



TIBI News Time

The International Behaviorology Institute

Behaviorology

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Editorial: TNT-2 News

This issue contains few news items. However, the main item is of some significance: The Institute has now completed a full eight months of a calendar fiscal year. This was a basic requirement for applying to the IRS for "501 (c) (3)" status as a not-for-profit corporation. That application is now pending with the IRS and the outcome will be reported in a future *TNT*. The Treasurer's report at the end of this issue reflects the fiscal data reported to the IRS. Upon receiving 501 (c) (3) status, all previous and future contributions to TIBI (or TIBIA) will be tax deductible to the extent provided by law.

The other news item regards TIBI/TIBIA meetings. For a while, these meetings will occur during the conventions of other behaviorological science organizations with whom there is a substantial membership overlap, such as ISB and ABA, and at which officers are present to conduct the meetings. Our meetings are not likely to be on the official programs at these conventions, but they will be official for us.

Of course, members of those organizations who are not members of TIBIA will be welcome to sit in and contribute at our meetings. They may even find the contents interesting! For example, if this writer is able to attend the ISB convention in Sacramento next March, part of a TIBIA meeting will involve a demonstration of the status of a computer program currently under development that turns a Macintosh into a human multiple operant manipulanda and cumulative record data collection/display station.

In addition to the Treasurer's report and the usual informational materials (membership criteria and costs, application form, purposes, and information on *TNT* and TIBI, and how to contact them), this issue also contains two articles. The first is a perspective article by a new member, Norm Somach. It was occasioned by inquiries about the interesting information on his membership form. The second is an article on disciplinary development and the future. It was occasioned by the need to

generate some verbal behavior updating some of the literature review for an older paper being published in Japan. It also reflects the outcome of some extensive discussions with the Institute's visiting-scholar student, Ma Wen, on possible behavior-science implications of some differences between the culture-related philosophical views in Western and non-Western countries. A more extensive version of this article appears as a new "Afterword" in the *Origins and Components of Behaviorology* book (referenced in the article). ☺



A Member's Perspective

Norman Somach

*M*y interest in behaviorology derives from interrupted grad studies at Columbia in the mid '50s. I had courses with Woodworth, Keller, Schoenfeld, and other memorable folk. BFS occasionally dropped in on Keller's class and more or less took over. I was deeply impressed by the parallel views in Skinner and Darwin.

I had some friends who were active, for a time, in the Programmed Instruction movement, in the early '60s; and, I attended an APA convention in Chicago, at that time. I remember lively hallway discussions involving BFS and followers concerning the practical use of their ideas. All things seemed possible.

Over time, I mostly lost touch with these matters. I was in business in Allentown, PA. I kept up with several of Skinner's books, though, and I found British "Ordinary Language" philosophy, and Wittgenstein, interesting because of their functional views which seemed related to Skinner's. Sometime in the '70s, I think, BFS spoke at Muhlenberg College—a block from my home. I chatted with him about those similarities, and he told me that Willard Day had done a paper on just that. I got hold of it.

Now, in those early '60s, I had heard about the stir and challenge created by Chomsky, but I didn't appreciate that a cognitive ascendancy was taking place. Only with the time afforded by retirement, and my move to San Diego—where the University (UCSD) is a cognitive hotbed—have I been able to read and catch up with things. Now, a bit familiar with the literature and organizations, I'll be an interested observer, lending some small support and trying to keep some intellectual operants active. ☺

A Summary of Progress in Disciplinary Development

Stephen F. Ledoux

Significant academic and administrative activities of behaviorological scientists have continued to develop in the behaviorology movement and discipline. These have ranged from the expansion of the behavior analysis program at the University of North Texas (UNT), through the founding and undertakings of The International Behaviorology Institute (TIBI), to the ongoing publication of articles elaborating a consistent behaviorological perspective on topics of social and disciplinary relevance. Each of these areas will receive attention in turn, along with some comments about the future.

The behavior analysis program at UNT is significant not only because it has expanded to departmental status but also because that expansion has occurred independent of UNT's psychology department. The significance lies in the fact that in the programs of UNT's Department of Behavior Analysis (whose programs, and thus department, were named prior to the current usage of the term behaviorology), students study the natural science of behavior for its own sake and learn to disallow—with all

other natural sciences—the inclusion of non-natural events in scientific explanatory accounts; in contrast, in UNT's Psychology Department, students study the social science of behavior which allows—even requires (see Fraley, 1997; Fraley, in press-a)—non-natural events in explanatory accounts. This is a major breakthrough in efforts to secure the future of behaviorological science, and UNT, its Behavior Analysis Department, and all the faculty, administrators, staff, and students involved need and deserve—as do those involved in any other programmatic breakthroughs—the fullest, most open, and continuous support of all behavior analysts and behaviorologists (i.e., behaviorological scientists and practitioners worldwide).

The founding and undertakings of TIBI derive from a combination of circumstances. These are fully described in the first issue of TIBI's newsletter, *TIBI News Time* (see TIBI, 1998; copies available through this author or from TIBI). The two papers on behaviorology and China (Ledoux, 1997b, and Latham, 1997) provide part of the background, and three other papers provide the rest. These three are “Possible geographically based behaviorology associations” (Ledoux, 1998a), “Advancing an independent discipline on all fronts” (Fraley, 1998a), and “Supporting both our science and the other components of our discipline” (Ledoux, 1998b). TIBI's two-fold purpose involves (a) providing training in behaviorology, certificates for completed training, and support during training, especially for those such as scholars from other countries (e.g., China) who cannot afford either tuition or living costs while studying behaviorology in the USA, and (b) providing a disciplinary association (the TIBI Association [TIBIA]) in which behaviorological scientists and practitioners worldwide can organize themselves for activities that advance all components of their independent natural science discipline, especially components such as those indicated by coverage in the continuing disciplinary literature.

In other disciplinary-literature developments in behaviorology, a wide range of topics in several disciplinary components continues to be addressed through both textbooks and articles. These behaviorology disciplinary components include experimental, conceptual, applied (especially concerns in education), and disciplinary development components. Each will receive attention.

A sampling of recent textbooks would include *General Behaviorology* (Fraley, 1998b) and *First Course in Applied Behavior Analysis* (Chance, 1998). It would also include *Behavioral Intervention for Young Children with Autism* (Maurice, 1996).

A sampling of recent literature from the experimental component would include research on the effectiveness of on-line and real-time application of behaviorological education practices like precision teach-

ing to life-style management (Feeney, 1997). It would also include research on the effect of multiple selectors in the control of simultaneously emittable responses (Ledoux, 1997c). The former should prove fruitful in the expansion of delivery systems for behaviorological applications while the latter may prove fruitful in helping to investigate complex human behavior.

A sampling of recent literature from the conceptual component would include consideration of the challenges to determinism in modern science (Fraley, 1994a) and consideration of improved terminology for our science (Ledoux, 1997d). It would also include consideration of issues in verbal behavior analysis (e.g., Fraley, 1996) and consideration of our natural science and its place in society through a unique and non-technical novel, *The Millennium Man* (Wyatt, 1997; also, see Ledoux, 1998c, for a review).

A sampling of recent literature from the applied component would include an analysis of correctional systems (Fraley, 1994b; Fraley, 1994c) and an analysis of child rearing practices (Latham, 1994). It would also include a four-part analysis of thanatology (Fraley, 1998c; Fraley 1998d; Fraley, in press-b; and Fraley, manuscript-a), and a non-technical analysis of autism and its behavioral interventions (Maurice, 1994).



A sampling of recent literature from the disciplinary development component would include reflection on the adverse implications of economically driven policies for university teaching (Fraley, manuscript–b) and reflection on disciplinary curricular contents (Ledoux, 1997e; this article was the initial basis for the TIBI curricula). It would also include reflection on an appropriate academic home for our natural science discipline (Fraley, 1997; Fraley, in press–a), reflection on philosophical differences (Fraley, in press–c), and reflection on the origins of the behaviorology movement and discipline (Ledoux, 1997f; this is a book that contains, among others, ten of the papers referenced in this article).

And so much more is available—in and through the disciplinary efforts and publications of the Association for Behavior Analysis, the Cambridge Center for Behavioral Studies, the International Society for Behaviorology, and TIBI—for example in the area of education concerns. A sampling for this area would include concerns over academic child abuse (Englemann, 1992) and concerns over the ignoring of Project Follow Through data (Watkins, 1997).

More About the Future

Progress continues to appear and develop in several other areas. These include (a) new courses and curricula offerings at other institutions of higher learning, (b) initial TIBIA membership patterns, (c) the recognition of disciplinary status for behaviorology in non–Western countries, and (d) the continuing concern with the status of the name “behavior analysis.” Each of these will receive coverage in turn.

The actual number and locations of courses and curricula covering behaviorological content is difficult to track. Local additions, however, are another story. Thus, prevailing contingencies in 1998 enabled the initiation of behaviorology courses at the State University of New York in Canton. The first course, available in both the spring and fall terms of that year, was “Behaviorology 101: Introduction to Behaviorology I” (Ledoux, 1997e). While clearly proposed and accepted as a behaviorology course, a course introducing the natural science of behavior/environment relations, the course officially appeared under the title “Introduction to the Science and Technology of Behavior” with, for administrative convenience, a social science prefix and number.

Perhaps in the initial pattern of TIBIA memberships one can also sense the directions that prevailing contingencies favor. After the four founders, the next four members to join TIBIA, at any membership level, included three professionals from China (two temporarily residing in the USA and one in Xi’an, China), and one professional from Canada.

What other impact might the rest of the world have on the future of natural science regarding behavior? Consider that over the next century (or two?) Western physiological psychologists who prefer the natural science approach of physiology may finally purge their discipline (or their part of the psychology discipline) of the unnecessary and unhelpful acceptance of non–natural entities/events from psychological explanatory accounts. (However, doing so will require their separation from psychology unless new contingencies promote the most fundamental change in the psychology discipline’s mystical foundation itself—see Fraley, 1997; also see Fraley, in press–a, and see pp. 128–129 of Fraley & Ledoux, 1997.) Those professionals and behaviorological professionals may *then* desire—and be able to achieve—a useful combination of their two natural science disciplines, the former emphasizing mechanical causality and the latter emphasizing selection causality.

Part of the impetus for those events may come from the non–Western world. This is because the dichotomy between the social “science” of behavior (psychology—allowing non–natural events in explanatory accounts) and the natural science of behavior (behaviorology—disallowing non–natural events in explanatory accounts) may prove to have been a mainly Western (USA and Europe) phenomenon. Other countries (e.g., China) that lack the West’s thorough cultural grounding in dualism may more readily combine, in their behavior science discipline, both the natural science, mechanical–causality–emphasizing facts, research, and applications of physiological “psychology” and the natural science, selection–causality–emphasizing facts, research, and applications of behaviorology. If successful in both research and applications, such inclusiveness in the behavior science disciplines of non–Western countries could serve as a substantial prompt to a Western recombination purged of mysticism. (Given that each component is a comprehensive discipline, any such combination may seldom manifest in the repertoire of any individual professional because most individuals cannot afford the costs of acquiring more than one disciplinary repertoire.) In any event, these possibilities are probably several professional lifetimes away.

A consideration that likely is not so distant involves the status of the “behavior analysis” label. Even so, the directions that prevailing contingencies favor is unclear. I personally would welcome a day when that label stands free and clear of any claims or connotations other than as a potential name for a natural science of behavior informed by the philosophy of radical behaviorism (although I must admit to doubts that this could happen). Still, should that happen, behaviorological science professionals could then select whichever label works best; at that point I could be comfortable with either behavior

analysis or behaviorology. (See Ledoux, 1997g, for further discussion of related points about the future.)✻

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TNT-2 Treasurer's Report

TIBI Treasurer

This report covers TIBI's finances through 31 October 1998. It includes summaries of the income and expenses reported to the IRS.

INCOME:

US\$ 1,990.00	DUES
US\$ 2,400.00	DONATION (for room and board for a visiting scholar)
US\$ 82.00	OTHER DONATIONS
US\$ 195.00	STUDENT BOOK USE
US\$ 200.00	TUITION
US\$ 14.98	INTEREST (on fee-free interest bearing checking account)
US\$ 4,881.98	TOTAL

EXPENSES:

US\$ 1,000.00	LEGAL COSTS (for incorporation)
US\$ 100.00	DOMAIN NAME
US\$ 64.00	TRAINING BOOKS (copies of Holland & Skinner)
US\$ 159.94	SUPPLIES
US\$ 2,290.00	VISITING SCHOLAR SUPPORT COSTS
US\$ 150.00	IRS APPLICATION FEE
US\$ 554.60	FIRST TNT PRINTING (for 200 extra-long introductory copies for both members and nonmembers)
US\$ 193.62	FIRST TNT NEWSLETTER POSTAGE
US\$ 3.00	FAX FEE (to IRS)
US\$ 4,515.16	TOTAL

BALANCE IN ACCOUNT: \$366.82

The next report will cover through 31 December 1998. Subsequent reports will cover periods from the previous January 1 through the date of the report. ☺



TIBIA Membership Criteria and Costs

TIBIA has four categories of membership, of which two are non-voting and two are voting. The two non-voting categories are Student and Affiliate. The two voting categories are Associate and Advocate. All new members are admitted provisionally to TIBIA at the appropriate membership level. Advocates members consider each provisional member and then vote on whether to elect each provisional member to the full status of her or his membership level or to accept the provisional member at a different membership level.

Admission to TIBIA in the Student membership category is open to all persons who are undergraduate or graduate students who have not yet attained a doctoral level degree in behaviorology or in an acceptably appropriate area.

Admission to TIBIA in the Affiliate membership category shall remain open to all persons who wish to maintain contact with the organization, receive its publications, and go to its meetings, but who are not students and who have not attained any graduate degree in behaviorology or in an acceptably appropriate area. On the basis of having earned TIBI Certificates, Affiliate members may nominate themselves, or may be invited by the TIBI Board of Directors or Faculty, to apply for an Associate membership.

Admission to TIBIA in the Associate membership category shall remain open to all persons who are not students, who document a behaviorological repertoire at or above the masters level or who have attained at least a masters level degree in behaviorology or in an acceptably appropriate area, and who maintain the good record—typical of “early-career” professionals—of professional accomplishments of a behaviorological nature. On the basis either of documenting a behaviorological repertoire at the doctoral level or of completing a doctoral level degree in behaviorology or in an acceptably appropriate area, an Associate member may apply for membership as an Advocate.

Admission to TIBIA in the Advocate membership category shall remain open to all persons who are not students, who document a behaviorological repertoire at the doctoral level or who have attained a doctoral level degree in behaviorology or in an acceptably appropriate area, who maintain a good record of professional accomplishments of a behaviorological nature, and who demonstrate a significant history—typical of experienced professionals—of work supporting the integrity of the organized discipline of behaviorology including its organizational manifestations such as TIBI and TIBIA.

For all membership levels, prospective members need to complete the membership application form and pay the appropriate dues.

Establishing the annual dues structure for the different membership categories takes partially into account, by means of percentages of annual income, the differences in income levels and currency values among the world's various countries. Thus, the annual dues for each membership category are:

Other Category	Dues (in US dollars —\$20 minimum)
Board of Directors member	The lesser of 0.6% of annual income, or \$120.00
Faculty member	The lesser of 0.5% of annual income, or \$100.00

Membership Category	Dues (in US dollars —\$10 minimum)
Advocate member	The lesser of 0.4% of annual income, or \$80.00
Associate member	The lesser of 0.3% of annual income, or \$60.00
Affiliate member	The lesser of 0.2% of annual income, or \$40.00
Student member	The lesser of 0.1% of annual income, or \$20.00

TIBIA MEMBERSHIP APPLICATION FORM

(SEE THE NEXT PAGE FOR THE TIBI / TIBIA PURPOSES.)

Copy and complete this form (please type or print) then send it with your check (made payable to TIBIA) to:

Dr. Stephen Ledoux
 TIBIA Treasurer
 SUNY-CTC
 Cornell Drive
 Canton NY 13617 USA

Name: _____

Office Address: _____

Office Phone #: _____

FAX #: _____

E-mail: _____

Degree/Institution*: _____

Member Category: _____

Amount enclosed: us\$ _____

Home Address: _____

Home Phone #: _____

CHECK PREFERRED MAILING ADDRESS:
 Office: Home:

Sign & Date: _____

*I verify that the above person is enrolled as a student at: _____

Name & Signature of Advisor or Dept. Chair: _____

TIBI / TIBIA Purposes*

TIBI, as a non profit educational corporation, is dedicated to many concerns. TIBI is dedicated to teaching behaviorology, especially to those who do not have university behaviorology departments or programs available to them; TIBI is a professional organization also dedicated to expanding the behaviorological literature at least through the *TIBI News Time* newsletter and the *Behaviorology and Radical Behaviorism* journal;** TIBI is a professional organization also dedicated to organizing behaviorological scientists and practitioners into an association (The International Behaviorology Institute Association—TIBIA) so they can engage in coordinated activities that carry out their shared purposes. These activities include (a) encouraging and assisting members to host visiting scholars who are studying behaviorology; (b) enabling TIBI faculty to arrange or provide training for behaviorology students; and (c) providing TIBI certificates to students who successfully complete specified behaviorology curriculum requirements; and TIBI is a professional organization dedicated to representing and developing the philosophical, conceptual, analytical, experimental, and technological components of the discipline of behaviorology, the comprehensive natural science discipline of the functional relations between behavior and independent variables including determinants from the environment, both socio-cultural and physical, as well as determinants from the biological history of the species. Therefore, recognizing that behaviorology's principles and contributions are generally relevant to all cultures and species, the purposes of TIBI are:

- A. to foster the philosophy of science known as radical behaviorism;
- B. to nurture experimental and applied research analyzing the effects of physical, biological, behavioral, and cultural variables on the behavior of organisms, with selection by consequences being an important causal mode relating these variables at the different levels of organization in the life sciences;
- C. to extend technological application of behaviorological research results to areas of human concern;
- D. to interpret, consistent with scientific foundations, complex behavioral relations;

- E. to support methodologies relevant to the scientific analysis, interpretation, and change of both behavior and its relations with other events;
- F. to sustain scientific study in diverse specialized areas of behaviorological phenomena;
- G. to integrate the concepts, data, and technologies of the discipline's various sub-fields;
- H. to develop a verbal community of behaviorologists;
- I. to assist programs and departments of behaviorology to teach the philosophical foundations, scientific analyses and methodologies, and technological extensions of the discipline;
- J. to promote a scientific "Behavior Literacy" graduation requirement of appropriate content and depth at all levels of educational institutions from kindergarten through university;
- K. to encourage the full use of behaviorology as the essential scientific foundation for behavior related work within all fields of human affairs;
- L. to cooperate on mutually important concerns with other humanistic and scientific disciplines and technological fields where their members pursue interests overlapping those of behaviorologists; and
- M. to communicate to the general public the importance of the behaviorological perspective for the development, well-being, and survival of humankind.☺

TNT Information

TIBI News Time (TNT), the newsletter of The International Behaviorology Institute, a non-profit educational corporation, is published in the spring and fall each year.

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 E-mail (in future, thru): www.behaviorology.org

The TNT newsletter editor is Stephen F. Ledoux.

To submit items for publication, contact the editor. Send items on a 3.5 inch Mac-formatted disk, in a program that can be placed in PageMaker 5.0, with a hard copy, to the editor at:
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 Canton NY 13617-1096 • USA
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 E-mail: ledoux@scanva.canton.edu

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*This statement of the TIBI / TIBIA purposes has been adopted from the TIBI By-laws.

**This journal (BARB) is under development at this time and will appear only when its implementation can be fully and properly supported.—Ed.