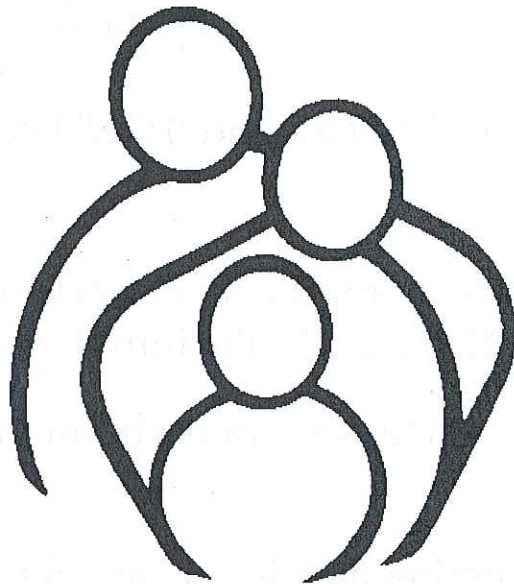


# Behaviorology Majors Make a Difference



*By a Dozen Authors in 1977 &  
Reassembled by Stephen F. Ledoux in 2013*

## Study Questions for the articles in *Behaviorology Majors Make a Difference*

FOR EACH ARTICLE, USE BOTH SIDE OF AS MANY 8 1/2 X 11 LINED BINDER-PAPER SHEETS (WITHOUT EDGE SHREDS) AS NEEDED FOR YOUR ANSWERS—IN YOUR OWN WORDS AND LEGIBLE HANDWRITING—AND HAND IN YOUR ANSWERS AT CLASS, AND REPRODUCE THESE INFORMATION ITEMS AT THE TOP OF THE FIRST SHEET OF EACH OF YOUR SETS OF ANSWERS:

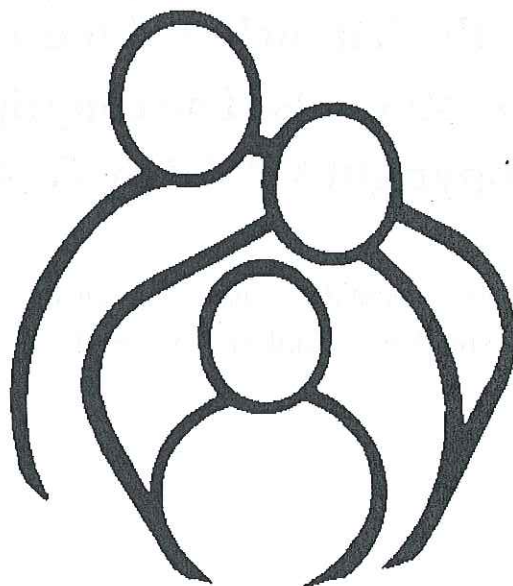
✧ Your Name

✧ The date

✧ The article title AND author(s) AND page numbers

1. *Describe* (always in appropriate detail) why the study was done (usually found in the introductory section).
2. *Describe* the characteristics of each individual involved in the study.
3. *Describe* the experimental design, and the methods used.
4. *Describe* each one of any methodological difficulties encountered in the study as well as any solution attempts and their relative success.
5. *Describe* what the data show in each phase as well as what the results show in general.
6. *Describe* the conclusions reached from the data/ results as well as any implications the study has for the future (including any that the authors left out but that you recognized). ☺

# Behaviorology Majors Make a Difference



*By a Dozen Authors in 1977 &  
Reassembled by Stephen F. Ledoux in 2013*

Copyright © 2013 by ABCs

ISBN 978-1-882508-39-6 US\$30

[The original copyright was: Copyright © 1977 by GIAE]

# *Behaviorology Majors Make a Difference*

By a dozen authors

Stephen F. Ledoux, Ph.D., reassembled these papers in 2013 from part of a larger book published in 1977 with a different title that included these project reports by his best students. The copyright for that larger book is: Copyright © 1977 by GIAE.

*Used for the first time since 1978, and with this new title, starting in 2013, under this copyright: Copyright © 2013 by ABCs (Canton, NY, USA)*

# Contents

## *Introduction*

Stephen F. Ledoux ... .. 7

## *Chapter 1: Parental management of time out and attention in the control of brat-syndrome behaviour*

David Anderson and Stephen Ledoux ... .. 9

## *Chapter 2: The brat-syndrome and other equally fascinating factors*

Sheila Knight and Stephen Ledoux ... .. 17

## *Chapter 3: Parental management of a hyperactive child using contingency manipulation in the home*

Bryan Grant ... .. 31

## *Chapter 4: Parental control of tantrums and child aggression by time out and social reinforcement*

Helen Mitchell ... .. 45

## *Chapter 5: Treatment of between-meal eating behaviour*

Elizabeth Borland and Geoff Grantham ... .. 51

## *Chapter 6: Parental management of a contractual dual-contingency economy in the modification of cooperative and verbal behaviours*

Nola Biddle ... .. 57

## *Chapter 7: Sibling bickering as a function of attention: Parental management of a social reinforcement and tokens*

Ricki Dargavel ... .. 65

## *Chapter 8: Parental management of music study behaviours with a token economy*

Gisela Tiemann-Kaplan ... .. 75

**Chapter 9: *The use of contingency contracting in the self-initiated control of fingernail biting***  
 Janeece Phippen ... .. 89

**Chapter 10: *Parents as therapists in the control of incontinent urination***  
 Raymond Wilks ... .. 99

**References ... .. 107 ❁**

# Introduction

## About the Authors

Undergraduate behavioural students benefit from reading books containing reports about clinically helpful interventions. Many such books feature articles from the published applied-research literature that authors with much experience, and higher degrees, have written. These articles are at least among the best that the journals receive; they do not contain much about the unplanned appearance of uncontrolled or uncontrollable (i.e., inaccessible) or extraneous variables or other difficult drawbacks that often plague therapeutic interventions.

While clearly such studies have a place in the education of a discipline's students, studies with those characteristics may not always be the most beneficial for students; appreciating and dealing with the sort of complexities that can and do arise in the real world, when trying to put into practice the principles and techniques upon which their studies focus, can be perplexing to students. Sometimes reading studies helps students more when the studies managed to make a difference in spite of difficult drawbacks, because such studies help students, who are unsure of how they can contribute, get a better grasp of more of the possibilities, perhaps including a grasp of what capabilities undergraduate students, or new graduates, might have. And these benefits accrue most *when students are the experimenters in, and the authors of, the studies.*

That is the case in this book. The students who organized and carried out the interventions *are* the authors of the papers that appear herein. Most of these authors were in the third year of a three-year BA-degree program in the natural science of behaviour, which we now call *behaviourology*. Of course, the degree program did not use this label, because the term was not yet in use; indeed, these papers originally appeared in an otherwise quite out-of-date book, first published in 1977, that happened to repeat, in one of several professional papers later in the book, my coining of the name, behaviourology (on page 137). Thus, the papers herein appeared in the last years of the period when psychology and the natural science of behaviour (behaviourology) shared their history (see the first paper in Ledoux, S. F. [2002]. *Origins and Components of Behaviorology*. Canton, NY: ABCs).

## About the Papers

When assembling these papers into a book of readings then or now, I made no attempt to "clean them up," no attempt to massage them into any greater respectability; they required no such effort. Their authors had studied well and knew their subject. When they were unsure, they turned to their dictionary, or the library, or their professor. They completed their projects to the required high standards of the time. Appropriately, they would not admit to being more than hardworking, concerned, conscientious students of human behaviour and change.

The issue these students of behaviour faced was then—and always is—whether or not one has access to the variables of which behaviour is a function, because behaviour is always a function of some set of natural variables. However, we as interventionists or contingency engineers sometimes lack sufficient access to help as much as we want; we must be satisfied to help as much as we can. And these papers record substantive benefits even for some clients for whom the authors had less access to the problem-causing variables.

The ten papers in this collection come from students on two different campuses. The authors of the first two papers wrote them as part of a clinical interventions course at the University of Queensland in 1975, and both deal with “brat-syndrome” type behaviour. The first one (primary author: David Anderson) is of special interest due to its need for an exceptionally methodologically sound study. In addition to helping the client, a sound study might contribute to a needed beneficial change in the views of the clinical director controlling the case. This director, knowing that Anderson was a student of the natural science of behaviour, assigned Anderson to this case so that Anderson would experience first hand the director’s opinion regarding “the difficulty of achieving success with operant paradigms in real, non-laboratory cases.” We would be hard-pressed to find a better way to begin this series of reports, *all* of which demonstrate the success of operant paradigms in real, non-laboratory cases!

The authors of the other eight papers wrote them as part of a clinical interventions course at the Gippsland Institute of Advanced Education in 1976–1977. These papers cover a wide variety of presenting behaviours of concern.

## About Terminology and Tasks

Given the terminology changes over the last 30 years, current readers (in 2013 and after) face a task of special benefit for their own behaviourological repertoire expansion. You need to recognize, and note down (on these pages if not elsewhere) a variety of changes or updates in terminology, from your own studies, so that your reading of these reports proceeds with the currently correct scientific, methodological, and linguistic terms. A good source for current terminology is the book, *Running Out of Time—Introducing Behaviorology to Help Solve Global Problems* (Stephen F. Ledoux, 2014, Ottawa, Canada: BehaveTech Publishing). These terms include today’s more accurate disciplinary label, behaviourology (the Amerian spelling is behaviorology) which not only applies to the natural science of behaviour but also to the “operant psychology” of the time when these papers occurred, because even then, the natural science of behaviour and behaviourology were not, and still are not, any kind of psychology; behaviourology and psychology are separate and independent disciplines.♣