaping an Audience ... 398****Comparing Behavior Rate–Change Processes ... 399**

Charts 12–1 & 12–2: Comparing operant  
behavior change processes. ... 399 & 400

**Confirming and Analyzing Behavioral Processes ... 401****Specifying the Terms in Three–Term Contingencies ... 405*****Where Does the Change in Rate Appear? ... 405***

Theoretical nuance. ... 406

***How To Indicate Extinction ... 406*****[GLOSSARY] Glossary of Relevant Terms and Phrases ... 408**

Table 12–1: A glossary of ... technical terms and phrases. ... 408

***13: Theoretical Analyses of Postcedent Behavior Change Processes ... 411*****Brief Review of Behavior Change Options ... 411**

- (1) Antecedent interventions. ... 411
- (2) Altering schedules of reinforcement. ... 411
- (3) Changing the structure of the behaving body. ... 411

**The Issue of Behavioral Stasis ... 412****Detailed Characteristics of Postcedent Interventions ... 413*****The Postcedent Category ... 413******Pseudo–reinforcers versus Functional Reinforcers ... 413******Intrinsic versus Extrinsic Reinforcers ... 413******Discovering Effective Reinforcers and Aversers ... 414******Emotional Effects as Conditioned Reinforcers ... 416******Undesirable Behavior ... 416******The Recurring Issue of Consciousness ... 417*****Some General Considerations when**

Choosing Postcedent Interventions ... 419

- Forgoing Postcedent Interventions  
in Favor of an Antecedent Alternative ... 419*
- Extinguishing Undesired Behavior ... 420*
- Extinction Combined with Reinforcement ... 420*
- Superstitious Behavior ... 421*
- A Detailed Technical Review of**
  - Reinforcement, Punishment, and Extinction ... 423**
  - Identifying an Ongoing Behavior–Changing Process ... 423*
  - Reinforcement and Punishment Reviewed in Technical Detail ... 424*
    - Figure 13–1: The process of reinforcement  
and its subsequent confirmation. ... 425
    - Figure 13–2: Relation 2 affects relation  
1 during the reinforcement process. ... 425
    - Table 13–1: Analytical questions by which  
the reinforcement process is identified. ... 426
  - A Special Conditioned Consequence in Delayed Reinforcement ... 427**
  - Punishment Defined ... 429*
    - Figure 13–3: The process of punishment  
and its subsequent confirmation. ... 429
    - Table 13–2: Analytical questions by which  
the punishment process is identified. ... 430
  - Examples of Punishment [Positive & Negative] ... 430*
    - Punitive options. ... 430
  - Discriminating Functional and Temporal Relations ... 431**
  - Natural and Contrived Contingencies of Reinforcement and Punishment ... 433**
  - The Maintenance of a Behavioral Suppression**
    - Beyond the Duration of Positive Punishment ... 437**
  - Extinction ... 438**
    - Practical Difficulties ... 438*
    - Preparing to Define the Extinction Process ... 439*
    - Expanding the Definition of Extinction ... 441*
    - The Behavioral Effects of Extinction–Like Processes ... 444*
    - Different Levels of Analysis for Inquiries  
into Extinction–Like Processes ... 447*
    - Summary of Concept Extensions ... 447*
    - Examples: Extinction Applied to Behavior Maintained by Reinforcers ... 449*
      - Abrupt elimination of the reinforcer. ... 450
      - Gradual elimination of the reinforcer. ... 450
      - The length of an extinction curve. ... 450
    - Natural and Contrived Extinction ... 451*
    - Extinction–Like Procedure Applied to  
Behavior Maintained by Punishers ... 451*
      - Figure 13–4: Recovery of a previously punished  
behavior under an extinction–like procedure. ... 452
    - Problems with Terms ... 452*
    - Extinction, intensification, and Recovery*
      - Events within the Reequilibration Metaproces ... 455*

<b><i>Symbolic Notation for Extinction ...</i></b>	<b>460</b>
Extinction versus preclusion. ...	461
Postcedent process. ...	461
Denoting extinction. ...	461
Indicating the loss of antecedent function. ...	462
<b><i>Accounting for Extinction ...</i></b>	<b>462</b>
Traditional though fallacious accounts. ...	462
Why the behavior stops. ...	462
Verbal supplements. ...	462
The categorization of extinction. ...	463
Determinism. ...	463
Locating the problem. ...	463
<b><i>An Alternative Behaviorological Explanation for Extinction ...</i></b>	<b>463</b>
Response cost. ...	464
<b><i>Extinction with Negative Reinforcement ...</i></b>	<b>466</b>
<b><i>Physiological versus Behaviorological Perspectives ...</i></b>	<b>467</b>
<b><i>Issues when Defining Extinction ...</i></b>	<b>468</b>
<b><i>Analyzing Familiar Situations that Feature Extinction ...</i></b>	<b>470</b>
<b>Depression as Products of Punishment versus Extinction ...</b>	<b>473</b>
<b>The Non-Behavior Fallacy ...</b>	<b>474</b>
<b>Introduction to Shaping ...</b>	<b>476</b>
<b><i>Review of Simple Operant Conditioning ...</i></b>	<b>476</b>
Figure 13-5: Simple operant conditioning by reinforcement or punishment. ...	476
<b><i>Shaping ...</i></b>	<b>476</b>
<b><i>Shaping versus Reinforcement ...</i></b>	<b>478</b>

## ***C*** ***hapters of Part 2: Advanced Principles and Practices***

<b><i>14: Multiple Term Contingencies of Reinforcement ...</i></b>	<b>481</b>
<b>Review of Contingent Relations ...</b>	<b>481</b>
<b><i>Two-Term Contingent Relations ...</i></b>	<b>481</b>
<b><i>Three-Term Contingent Relations ...</i></b>	<b>482</b>
<b>Introduction to the Four-Term Contingency ...</b>	<b>483</b>
<b><i>To Expand or Not to Expand ...</i></b>	<b>483</b>
<b><i>The Four-Term Contingency: Examples 1-4 ...</i></b>	<b>484-492</b>
<b><i>The Contingency-Specifying Stimulus (S<sup>CS</sup>) ...</i></b>	<b>494</b>
<b>Operant and Respondent Interrelations in</b>	
<b>Multi-Term Contingencies ...</b>	<b>496</b>
<b><i>The Functional Intermingling of Public and Private Events ...</i></b>	<b>496</b>
<b><i>Externalizing the Analysis ...</i></b>	<b>497</b>
<b><i>Avoidance as Escape ...</i></b>	<b>500</b>
<b><i>The Role and Economy of Rules ...</i></b>	<b>501</b>
<b>Review of Critical Concepts in the Analysis of Complex Contingencies ...</b>	<b>502</b>
<b><i>The Concept of Context ...</i></b>	<b>502</b>
<b><i>Where Contextual Variables Produce Their Effects ...</i></b>	<b>503</b>

*Explaining the Origin of Behavior Controlling Relations ... 503*  
*The Utility of Expanding the Contingent Relations ... 504*  
*Accounting for Antecedents ... 504*  
*Fear as a Punitive Consequence ... 506*  
*Real and Unreal Events in Relation to Private and Public Events ... 506*  
*Why Dwell on Private Internal Events ... 508*

**15:** *Function Altering Stimuli: The Analysis of Context ... 509*  
**Detailed Examples of Alterations to the Function of Antecedent Stimuli ... 511**  
    Ambiguous phrase. ... 516  
    *Additional Examples Featuring Function–Altering Stimuli ... 517*  
**The Analysis of Context ... 521**  
    *Context Defined in Terms of Antecedent Stimuli ... 521*  
    *A Detailed Example of the Analysis of Context: Lulu’s Boots ... 522*  
    *Operant Conditioning to Strengthen an  $S^{FA}$  ... 526*  
    *Identifying an Elusive  $S^{FA}$  ... 527*  
**The Functionality of a Long Deferred Consequence ... 528**  
    *The Analysis of a Current Behavior ... 528*  
    *The Functional Role of the Deferred Consequence ... 529*  
**The Function–Altering Role of Verbal Behavior ... 531**

**16:** *Introduction to Stimulus Equivalence ... 533*  
    *Stimulus Equivalence Identified ... 533*  
    *The Concept of an Equivalence Relation ... 534*  
    *Conditional Requirements for the*  
        *Emergence of Untrained Relations ... 536*  
**The Three Requisite Properties of an Equivalence Relation ... 536**  
    *An Explication of the Reflexive Property ... 538*  
    *An Explication of the Symmetric Property ... 540*  
    *An Explication of the Transitive Property ... 540*  
    *When Is This Testing Performed? ... 541*  
    *Is the Emergence of an Untrained Relation a Basic Process? ... 541*  
**An Illustrative Confirmation of an Equivalence Relation ... 542**  
**Expansions of the Member Stimulus Pairs ... 544**  
    Figure 16–1: The training scheme for the first equivalence class. ... 545  
    Figure 16–2: The training scheme for the second equivalence class. ... 546  
    Figure 16–3: The training scheme for the  
        anticipated merger of the two previously trained  
        but otherwise unrelated equivalence classes. ... 547  
    Figure 16–4: Chart of the total conditional discriminations, both  
        trained and emergent, resulting from the merger of two distinct  
        equivalence relations into a single large equivalence relation. ... 548  
**The Importance of Equivalence Relations ... 549**  
**Four–Term and Five–Term Contingencies**  
    in Analyses of Equivalence Relations ... 550  
**On Terms: Discriminative and Conditional Control ... 552**  
**Success and Failure in Stimulus Equivalence Training ... 552**

<b>17: Schedules of Reinforcement ...</b>	<b>555</b>
<b>“Schedule of Reinforcement” Defined ...</b>	<b>557</b>
<b>Common Schedules of Reinforcement ...</b>	<b>558</b>
Figure 17-1: Common kinds of schedules of contingent reinforcement. ...	558
<b>Definitions Pertinent to Schedules of Consequence ...</b>	<b>558</b>
Table 17-1: Definitions of terms and phrases pertinent to schedules of consequence. ...	559
<b>Standard Notation for Ratio Schedules ...</b>	<b>561</b>
Fixed ratio examples. ...	561
Variable ratio examples. ...	561
Stretching the ratio. ...	561
<b>Standard Notation for Interval Schedules ...</b>	<b>561</b>
Fixed interval examples. ...	561
Variable interval examples. ...	562
Stretching the interval. ...	562
<b>Six Practical Examples of Reinforcement Schedules ...</b>	<b>562</b>
<b>Analytical Questions for Identifying the Prevailing Kind of Schedule ...</b>	<b>563</b>
Table 17-2: Identifying the kind of schedule that is in effect. ...	563
<b>A Sequence of Differing Schedules ...</b>	<b>565</b>
<b>Fixed Aspects of Variable Schedules ...</b>	<b>566</b>
<b>Noncontingent Reinforcement and Time Schedules ...</b>	<b>566</b>
<b>Superstitious Behavior ...</b>	<b>568</b>
<b>Ratio Schedules of Contingent Reinforcement:</b>	
<b>Additional Characteristics and Uses ...</b>	<b>568</b>
<b>Continuous Reinforcement (CR) ...</b>	<b>568</b>
Figure 17-2: A typical behavior pattern under continuous reinforcement. ...	569
<b>The Utility of the CR Schedule ...</b>	<b>569</b>
<b>Transition from CR to Other Schedules ...</b>	<b>569</b>
<b>The Rapid Extinction of Behavior with a History of CR ...</b>	<b>570</b>
<b>Adjusting to a Change from a CR to a VR Schedule ...</b>	<b>571</b>
<b>Stretching the Ratio of an FR Schedule ...</b>	<b>571</b>
Figure 17-3: Basic operant conditioning. ...	572
<b>Post-Reinforcement Pause ...</b>	<b>573</b>
Figure 17-4: Typical pattern of responding on an FR schedule, with the characteristic scallops. ...	573
<b>The Theory of a Scallop ...</b>	<b>574</b>
<b>The Theory of Cyclic Resumption ...</b>	<b>575</b>
<b>Summary: The Special Treatment of Intracycle Response Patterns under FR Schedules ...</b>	<b>577</b>
<b>Variable Ratio Schedules (VR) ...</b>	<b>578</b>
<b>Predicting One’s Own Behavior under a VR Schedule ...</b>	<b>579</b>
<b>Stretching the Ratio of a VR Schedule ...</b>	<b>580</b>
<b>The Resistance of VR Schedules to Extinction ...</b>	<b>580</b>

- Social Implications of the Variable Ratio Schedule ... 581**
  - “Disabled Miner Strikes it Rich” ... 586
- Interval Schedules: Additional Characteristics and Uses ... 587**
  - Essential Characteristics of Interval Schedules ... 587*
  - Behavior Patterns under Interval Schedules ... 589*
- Some Other Basic Schedules ... 590**
  - Limited Hold (LH) ... 590***
    - Figure 17-5: An FI-10 second schedule with a 3-second limited-hold superimposed. ... 591
  - Differential Reinforcement of Low Rate (DRL) ... 592***
    - Figure 17-6: The DRL schedule as derived from an FI schedule. ... 593
  - Differential Reinforcement of High Rate (DRH) ... 594***
    - Figure 17-7: The DRH schedule in relation to an FI schedule. ... 595
  - Differential Reinforcement of Paced Responding (DRP) ... 597***
    - Figure 17-8: The DRP schedule. ... 597
  - Compound Schedules ... 598***
  - The DRO Pseudoschedule ... 599**

## ***18: Adjunctive Behavior ... 601***

- Review of Relevant Conceptual Foundations for the Analysis of Adjunctive Behavior ... 601**
  - Concept Nos. 1-5. ... 601-604
- Intraschedule Adjunctive Behavior ... 606***
  - Figure 18-1: The repeated appearances of an adjunctive behavior during an interval schedule. ... 610
- Explanation versus Description ... 615***
- Sequential Adjunctive Behaviors ... 617***
- Adjunctive Behavior under Conflicting Contingencies ... 620***
- Social Implications of Punishment-Enabled Adjunctive Behavior ... 623***
- Predicting Adjunctive Behaviors ... 627***
- The Selection of Adjunctive Behaviors ... 630***
- Conclusions about Adjunctive Behaviors ... 631***

## ***19: Aversive Control and the Alternatives ... 633***

- The Continuing Debate about the Analytical Role of Emotional Effects ... 638**
  - Discounting it. ... 641
  - Denying it. ... 641
- A Review of the Characteristics of Punishment ... 642**
  - The Utility of Punishment ... 642***
    - Immediate results. ... 642
    - Easy to arrange. ... 642
    - Immediacy and inevitability. ... 642
    - Reinforcing the punitive agent. ... 642
  - Some Disadvantages of Punishment ... 643***

Tendency to recover. ...	643
Adjustment to punishment. ...	643
Figure 19-1: Recovery of rate as a function of the strength of the aversive stimulus. ...	644
Punishment as a cultural practice. ...	644
<b><i>Some Characteristics of Punishment ...</i></b>	<b>645</b>
Aversive stimuli: magnitude versus effect. ...	645
A relation between reinforcement and punishment. ...	645
Guilt, sin, shame, and anxiety. ...	645
<b>Alternatives to Punishment ...</b>	<b>646</b>
<i>Avoid Conditioning the Offending Behavior ...</i>	<i>646</i>
<i>Preclusion and Antecedent Prevention ...</i>	<i>646</i>
<i>Eliminating the Capacity of the Body to Behave ...</i>	<i>648</i>
Drugs. / Physical restraint. / Surgery. ...	648
<b><i>Differential Reinforcement ...</i></b>	<b>649</b>
Examples 1-3. [two sets] ...	649-653
<b>Extinction versus Negative Punishment ...</b>	<b>654</b>
<i>Introduction to the Distinction ...</i>	<i>654</i>
<i>Extinction ...</i>	<i>654</i>
<i>Negative Punishment ...</i>	<i>654</i>
<b>Further Analysis of Negative Punishment ...</b>	<b>655</b>
<i>The Typical Concept of Negative Punishment ...</i>	<i>655</i>
<i>Negative Punishment through Loss of a Negative Reinforcer ...</i>	<i>656</i>
<b>A Comparative Review of Punishment and Extinction ...</b>	<b>658</b>
<b>20: Changes in Antecedent Behavior—Controlling Relations ...</b>	<b>663</b>
<b>A Review of Basic Relations and Some</b>	
<b>Common Interpretative Fallacies ...</b>	<b>663</b>
<i>The Discriminative Stimulus ...</i>	<i>663</i>
<i>The S<sup>D</sup> ...</i>	<i>664</i>
<i>The S<sup>A</sup> ...</i>	<i>665</i>
Adjunctive behavior and the S <sup>A</sup> . ...	667
The function-altering stimulus and the S <sup>A</sup> . ...	667
Can an S <sup>A</sup> evoke a non-behavior? ...	667
<b>Common Interpretative Fallacies ...</b>	<b>668</b>
<b><i>Consciousness in Less Verbal Species ...</i></b>	<b>675</b>
Species differentiation. ...	675
Species of greater consciousness. ...	675
Daydreaming. ...	676
<b>Habituation and Potentiation ...</b>	<b>677</b>
<i>Injecting Habituation and Potentiation into</i>	
<i>Analytical Accounts of Operant Behavior ...</i>	<i>682</i>
<i>The Importance of Habituation and Potentiation ...</i>	<i>684</i>
<i>Dishabituation ...</i>	<i>685</i>
<i>Underlying Mechanisms ...</i>	<i>685</i>
<b>Discrimination: Shrinking the Set of Evocative Stimuli ...</b>	<b>686</b>
<i>Discrimination Defined ...</i>	<i>686</i>

<b>Generalization: Enlarging the Set of Evocative Stimuli ...</b>	<b>689</b>
<i>Generalization Defined ...</i>	<i>689</i>
<i>Generalization: Adding More Evocative Stimuli ...</i>	<i>690</i>
<i>Explaining Generalization with Three-Term Contingencies ...</i>	<i>692</i>
Figure 20-1: Generalization explained using three-term contingencies. ...	692
<b>The History that Accounts for Instances of Discrimination and Generalization ...</b>	<b>693</b>
<i>Discrimination ...</i>	<i>694</i>
<i>Generalization ...</i>	<i>695</i>
<b>Relying on Existing Evocative Relations ...</b>	<b>698</b>
<i>Modeling and Imitating ...</i>	<i>699</i>
<i>Following Rules ...</i>	<i>702</i>
<i>Following Instructions ...</i>	<i>703</i>
<b>Practical Training-Related Issues ...</b>	<b>709</b>
[Five examples, each with solution, theory, and training principle:]	
<i>Example 1: Insufficient Initial Behavior ...</i>	<i>709</i>
<i>Example 2: Indiscriminative Behaving ...</i>	<i>710</i>
<i>Example 3: Unacceptable Protraction ...</i>	<i>711</i>
<i>Example 4: Stimulus Consistency ...</i>	<i>711</i>
<i>Example 5: Inconsistent Consequence ...</i>	<i>712</i>
<b>The Concept of a Concept ...</b>	<b>713</b>
<i>Traditional Implications and Definitions ...</i>	<i>713</i>
<i>The Concept of "Concept" ...</i>	<i>715</i>
<b>Producing a Concept ...</b>	<b>718</b>
<i>Preannounced Concepts ...</i>	<i>718</i>
Figure 20-2: Exercises designed to reduce the stimulus controls (on circle-identification responses) to the definitive set of "circle" properties. ...	719
<i>Requiring the Inference of a Concept ...</i>	<i>720</i>
Figure 20-3: Steps toward producing a concept description as a final inference. ...	721
<i>Potential Instructional Difficulties when Conditioning a Concept ...</i>	<i>723</i>
<b>A Detailed Review of Chapter Concepts ...</b>	<b>724</b>
<i>A Comparison of Discrimination and Differential Reinforcement ...</i>	<i>724</i>
Table 20-1: A comparison of differential reinforcement and discrimination procedures. ...	725
<i>Stimulus Control ...</i>	<i>727</i>
<i>Discrimination ...</i>	<i>727</i>
<i>The S<sup>D</sup> and the S<sup>Δ</sup> ...</i>	<i>728</i>
<i>Distinguishing between "Antecedent Stimulus"     and "Discriminative Stimulus" ...</i>	<i>730</i>
<i>Generalization ...</i>	<i>730</i>
<i>Defining the Term "Stimulus" ...</i>	<i>731</i>
<i>Reducing the Behavioral Variations Evoked by a Given Stimulus ...</i>	<i>732</i>
<i>Distinguishing between the Stimulus Controls     on Respondent and Operant Behavior ...</i>	<i>732</i>

<i>Concepts ...</i>	735
<i>Experience and its Substitute ...</i>	737
<i>The Appropriateness of Certain Descriptive Phrases ...</i>	738
<i>Rules for More Effective and Efficient Training ...</i>	739
<b>21: Introduction to Applied Behavior Research ...</b>	<b>741</b>
<b>Dependent Variables ...</b>	<b>741</b>
<b>The Experimental Control of Independent Variables ...</b>	<b>742</b>
Figure 21-1: Variance resulting from residual uncontrolled variables. ...	743
<b>Error Introduced by Measuring ...</b>	<b>744</b>
<b>Levels of Rigor and Experimental Settings ...</b>	<b>744</b>
<b>Repeated Measures ...</b>	<b>745</b>
<b>Interpreting Data ...</b>	<b>746</b>
<b>Contingencies under which Research is Conducted ...</b>	<b>748</b>
<b><i>Why do Research? ...</i></b>	<b>748</b>
Discovery mode. ...	748
Proof mode. ...	749
Test mode. ...	749
<b><i>The Engineered Production of Prescribed Outcomes ...</i></b>	<b>749</b>
<b>Validity, Reliability, and Generality ...</b>	<b>750</b>
Direct versus indirect measures. ...	750
<b>Experimental Designs for Research on Behavior ...</b>	<b>751</b>
<b><i>The AB and ABA Designs ...</i></b>	<b>751</b>
Figure 21-2: The simple AB experimental design. ...	752
Informal approximations. ...	752
Figure 21-3: The ABA experimental design. ...	753
ABCB. ...	753
<b><i>The BAB Design ...</i></b>	<b>753</b>
<b><i>The Multiple Baseline Design ...</i></b>	<b>754</b>
Figure 21-4: The multiple baseline experimental design. ...	755
Informal approximation. ...	756
An instruction-related variation. ...	757
Figure 21-5: A multiple baseline design adapted to track student performance on respective subsets of drill items across the lessons devoted to conditioning the skills needed to respond correctly to those items. ...	757
<b><i>The Titration Design ...</i></b>	<b>758</b>
Figure 21-6: Data collection during the first phase of a titration design. ...	760
Adjusting the intrinsic properties of the consequating stimulus. ...	760
<b>A Research Implication of a Traditionally Assumed but Absent Sameness ...</b>	<b>762</b>
<b><i>The Nature, Function, and Recognition of Private Behavior ...</i></b>	<b>762</b>
<b><i>Verifying the Occurrence of Private Behavior ...</i></b>	<b>765</b>
<b><i>Implication for Research on Behavior ...</i></b>	<b>767</b>
<b>The Confirmation of Private Events ...</b>	<b>769</b>

<b>22:</b>	<b><i>Behavioral Objectives ... 779</i></b>
	<b><i>Behavioral Objectives in Their Sociocultural Context ... 779</i></b>
	<b><i>Behavioral Objectives Defined ... 779</i></b>
	The student. ... 780
	The behavior. ... 780
	The criteria. ... 780
	The “givens.” ... 780
	The behavioral objective. ... 780
	<b><i>Including or Omitting the Antecedent Conditions ... 781</i></b>
	<b><i>Instructions versus Behavioral Objectives ... 781</i></b>
	Instructions. ... 781
	Behavioral objectives. ... 781
	<b><i>Principles Applicable to the Establishment of Behavioral Objectives ... 782</i></b>
	Who sets the objective? ... 782
	Implications of requiring objectives for complex skills. ... 782
	<b><i>Composing a Behavioral Objective ... 782</i></b>
	<b>Complexity Levels of the Behavior in Objectives ... 785</b>
	<b>Creative Behavior Defined ... 786</b>
	<b>The Analysis of Complex Objectives ... 787</b>
	<b><i>Objectives with Intermingled Parts ... 787</i></b>
	<b><i>Dealing Sensibly with Combined Objectives ... 788</i></b>
	<b>The Importance and Uses of Behavioral Objectives ... 789</b>
	<b><i>The Basis of Measurement and Evaluation ... 789</i></b>
	<b><i>Gain Scores ... 789</i></b>
	<b><i>The Address of Skills at All Levels ... 790</i></b>
	<b><i>Behaving for the Right Reasons ... 793</i></b>
	Faulty postcedent control. ... 793
	Faulty antecedent control. ... 794
	<b><i>Coordinating the Students and the Teachers ... 796</i></b>
	<b>Fluency Criteria ... 796</b>
	<b><i>Introduction to Fluency ... 796</i></b>
	<b><i>Measuring Fluency in Relation to Objectives ... 798</i></b>
	Figure 22–1: The current degree of behavior change relative to the behavioral objective. ... 799
	Figure 22–2: Sensitive tracking of student gains in a fluency skill. ... 799
	<b><i>Time Limit: A “Given” or a Criterion? ... 799</i></b>
	<b>Objectives in the Affective Domain ... 800</b>
	<b><i>The Nature of Affect ... 800</i></b>
	<b><i>The Engineering Prescription for the Production of “Liking” ... 802</i></b>
<b>23:</b>	<b><i>Shaping Procedures: Refining Skills ... 805</i></b>
	<b><i>Shaping Defined ... 805</i></b>
	<b><i>The Indirect Contrivance of Natural Shaping ... 807</i></b>
	<b><i>Producing New Behaviors ... 808</i></b>
	<b><i>Shaping and Differential Reinforcement ... 808</i></b>

<i>Other Uses of the Term “Shaping” ...</i>	809
<b>Natural Shaping ...</b>	811
An example of natural shaping. ...	812
Another example of natural shaping. ...	812
<b>Special Features of Shaping Procedures ...</b>	813
<i>Successive Approximations ...</i>	813
<i>Mastery at Each Stage ...</i>	815
<i>Acquiring Complex Skills ...</i>	815
<i>A Punishment-Free Procedure ...</i>	816
<i>Distinction between Shaping and Simple Reinforcement ...</i>	816
<i>Skill Degradation ...</i>	817
<i>Shaping Under Intermittent Reinforcement Schedules ...</i>	818
<b>Measuring Progress During a Shaping Procedure ...</b>	820
Figure 23-1: Graphic recording of the data from a shaping procedure. ...	820
<b>Relations between Shaping and Differential Reinforcement ...</b>	821
<i>Judgment Defined ...</i>	821
<i>Training for Good Judgment ...</i>	822
<i>Differential Reinforcement and Shaping ...</i>	824
<b>Relations between Shaping and Behaving Discriminatively ...</b>	824
<i>Becoming More Discriminating with a Single Behavior ...</i>	824
<i>Becoming More Discriminating by the Divergence of a Behavior-Controlling Relation ...</i>	825
<i>The Role of Shaping in Discrimination Training ...</i>	826
<b>24: The Fading Procedure and a Review of Other Motivators ...</b>	829
<b>Relevant Review: Contingencies of Reinforcement ...</b>	829
<i>Antecedent Events ...</i>	831
<i>Postcedent Events ...</i>	833
<i>A Three-Term Contingency of Reinforcement or Punishment ...</i>	834
Figure 24-1: The effects on a behavior of antecedent and postcedent stimulus changes. ...	835
<b>The Multiple Determination of Behavior ...</b>	835
<i>Determining the Function of Each Antecedent Stimulus ...</i>	835
<i>Deprivation and Satiation in Relation to Discriminative Stimuli ...</i>	844
<b>Operant Fading ...</b>	845
<i>Fading: Procedural and/or Natural ...</i>	845
<i>The Operant Fading Process ...</i>	845
<i>The Illustration of Operant Fading ...</i>	848
Figure 24-2: The first phase of a fading procedure: Why the supplementary evocative stimuli can be withdrawn. ...	848
<i>Distinguishing between Supplementary Stimuli and Function-Altering Stimuli ...</i>	849
<b>Fading a Function-Altering Stimulus ...</b>	853
<i>Eliminating the <math>S^{FA}</math> ...</i>	853
<i>Replacing the <math>S^{FA}</math> ...</i>	855
<b>Respondent Fading ...</b>	857

**Prompts and Probes ... 860**

*Distinguishing between Prompts and Probes ... 860*

*The Functional Role of Prompts and Probes ... 861*

*The Fading of Non-Verbal Prompts and Probes ... 864*

**Fading to Establish a Generalization or a Discrimination ... 865**

*Fading Procedure that Establishes a Generalization ... 865*

*Fading Procedure that Establishes a Discrimination ... 866*

**Illustrative Tables: Fading that Establishes**

**either a Generalization or a Discrimination ... 870**

Table 24-1: Fading procedure to establish a generalization. ... 871

Table 24-2: Fading procedure to establish a discrimination. ... 872

**Errorless Discrimination and Generalization: Training Procedures ... 874**

**Verbal Behavior and the Fading Process ... 875**

**Distinguishing between Shaping and Fading Procedures ... 878**

*Shaping ... 878*

*Fading ... 878*

**Operant Fading versus the Fading of Physical Limits ... 879**

**The Addition and Fading of Supplementary Consequences ... 883**

**A Review of Fading and other**

**Procedures that "Motivate" an Organism ... 884**

*The Traditional Perspective ... 884*

*The Natural Science of Motivation ... 884*

*Teaching Strategies that Motivate Students ... 889*

*The Traditional Science of Motivation and its Implications ... 890*

**25: Attitudes, Values, Rights, Ethics, Morals, and Beliefs ... 893**

**A Natural Science of Privilege and Propriety ... 893**

**Attitudes ... 893**

*Attitudes Defined ... 894*

*The Operant Basis of an Attitude ... 895*

*The Respondent Basis of an Attitude ... 895*

*Long-Term Attitudes ... 897*

**Values ... 898**

**Rights and Ethics Defined ... 898**

*Rights and Ethics from the Behaviorological Perspective ... 899*

*Rights ... 900*

*Ethics ... 902*

**Some Sociocultural Implications of Rights and Ethics ... 904**

*The Exploitation of People via Their Own Ethics ... 904*

*Ethical Communities ... 904*

*Abstracted Ethics ... 906*

*The Endurance and Security of Rights ... 908*

*Rights and Ethics as Scientific Products ... 909*

**The Construction of a Conscience ... 909**

**Pride and Love ... 921**

*Pride ... 921*

*Distinguishing among Pride, Loving, and Liking ... 928*

- Morals: Analysis and Implications ... 931
  - Morals: Definition and Discussion ... 931*
  - Cultural Prohibitions on Strong Reinforcers ... 941*
  - The Origin of General Intolerance for Behavioral Nonconformity ... 942*
  - The Origin of Intolerance for Kinds of People ... 944*
- Belief and Belief Statements ... 945

## **26:** *Verbal Behavior ... 949*

- Definition of Verbal Behavior ... 949*
- The Conditioning and Control of Verbal Behavior ... 950*
- Verbal Communities ... 950*
- Private Verbal Behavior ... 951*
- Implications for Training ... 952*
- Terminological Issues ... 953
- The Antecedent Control of Verbal Behavior ... 955
  - The Physical Basis of Antecedent Evocation ... 955*
  - The Analysis of Antecedent Control ... 956*
- How Instances of Verbal Behavior are Classified ... 957
- The Mand ... 958
  - Defining the Mand ... 958*
  - The Analytical Resolution of the Privacy Problem ... 960*
  - Analyzing the Social Function of Mands ... 961*
  - The Motivation for Manding ... 970*
- Verbal Behavior under the Control of Verbal Stimuli ... 972
  - The Nature of This Verbal Behavior Class ... 972*
  - Examples of Controlling Relations in this Class ... 973*
  - Conceptual Instability ... 982*
- The Tact ... 982
  - Conditioning a Tact ... 986*
  - The Stimulus Control of Tacts and Their Extensions ... 989*
  - Abstraction ... 1000*
  - Tacts of Private Events ... 1001*
  - The Validity of a Tact ... 1005*
  - Tacts and Reality ... 1008*
  - Responding to Temporal Relations ... 1013*
  - Responding to the Nature of the Controls on a Tact ... 1023*
- Autoclitic Verbal Behavior ... 1025
  - Descriptive Autoclitics ... 1029*
  - Autoclitics that Function as Mands ... 1037*
  - Qualifying Autoclitics ... 1037*
  - Quantifying Autoclitics ... 1038*
  - The Autoclitic Functions of Grammar and Syntax ... 1040*
  - Issues in Language Evolution ... 1044*
  - The Progressive Trend toward Functional Unity ... 1045*
  - Composition: Its Nature and Occurrence ... 1047*
  - Composition: Writing and Its Problem of Delayed Reactions ... 1054*

- Autoclitic Verb Inflections: The Subtlety  
of their Natural Controls ... 1056*
- The General Role of Autoclitics in Verbal Behavior ... 1066*
- The Private Verbal Behavior of Thinking ... 1068**
  - The Issue of Thought to which the  
Thinker May Remain Oblivious ... 1073*
    - Forgetting. ... 1075
    - Extinction. ... 1075
    - Suppression. ... 1076
  - The Productivity of Thought ... 1077*
  - Analyzing the Utility of Thought ... 1082*
  - Issues of Privacy and Antiquity ... 1084*
- Maintaining Reliance on Function-Based  
Accounting for Verbal and Nonverbal Behavior ... 1085**
  - Form Versus Function ... 1085*
  - The Absence of Thinking ... 1088*
  - Nonverbal Consciousness ... 1089*
  - The Selection and Control of Verbal Behavior ... 1091*
  - The Implications of Ineffective Knowing ... 1093*
  - The Strategic Nature of the Necessary Intervention ... 1094* ↻

**C***hapters of Part 3: Behaviorological Answers to  
Long-Enduring Essential Questions*

- 27: Consciousness ... 1097**
  - Natural Complexity from Energy on Structure plus Selection ... 1097*
  - The Older Perspectives ... 1097*
  - Going Inside the Body ... 1099*
- The Scientific Essence of Being a Person  
and the Superstitious Alternatives ... 1100**
  - Superstitious versus Naturalistic Accounts for Personhood ... 1100*
  - Behavior-Behavior Functional Relations ... 1101*
  - Behavior-Behavior Functional Relations  
that Share in Defining Personhood ... 1105*
  - Locating the Stimuli that Elicit Respondent Behavior ... 1111*
  - Respondent Seeing ... 1113*
  - Operantly Enhanced Seeing ... 1116*
  - A Review of Seeing as the Visual Kind of Neural Responding ... 1117*
  - Operant Differentials in Visual Behavior ... 1122*
  - Visual Communities ... 1124*
  - Self-Awareness and its Absence ... 1130*
  - The Utility of Awareness, Recognition, and Comprehension ... 1136*
  - Privacy, Consciousness, and Commonality ... 1171*
  - Awareness and its Absence ... 1173*
  - The Brain as Another Behavior-Capable Body Part ... 1181*
  - To Mystify or Not to Mystify ... 1192*

<i>Chained Private Behavior ...</i>	1194
<i>Replacing Agential Selves with Behavior–Behavior Relations ...</i>	1205
<i>The Preservation of Determinism During Functional Interactions between Two Fluctuating Systems ...</i>	1209
<i>Some Implications of How Behavior is Regarded ...</i>	1212
<i>Conundrums Presented by Private Events ...</i>	1214
<i>The Establishment of an Environment ...</i>	1228
<i>Teaching and Learning Revisited ...</i>	1229
<i>Sharing Private Events ...</i>	1231
<i>A Brief Review of Responding ...</i>	1235
<i>The Nature of Functional Variance ...</i>	1235
<i>Variance Explained in Terms of the Abstract Derivation of Function from Events ...</i>	1238
<i>The Development of Consciousness in a Human Being ...</i>	1239
<i>Differences in Consciousness among Species ...</i>	1245
<i>Mistaking Behavioral Reactions for the Initiatives of a Proactive Agent ...</i>	1249
<i>The Functional Alternative to Reliance on Proactive Spirits ...</i>	1252
<i>The Emergence of Public Behavioral Commonality from Differing Neural Behaving on Shared Occasions ...</i>	1255
<i>“Making Sense” of the Environment ...</i>	1259
<i>The Issue of Direct Stimulus Control of Recognition ...</i>	1270
<i>Comprehension ...</i>	1274

## **28:** *Person, Life, and Culture ...* 1277

<i>The Nature and Implications of Personhood ...</i>	1277
<i>The Nature of Personhood ...</i>	1277
<i>Some Sociocultural Implications of a Misconstrued Personhood ...</i>	1283
<i>The Essence and Worth of Persons ...</i>	1285
<i>The Nonbehavioral Qualities of Personhood ...</i>	1292
<i>How the Behaviorological Definition of a Person Affects Concepts of Death ...</i>	1293
<i>A Summary of Life and Death ...</i>	1297
<i>The Abstract Person ...</i>	1301
<i>The Cultural Implications of Investment in Superstition ...</i>	1303
<i>The Intrusion of Superstition into Academia ...</i>	1303
<i>The Cultural Cost of Superstition ...</i>	1307
<i>Behavior Engineering to Reduce Superstition ...</i>	1313
<i>Scientific Behavior versus Superstitious Behavior ...</i>	1323
<i>Cultural Implications of the Absence of a Natural Science of Behavior ...</i>	1325
<i>Some Cultural Implications of Traditional Social Science ...</i>	1327
<i>Organizing Behaviorology for its Role as a Natural Science Alternative ...</i>	1331
<i>Behaviorology in Relation to Ethology ...</i>	1337
<i>Superstition and Natural Science with Respect to Cultural Development ...</i>	1340

*The Status of Natural Science in Academic Institutions ... 1345*  
*Preparing the Natural Science Community*  
*for Further Service to Human Culture ... 1357*

**29: Reality ... 1361**

Chapter Preface ... 1361

Conceptual Preview ... 1362

The Reality of the Environment ... 1371

*The Approach to the Analysis of Reality ... 1371*

*Introduction to Reality ... 1381*

*The New Perspective on a Person's Environment ... 1389*

*Probing the New Concept of Environment ... 1403*

A Detailed Analysis of Environment ... 1417

*The Commonality and Disparity*  
*among Environmental Constructs ... 1417*

*A Detailed Probe of the Abstraction*  
*Known as "Environmental Reality" ... 1433*

*Robotic Self-Acceptance: Our Lives in Our*  
*Respective Intrinsically Constructed Worlds ... 1436*

*Robotic Community ... 1444*

*Robots and Their Constructed Environments ... 1446*

*The Experimentally Slowed Establishment*  
*of Some Environmental Reality ... 1449*

*Logically-Bolstered Sensory-Deficient*  
*Environmental Constructs ... 1453*

*Getting a Better Grip on Robotic Isolation ... 1454*

*The Fallacy of Ontic Status: A More Detailed Analysis ... 1458*

*An Interpretive Reordering of Natural Sequences*  
*Resulting in Virtual Environments for Organic Robots ... 1463*

*Confirming the "Environmental Reality"*  
*of Things that Lack Status as Existent ... 1465*

*A Robotic Interpretation of Confidence*  
*in an Environmental Element ... 1470*

*Does Agreement that a Tree Exists Bestow an Ontic Status*  
*that Transcends the Neural Behaving in Each Party? ... 1475*

*Two Futile Attempts to Escape our Robotic Entrapment ... 1476*  
Appeals to logic. ... 1476

Appeals to social phenomena. ... 1476

*The Philosophical Landscape of This Chapter ... 1478*

*Robots Creating their Environments:*  
*A More Detailed Consideration ... 1479*

*Confronting Our Own Robotic Isolation ... 1485*

*How Best to Think of Ourselves in Context ... 1489*

A Status Review after the Carry of this Analysis ... 1490

*Comparing Accounts and Reports from the*  
*Robotic and Environmental Perspectives ... 1490*

*The Behavior of Sensing and the Concept of Environment ... 1495*

*What is Evidence of What Has Occurred? ... 1506*  
*What Can Survive the Redefinition of its Own Reality? ... 1508*  
*Robotic Society ... 1517*  
*Spontaneity ... 1519*  
*The Logical Support of an Environmental Construct ... 1521*  
*The Significance of the Emergence of Consciousness ... 1521*  
*The Worth of Reality Studies ... 1522*

**30: Intellectual Evolution: Biological and Cultural ... 1525**  
**The Biological and Cultural Progress of the Human Species ... 1525**  
*Behaving Humanely ... 1538*  
*A Technological Circumvention of an Especially*  
*Troublesome Artifact of Our Biological Structure ... 1544*  
    Death avoidance. ... 1544  
    Alternative approaches in robotic design. ... 1547  
    Robots with “feelings.” ... 1551  
    Fuel. ... 1551  
    Reproduction. ... 1551  
    Preinstalled experience. ... 1552  
    Discriminative behavior. ... 1553  
    The essence of sociality. ... 1553  
    Quality of life. ... 1554  
    The implications of certain comparisons. ... 1555  
    Planned diversity. ... 1556  
    The survival imperative. ... 1558  
    Humor. ... 1558  
    Commonality versus individuality. ... 1558  
    Getting used to our robotic progeny. ... 1559  
    Robotic resurrection. ... 1560  
    Nice robots (from our perspective and theirs). ... 1561  
    Some implications of an inequitable coexistence. ... 1561  
*Conversion of Perspective by a Natural Science ... 1563*  
*Intellectuality as the Prime Quality of*  
*Humans, and its Cultural Retardation ... 1564 ☪*

**A Selected & Occasionally Annotated Bibliography ... 1573**

**I Index ... 1581 ☪**