

About Using “H & S” (Holland & Skinner): The Analysis of Behavior

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The book, *The Analysis of Behavior* (Holland & Skinner, 1961) is not a typical book. Rather, it is a program of instruction in book form. Originally written for an early teaching machine—predating computers—this program is a successful applied example of the natural science that it teaches. To ensure its effectiveness, the authors thoroughly researched and tested the program prior to publication. Evidence for this effectiveness can be seen in the continuing demand for the book by professors which kept it in print for over 40 years. That demand occurs because, through the process of completing the book, students gain an extensive repertoire in the fundamentals of the natural science of behavior. Indeed, this book’s success was an important factor leading to an extensive movement in programmed instruction in many disciplines and in many geographical areas worldwide. (That movement is now limited to those who are willing to do *all* the work needed not only to write a program but also to research and validate the program’s effectiveness prior to publication, such as is the case with some of today’s effective computer instructional programs.)

Although the book is out of print, various used versions exist. To understand more about why this book is effective, and how to use it, read both the “To the Instructor” and “To the Student” sections (which start on pages v and vii respectively). This book covers fundamental laws of behavior that have not changed, although some of the terminology has evolved. (To bring students up to date on developments since its publication, today’s professors combine its use with other resources.)

Several of the science terms that the book originally used have become somewhat out of date. To get the most out of the book, you will want to make, before beginning to study it, all the terminology—update corrections to your copy that you will find in the paper by Mike Shuler and Stephen Ledoux (Shuler & Ledoux, 2017), which follows this “About Using H & S...” paper.

In the time since publication in 1961, some significant disciplinary changes have taken place. As a result, the references to “psychology...the analysis of behavior,” in the “To the Instructor” and “To the Student” sections, have become inaccurate. For these references imply—perhaps adequately then but inadequately now—that the analysis of behavior is, or is part of, psychology. Today, neither of these is the case. The problem stems from the book’s being published near the end of what can now be seen as a period of 30 to 40 years in which psychology and

“the analysis of behavior” shared, under the psychology label, their academic departments and history. That is, psychology (which is the *social* science of behavior, because it allows non-natural events in explanations of behavior) and what was called “behavior analysis” and now called “behaviorology” (which is the *natural* science of behavior, because it *disallows* non-natural events in explanations of behavior) shared their history from the 1930s through the 1960s. However, the incommensurable differences between psychology and behaviorology have gradually led since then to recognition of their separate disciplinary statuses (See Ledoux, 2014, 2017).

Of course, what this book reports did arise during the shared history, and so in a sense is a part of the history of both disciplines. What is needed is this update: Many advances and developments in the natural science of behavior (i.e., what the book’s authors call “The Analysis of Behavior”) have occurred since publication in 1961, and these advances have been (a) little reported in psychology (and so cannot be reasonably seen as ongoing advances in that social science), and (b) fully reported in behavior analysis/behaviorology (and so *are* to be reasonably seen as ongoing advances in this natural science). Thus, the continuity between this book and subsequent advances resides with the developments in behavior analysis/behaviorology. (See Ledoux, 2015a, for further details about the shared history. See Fraley & Ledoux, 2015, for extensive details on disciplinary differences and developments.)

Details about “How to Use” H&S

The details provided here presume that the “To the Student” section has already been read. Using the book according to that section *and these notes and procedures* will increase the efficiency with which a student’s repertoire is effectively expanded. The student is unlikely to need repeating part of the book if she or he follows these procedures. He or she will “get it all right” the first time. Here are detailed “how to use” procedures:

✂ Be clear on the difference between *Parts* and *Sets*. The book has 14 Parts, and each Part contains two or more Sets. There are 53 Sets altogether. The Parts are numbered with Roman numerals (I, II, ... XIV) while the Sets are numbered with Arabic numerals (1, 2, ... 53). The distinction is important because, while some professors test on each and every *Set*, other professors cover one or more *Parts* in each test. At the end of every

three or four Parts, the authors included a “Review Set.” A typical practice is to test students, after each Review Set, over all the Parts reviewed by that Set. Still, a professor might want to test students after Part I—say, to make sure they were following procedures and “getting it.” If you are not clear on the difference between *Parts* and *Sets*, and so only cover Set 1 (i.e., pages 1–8), rather than Part I (i.e., Sets 1 through 6, which covers pages 1–40), you will be woefully unprepared for the test. (Actually, since one cannot progress through later sets without first having mastered the material in all earlier sets—because later material uses and builds upon earlier material—the need for testing has more to do with administrative record keeping than with assessing students’ repertoires.)

✂ Each Set is made up of “frames” that have a word or phrase missing. You read each frame and, based on experience with previous frames, provide a response for the missing part of the frame. To do this, you “follow the numbers.” That is, *you do not read down the page* as is the usual fashion. Rather, you read the frames *in the order in which they are numbered*, which means you read across each page, page after page, all at the same level, until instructed to turn back to a particular page and drop down to the next level. Each frame and its corresponding answer box (which is usually on the next page) has the same number, and you follow them in sequence. (The numbers have two components: the Set number followed by the frame/answer-box number. So “25–18” would be Set 25, frame/answer box 18.)

✂ Note that each Set is titled at the top of its first page, but the first frame of the Set is on the top of the *next* page. For example, Set 1 is titled on the top of page 1, but frame 1–1, the first frame in Set 1, is on the top of the next page, page 2.

✂ Note also that some Sets have an “exhibit” on the page before their “first” page to which you will need to refer while doing the Set. For example, while Set 3 is titled on page 15, an exhibit needed for the Set appears on page 14.

✂ Here is the basic procedure: (a) Read the frame. (b) Form your response for the missing part of the frame. (c) Write down your response *on a separate sheet of paper* (with only the Set number at the top and one response per line; don’t bother with line/frame/answer numbers as these merely make “busy work”). (d) Turn to that frame’s answer box and check your response with the correct response in that box. (e) Either go on to the next frame (if your response was correct) OR (if your response was incorrect, then) **cross out** your response and write the correct response while re-reading the frame. *Do not write out the contents of the frame!*

✂ You really must cross out an incorrect answer and write the correct one next to it while/after re-reading the frame. If you do not do so, then you are most likely to have learned that incorrect answer. And then you will

have to unlearn it before later learning the correct answer, and that is no fun at all!

✂ The program works by providing you with the occasion to make responses that can then get learned through the consequences provided by seeing the correct response *after* writing your own response. Thus, “peeking ahead” to see the correct response before writing out your own response will not help you. In fact, peeking ahead will prevent you from learning. It is imperative that you understand this danger of peeking ahead! If you peek ahead, then what you write will not be the product of a response that would be learned by seeing the correct answer *after* writing. Instead, the “peeking ahead” will get reinforced by seeing the correct answer, although “peeking-ahead” responses are somewhat useless (e.g., they are unlikely ever to appear as a quiz answer). However, “peeking ahead” will make you have to redo the “peeked at” material, so that the required progress can be made. (And going over it again is no fun at all!...)

✂ Keep the pages with your written response safe. Professors usually want to see them, because doing so enables them to spot various problematic patterns and difficulties in time to help you. (At the least, they will want to see your current response pages while you are taking each test.)

✂ As you turn each page in the book, the left side of the book is blank or looks up-side-down. Actually, what you are seeing is the second half of the book. When you get to the end of Set 24, you turn the book over and proceed “back” with Set 25, etc.

✂ If you find that you are, on average, providing incorrect responses on three or more frames out of ten, then you need to verify that you are following all the procedures, and check with your professor. You do not want to learn the material in some Sets weakly, because all the Sets that come after that will be more and more difficult to master.

✂ The title box for each Set includes an “estimated time” that is reasonably realistic when the program is presented on a teaching machine. You will probably find that using the book to cover the Sets takes a little more time (e.g., using the book, Set 1 may take 30 minutes rather than the estimated 23 minutes). The “estimated” times for *all the Sets* totals a little less than 15 hours. You can probably expect to spend more like 20 hours overall as you go through the whole book. Twenty hours is not much when you consider that you are likely spreading these hours out over several weeks.

✂ Due to the focused nature of your interaction with the material in this book and its required written answers, you will probably find yourself much more acutely aware of the time you spend on this book than you are aware of the time you spend on the normal reading of a regular book. Do not let this deter you from putting in as much time as you need to master the book’s material.

✿ Here are some extras and reminders. The more fluently (thoroughly) you master earlier Sets, the more easily you will master later Sets. Remember to consider the whole of each frame, and not just the blank, because the rest of the frame is preparing the foundation for success with future frames. Concepts are usually used in different ways across several frames before any frame asks you to provide that concept as a response. Indeed, if you find a frame difficult, or if you find that making a response is difficult, then go back and repeat/review the last few frames; doing that will often provide the assistance you need just then. And do not just “think” an answer! Thinking is a far less energetic response than writing. *Always write* a response before going to view the answer. (a) You will be correct more often than you might suspect. (b) A correcting consequence for a wrong answer can keep you from learning the wrong answer, but with *no* written answer response, seeing the correct answer cannot really help. And (c) besides, seeing the correct answer, without having made a written response, *conditions peeking*, which does not teach you anything of value. If your response was correct but you were not confident about it (i.e., you “guessed”) then back up a few frames to find out why that response is correct. Similarly, when you are wrong, make sure you know why your response was not correct, and figure out what made you think you were correct. You may feel that doing these things will slow you down, but they are a part of “doing it right *the first time*.” You will be much happier, and faster, following these procedures than you will be if you must repeat several Sets because you did not follow these procedures and so find yourself inadequately prepared to continue and succeed with later Sets.

Also, studying after midnight is usually a waste of time because so little is actually learned under that circumstance in spite of all your effort. Similarly, avoid studying for hours and hours continuously. Instead, take a short (five or ten minute) break during each hour of this kind of studying.

Other General Comments

Again, this book teaches by applying the same laws of behavior that it is teaching. It uses numerous small steps that are immediately consequated through the added reinforcement of correct–answer presentation, and the steps successfully build on each other, shaping a comprehensive repertoire in the basics of the science.

Caution. Still, for all its efficiency and effectiveness, many people do not find reading this book to be an enjoyable endeavor. Probably few read it twice, and few would read it the first time unless they are required to do so as part of a course. Nonetheless, the success of the students who have read this book demonstrates that you will derive more from reading this one book than you would from reading two or three ordinary textbooks

(even mine, although I think they are more fun). To put this another way, to get the same amount of knowledge, you would have to read an ordinary textbook two or three times over; now *that* would likely be worse than reading this book once!

Next Step. Where would you go after H&S? You could go to a behaviorology primer (e.g., Ledoux, 2017) or to an introductory behaviorology textbook (e.g., Ledoux, 2014), both of which cover topics supportive of but well beyond the basic science covered by H&S, with the introductory textbook covering quite a few more topics than the primer but at a more technical level. (My own bias sees these two books as a great reading or study *sequence*.) My recommendation, however, would be to start with a bigger picture, such as the one provided in my *curricular update* article (i.e., Ledoux, 2015b).✿

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Behaviorology Terminology Adjustments for The Analysis of Behavior by Holland and Skinner¹

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Abstract: Updating the terminology used in the programmed textbook, *The Analysis of Behavior* (Holland & Skinner, 1961) keeps the book capable of conditioning initial terminology repertoires with beginning students of the natural science of behavior. This would reduce the need to condition improved terms to replace the old terms in these students' repertoires that the original textbook would condition. This paper provides our recommendations for the frame by frame adjustments that could accomplish this terminology updating for this textbook.✂

Under various labels (e.g., TEAB [The Experimental Analysis of Behavior], behavior analysis, behaviorology) professors teaching the natural science of behavior have been using the "H&S" (Holland & Skinner) programmed text, *The Analysis of Behavior* (Holland & Skinner, 1961) for over half a century. Over that time the discipline has continued to develop, including being formally recognized by a group of its adherents in 1987 as a then 75-year old, separate and independent natural science discipline related more to biology than to psychology (see Fraley & Ledoux, 1992/2015); indeed, as behaviorology, this discipline is not any kind of, nor any part of, psychology.

A major aspect of those disciplinary developments involved refinements in terminology, including some of the terminology that the H&S text so effectively conditions. Over the last decade, as a result of these terminology developments, using the H&S text has begun to require professors to provide much editorial reconditioning of student terminology repertoires. In light of this situation, some terminological adjustments for the H&S text are in order. Presented here are our suggested adjustments for editions of the H&S text,

printed or electronic, for current classroom/student use. (In addition, we also hope that current electronic editions of the H&S text also find ways to reinforce, and shape, rather than punish, student responses that might be "wrong" for somewhat irrelevant reasons, such as "merely" misspelling the correct answer.)

More adjustments than those we suggest here are possible. For example, we have not tried to change the unnecessary, near-exclusive use of male personal pronouns (arising from the then gender-insensitive practices of the mid-1900s) in the H&S text; this leaves room for further changes that not only incorporate a balance of gender-referencing personal pronouns, but also rewrite frames, like 21-67, that today offend readers through sexist content. We suggest rather few changes beyond our targeted terms. For example, in the last few sets we suggest changing "patient" to "client" in most instances (e.g., those instances not involving medical practices). We also resisted rephrasing parts of frames to eliminate currently awkward usages such as the adverb form of "added" and "subtracted," (a) because such rephrasing could alter the efficiency of the terminology conditioning across particular frames or their surrounding

¹ The original page numbers in *Journal of Behaviorology* were 3-15, not 4-16 as occurs here.

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frames, and (b) because directly conditioning those usages provides a more appropriate approach to reducing such awkwardness, especially in new repertoires.

Our suggestions here comprise what we consider as the minimum adjustments needed to make the H&S text fully compatible with an early 21st century behaviorology. Our suggestions mainly pursue a particular set of terminology changes, while also remaining sensitive to avoiding changes that would reduce the effectiveness of the appropriate conditioning inherent in the program, particularly in the frames surrounding each change. Ledoux (2014) provides one resource for the reasons for our suggested terminology adjustments.

Our original plan called for evaluating each set, frame by frame, for the most common terminological changes that would be necessary to update the terminology in the H&S text. This update involves changing from the terms that arose during the era when the text was written—near the end of the era when natural scientists of behavior, in TEAB, were still trying to change the discipline of psychology, in whose academic homes history had stuck them, into a natural science of behavior—to the terms needed to educate early 21st century majors in behaviorology. We anticipate the H&S text serving as the main text in an early course with behaviorology majors, particularly in a course designed to establish a well-conditioned familiarity with some of the basic terminology of this natural science discipline (see Ledoux, 2015).

These were the main terms for which we watched, and the alternatives we most likely would substitute (although some instances necessitated other, additional adjustments as appropriate):

- psychology/psychologist(s)/psychological (when denoting the natural science of behavior / natural scientist(s) of behavior / pertaining to...) TO behaviorology/behaviorologist(s)/behaviorological

- psychologist(s) (as agentialist, or when the word need not actually denote a psychologist in the text) TO professor (or ...)

- positive/negative (reinforcer, etc.) TO added/subtracted

(even though only the original H&S text seemed successful at conditioning the correct technical usage of

positive/negative. Changing these in H&S makes [a] for consistency with other behaviorology texts in use, and [b] thus avoids a need to condition the newer terms later when the student encounters other behaviorology books; both of these considerations relate to all the terms/changes suggested here.)

- accidental (e.g., reinforcer, etc.)

TO coincidental

- discriminative/discrimination/discriminate

TO evocative/evocation/evoke

- emit/emitted TO

(a minimal but appropriate rephrasing substitution)

- learn/learning/learner TO

(a minimal but appropriate rephrasing substitution)

Emphasizing those terminology—changes, here are our suggested alterations to the front matter (by page number) followed by alterations to the frames (by frame number).✻

FRONT MATTER

p. vi, last paragraph, lines 6-7: *change* course in psychology emphasizing the analysis of behavior *to* course in behaviorology emphasizing the experimental analysis of behavior

p. vi, last paragraph, next to last line: *change* psychologists *to* professors

p. vii, first paragraph, lines 1-2: *remove* that substantial part of psychology which deals with

p. vii, first paragraph, line 10: *change* psychopharmacology *to* behavioral pharmacology

p. vii, first paragraph, line 11: *change* psychotherapy *to* therapy

p. ?: first page of the table of CONTENTS, Set 9: *change* Positive *to* Added *AND change* Negative *to* Subtracted

p. ?: first page of the table of CONTENTS, Set 14:
change Accidental *to* Coincidental

p. ?: second page of the table of CONTENTS, Set 21:
change Discrimination *to* Evocation

p. ?: last page of the table of CONTENTS, Set 52: *change*
Psychotherapy *to* Therapy

7-18 *change* be emitted *to* occur (*or to* happened *or to* ...)
[as “be emitted” conditions a misleading term]

7-19 *change* emit a response *to* respond (...) [...]

7-23 *change* be emitted *to* occur ...

7-25 *change* be emitted *to* occur

7-27 ***change*** “to be emitted rather than elicited” ***to*** “to occur rather than be elicited”

PART I REFLEX BEHAVIOR

SET 1: Simple Reflexes [GOOD (i.e., no adjustments deemed necessary)]

SET 2: Conditioned Reflexes

In the first half of this Set (i.e., 2-4, 2-6, 2-8, 2-9, 2-11, and 2-12) H&S begins using the familiar “learning,” “learn,” and “learned,” but then it fades these out, and we make adjustments for these terms in later Sets.

SET 3: Conditioned Reflexes (continued) [GOOD]

SET 4: Pavlov’s Experiments [GOOD]

SET 5: Conditioned Reflexes (continued) [GOOD]

SET 6: Response Mechanisms

[Frame #] 6-21 *remove*: the organism’s

PART II OPERANT CONDITIONING: ELEMENTARY CONCEPTS

SET 7: Introduction to Operant Conditioning

7-13 *remove* natural (as its inclusion begins conditioning a confounded limitation on what is natural)

7-14 *put quotes around* deliberately arranged ***AND change*** *is to* seems more

SET 8: The Standard Experimental Situation

p. 46, near the end of paragraph 1: ***change*** “it is said to be emitted” ***to*** “it is simply said to occur”

p. 46, paragraph 2, line 2: *change* emitting responses *to* responding

8-1 ‘emitted’ (change as changed in Set 7)

8-2 *change* the pigeon will emit pecks *to* the pecking will occur

8-12 *change* emitting *to* occurrence of

8-14 *change* have been emitted but _____ *to* have happened but _____ _____ ***AND change*** *the answer from not to* not been

8-15 *change* is not emitted *to* does not occur

8-16 ***change*** “The response is emitted” ***to*** “The response happens” ***AND change*** “The response is not emitted” ***to*** “The response does not happen”

8-25 *change* psychologist *to* professor ***AND change*** when he emitted a faint “cooing” sound *to* when a faint “cooing” sound occurred

8-27 *remove* been ***AND in the answer change*** emitted (made) *to* occurred (happened)

8-28 *change* psychologist *to* professor ***AND change*** when he emitted “coos” *to* when he “cooed”

SET 9: Positive and Negative Reinforcement

Change title to Added and Subtracted Reinforcement

9-4 *change* positive *to* added ***AND in answer change*** negative *to* subtracted

9-5 *in answer, change* negative *to* subtracted ***AND change*** positive *to* added

9-6 *change* negative *to* subtracted

9-7 *in frame AND answer, change* negative *to* subtracted

9-8 *in frame AND answer, change* positive *to* added

9-9 *in answer, change* positive to added *AND change* negative to subtracted

9-10 *change* negative to subtracted

9-11 *in answer, change* positive to added

9-12 *change* positive to added *AND change* negative to subtracted

9-13 *change* When an infant emits the sound “da-da” to When the sounds “da-da” occur with an infant

9-20 *in answer, change* (negatively reinforced) to (subtractedly reinforced)

[Note: The adverb forms, positively and negatively, occur so seldomly that substituting *addedly* and *subtractedly* is but one acceptable alternative, and new students typically adapt well to such specialized forms. Another alternative would be to rephrase the wording to avoid the adverb forms; however, we found that such rephrasing would often overflow the space in a frame, as well as put the designed conditioning of the text at risk, so we declined this alternative.]

9-29 *change* are emitted to occur

SET 10: Basic Concepts Applied

10-2 *in answer, change* negative to subtracted

10-3 *twice, change* negative to subtracted

10-5 *in answer, change* positive to added

10-7 *change* is emitted to occurs

10-11 *remove* he _____ emits *AND change* music. to music occurs _____.

10-12 *remove* a man frequently _____ *AND change* music. to music frequently _____. *AND in answer, change* emits to occurs (happens)

10-13 *remove* he frequently _____ *AND change* golf. to golf frequently _____. *AND in answer, change* emits to occurs (happens)

10-14 *change* an individual’s _____ of emitting to the _____ of

10-16 *change* emit the response to respond

10-18 *change* When a pigeon is reinforced for pecking a key, to When pecking a key is reinforced, *AND remove* is, *AND in the answer change* emitted to occurs (happens)

10-29 *remove* been *AND in the answer change* emitted to occurs (happens)

10-30 *change* emitted to occur *AND in answer, change* is not to does not

10-31 *change* is emitted to occurs

10-32 *change* to emit the response, a response is emitted to for the response to happen, a response occurs

SET 11: Conditioned Reinforcers

11-12 *change* is emitted to occurs

11-28 *change* you are to your behavior is

11-37 *change* has been emitted to occurs

11-41 *since it sounds unnecessarily agential, change* If the chimpanzee can no longer use tokens to If tokens no longer work

11-59 *change* behavior you don’t want another person to emit to another person’s behavior that you don’t want to occur

PART III OPERANT CONDITIONING: PRECISE CONTINGENCIES

SET 12: The Cumulative Recorder

12-8 *change* were emitted to occurred

12-25 *change* the animal emitted about _____ responses between **a** and **b**. to about _____ responses occurred between **a** and **b**.

SET 13: Factors Affecting Speed of Conditioning

p. 78, paragraph 4 (“The Learning Curve”), lines 4-5: **change** a basic learning process. **to** “a basic learning process” rather than a basic conditioning process.

13-2 *in answer, change* (unlearned) to (“unlearned”)

13-6 *change* pigeon is to pigeon’s behavior is

13-13 *change* Pigeon A emitted the first peck to With pigeon A the first peck occurred

13-21 *change* learning to “learning”

13-29 *change* is emitted to occurs

13-37 *change* learns to “learns” *AND change* learning to conditioning

13-43 *change* learning to “learning” (i.e., conditioning)

13-44 *change* learning to “learning” (i.e., conditioning) *AND in the answer change* learning curve to “learning curve” (conditioning curve)

13-48 *change* learning process to “learning” process

SET 14 Accidental Contingencies and Superstitious Behavior**Change title to Coincidental Contingencies and Superstitious Behavior**

- 14-7 *change* accidental to coincidental AND in answer, change accident to coincident
- 14-8 *change* accidental to coincidental
- 14-9 in the answer, *change* accidental to coincidental
- 14-10 *change* by accident to a coincidence
- 14-11 *change* accidentally to coincidentally
- 14-13 *change* accidental to coincidental AND *change* accidentally to coincidentally
- 14-14 *change* accidentally to coincidentally
- 14-15 *change* accidentally to coincidentally
- 14-16 *change* be emitted to occur
- 14-19 *change* accidental to coincidental AND in answer *change* accidental to coincidental
- 14-22 *change* accidental to coincidental
- 14-23 *change* accidental to coincidental
- 14-26 in the answer *change* accidental to coincidental
- 14-28 *change* accidental to coincidental
- 14-30 *change* accidental to coincidental
- 14-31 *change* accidental to coincidental AND *change* accidentally to coincidentally
- 14-32 *change* accidental to coincidental AND *change* “accidental to “coincidental
- 14-34 in the answer *change* negative to subtracted
- 14-35 in the answer *change* negative to subtracted
- 14-36 *change* (accidental or “natural”?) to (coincidental or “natural”?) AND *change* negative to subtracted AND in the answer *change* accidental to coincidental
- 14-37 in the answer: *change* accidental to coincidental AND *change* negative to subtracted
- 14-38 *change* accidental to coincidental
- 14-39 *change* is never emitted to does not occur
- 14-40 *change* likely that you will _____ (TT) the response for the first time to likely that the response will _____ for the first time AND in answer *change* emit to occur
- 14-41 *change* accidentally to coincidentally
- 14-42 *change* been emitted to occurred AND *change* has been (1) to has (1) AND in the answer: *change* emitted to occurred AND *change* accidental to coincidental
- 14-43 *change* Accidental to Coincidental

- 14-44 in the answer *change* accidental to coincidental
- 14-45 in the answer *change* accident(-al) to coincident(-al)
- 14-46 *change* by accident. to by coincidence.
- 14-47 *change* accidental to coincidental AND *change* accidentally to coincidentally
- 14-48 *change* a pigeon may reach to a pigeon’s behavior may reach
- 14-49 twice, *change* accidentally to coincidentally
- 14-50 twice, *change* learner to “learner”
- 14-51 *change* learns to is conditioned

PART IV SHAPING**SET 15: Principles of Shaping New Behavior**

- p. 97, paragraph 1, line 2: *change* is emitted to occurs
- p. 97, paragraph 1, line 4: *change* Condition the dog to Condition the dog’s behavior
- 15-7 *change* In learning the high jump, you begin to In training the high jump, you begin conditioning
- 15-15 *change* The high jumper is reinforced to The high jumper’s behavior is reinforced
- 15-18 *change* reinforce the dog for to reinforce the dog’s behavior of
- 15-38 *change* In learning to bowl to In being conditioned to bowl
- 15-44 *change* learner to bowler

SET 16: Applications of Principles of Shaping

- 16-1 *change* Learning to The conditioning AND *change* learning to the conditioning
- 16-6 *change* Learning to say “ball” makes it easier for the child to learn to say “fall” to Conditioning that makes the child say “ball” makes conditioning to say “fall” easier
- 16-7 *change* learning to the conditioning of AND *change* learned. to conditioned.
- 16-8 Twice, *change* learns to is acquiring
- 16-19 *change* be emitted to occur
- 16-21 *change* are emitted to occur
- 16-27 *change* learning to conditioning

SET 17: Review: Test Covering Parts I-IV

17-4 **change** When a pigeon is reinforced for pecking a key, **to** When a pigeon's behavior of pecking a key is reinforced, **AND change** response is (3) **to** response (3) **AND in the answer, change** emitted **to** occurs
 17-5 **in the answer, change** (1) negative (2) positive **to** (1) subtracted (2) added
 17-7 **change** an individual's _____ of emitting certain types of behavior **to** the _____ of occurrence of certain types of an individual's behavior
 17-9 **in the answer, change** accidental **to** coincidental
 17-13 **change** is emitted without **to** occurs without **AND change** is not emitted in **to** does not occur in
 17-15 **change** A psychologist fed a baby when he emitted "coos," but not when he cried. **to** A behaviorologist fed a baby when "coos" occurred, but not when crying occurred.
 17-18 **in the answer, change** accidental **to** coincidental
 17-32 **change** slow learner may **to** slow to condition organism may **AND change** faster learner. **to** faster to condition organism.
 17-39 **change** Learning to say "ball" makes it easier for the child to learn to say "fall" **to** Conditioning that makes the child say "ball" makes conditioning to say "fall" easier

PART V INTERMITTENT REINFORCEMENT

SET 18: Schedules Defined; Fixed Interval Schedules

p. 117, paragraph 1, line 4: **change** been emitted **to** occurred
 18-36 **change** discrimination **to** evocation

SET 19: Variable Interval, Fixed Ratio, and Variable Ration Schedules

19-40 **change** were emitted **to** occurred
 19-43 **change** are emitted **to** occur

SET 20: Schedules of Reinforcement: Summary and Review [GOOD]

PART VI STIMULUS CONTROL

SET 21: Stimulus Discrimination
Change title to Stimulus Evocation

p. 137, paragraph 1, line 1: **change** pigeon was **to** pigeon's key-pecking behavior was
 p. 137, paragraph 4, line 4: **change** until the pigeon emitted 25 responses recorded in **to** until 25 key-peck responses were recorded in
 21-12 **change** a *discriminative* stimulus (S^D) **to** an *evocative* stimulus (S^{Ev}) **AND in the answer change** S^D (discriminative stimulus) **to** S^{Ev} (evocative stimulus)
 21-13 **change** S^D **to** S^{Ev}
 21-14 **change** S^D **to** S^{Ev}
 21-15 **change** S^D **to** S^{Ev}
 21-16 **in the answer change** *discriminative* **to** *evocative*
 21-24 **change** discrimination procedure **to** evocation procedure
 21-25 **in the answer change** (S^D) **to** (S^{Ev})
 21-26 **change** S^D **to** S^{Ev}
 21-27 **change** (S^D) **to** (S^{Ev})
 21-28 **change** S^D **to** S^{Ev} **AND change** discrimination **to** evocation
 21-29 **change** a discrimination **to** an evocation **AND in the answer change** S^D **to** S^{Ev}
 21-30 **in the answer change** discrimina(-tion) **to** evoca(-tion)
 21-31 **change** a discrimination **to** an evocation
 21-34 **in the answer change** (S^D) **to** (S^{Ev})
 21-35 **in the answer change** discrimination **to** evocation
 21-36 **change** is emitted **to** occurs **AND change** S^D **to** S^{Ev} **AND in the answer change** discrimination **to** evocation
 21-37 **change** Discrimination **to** Evocation
 21-39 **change** then emit responses **to** then its responses will occur
 21-46 **change** Discrimination **to** Evocation **AND in the answer change** discrimination **to** evocation
 21-47 **in the answer change** discrimination **to** evocation
 21-49 **change** A discrimination **to** An evocation
 21-50 **change** discrimination **to** evocation
 21-51 **change** discrimination **to** evocation **AND change** S^D **to** S^{Ev} **AND change** be emitted **to** occur
 21-52 **change** S^D **to** S^{Ev} **AND change** if _____, **to** if it _____, **AND in the answer change** emitted **to** occurs

21-53 *change* discrimination to evocation AND in the answer *change* discriminative to evocative

21-54 *change* discrimination to evocation AND *change* a discriminative to an evocative

21-56 *change* a discriminative to an evocative

21-57 *change* discrimination to evocation AND in the answer, *change* (twice) emitted to occurring AND *change* (S)^D to (S)^{Ev}

21-59 *change* a discriminative to an evocative AND *change* S^D to S^{Ev} AND *change* if (2) _____-ed. to if it (2) _____. AND in the answer, *change* emit(-ed) to occurs

21-60 twice, *change* S^D to S^{Ev}

21-61 *change* discrimination, to evocation, AND *change* S^D. to S^{Ev}.

21-63 *change* discrimination, to evocation, AND *change* S^D. to S^{Ev}.

21-65 *change* S^Ds to S^{Ev}s AND in the answer, *change* (S)^D to (S)^{Ev}

21-66 in the answer *change* S^D to S^{Ev}

21-68 *change* emitting to the occurrence of AND in the answer *change* S^D to S^{Ev}

21-69 *change* a discriminative to an evocative AND *change* S^D to S^{Ev} AND *change* if emitted. to if it occurs.

21-70 *change* a discriminative to an evocative AND *change* S^D to S^{Ev} AND *change* if emitted. to if it occurs.

21-71 *change* are discriminative (1) _____, to are evocative (1) _____, AND *change* are discriminative (2) _____. to are evoked (2) _____.

21-72 *change* learning to being conditioned AND *change* his (1) _____-tive response to his (1) _____ response AND in the answer *change* discrimina(-tive) to evoked

21-73 *change* discrimination to evocation AND in the answer *change* S^D to S^{Ev}

21-74 in the answer *change* S^D to S^{Ev}

21-75 *change* a discriminative to an evoked AND *change* S^D to S^{Ev}

SET 22: Stimulus Generalization

p. 149, paragraph 1, line 2: **change** a discriminative stimulus (S^D). to an evocative stimulus (S^{Ev}).

p. 149 paragraph 1, line 3: *change* be emitted to occur

p. 149 paragraph 1, Line 4: *change* S^D to S^{Ev}

p. 149 paragraph 3, line 8: *change* The responses emitted by the pigeon to The pigeon's responses that occur

22-1 *change* The pigeon is on to The pigeon's behavior is on

22-5 *change* be emitted to occur

22-10 *change* been emitted to occurred

22-13 *change* was emitted to occurred

22-14 *change* were emitted to occurred

22-19 *change* emitted to occurring

22-23 *change* were emitted. to occurred.

22-33 *remove* by the learner

22-35 *change* discrimination to evocation AND *change* can make to becomes affected by AND in the answer *change* discriminations to evocations

22-37 *change* emits to says AND in the answer *change* discrimination to evocation

22-38 in the answer *change* discrimination to evocation

22-39 in the answer *change* (S)^D to (S)^{Ev}

22-41 in the answer *change* discrimination(s) to evocation(s)

22-42 **change** An organism may emit the same response to to The same response of an organism may occur due to

22-43 in the answer *change* S^D to S^{Ev}

22-44 *change* discriminations to evocations

22-47 in the answer *change* S^D to S^{Ev}

22-48 in the answer *change* S^D to S^{Ev}

22-50 in the answer *change* S^D to S^{Ev}

22-51 in the answer *change* discrimination (acceptable S^D) to evocation (acceptable S^{Ev})

22-53 *change* S^Ds to S^{Ev}s AND *change* if emitted to if they occur

22-55 *change* discriminative to evocative AND *change* S^D to S^{Ev} AND *change* if emitted to if it happens

22-66 *change* S^Ds to S^{Ev}s

22-67 *change* S^D to S^{Ev}

SET 23: Chaining

23-2 in the answer *change* discriminative to evocative

23-5 *change* S^D to S^{Ev} AND in the answer *change* S^D (discriminative stimulus) to S^{Ev} (evocative stimulus)

23-6 *change* S^D to S^{Ev}

23-7 in the answer *change* S^D to S^{Ev}

23-8 *change* S^D to S^{Ev}

23-9 in the answer *change* discriminative stimulus (S^D) to evocative stimulus (S^{Ev})

23-10 twice, *change* S^D to S^{Ev}

23-11 *change* S^D to S^{Ev}

23-12 *change* discriminative to evocative

23-14 in the answer *change* S^D to S^{Ev}

23-15 *in the answer change* discriminative (S^D) to evocative (S^{Ev})

23-16 *in the answer change* S^D to S^{Ev}

23-17 *change* S^D to S^{Ev}

23-18 *change* S^D to S^{Ev}

23-22 *in the answer change* S^D to S^{Ev}

23-23 *change* S^D to S^{Ev}

23-24 *change* S^D to S^{Ev}

23-25 *change* S^D to S^{Ev}

23-26 *in the answer change* S^D to S^{Ev}

23-27 *in the answer change* S^D to S^{Ev}

23-28 *change* S^D to S^{Ev}

23-29 *in the answer change* S^D to S^{Ev}

23-30 *change* S^D to S^{Ev}

23-31 *in the answer change* S^D to S^{Ev}

23-33 *three (3) times, change* S^D to S^{Ev}

23-34 *change* S^D to S^{Ev} **AND** *in the answer change* S^D to S^{Ev}

SET 24: Shaping Continuous Repertoires

p. 167, paragraph 1, line 4: *change* discriminative to evocative

p. 167, paragraph 3, line 6: **change** Learning **to** The behaviors determined by conditioning **AND change** (1) discriminating **to** (1) distinguishing

p. 167, paragraph 3, line 8: *change* (2) discriminating to (2) distinguishing

24-7 **change** a child for making a **to** a child's

24-15 *change* the child to the child's behavior

24-17 **change** When a child is learning to "draw from copy," **to** When a child's behavior of "drawing from copy" is being conditioned

24-25 **change** A child can be conditioned to call two visual patterns "like" or "unlike," quite apart from learning to draw. **to** A child's *behavior* of calling two visual patterns "like" or "unlike" can be conditioned quite apart from her drawing behavior.

24-27 *in the answer change* S^D to S^{Ev}

24-28 *change* S^D to S^{Ev}

24-33 **change** The better a child can discriminate "like" patterns, **to** The better a child's behavior is evoked by "like" patterns,

24-35 *change* discriminate to distinguish

24-36 **change** who cannot discriminate **to** whose behavior is not evoked by **AND change** The painter has not developed an adequate _____. **to** The painter's behavior is not under precise _____. **AND in the answer change** discrimination **to** evocations

24-37 *change* unless he can discriminate to unless his behavior is evoked by

24-38 **change** Such a person has not acquired adequate _____ of tones. **to** Such a person's behavior is not under adequate _____ by tones **AND in the answer change** discrimination **to** evocation

24-39 **change** he cannot (1) _____ differences **to** his behaviors are not (1) _____ by differences **AND in the answer change** discriminate **to** evoked

24-40 **change** they cannot _____ between **to** their behaviors are not _____ by the differences between **AND in the answer change** discriminate **to** evoked

24-41 **change** After the child has learned to discriminate between **to** After the child's behavior has come to be evoked by the differences between

SET 25: Discrete and Continuous Repertoires

25-7 **change** when we can discriminate very fine differences between adjacent stimuli on the continuum. **to** when very fine differences between adjacent stimuli on the continuum evoke our behavior.

25-15 *in the answer change* (S^Ds) to (S^{Ev}s)

25-37 **change** Someone just learning to drive **to** Someone whose driving behavior has just begun being shaped

PART VII DEPRIVATION

SET 26: Basic Concepts

p. 181, paragraph 2, line3: *change* has been reinforced to its behavior has been reinforced

26-18 **change** A soldier who is both incapacitated by wounds and dehydrated by loss of blood emits **to** For a soldier, incapacitation by wounds and dehydration by loss of blood evoke

SET 27: Generalized Reinforcers [GOOD]**SET 28: Feeding Cycles**

28-1 *change* The mice emit *to* For the mice, contingencies induce

SET 29: Review: Test Covering Parts V–VII

29-1 *change* winetaster can make very fine (1) _____. *to* winetaster's behavior is under the control of very fine (1) _____. **AND in the answer change** discriminations *to* evocations

29-7 *in the answer change* S^D to S^{Ev}

29-16 *change* An organism may emit the same response *to* The same response of an organism may occur

29-25 *change* discrimination *to* evocation **AND in the answer change** S^D to S^{Ev}

29-28 *change* a discrimination *to* an evocation

PART VIII EMOTION I**SET 30: Activation Syndrome**

30-28 *change* Psychosomatic *to* So called psychosomatic **AND change** of psychosomatic *to* of these

SET 31: Predispositions in Emotions

31-1 *change* An animal deprived of food is predisposed to emit behavior *to* Deprivation of food predisposes the occurrence of behavior **AND change** A *frightened* animal is _____ to emit behavior *to* *Frightening* stimuli _____ the occurrence of behavior **AND in the answer change** predisposed *to* predispose

31-3 *change* A *hungry* animal can *to* A *hungry* animal's behavior can **AND change** a *frightened* animal's behavior can *to* a *frightened* animal can

31-5 *change* of emission *to* of occurrence

31-6 *change* positively *to* addedly

31-7 *change* We ourselves are *to* Our own behavior is

31-10 *change* of emission *to* of occurrence

31-11 *change* The angry man is _____ to emit certain operants rather than others. *to* For the angry man, certain operants rather than others are _____ to occur.

31-14 *in the answer change* negative *to* subtracted

31-31 *change* no cigarettes *to* no snacks **AND change** in pockets, cigarette boxes, etc., *to* in the pantry, cupboards, etc., **AND change** of cigarettes. *to* of snacks.

PART IX AVOIDANCE AND ESCAPE BEHAVIOR**SET 32: Basic Concepts**

32-1 *in the answer: change* positive *to* added **AND change** negative *to* subtracted

32-2 *in the answer change* negative *to* subtracted

32-3 *change* negative *to* subtracted

32-5 *change* negative *to* subtracted **AND in the answer change** negative *to* subtracted

32-6 *change* positive *to* added

32-8 *change* positive *to* added

32-9 *change* negative *to* subtracted

32-12 *in the answer change* negative *to* subtracted

32-14 *twice, change* negative *to* subtracted

32-15 *change* Negative *to* Subtracted **AND change** negative *to* subtracted **AND, twice, change** positive *to* added

32-16 *change* positive *to* added

32-17 *in the answer change* negative *to* subtracted

32-18 *change* is emitted *to* occurs **AND change** learns *to* is conditioned

32-20 *change* learns *to* is conditioned

32-22 *change* it has not yet acquired behavior which will _____ the shock. *to* behavior which will _____ the shock has not yet been conditioned.

32-23 *change* the organism to emit escape behavior. *to* escape behavior to occur.

32-25 *change* negative *to* subtracted

32-29 *change* negative *to* subtracted

32-31 *change* negative *to* subtracted

32-32 *change* negative *to* subtracted

32-33 *change* negative *to* subtracted

32-37 *in the answer change* negative *to* subtracted

SET 33: Analysis of Examples of Avoidance and Escape

- 33-1 *in the answer change* negative to subtracted
- 33-2 *in the answer change* negative to subtracted
- 33-4 *in the answer change* negative to subtracted
- 33-6 *in the answer change* negative to subtracted
- 33-9 *change* negative to subtracted
- 33-13 *change* is emitted to occurs
- 33-18 *in the answer change* negative to subtracted
- 33-22 *in the answer change* negative to subtracted
- 33-23 *in the answer change* positive to added
- 33-27 *change* a discriminative to an evocative AND *in the answer change* (S)^D to (S)^{Ev}
- 33-28 *change* positive to added
- 33-29 *change* S^D to S^{Ev}
- 33-30 *in the answer change* negative to subtracted

SET 34: Avoidance Experiments

- p. 229, paragraph 1, line 4: *change* it fails to emit a response within to a response fails to occur within
- p. 229, paragraph 2, line 2: *change* S^D to S^{Ev}
- 34-6 *in the answer change* negative to subtracted
- 34-7 *change* Many responses emitted by the animal to Many of the animal's responses
- 34-11 *change* positive to added
- 34-23 *change* responses emitted during to responses occurring during

PART X EMOTION II

SET 35: Experiments on Anxiety

- p. 235 paragraph 1, line 4: *change* rat is reinforced to rat's behavior is reinforced
- 35-15 *change* positive to added

SET 36: Emotions as Reinforcing and Aversive Conditions

- 36-1 *change* the reader or viewer by to the reader's or viewer's behavior by
- 36-4 *change* psychiatrist to therapist

- 36-5 *in the answer change* positive to added AND *change* negative to subtracted
- 36-6 *change* If a timid person forces himself to If conditions compel a timid person
- 36-9 *in the answer change* negative to subtracted
- 36-14 *in the answer change* negative to subtracted
- 36-21 *change* Skilled behavior learned while one is calm to Skilled behavior, conditioned while one is calm,

PART XI PUNISHMENT

SET 37: Basic Concepts

- p. 245, in the box: *change* Positive to Added AND *change* Negative to Subtracted AND *change* positive to added AND *change* negative to subtracted
- 37-3 *twice change* positive to added AND *twice change* negative to subtracted
- 37-4 *change* positive to added AND *change* negative to subtracted
- 37-5 *change* positive to added AND *change* negative to subtracted
- 37-6 *in the answer change* negative to subtracted
- 37-7 *change* negative to subtracted
- 37-8 *in the answer change* positive to added
- 37-9 *change* positive to added
- 37-10 *change* positive to added AND *change* negative to subtracted
- 37-13 *in the answer change* positive to added AND *change* negative to subtracted
- 37-15 *twice change* positive to added
- 37-17 **ADD:** [Later Developments changed this]
- 37-18 *twice change* S^D to S^{Ev}
- 37-19 *twice change* S^D to S^{Ev}
- 37-20 *twice change* S^D to S^{Ev}
- 37-21 *change* S^D to S^{Ev}
- 37-21 *in the answer change* (S)^D to (S)^{Ev}
- 37-22 *change* positive to added
- 37-28 *in the answer change* negative to subtracted
- 37-30 *change* positively to addedly
- 37-32 *in the answer change* accident(-al) to coincident(-al)

SET 38: Effects of Punishment During Extinction of Reinforce Behavior

- p. 251, paragraph "(A)": *change* Eight rats were reinforced with food on a fixed-interval schedule for pressing a lever. to The lever pressing of eight rats was reinforced with food on a fixed-interval schedule.

38-1 *in the answer change* positive *to* added
 38-3 **change** one group of four rats was _____ (TT)
 for each lever pressing response. **to** each lever pressing
 response of one group of four rats was _____ (TT).
 38-12 *change* emitted *to* occurring
 38-20 *change* be emitted *to* occur

SET 39: Additional Effects of Punishment Functions of the Aversive Stimulus

39-5 *change* positively *to* addedly *AND in the answer
 change* negative *to* subtracted
 39-6 *change* positively *to* addedly
 39-13 *change* are emitted *to* occurs
 39-20 *change* negative *to* subtracted
 39-21 *change* be emitted *to* occur
 39-23 *in the answer remove* be emitted
 39-24 *change* been emitted *to* occurred

SET 40: Effects of Continuous Punishment

p. 264, paragraph "(J)": **change** A pigeon was reinforced
to A pigeon's key-pecking was reinforced

40-38 *change* positive *to* added
 40-39 *change* positive *to* added

[Note: Frame 40-5 *already says* added punishment.]

SET 41: Review: Test Covering Parts VIII – XI

41-5 *change* positive *to* added
 41-7 *change* be emitted *to* occur
 41-8 **change** A pigeon reinforced with food for pecking
 a key **to** A pigeon for which key-pecking responses were
 reinforced with food **AND change** S^D *to* S^{Ev}
 41-9 **change** person forces himself **to** person's
 contingencies force him
 41-10 *change* positive *to* added
 41-15 **twice change** positive *to* added **AND twice change**
 negative *to* subtracted
 41-19 *in the answer change* negative *to* subtracted
 41-20 *change* is emitted *to* occurs

PART XII SCIENTIFIC ANALYSIS & THE INTERPRETATION OF COMPLEX CASES

SET 42: Goals and techniques of Science

42-7 *twice change* spontaneous *to* "spontaneous"

SET 43: Multiple Effects

43-3 *in the answer change* S^D s *to* S^{Ev} s
 43-5 *change* S^D s *to* S^{Ev} s
 43-6 *change* discriminative *to* evocative
 43-7 *in the answer change* S^D s *to* S^{Ev} s
 43-8 *twice, change* S^D *to* S^{Ev}
 43-11 *change* positive *to* added
 43-15 *change* S^D *to* S^{Ev}
 43-16 *change* S^D s *to* S^{Ev} s
 43-20 *change* S^D *to* S^{Ev}
 43-26 *change* positive *to* added

SET 44: Multiple Causes and Conflicting Responses

44-6 *change* S^D s *to* S^{Ev} s
 44-7 *in the answer change* S^D s *to* S^{Ev} s
 44-10 *in the answer change* S^D s *to* S^{Ev} s
 44-11 *change* S^D *to* S^{Ev}
 44-12 *in the answer change* S^D *to* S^{Ev}
 44-14 *change* be emitted *to* occur
 44-16 *change* positive *to* added
 44-17 *change* negative *to* subtracted
 44-19 *change* positive *to* added **AND change** negative
to subtracted
 44-26 *change* when the act of beginning to execute a
 response *to* when the beginning of a response
 44-28 *change* to decide about *to* conclude **AND change**
 tentatively decide *to* tentatively move

SET 45: A Problem in Behavioral Engineering

45-15 *in the answer change* S^D *to* S^{Ev}
 45-16 *change* discrimination *to* evocation
 45-19 *change* positive *to* added
 45-21 *in the answer change* S^D *to* S^{Ev}
 45-22 *in the answer change* $(S)^D$ *to* $(S)^{Ev}$
 45-23 *change* S^D *to* S^{Ev}
 45-23 *in the answer: change* positive *to* added **AND change**
 negative *to* subtracted

45-26 in the answer change accidental to coincidental
45-29 in the answer change (S)^D to (S)^{Ev}
45-30 in the answer change discrimination to evocation
45-31 change discrimination to evocation
45-32 change by using to through AND in the answer change negative to subtracted

PART XIII SELF-CONTROL

SET 46: Analysis of Voluntary and Involuntary Behavior (GOOD)

SET 47: Techniques of Self-Control

[Note: Throughout this Set, “positive” and “negative” are correctly used with their traditional connotations of “good” and “bad” respectively, rather than in their technical sense of “presenting” and “withdrawing” stimuli respectively; thus they should not be changed in this set.]

47-5 change S^D to S^{Ev}
47-24 in the answer change S^D to S^{Ev}

PART XIV INTERPRETATION OF PERSONALITY

SET 48: Inadequate Self-knowledge

48-1 in the answer remove learned
48-3 in the answer change S^Ds to S^{Ev}s
48-4 change S^Ds to S^{Ev}s AND in the answer change S^Ds to S^{Ev}s
48-5 change Discrimination to Evocation AND change S^Ds to S^{Ev}s
48-6 change unlearned to unconditioned
48-7 change emitted to occurring AND in the answer change S^Ds to S^{Ev}s
48-13 in the answer change S^Ds to S^{Ev}s
48-14 change S^Ds to S^{Ev}s
48-15 change learned to been conditioned
48-30 change is seldom to seldom AND in the answer change emitted to occurs

SET 49: Rationalization

49-1 in the answer remove (negatively reinforcing)
49-4 change child for eating to child's behavior of eating AND in the answer change S^Ds to S^{Ev}s

49-5 **change** we have _____ a response which **to** a response has _____ which **AND in the answer change** emitted **to** occurred
49-8 **change** is emitted **to** occurs

SET 50: Drug Addiction

50-1 in the answer change negative to subtracted
50-2 in the answer change positive to added
50-10 **change** they may then emit the punished behavior, **to** the punished behavior may then occur
50-13 **change** said to be (1) _____-ly reinforced. **to** said to result from (1) _____ reinforcement. **AND change** is (2) _____-ly reinforced. **to** is a result of (2) _____ reinforcement. **AND in the answer: change** negative(-ly) **to** subtracted **AND change** positive(-ly) **to** added
50-14 **change** engages in positively reinforced behavior **to** engages in behavior resulting from added reinforcement
50-17 in the answer remove (negative reinforcers)
50-19 **change** negative **to** subtracted

SET 51: Aggressiveness, Withdrawal, and Reaction Formation

51-11 in the answer: **change** positive **to** added **AND change** negative **to** subtracted
51-14 in the answer **change** negative **to** subtracted
51-24 **change** a person is * * * likely to emit that type of behavior. **to** such behavior is * * * likely to occur.
51-25 in the answer **change** S^Ds to S^{Ev}s
51-26 in the answer **change** S^Ds to S^{Ev}s
51-27 **change** S^Ds to S^{Ev}s
51-28 in the answer **change** S^Ds to S^{Ev}s

SET 52: Psychotherapy

Change title to Therapy

52-5 **change** emitted **to** occurring
52-6 **change** is emitted **to** occurs
52-7 **twice, change** patient **to** client
52-9 **change** psychotherapy **to** therapy **AND change** patient **to** client
52-10 **change** patient's **to** client's **AND change** The patient therefore emits very _____ punishable behavior. **to** For the client, therefore, very _____ punishable behavior occurs.
52-11 **change** patient **to** client
52-12 **change** is emitted **to** occurs

- 52-13 *change* patient *to* client
52-14 **change** patient **to** client **AND change** because he is about to emit (2) _____ verbal behavior. **to** because (2) _____ verbal behavior is about to occur.
52-15 *change* is emitted *to* occurs **AND change** patient *to* client
52-16 **change** patient **to** client **AND change** induce the patient to emit the behavior which continues to be **to** induce the client behavior which continues to be
52-17 *change* patient *to* client
52-18 *change* patient *to* client
52-19 *change* accidentally *to* coincidentally
52-21 *change* Emitting the same response *to* The same response occurring
52-24 *change* patient *to* client
52-25 *change* psychotherapy *to* therapy
52-27 *change* therapists *to* psychiatrists
52-28 *change* therapist *to* psychiatrist

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SET 53: Review: Test Covering Parts XII – XIV

- 53-3 *in the answer change* S^Ds *to* S^{Ev}s
53-11 *change* psychotherapy *to* therapy **AND change** patient *to* client
53-17 *change* patient's *to* client's
53-21 *change* psychotherapy *to* therapy