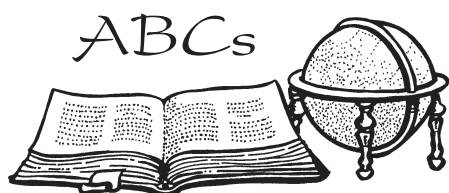
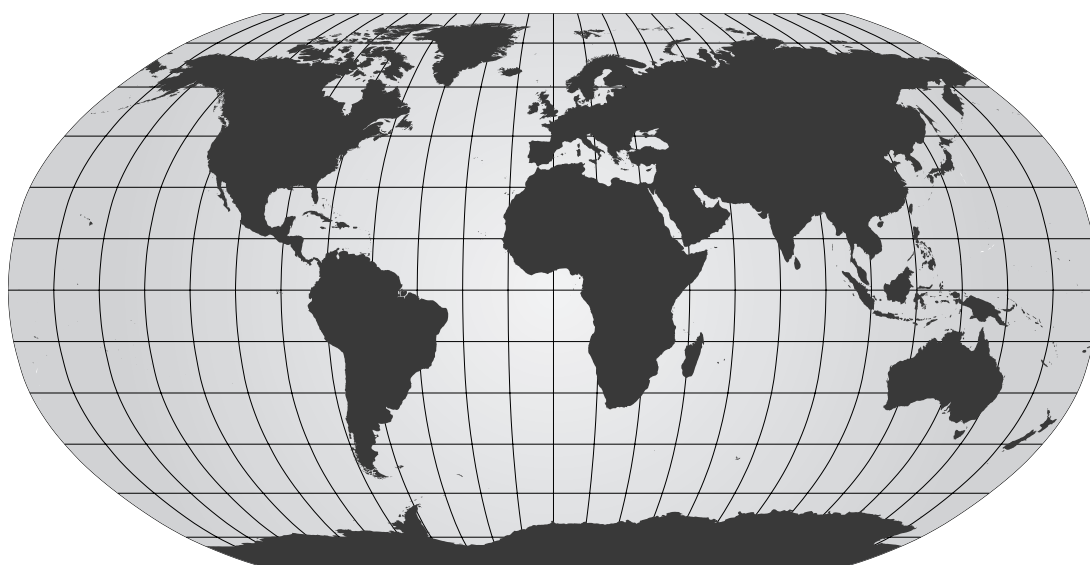


# Study Questions for *Running Out of Time— Introducing Behaviorology to Help Solve Global Problems*



**Stephen F. Ledoux**

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# Study Questions for *Running Out of Time—Introducing Behaviorology to Help Solve Global Problems*

**Stephen F. Ledoux, Ph.D.**

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# To the Student and Teacher

## About the Book

Using ordinary examples of everyday human behaviors, the *Running Out of Time...* book conditions—in a friendly, conversational manner—a basic knowledge and skill repertoire in behaviorology. The cover of this 600–page, 24–chapter book points out that “Behaviorology is the natural science of WHY human behavior happens, a natural science to help build a sustainable society in a timely manner.” The book is written for anyone concerned about environmental issues and human survival, particularly other natural scientists and engineers working in this area.

After the first chapter provides an historical overview, the remaining 23 chapters address the principles, methods, concepts, and practices of behaviorology, along with some scientific answers to some long–standing human questions (e.g., questions about values, rights, ethics, morals, language, consciousness, personhood, life, death, and reality) while continually pointing to interconnections with solutions to global problems. The book also contains an extensive glossary, bibliography, and index. It is not about any kind of psychology.

The study questions in this study question book have been prepared to help expand the behavior repertoire of student readers with respect to the knowledge and the skills that the *Running Out of Time...* book provides.

## About the Study Questions

These study questions are designed to increase the reader’s benefit from interacting with the book by prompting and guiding the reader’s knowledge and skill repertoire expansion. The study questions focus the reader’s attention on many of the particular points that surround different topics which arise in the course of each chapter. And they bring to the reader’s attention various general themes and trends that run through particular chapters as well as through the whole book.

The study questions are of several kinds. Some are simply factual. Others require abstract and associative thinking. Still others necessitate critical thinking. Some may have different parts for undergraduate and graduate students. A few may require—rather than expect—oral answer preparation. The answers to the vast majority of the study questions are easily found directly in the text, and pretty much fit in the space provided with each question (unless you have very large or very small handwriting). While readers are encouraged to answer the questions “in their own words,” which improves repertoire expansion (i.e., “retention”) not all questions require answers in that mode. Still, *for the best results, each and every answer should be paraphrased in the reader’s own words and written out as a complete sentence that incorporates the question.* This kind of interactive effort enables readers to repeat and use this knowledge in the future when they need it. For the best results, read each chapter completely *before* trying to answer its questions. Also, *virtually all study questions are presented sequentially; they do not skip around*

in the material that they cover. However, occasionally, the reader may have to read part of a question *in the context of the answer to the previous question*. (Making sure that some part of the book gets read was never the primary purpose for including any particular study question.)

## About the Book / Study Questions Combination

The book and study questions work together to achieve beneficial pedagogical aims. Professors may manage this book of study questions in many different ways. The entire collection may be assigned to students with instructions that they answer every question. This is the norm, especially at higher education levels. Another option involves several questions from each chapter being assigned, while the professor retains the remaining questions for later use as prompts for classroom discussions. Yet another option is to assign students to work in small groups, each of which answers a subset of the questions for each chapter. Many combinations of such options are also possible.

## About Using the Study Questions

Certain considerations about using the study questions are pertinent. The phrasing sometimes used in one or another study question may seem odd or unusual. *This is usually because the phrasing mimics the phrasing used at or near the location of the answer in the book*; this makes it easier for the student to recognize the answer location while reading the material. Also, the answers to a few questions may *not* be in the book; these answers are in the student's general knowledge or perhaps their dictionaries, or an encyclopedia, or in other works (such as those professional journals or books referenced in the book's references or bibliography) or in certain *appropriately peer-reviewed* electronic resources. And occasionally the answer is in the sometimes extensive content of the current study question, especially when the question notes, "Repeat from above." In addition, while reading the book and answering the study questions, you should also always be thinking about, verbalizing, and clarifying your own examples, which are all around you in space and time; you grasp the material far better, far longer, through practices like this.

**Each numbered study question covers a different subsequent paragraph**, with some study questions containing a series of questions [e.g., (a) ..., (b) ..., (c) ..., and so on] because the paragraph is long and holds many points of note. Also, many of the study questions contain page and paragraph references back to the book; on any page, the first indent starts "paragraph 1." These references best fit the first print run of the 2014 edition of the *Running Out of Time...* book.

Most professors assigning study questions like these maintain typical procedures regarding their use: (a) Students should write out the answers to the study questions—in their own words if possible—*by combining the questions and answers into full statements*. This enables students to study *just* their answers, as if these were notes, when reviewing for tests or other assessments of their knowledge; they need not refer to either the book or the study questions during

their review. (b) Students get tested *only* over the study questions that they are required to cover; hence, they should be able to study fully for any tests over the book by studying the answers to the assigned study questions. (c) A realistic assignment is for students to *complete* an average of 25 pages of the text each week (i.e., 15–35 pages) along with the study questions and answers for those pages; this should take less than the usual six hours outside of class that colleges typically expect from students in a three-credit, semester-long (15-week) course having three hours in class each week (typically calculated to earn the “average” student an “average” grade). (d) Students write out their study question answers, in their own longhand, right in the space provided with each question in their study question book. (Some teachers require that the study question book, with answers in it, be brought to class for discussion and checking.)

Several tests assessing the study questions in this book are in development for professors. These are short-answer tests. Most items are of the fill-in-the-blank type. Professors who adopt this study question book for their classes can obtain a copy of any such tests to reproduce for use by sending their name, affiliation, postal address, phone number, and format preference (hard copy or PDF) by email to the author (ledoux@canton.edu) from their campus address.

## **About the “Proof of Ownership”**

This book of study questions provides a “proof of ownership” form at the very end. It is for use at the very beginning.

To help assure each student’s ability to work on the study questions in a timely manner (by having her or his own copy rather than having to face the need or temptation to borrow or share), a “Proof of Ownership” sheet follows the last chapter’s study questions. Having each student fill out and turn in this form documents that each student owns his or her own copy of the study question book. The form can be filled out by the student, removed from the book, and given to the professor as per course requirements. Basically, the form assures the professor that each student can write her or his answers into a clean copy of the study questions book.

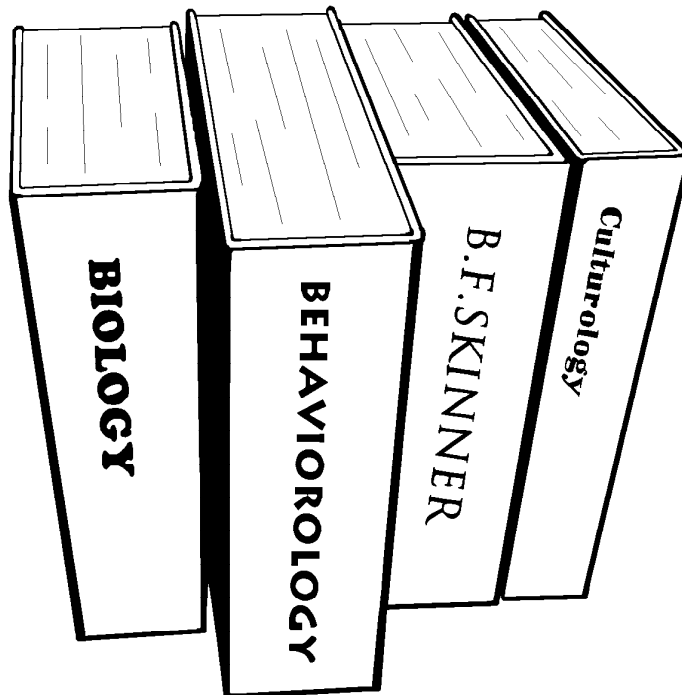
## **About the Study Questions Author**

As a Professor of Behaviorology, Stephen F. Ledoux, Ph.D., the author of the *Running Out of Time...* book and these study questions, taught for over 30 years at the State University of New York (SUNY) at Canton. He earned his B.A. and M.A. degrees at California State University at Sacramento in the early 1970s under Dr. Joseph Morrow. He began his contributions to education in 1972, teaching behavior science courses to high school sophomores and seniors. For four years (1975–1979) he taught in Australia (at the *University of Queensland*, and at the *Gippsland Institute of Advanced Education*). Also, he taught in the Peoples Republic of China at *Xi’an Jiaotong University* in 1979. Then, after completing his doctoral studies in 1982 at Western Michigan University, he went to SUNY–Canton where he has written

several books in addition to teaching. Also, in 1990–1991, he again taught in China, this time as part of a faculty exchange at the *Xi'an Foreign Languages University*.

Professor Ledoux (pronounced “la-do”) is also active in professional organizations. In the late 1980s he was the first elected president of The International Behaviorology Association which is a professional organization for behaviorologists. And in the late 1990s he was elected chair of the board of directors of *The International Behaviorology Institute* (TIBI) which is a non-profit behaviorology education and professional organization incorporated in New York State with the consent of the State Education Department. In 2001 he declined to continue in that position so that he would have time to serve as editor of *Behaviorology Today*, which became *Journal of Behaviorology* in 2013. (Behaviorology is the natural science discipline of naturalistic explanations of behavior; thus it should not be confused with psychology which is the discipline of fundamentally mystical—agential—explanations of behavior.)

Dr. Ledoux can be reached by email at [ledoux@canton.edu](mailto:ledoux@canton.edu). For more information, visit his faculty web page by selecting it under “CONTACT” at [www.behaviorology.org](http://www.behaviorology.org) which is the TIBI web site.♣





## Accumulated Improvements for *Running Out of Time—Introducing Behaviorology to Help Solve Global Problems*

The possible value of this book beginning to help solve human problems sooner trumped delaying its release until *no* typos remained (A virtual impossibility?). This list contains all of the changes made after the first print run (up to the point when this study questions book was printed). These changes include all the improvements made *for* the eBook edition, and *after* it for the second and subsequent print runs. **Improvements that involved substantive elaborations appear again at appropriate locations in the Study Questions book.** (Please alert the author to all real typos that you discover that are not herein corrected; if they get corrected for later print runs, you will receive \$1 for each one.)

If you have a copy of the *ROOT* book that has an “Improved Printing Number” line, on page iv, that ends in “1” or higher, then all these changes already appear in your book.

### ***Front matter (Roman numbered pages):***

Page iv, make two lines for ISBNs: ISBN 978–1–927744–02–4 (hard–cover edition)  
ISBN 978–1–927744–03–1 (e–book edition)

Page iv, “Improved Printing Number” line: *after 1 at line end, remove* [eBk or] 0

Page v, Chapter 1 title: *change* About *to* about

Page v, Chapter 11 title: *replace* plus *with* Plus

Page vi, Chapter 20 title: *change* is *to* Is

Page vi, Appendix title: *replace* first baby tender *with* First Baby Tender

Page ix, para 4, line 4: *replace* behaviorology *with* Behaviorology

Page xii, before ✂ at end of the last paragraph: *add* (For the e–book edition, and later printings, some changes or additions improved a handful of paragraphs across the chapters; to receive a list of the locations of these improvements, send me a request by email.)

Page xii, date at bottom: *change to* January 2014

Page xiii, Chapter 1 title: *replace* About *with* about

Page xiv, Chapter 2, line 12: *change* radical–behaviorism *to* radical behaviorism

Page xv, Chapter 3, line 9: *change* The Classification *to* Classification

Page xv, with 5 “behavior” entries from page 88 to page 95: *drop s from* behaviors

Page xv, Chapter 3, line 16: *change* **Functional classifications** *to* **Functional Classifications**

Page xvi, Chapter 5, line 14: *change* **Three–Term Contingencies** *to* **Three–Term Contingencies**

Page xviii, two lines above “Chapter 8”: *replace* Metacontingencies *with* Macrocontingencies

Page xx, above Chapter 11, *add*: **References ... 259**

Page xx, Chapter 11 title: *replace* plus *with* Plus

Page xx, Chapter 12 title: *replace* Rules *with* “Rules”

Page xxi, above PART II: *change* **References ... 301** *to* **References ... 302**

Page xxii, Chapter 14, line 7: *change The Backward Chaining to The Backward–Chaining*

Page xxii, Chapter 14, line 8: *change Some Backward Chaining to Some Backward–Chaining*

Page xxv, Chapter 20 title: *change is to Is*

Page xxvi, last page–469 entry: *replace vb with VB*

Page xxviii, line 4: *change perspective to perspectives*

Page xxviii, Chapter 24, line 9: *change 522 to 523*

Page xxviii, Appendix title: *replace first baby tender with First Baby Tender*

Page xxix, add at end of paragraph 1: ... In addition the present book follows the advice in these books about avoiding “widows” (which is the name for leaving less than two words on the last line of a paragraph) and “orphans” (which is the name either for leaving the first line of a paragraph alone at the bottom of a page, or for leaving the last line of a paragraph alone at the top of the next page). Also, since some confusing alternatives remain regarding the use of hyphens and dashes, this book would simply limit hyphens to separating the parts of words that a line end breaks (although this book never broke words at line ends) while “en dashes” most commonly separate the whole words of compound adjectives, and “em dashes” set off multiple–word—a compound adjective with an en dash—phrases or clauses. (Note that ebook formatting typically ignores most of these easy–reading characteristics.)

### ***Part I (Chapters 1–12):***

Page 1: make header invisible

Page 5, para 3, line 5: *replace natural science with natural–science*

Page 5, para 3, line 6: *replace behavior, but [the first word on the next page] with behavior;*

Page 6, para 0, line 1: *replace that with this*

Page 6, para 0, line 7: *replace that with this*

Page 8, para 0, line 9: *add , before which*

Page 12, para 4, line 2: *add , after physiology*

Page 16, para 3, lines 11 and 12: *replace robotics (see Fraley, 2008, Chapters 25 and 30). with sustainability and robotics.*

Page 17, para 3, line 3: *replace which with that*

Page 19, para 3: *before the . at the end, add (e.g., see Fraley, 2014)*

Page 28, para 3, line 9: *replace 2011 with 2012*

Page 33, para 2, line 2: *remove , after transitivity)*

Page 39, para 0, line 12: *add , after selection*

Page 41: *Before Fraley & Ledoux, 2002, add: Fraley, L. E. (2014). Behaviorological science and the complexity of unfathomable variation. Journal of Behaviorology, 17 (1), 13–18.*

Page 45, para 1, line 5: *replace and one or another dog can always be seen pulling with and I can always see one or another dog pulling*

Page 51, para 2, line 7: *replace shows with show*

Page 55, para 2, line 1: *replace a characteristic of nature with mysterious*

Page 63, para 1, line 10: *remove . after etc.)*

Page 65, para 4, line 1: *replace this with that*

Page 76, para 2, line 5: *replace natural science with natural–science*

Page 85, para 2, line 10: *replace cocktail party with cocktail–party*

Page 87, para, 2, first sentence should read: As an example of continuous responses occurring at the same time, you may be pushing your left foot down while simultaneously turning a wheel about 70 degrees counterclockwise, then returning it as you let up on your foot, all while also pulling back a little on the wheel—also with your left hand—while simultaneously turning your head back and forth, scanning your field of view, while your right hand simultaneously pushes in a small plunger by a couple of inches. ...

Page 91, para 3, last line: *from end of the line, remove the )*

Page 97, para 2, line 3: *replace which with that*

Page 106, para 3, line 1: *move ② to next line*

Page 124, para 3, line 8: *replace is with are*

Page 131, para 4, line 5: *replace math poor with math–poor*

Page 140, para 2, line 9: *replace provided by with of*

Page 144, in line 5 of the part of para 2 before the in–paragraph diagram: *remove , after specific)*

Page 144, in line 3 of the part of para 2 after the in–paragraph diagram: *move ② to next line*

Page 152, lines 4 and 7: *remove – from sub–categories making it subcategories*

Page 152, para 4, line 5: *remove s from end of coincidental–selector*

Page 168, last para, line 4: *replace which with that*

Page 169, para 2, line 2: *replace produced by the multiple–responses with that the multiple responses produced*

Page 188, para 3, line 9: *replace observer with observers*

Page 208, para 3, line 10: *replace emphasized with common*

Page 240, add at end of paragraph 2: ... By the way, today multiple–baseline research presents data in a stack of separate graphs, one for each behavior, rather than present all the data lines on a single graph as we did here for pedagogical reasons.

Page 241, third reference, line 1: *replace and equally with and other equally*

Page 241, fifth reference, line 2: *replace (2013) with (2012)*

Page 253, para 4, line 5: *replace fixed ratio with fixed–ratio*

Page 255, para 2, line 6: *remove the , before jaywalking*

Page 266, para 2, lines 20–22: *replace the long sentence that starts In such a case with these two sentences In such a case, you would likely benefit from getting the needed nutrients through appropriate supplements—to support health, not to cure disease (although much research misses this point)—without gaining excess weight. This would help maintain behavioral as well as physical health.*

Page 271, para 3, line 4: *replace it was not produced by the response it followed. with the response it followed did not produce it.*

Page 273, para 1, line 6: *(replace) Fixed–Time (and) Fixed–Time (with) fixed–time (and) fixed–time*

Page 273, para 1, line 8: *replace Fixed Interval with fixed–interval*

Page 298, para 1, line 9: *replace the with another*

***Part II (Chapters 13–24) & rear matter:***

Page 338, para 2, line 6: *replace one–hundred with one hundred*

Page 339, para 4, line 13: *replace contingencies arranged this way with contingency arrangements like this*

Page 343, para 2, line 6: *remove , after case*

Page 344, para 3, line 6: *replace Contingencies arranged this way with Contingency arrangements like this*

Page 344, para 4, line 5: *move the ) from after it to after along*

Page 348, para 1, line 3: *replace These are with These, and variable–time schedules, are*

Page 349, para 4, line 5: *remove the second the*

Page 349, para 4, line 7: *add then after and*

Page 350, para 1, line 2: *replace under control with under the control*

Page 350, para 7, last line: *replace schedule building with schedule–building*

Page 351, para 4, line 5: *replace set with sets*

Page 367, para 2, lines 5–6: *replace ...to occur, and even more unlikely to be accurate. with ... to be helpful at this time, even if it is accurate.*

Page 372, para 3, line 8: *replace shows with show*

Page 375, para 2, lines 11–16: *replace sentence beginning ... Indeed, with this sentence ... Indeed, we are not exceeding the data when we acknowledge that avoiding another multi–thousand–year, mystically overrun dark age, and possibly insuring humanity’s very survival, depend on taking the realities of behaviorological science and interventions into account when designing physical, chemical, and biological solutions to global problems.*

Page 384, para 1, line 6: *replace ...bud. Perhaps... with ...bud. We need more research regarding these possibilities, as part of the self–correcting nature of science. Perhaps...*

Page 386, para 4, line 3: *replace Morrow–study with Morrow–Study*

Page 387, para 4, line 2: *after fragile variable. insert Clients say:*

Page 393, extend the rule line above “VARIABLES” to the margin

Page 404, para 4, line 6: *after stimulus b insert close quote ”*

Page 404, para 5 (most of which is on page 405) has some quotation marks in the wrong places: *replace the paragraph with Let’s repeat those same shorthand–reading possibilities but this time let’s use our cup–stimuli example. (a) “Given the printed word *cup*, the cup graphic evokes the reinforcer–producing response” (e.g., of touching the graphic on the screen). Or (b) “given the function–altering printed word *cup*, the response that the cup graphic evokes produces reinforcement.” Or (c) “given the sample printed–word *cup* stimulus, the response that the comparison cup–graphic stimulus evokes produces reinforcement.” And finally (d) “the printed word *cup* is functionally equivalent (**R**) to the cup graphic” (regardless of whether conditioning has occurred directly or indirectly).*

Page 413, quote at bottom, line 6: *reduce 2009 from 12–point size to 11–point size*

Page 416, third reference, end of line 4: *replace () with (2004)*

Page 417, para 4, line 1: *replace 1,600 with 1600*

Page 432, para 0, lines 1–4: *replace sentences beginning ... As a result... with As a result many people end up punishing, as immoral, behaviors that actually are ethical. For example many people currently punish, as immoral, behaviors related to humanely, ethically trying to decrease the human population to more sustainable levels.*

Page 433, para 2, lines 5–6: *replace reinforcers, which function due to genetically produced neural structures, as inherently valuable due to their role in species and individual survival. with reinforcers which, in their role in species and individual survival, function, due to genetically produced neural structures, as inherently valuable.*

Page 434, para 2, third line from end: *replace cultural with culture*

Page 435, between paragraphs 1 and 2, add this paragraph: Until a hundred or so years ago, procreative sex was actually a stable support of our species survival, but today, *under changed contingencies*, our most common and age-old cultural institutions still stridently strive to induce problematic feelings of guilt, shame, or sin over any other forms of sexual activity. Yet procreative sex now works against our survival by leading to ever higher population levels. Can contingencies change us to increase support for the long and respected history of family planning, and even improve on it by allowing, even encouraging—and without religious persecution or secular prosecution—widespread use of birth-control technologies and treatments and, again, various forms of sex including those between consenting adults, such as forms between same gender or opposite gender couples that do not produce babies? If we fail to reduce population levels *humanely*, then disasters, like those induced by global warming, will reduce our population *inhumanely*!

Page 435, para 2, line 5: *insert naturally occurring so reads a question of naturally occurring ongoing cultural conditioning.*

Page 450, para 2, line 11: *replace (e.g., vocal or visual) with (e.g., auditory or visual)*

Page 455, para 2, line 3: *change formality to formal*

Page 457, para 5, line 3: *fix ehcoic to echoic [italic in original]*

Page 459, para 0, line 1: *replace English, with English or ASL,*

Page 459, para 2, line 4: *replace subtype. By with subtype. (Digiting?) By*

Page 459, para 5, line 5: *replace These stimuli evoke with Something produces*

Page 464, para 2, line 1: *change **Intrverbal** to **Intraverbal***

Page 465, para 1, line 6: *before the . add (e.g., several times the child repeats “Billy went home”)*

Page 467, para 1, lines 5–10: *replace from Immersion... to end of paragraph with Immersion programs, in a country where everyone speaks the language that students are studying, can also help, and are most effective when well prepared students have an immediate community that provides non-coercive corrections (i.e., verbal-behavior analysis informs the language training programs). Yet so many opportunities exist closer to home that can also provide quality experiences, as we have described.*

Page 469, para 4, line 2: *replace include with includes*

Page 489, para 1, line 5: *replace and get with nor got*

Page 500, para 2, line 3: *adjust spacing so that (a) moves to next line*

Page 512, para 2, line 12: *replace reflects with reflect*

Page 518, para 2, line 7: *change first of to or*

Page 527, lines 5–7: *remove parenthetical sentence that states (For additional related considerations, I encourage you to take a quick look again at the last section of Chapter 1.)*

Page 528, to end of para 1, *add these two sentences*: After all, whenever contingencies have compelled behaviorologists to address particular past problems, successful interventions have followed. Problems, whose solutions need broader teams of behaviorologists and other natural scientists, should similarly see successes.

Page 528, first reference: *insert . after (1962)*

Page 543, para 0, lines 12: *replace fixed ratio with fixed–ratio*

Page 543, para 0, lines 13: *replace variable ratio with variable–ratio*

Page 543, para 0, lines 15: *replace fixed interval with fixed–interval*

Page 543, para 0, lines 17: *replace variable interval with variable–interval*

Page 547, in 5 bibliography entries: *Change Fraley's initials from L.E. to L. E.*

Page 550: *Before Ledoux & Cheney, 1987, add: Ledoux, S. F. (2014). An interview on behaviorology supporting a sustainable society. Journal of Behaviorology, 17 (1), 3–12.*

Page 556, 2nd entry under “C”: *change Cautella to Cautela*

Page 561, adjust these two index entries to read:

methodology, multiple–baseline design 54–56, 207–210, 227–240

methodology, single–subject design 54–56, 206–210, 219–240

Page 565, *after the social science index entry, add this index entry*: Souder, W. 524

Page 567: *add same frame around photo that all previous photos have around them*

Page 569: *add same frame around photo that all previous photos have around them*

***Date of most recent improvements: 2014 July 13 †***

**STUDY QUESTIONS actually *START HERE*:*****Questions on this Study–Question Book’s  
Front Matter*****(pp. v–viii)**

SQsFM–1. Readers who skip reading the front matter of this study–question book remain unfamiliar with how the study questions work and so experience unneeded difficulties. To reduce such problems, these first study questions focus the reader on the most crucial points in the “To the Student and Teacher” part of the front matter (pages v through viii of this study–question book). Note that if a question has multiple parts [e.g., (a) and (b)] then include the identifying letters in you answer. *Start reading from the top of page v*: Being presented sequentially, study questions do not what?

SQsFM–2. Why will you find that the phrasing of one or another [actually, *many*] study question seems odd or unusual?

SQsFM–3. While paragraphs after a centered heading lack an indent, all other paragraphs begin with an indented line. So, how do you count paragraphs on a page?

SQsFM–4. If you combine the question and answer into a full statement for your [hand written] response then, when you study / review the material [to get it off the page and into your head (i.e., into your repertoire)], you need not refer to either what or what?

SQsFM–5. (a) Students should expect to cover how much each week [with the book serving as the text for a two–semester, two–course undergraduate sequence]? (b) This should take how long? ☺☺