



Journal of Behaviorology

ISSN 2331-0774

A journal of TIBI: The International Behaviorology Institute

Behaviorology

Conductologia

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Gedragologie

Behaviourology

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NOTE: Prior to Volume 16, Number 1 (Spring 2013) the *Journal of Behaviorology* went by the name of *Behaviorology Today*, which occasionally published fully peer-reviewed articles, explicitly so labeled. Beginning with Volume 15, Number 1, in January 2012, all material receives full peer review. See the "Submission Guidelines" for details.

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* This issue does not contain any new or updated TIBI course syllabi. New syllabi, or updates of previous syllabi, may appear in future issues. (See the *Syllabus Directory* for details.)

Editorial

James O’Heare

(Action Editor for this issue)

This issue of the *Journal of Behaviorology* consists of two articles. The first article, “Changing terms is insufficient to save our science and practice—A response to the Special Section on the term Behavioral Materialism,” by Stephen F. Ledoux, is an excellent contribution to the Special Section that appeared in the last issue (Volume 22, Number 1–2) on the term radical behaviorism and Joe Morrow’s proposal for an alternative name, behavioral materialism. After reading all of the articles in that Special Section, and Ledoux’s article in the current issue, I am personally persuaded of the alternative “behavioral naturalism.” I am also persuaded that a new name would benefit the future of our science.

The word “radical” has come to evoke a completely different set of responses than it would have when it was first used in the label, “radical behaviorism,” and in the *already conditioned* repertoires of disciplinary members. Getting those repertoires, however, always required some extra, explicit conditioning with students, and the public, when the term, “radical behaviorism,” was used with them. That kind of distracting clarification, when the term is used or taught, is a confusing educational inefficiency. This article, however, should not be the last word. Other contributions to this discussion in issues to come would be a welcomed augment to the topic.

The second article, by Alexandr A. Fedorov, has the title, “Publishing about autism spectrum disorder in the *Journal of Applied Behavior Analysis* and the *Journal of the Experimental Analysis of Behavior*: Bibliometric analysis (1958–2017).” This article addresses the broad range of

research on autism spectrum disorder (ASD), a topic of interest to many behavior analysts and behaviorologists. The vast majority of the analyzed studies appeared across the pages of the two prominent behavior–science journals named in the title. An important conclusion involved the schism between basic and applied research and publishing as reported mostly with respect to ASD research.

One last new item in this issue provides readers with the Table of Contents for Lawrence Fraley’s new book, *About Science, Life, and Reality*. This soft–cover, 214–page book breaks new ground by clarifying and connecting the elements of the book’s title, science, life, and reality. The book begins with some details about the imminently needed steps, by traditional natural scientists, to integrate behaviorology courses, programs, and departments into their natural–science units at colleges and universities to enable its practitioners to supply the culture with fully scientific solutions to the behavior components of global—and individual and local—problems. The book then proceeds to describe and resolve some of the difficulties faced by that task. These difficulties begin with the culture’s long–standing intellectual error of accepting pre–scientific—and today, unscientific—accounts for behavioral and other phenomena. These difficulties even extend to misconceptions of reality, with Fraley describing a more scientifically accurate conception of reality. Every applied behaviorologist, every BCBA, indeed every person, interested in understanding behavior and reality better, will find much of value in this book. ☺

Changing Terms is Insufficient to Save Our Science and Practice—A response to the Special Section on the term Behavioral Materialism

Stephen F. Ledoux*

Abstract: For decades the label “Radical Behaviorism” has named the philosophy of science of behaviorology as an extension of Naturalism, the general philosophy of science of the natural sciences. Substituting the label “Behavioral Materialism” for the label “Radical Behaviorism” would end some continuing difficulties that have reduced efficient dissemination of information in public and educational settings. Yet for people outside philosophy, the “Behavioral Materialism” label could create the new difficulty of confusion over the meaning of “materialism.” Science cannot leave anyone behind, because all must help solve global problems. A label, like “Behavioral Naturalism,” that ends the same difficulties that the “Behavioral Materialism” label ends, but without creating a new one, would help, and also carries the connection with the natural sciences and their general philosophy of science. This, along with other efforts, could, and must, help save our science and practice, if *we*, under any name, are to help solve global problems.

When the editor of the *Journal of Behaviorology* accepted the suggestion, one that Traci Cihon and I made, for a Special Section of commentaries discussing Joseph Morrow’s Behavioral Materialism paper (2019), I recused myself¹ both from any initial commentary contribution and from reviewing manuscripts directly addressing his paper, because Dr. Morrow had served most effectively, in the early 1970s, as my undergraduate mentor and as my MA thesis advisor. Making this “In Response” contribution in a subsequent journal issue, however, seems reasonable. The commentary papers in the Special Section, in their order of appearance, were Fedorov, 2019; Critchfield & Epting, 2019; Morris, 2019; Fraley, 2019; and Ferreira, 2019.

Professor Morrow’s paper describes various difficulties that adhere to the label “Radical Behaviorism” every time it is used, especially with new listeners or readers, in both public and educational settings. Time and energy

must then go into addressing these difficulties, clarifying and explaining them, if the audience has not already simply “left the room,” put off by its misunderstanding of both words “radical” and “behaviorism.” For the lost audience as well as the audiences that remain, such efforts necessarily reduce the efficiency of education and dissemination. Current global problems, however, have established a shrinking time frame in which to solve these problems before their worst effects overtake humanity (Thompson, 2010). As Marshall McLuhan pointed out, “There are no passengers on spaceship Earth; we are all crew” (see Worth, 2019, p. 17).

That shrinking time–frame contingency, however, necessitates *increasing* education and dissemination efficiencies. Even when the efforts seem small, like changing from a less helpful label to a more helpful label naming a philosophy of science, any efforts to increase the associated efficiencies deserve encouragement. Of course,

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¹Agents (like “I”) and agential selves (like “myself”) are irrelevant to dealing with behavior. Until a new grammar (see Ledoux, 2014) widely controls verbal behavior, however, such terms typify a range of standard verbal shortcuts, familiar to behaviorology–discipline readers as *verbal shortcuts*, that appear in this (and many) articles to move the content along rather than bog it down in *already–understood*, long–winded technicalities, which would greatly reduce readability. This concern similarly extends to other verbal shortcuts such as descriptions of contingencies as “on” individuals or groups even though contingencies really only operate on behavior.

Key words: Philosophy of science, naturalism, behaviorism, radical behaviorism, behavioral materialism, behavioral naturalism, behaviorology, The Experimental Analysis of Behavior (TEAB), Applied Behavior Analysis (ABA), natural science, contingency engineering

larger efforts also deserve encouragement, including efforts to put the natural science of behavior and its contingency engineering into the mainstream, supported by as many natural scientists of behavior as possible, who go by a couple of different disciplinary names.

Professor Morrow's paper also persuasively describes his proposal that the "Behavioral Materialism" label can put an end to many of the problems that adhere to the "Radical Behaviorism" label; his paper should be read as much for the details of these problems as for the details of his solution (so, few such details get repeated here). While less problematic than the "Radical Behaviorism" label, the "Behavioral Materialism" label is not fully helpful if it brings with it problems of its own. For example, while Morris (2019) discusses some problems, here is another. Outside philosophy circles many people remain uninformed about the philosophical meaning of the term "materialism" as referring to the opposite of "idealism" (the philosophical meaning of which many people also misunderstand). Indeed, many people, including those in other disciplines and fields along with clients, consumers, and students, respond to the term "materialism" by equating it with "possession of material goods," a notion commonly arising from some contingencies at work in the generally pre-scientific, traditional cultural conditioning of unquestioned childhood upbringing. This misunderstanding survives, leaving little reason to hunt for other meanings.

Can a different label solve the other problems that the "Behavioral Materialism" label solves and avoid this one as well? Such a label could be well placed to increase education and dissemination efficiencies. And, as Critchfield and Epting (2019) ask in different words, what contingencies can bring about the widespread use of new terms and, by implication, further support mainstreaming the natural science of behavior and its contingency engineering (i.e., our science and practice)?

Similarly, what contingencies can bring about the even greater changes needed to help solve global problems, especially those with behavior components in the problems and the solutions? These need our time and energy and effort. If the involved scientists find such questions daunting, and back away from trying, others may retreat also, which is unhelpful for everyone. Instead *we need a range of new responses*. Whether these new responses involve just adopting relatively "little" new terms, or involve adopting relatively "big" new cultural practices, is not the point, because either one may help the other. Let the new responses flow. As we work with the contingencies and their functional control of behavior, some new responses will predictably get selected.

About New Terms

Regarding the question of adopting new terms in general, some experience has already accumulated. Over recent decades lots of new terms have ended problems with older terms. Some of these include (a) the terms "added" and "subtracted" reinforcement and punishment replacing the terms "positive" and "negative" reinforcement and punishment (see Ledoux, 2015, pp. 199–204); (b) the term "coincidental" reinforcement replacing the term "accidental" reinforcement (see Ledoux, 2014, Chapter 11); (c) the terms "evocation" and "evocative" replacing the terms "discrimination" and "discriminative" (see Ledoux, 2014, Chapter 12); (d) the term "behaviorology" replacing the term "behavior analysis," which was replacing the term "The Experimental Analysis of Behavior" (TEAB; see Fraley & Ledoux, 2015); and (e) the term "contingency engineering" (the applied part of behaviorology, the largest area of which is commonly known as Applied Behavior Analysis: ABA) replacing the term "behavior engineering" which was replacing the term "behavior modification" (various authors, and discussed in Ledoux, 2014, 2017).

Looking more closely at that last change in terms (i.e., about changing from "behavior modification" to "behavior engineering" to "contingency engineering") can also show how interconnected improving terms might be with bigger concerns like solving global problems. Many professionals stopped using the term "behavior modification," due to bad press about the word "modification." Another reason, however, exists for dropping this term. And this reason also applies to why the term "behavior engineering" is an inadequate alternative. Due to the contingencies in their traditional cultural conditioning, people in general respond negatively, particularly with negative, respondently conditioned emotional responses, to modifying—or manipulating, or controlling, or engineering—*behavior*. Meanwhile, the responses to modifying—or manipulating, or controlling, or engineering—independent variables, and environments, and even contingencies, are far more neutral.

Now, with those more neutral responses in hand—neutral responses to engineering independent variables, environments, and contingencies—consider the facts about the activities of natural scientists and engineers who study behavior. They do not actually—as in directly—modify or manipulate or change or control or engineer *behavior*. For these two reasons (i.e., the negative emotional reactions against "modify [etc.]" and the fact that scientists and engineers who study behavior do not directly "change [etc.]" behavior) much confusion, misunderstanding, and objection arises when these scientists and engineers claim or even imply that

they do so, by using these older terms. Instead their engineering efforts and interventions and practices all focus on changing the environment, on changing the contingencies, on changing the functional relationships—between independent variables and behavior—that determine behavior.

In setting aside the “behavior engineering” term, natural scientists of behavior could not, without also causing unnecessary confusion, use the term “environmental engineering,” because others, grounded in other sciences, were already using this term for a different field. That is partly why some in the natural science of behavior, behaviorology, and its engineers have begun to use the term “contingency engineering” (e.g., Ledoux, 2014, 2017). This engineering changes contingencies that then generate and shape and maintain behaviors that garner the support of individuals and society. Some contingency–engineering areas of behaviorology include its ABA areas of parenting, regular and special education, behavioral medicine, green contingency engineering, dignified dying, companion animal training, behavioral safety, business and organizational management, penal rehabilitation, and autism and developmental disabilities interventions, among others (Ledoux, 2019).

Objections and Interconnections

Some people object to that list of contingency–engineering areas, because it seems to them as merely a kind of claim–staking exercise. Others object to some people’s policy of trying to make behaviorology go away by telling impressionable students to ignore whatever anyone says if they use the term “behaviorology,” a policy that also looks like a kind of claim–staking exercise. Such extinction policies have failed while ABA areas continue to derive from the natural science that Skinner started in the 1930s, a name for which is behaviorology, a name which is here to stay. *But time spent arguing such issues is time wasted* in terms of helping solve global problems, because if mutual attempts at response extinction by associated professionals succeed in dictating the reduction of further efforts, then success gets reduced, even precluded, for everyone.

Those concerns exemplify how everything is interconnected. Solving global problems is in some vital ways connected to bringing the natural science of behavior and its contingency engineering into the mainstream, which is in some ways connected to adopting more appropriate terms that cause fewer difficulties and so lead to education and dissemination efficiencies, which are now needed more than ever. So, back to the terminology concerns.

As mentioned, the term “Behavioral Materialism” solves a bunch of problems, yet it also introduces the new one regarding misunderstandings over the

word “materialism.” This term poses few problems for philosophers, one of the major audiences for Morrow’s proposal. The contingencies on philosophers regularly compel them to deal with the philosophical connotations of the term “materialism.” The contingencies on many members of the general public, however, leave them confronting mostly the “possession of material goods” connotation of the term “materialism,” a connotation typically found objectionable.

That raises a question. Can we find a term that can replace the label “Radical Behaviorism” while solving all the problems with it that the suggested replacement term “Behavioral Materialism” solves, but that does not create any new problems?

In answer, here is one possibility; perhaps it also creates new problems. Given that “Naturalism” continues as a common label tacting the general philosophy of science of the natural sciences including behaviorology, perhaps the label “Behavioral Naturalism” would make a reasonable replacement for the label “Radical Behaviorism,” for the same or similar reason, and solving mostly the same or similar problems, as Morrow discussed for the “Behavioral Materialism” label. The label “Behavioral Naturalism” explicitly connects our philosophy of science, the philosophy of science of the natural science of behavior, to Naturalism, the philosophy of science of the natural sciences. And explicitly acknowledging this connection remains appropriate because, after all, our philosophy of science *is an extension* of the Naturalism of the natural sciences (Ledoux, 2019).

Larger–Scale Problems

Larger problems, however, remain. Even before solutions to global problems come before us for consideration, Critchfield and Epting (2019) raised other problems. These concern how, successfully, to change terms and, even more importantly, how to improve the prospects for our science and practice. To begin answering, a return to the implications of our scientific roots seems appropriate.

The process of changing to any and all of those mentioned newer terms, including “Behavioral Materialism” or “Behavioral Naturalism,” involved and involves the occurrence of these terms, consistently and continually (unless something even better comes along) while the contingencies that build history decide on the staying power of the terms. Of course, traditional agential phrasing would speak of “using” these terms, while scientific readers respond to “using” as a well–understood verbal shortcut. More importantly, adopting those terms works better when done *from within a clear program* for disciplinary—science and practice—improvement, such as behaviorologists pursue with respect to maintaining (and perhaps even growing) a natural science of behavior

that (a) stands as the fourth basic science subject matter at the roundtable of natural sciences (i.e., energy, matter, life, behavior as subject matters of physics, chemistry, biology, and behaviorology respectively; Fraley, 2019), and (b) remains aligned in science and philosophy with other natural sciences, while also separate from and independent of any disciplinary connections or shared history with fundamentally non-natural disciplines (e.g., psychology; Fraley & Ledoux, 2015).

That program for disciplinary improvement and mainstreaming is particularly important now, because traditional natural scientists, recognizing both that *human behavior* causes most global problems, and that humanity needs changes in *human behavior* to solve those problems, have called for a natural science of *human behavior* (e.g., McIntyre, 2006). Without knowing that such a science has existed for 100 years (Ledoux, 2012), these traditional natural scientists (e.g., physicists, chemists, biologists) also recognize that this circumstance means that a natural science of human behavior *is required* if humanity is to solve its global problems in the timely manner that the problems and their outcomes impose.

So it behooves all natural scientists of behavior, under whatever name, including the few remaining in our laboratories and the many in our various contingency-engineering areas, to do their share supporting all efforts that bring us together with each other and with our traditional natural-science colleagues for enhanced mutual understanding and collaboration. Such enhancements will support our science and practice by helping establish departments and programs of our natural science of behaviorology (e.g., in green contingency-engineering programs; see Ledoux, 2018a) that increase our share in supporting all natural sciences in the efforts to solve global problems (i.e., see Chapter 27 of Ledoux, 2017; also see Ledoux, 2018b, for shared experiences in developing courses and programs in the natural science of behavior). Otherwise, the unmitigated outcomes of our current global problems will likely make all of these discussions rather meaningless (Thompson, 2010).

Intermediate Concerns

Still, the question that Critchfield and Epting (2019) very reasonably raised, about how to get a replacement term to take hold, remains. The answer presumably resides in the discipline of disciplinary contingencies. Cannot everyone involved in the natural science of behavior, and in the contingency engineering to which it leads (under whatever disciplinary labels) find or design and engage in steps that help adjust the contingencies that improve terminology-related behaviors? Can this not be one of our interventions? Is this a daunting task? Are we not all under the additional, even longer-range,

culture-future determining contingencies that must induce many behaviors, including these, relevant to improving and extending our science and practice?

Just for starters, we all benefit when everyone in the natural science of behavior, and its contingency-engineering areas, examines the written reference resources regarding all the new terms (as well as the accumulation of other historical disciplinary developments in our science and practice) and then employ these terms. We can employ them regularly and continually, with all audiences, *and experience the reactions and feedback* from listeners, and maybe even report some of the reactions and feedback to others across these fields. Perhaps the reactions of philosophers will support the “Behavioral Materialism” label. Perhaps the reactions of traditional natural scientists will encourage the “Behavioral Naturalism” label. Perhaps the *experience of trying* will show us that we can accomplish so much more by applying our own science and practice to these problems. And that is a step to saving our science and practice as well.

We are all under contingencies to improve and extend our science and practice. Perhaps some help for all will occur from at least some data accruing from the smaller effort needed to adopt new terms. Perhaps the biggest factor will involve the biggest audiences with whom natural scientists of behavior and contingency engineers interact the most. Perhaps philosophers will constitute most of the audience, with the biggest impact. Then maybe the “Behavioral Materialism” label will become the best replacement term for the “Radical Behaviorism” label. Papers in the Special Section in the last issue of this journal have addressed this relation. Or, perhaps the combination of service clients and consumers plus students and other natural scientists will prove a bigger audience, with the biggest impact. Then maybe the “Behavioral Naturalism” label will become the best replacement term for the “Radical Behaviorism” label. Maybe helping solve global problems will become even more important than personal preferences about terms or science and practice. This might even lead to not changing terms now. Or maybe some other term might arise that proves even better than either of these two. Perhaps just the ongoing and evolving discussion provides benefits. However, humanity *is* running out of time.

An Expansive Review

To the extent that contingency engineers interacting with clients or consumers—or professors interacting with students—need to discuss philosophy of science, the term “Behavioral Naturalism” seems a simpler term that may prove more successful in those discussions. Similarly, when natural scientists of behavior interact

with traditional natural scientists, which is currently particularly necessary regarding the share of contributions from our discipline needed to help solve global problems, then again, the term “Behavioral Naturalism” may prove more successful in those interactions, to the extent, again, that interactions with other natural scientists need to consider philosophy of science (e.g., Ledoux, 2019). And behaviorology has far more to contribute that benefits traditional natural scientists than just philosophical discussions (e.g., see Ledoux, 2017, pp. 371–392).

In elaborating a review, consider that *everyone* involved in behavior science and practice, under any name, probably produces benefits by considering and engaging all three terms that are the focus of this discussion (i.e., “Radical Behaviorism,” “Behavioral Materialism,” and “Behavioral Naturalism”) along with any additional worthy alternatives that arise, *while noting and reporting the contingent reactions*. Predictably a lot of additional and valuable contingency development will also derive from this activity. This applies to all these terms, and the other new terms already mentioned. We can all work them in at every opportunity (e.g., in conversations, discussions, lectures, reports, and writings). And let the operating contingencies select from among the alternatives which ones are appropriate and which are inappropriate.

Such activity and other activities are interrelated. We all benefit by engaging in these activities while helping solve individual and local problems of various consumers and clients, and while interacting with students whose contingencies compel seeking this science and engineering in courses, programs, and departments, as well as while actively helping solve global problems. We all benefit by establishing—in college and university natural–science units, possibly starting in biology departments—additional general disciplinary undergraduate programs in our natural science, programs that cover not just the principles, methods, and concepts needed for decent contingency–engineering interventions with clients and consumers, but also programs that cover the extensions, implications, and interpretations in the basic science. Various chapters elaborate many of these basic–science extensions, implications, and interpretations, for example, chapters in Fraley, 2008 (for doctoral students) and in Ledoux, 2014 and 2017. And, *based on these foundations*, we can add graduate programs in experimental behaviorology (to rebuild our professorial research laboratories) along with graduate programs in our contingency–engineering areas of ABA. By first studying the science *thoroughly*, with its extensions, implications, and interpretations, students in these programs would then be more thoroughly and appropriately prepared and qualified to study the engineering interventions, which would

help our science and practice by raising the respect for our applied interventionists, and improving our interdisciplinary relationships.

Has not the time come for our disciplinary engineers to have the same level of grasp of the full extent of their basic science (including its extensions, implications, and interpretations) that other engineers, in other fields, have of theirs? This is quite different from receiving only enough basic–science instruction to enable using an intervention cookbook (at an undergraduate level) or enough to pass a certification exam (at a graduate level). Such a scenario, if it happens even once, is happening too often. Does that scenario describe any current applied programs? Should not our professional education be completed to higher levels than just what is legally needed to pass exams? True, the difficulties multiply when ABA programs inappropriately exist in psychology departments where any interest must officially and realistically lag regarding committing resources to these programs. For example, more of the courses required of students in these programs would have to be natural science of behavior courses rather than psychology courses, a pattern about which very few if any psychologists could be enthusiastic. And they are right; such courses and programs don’t belong in psychology departments but in independent behaviorology departments in college and university natural–science schools.

That, however, simply reminds us that our natural science of behavior is not a part of, nor any kind of, psychology. Indeed it *never* really was a part of psychology, as natural scientists of behavior, from Skinner on, were always under natural–science contingencies, involving philosophy of science concerns, that disallowed buying into any part of the range of inner–agent causes of behavior that remain a required part of the psychology discipline. The psychology discipline officially discards our natural–science approach of *both* experimental methods *and* philosophies of Naturalism and Behavioral Naturalism; the result of buying into any two, let alone all three, of these would just not be psychology! It would be a different discipline. Similarly, philosophers did not want experimental methods in philosophy. That just would no longer be philosophy; it would be a different discipline. Those who wanted such methods had to start their own discipline, namely psychology. For many decades now, psychologists have kicked us out for wanting strictly natural science and philosophy, telling us that the result would not be psychology but would be a different discipline. So those who wanted strictly natural science and philosophy had to move our own discipline officially and completely out of psychology. Some of us took this action back in 1987 (see Fraley & Ledoux, 2015, for details). Meanwhile, psychology continues to claim the “behavior analysis” label; an “etic” reason (Harris,

1979) could be that this term endows some (unearned) natural–science credibility.

For many natural scientists of behavior who are stuck in a psychology department, that can be a hard pill to swallow, even if you are personally successful in those circumstances. But for most people, and for our science and practice in general, trying to make “changing psychology” work has failed for over 100 years. This is data. As natural scientists, data controls our behavior. The involved contingencies are complicated (see Fraley & Ledoux, 2015). And for the sake of our share in helping humanity, especially in solving global problems, the contingencies are inducing the finding of ways to make our decades of separation and independence from psychology even more successful.

So should not we all be endorsing—and putting up with the temporary disadvantages of—that independence movement, a movement that the behaviorologists officially began for everyone back in 1987 (see Fraley & Ledoux, 2015). While the professionals working under the behaviorology label have made some contributions to the world, they have not yet brought about *big* changes. Yet the same applies to those natural scientists who cling to psychology or to the “behavior analysis” label, and disdain the behaviorology label and the independence it signifies. So, yes, both groups have made some changes to the world. Perhaps chief among these could be that this “natural science of behavior” not need to be reinvented again.

Conclusion

In conclusion, the contingencies surrounding my own introduction to Radical Behaviorism, decades ago, have left me feeling personally quite comfortable with this label. While the same might describe the experience of many current natural scientists and contingency engineers of behavior, fifty years of experiencing the difficulty of teaching or explaining Radical Behaviorism *to others*, in diverse circumstances (e.g., courses or consultations) speak loudly about the need for, and benefits of, an alternative label. One gets tired of being stalled early in a description of Radical Behaviorism—and so maybe never getting to the helpful points about it—due to the need to explain not only *behaviorism* (to which contingencies have usually conditioned many inaccurate reactions) but also that “radical” means *thoroughgoing* or *fundamental* or *comprehensive* (or something even more complicated) rather than *extreme* (in the usual negative connotation). Any of these alternative labels would avoid that and, in doing so, seem better than retaining the many problems that the “Radical Behaviorism” label continues to have, even if it did not start out trying to have them.

My verbal behavior remains under two contingencies in particular that induce the frequent occurrence

of the “Behavioral Naturalism” label. One involves the punishing contingency of having to explain “materialism,” (and de-condition the negative response to it) when using the “Behavioral Materialism” label with some audiences before getting to the helpful points of this philosophy of science. The other involves, in my work with other natural scientists, the reinforcing contingency that their ready familiarity with “Naturalism” helps with using the “Behavioral Naturalism” label, because “Naturalism” is the common name of their general philosophy of science, which allows getting right into the helpful points that our philosophy of science provides. I should have referred to *Behavioral Naturalism* in my “Ten commandments of natural science” paper (Ledoux, 2019) but the contingencies that first induced the “Behavioral Naturalism” label to occur in my repertoire were not operating until after the discussion arose, through the appearance of the papers in the Special Section, of a possible new label to replace the “Radical Behaviorism” label.

That has lessons for us all. The contingencies your behavior is under may induce the more frequent occurrence of one label as compared to the others. But the point is to expose these labels through their occurrence and so discover what the contingencies are inducing. History will do the rest.✧

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²Behaviorology can stand on its own references. Those references, however, make clear that they “stand on the shoulders of giants,” as the saying goes, as in giant repertoires and the contingencies that produced them (e.g., the contingencies and repertoires of Darwin, Skinner, Moore, Day, Michael, and so many more). When a group of natural scientists of behavior adopted the label “behaviorology” as the name for their decades–old discipline in 1987, several—including the present author—pledged most of their future writing output to building the explicit disciplinary literature of behaviorology (i.e., works by behaviorologists about behaviorology in behaviorology journals and books). The works in this literature get appropriately cited first, even when many other works are also worthy of citation for the same points. Hence this reference list contains mostly works from the explicit disciplinary literature of behaviorology. In many articles like this one, that means that some authors may seem over represented in the references, yet that happens simply because they have contributed their works to this literature.

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Syllabus Directory*

The most recent issue of *Journal of Behaviorology* that features a Syllabus Directory contains two lists of TIBI's current course syllabi. These lists show where to find the most up-to-date versions of these syllabi in number, title, and content. The first list organizes the syllabi by numerical course number. The second list organizes the syllabi by the chronological volume, number, and pages where you can find each course syllabus.

Each of these syllabi contain only information explicit to a particular course. You will find all the relevant generic information in the article, *General Parameters & Procedures for Courses from The International Behaviorology Institute*, in *Journal of Behaviorology*, Volume 18, Number 2 (Spring, 2015) pp. 3-6.

Current Syllabi by Course Number

- BEHG 100: *Child Rearing Principles and Practices*;
Volume 19, Number 2 (Fall 2016) 3-5.
- BEHG 110: *Introduction to Behaviorology Terminology*;
Volume 20, Number 1 (Spring, 2017) 19-21.
- BEHG 210: *Introduction to Behaviorology I*;
Volume 19, Number 2 (Fall 2016) 6-8.
- BEHG 211: *Introduction to Behaviorology II*;
Volume 19, Number 2 (Fall 2016) 9-12.
- BEHG 330: *Companion Animal Training*;
Volume 19, Number 2 (Fall 2016) 13-15.
- BEHG 340: *Introduction to Verbal Behavior*;
Volume 19, Number 2 (Fall 2016) 16-18.
- BEHG 350: *Behaviorology Philosophy and History*;
Volume 20, Number 1 (Spring, 2017) 22-24.
- BEHG 405: *Basic Autism Intervention Methods*;
Volume 19, Number 2 (Fall 2016) 19-21.
- BEHG 425: *Classroom Management and Preventing School Violence*;
Volume 19, Number 2 (Fall 2016) 22-24.
- BEHG 430: *Resolving Problem Animal Behavior*;
Volume 20, Number 1 (Spring, 2017) 25-28.
- BEHG 435: *Performance Management and Preventing Workplace Violence*;
Volume 19, Number 2 (Fall 2016) 25-27.
- BEHG 455: *Behaviorological Thanatology and Dignified Dying*;
Volume 19, Number 2 (Fall 2016) 28-31.
- BEHG 465: *Behaviorological Rehabilitation*;
Volume 19, Number 2 (Fall 2016) 32-34.

- BEHG 480: *Green Contingency Engineering*;
Volume 20, Number 1 (Spring, 2017) 29-31.
- BEHG 512: *Advanced Behaviorology I*;
Volume 19, Number 2 (Fall 2016) 35-37.
- BEHG 513: *Advanced Behaviorology II*;
Volume 19, Number 2 (Fall 2016) 38-40.
- BEHG 541: *Advanced Verbal Behavior*;
Volume 19, Number 2 (Fall 2016) 41-43.♣

Current Syllabi by Volume & Number

- BEHG 100: *Child Rearing Principles and Practices*;
Volume 19, Number 2 (Fall 2016) 3-5.
- BEHG 210: *Introduction to Behaviorology I*;
Volume 19, Number 2 (Fall 2016) 6-8.
- BEHG 211: *Introduction to Behaviorology II*;
Volume 19, Number 2 (Fall 2016) 9-12.
- BEHG 330: *Companion Animal Training*;
Volume 19, Number 2 (Fall 2016) 13-15.
- BEHG 340: *Introduction to Verbal Behavior*;
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- BEHG 405: *Basic Autism Intervention Methods*;
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Volume 19, Number 2 (Fall 2016) 22-24.
- BEHG 435: *Performance Management and Preventing Workplace Violence*;
Volume 19, Number 2 (Fall 2016) 25-27.
- BEHG 455: *Behaviorological Thanatology and Dignified Dying*;
Volume 19, Number 2 (Fall 2016) 28-31.
- BEHG 465: *Behaviorological Rehabilitation*;
Volume 19, Number 2 (Fall 2016) 32-34.
- BEHG 512: *Advanced Behaviorology I*;
Volume 19, Number 2 (Fall 2016) 35-37.
- BEHG 513: *Advanced Behaviorology II*;
Volume 19, Number 2 (Fall 2016) 38-40.
- BEHG 541: *Advanced Verbal Behavior*;
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- BEHG 110: *Introduction to Behaviorology Terminology*;
Volume 20, Number 1 (Spring, 2017) 19-21.
- BEHG 350: *Behaviorology Philosophy and History*;
Volume 20, Number 1 (Spring, 2017) 22-24.
- BEHG 430: *Resolving Problem Animal Behavior*;
Volume 20, Number 1 (Spring, 2017) 25-28.
- BEHG 480: *Green Contingency Engineering*;
Volume 20, Number 1 (Spring, 2017) 29-31.♣

*All of these TIBI course syllabi were either updated in 2016 or new in 2017. Many have older version appearing in earlier issues under different course numbers; see the *Syllabus Directory* in Volume 18, Number 1 (Spring 2015) for details.

Publishing about Autism Spectrum Disorder in the Journal of Applied Behavior Analysis and the Journal of the Experimental Analysis of Behavior: Bibliometric Analysis (1958–2017)

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Abstract: The article analyzes publications about autism in the leading behavioristic journals—the *Journal of Applied Behavior Analysis (JABA)* and the *Journal of the Experimental Analysis of Behavior (JEAB)*. In total, 7,211 publications published between 1958 and 2017 were identified in Scopus. 597 of them contains terms (in the title, abstract, and/or in the author’s key words) which were used as search topics: “autism,” “autistic,” “Asperger syndrome,” and “pervasive developmental disorder.” It was shown that the vast majority of articles concerning autism are published in the *JABA* (98%). The dynamics of publications including cumulative curves are explored. Six thematic clusters in the field of studying autism are highlighted by constructing the terms map based on keyword analysis. The practice of co-citation is analyzed. The results would suggest that there is the essential schism between experimental and applied research on autism within the framework of behavior analysis.

According to the data provided in the STM report¹ for 2015, more than 2.5 million scientific articles are published annually, and this number increases every year approximately by 3% (Ware & Mabe, 2015). This trend makes analytical surveys more relevant because they allow to present publications in a specific field of knowledge in a structured manner. One of the most effective methods for constructing such surveys is bibliometric analysis, which makes it possible to create a “map” of a particular field of scientific research on the basis of quantitative data. In this article, bibliometric analysis is applied to the publications about autism published in the leading behavioristic journals—the *Journal of the*

Experimental Analysis of Behavior (JEAB) and the *Journal of Applied Behavior Analysis (JABA)*. It is worth noting that this type of research is only beginning to be applied to publications about autism spectrum disorders. Thus, in the 2016 article, authors explicitly state that their research is, as far as they know, the first bibliometric study on ASD (Sweileh et al., 2016). Their analysis, on the one hand, was limited because it covered the period from 2005 to 2014; on the other hand, it was global because it included all the articles indexed in the Scopus database during this time. Based on the findings, the authors—among other things—concluded that there is the linear increase of the publications on ASD, and one of the main focuses of analysis is molecular genetics. The focus of this article is the ASD research conducted within the framework of behavior analysis. As J. L. Matson with coauthors noted “while genetics has been the most studied of all topics,

¹ The STM association is one of the leading professional associations, uniting scientific publishers from many countries of the world which in total control about 66% of all journal articles.

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The research was supported by the Russian Foundation of Basic Research (RFBR), the scientific project No. 18-013-00925.

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The Russian–language version of this article is published in “*Reflexio*” (2018, vol. 11, № 2).

Keywords: autism, behavior analysis, bibliometric analysis, experimental science, applied science.

applied behavior analysis (ABA) has also received a great deal of attention, and has arguably yielded the most promising results of any research area to date” (Matson et al., 2012, p. 144). As mentioned above, this research is limited to two leading behavioristic scientific journals—the *Journal of the Experimental Analysis of Behavior* and the *Journal of Applied Behavior Analysis*. According to SCIMago Journal Rank (SJR), these journals have the impact factors among the journals in the field of behavior analysis. The *JEAB* impact factor for 2016 is 0.941, and the *JABA* impact factor is 0.587. The third is the *Behavior Analyst* with an impact factor of 0.376. Thus, the analysis of publications in *JEAB* and *JABA*, which are not only the most ranked but also the most prestigious journals in the field of respectively experimental and applied analysis of behavior (Austin & Carr, 2000) can provide an adequate picture of studies of autism spectrum disorders within the behavioristic approach.

Methods

The data for this study were retrieved from the Scopus database which was chosen after comparison with Web of Science. It should be noted that none of these bases can claim the perfect representation of the publications within the scope of this research. For example, some articles on autism are included in Web of Science Core Collection without abstracts and keywords and, therefore, can be missed during the compilation of the information base if their titles do not include a direct indication of the ASD². At the same time the Scopus database is also not free from inaccuracies³. In general, in the context of this research, Scopus has the following advantage. When searching for articles in Web of Science, Keywords Plus are used in addition to Author Keywords. Keywords Plus are extracted by an automatic computer algorithm that analyzes the titles of an article’s references. These Keywords Plus may include terms that are not included in the list of Author Keywords, as well as those that do not appear in the title or the abstract of the article. The representativeness of this parameter remains controversial and, consequently, the compilation of information using

Web of Science may lead to the inclusion of irrelevant articles in it⁴.

The terms “autism,” “autistic,” “Asperger syndrome,” and “pervasive developmental disorder,” with the logical operator of “OR,” were used as search words. These terms were identified in the article title, the abstract, and/or in the keywords of the publications. The search period was set from 1958 to 2017. Also, in the field “source title,” the search was limited by two sources—the *Journal of Applied Behavior Analysis* and the *Journal of the Experimental Analysis of Behavior*. Initially all types of publications were retrieved. In total, 597 publications meeting these criteria were identified, the majority being articles (n = 584). The remaining 13 documents are scientific reviews, so they were also taken into account in further research.

The free software tool vosviewer, version 1.6.7 (van Eck & Waltman, 2010) was used to analyze and visualize relationships between terms and co-citations. vosviewer allows to construct bibliometric networks based on citation, co-occurrence of keywords, and other parameters. In these maps the size of the circles and the font of the label represents the number of occurrence, and the distance between two circles indicates the relatedness between them. The color of the circle is determined by the cluster to which it belongs. As developers of this software note, the vos (Visualization Of Similarities) mapping method produces better structured maps than multidimensional scaling, another popular technique of bibliometric analysis (van Eck & Waltman, 2010).

Results and Discussion

Trends with Time

Figure 1 shows that there is the stable time trend of growth in the number of publications about autism. It is essential that this trend is connected exclusively with the *Journal of Applied Behavior Analysis* (JABA). For the entire period of the existence of the *Journal of the Experimental Analysis of Behavior* (JEAB; i.e., from 1958 to 2017), only 11 publications on autism were published, with a maximum number of annual publications not exceeding two. Most of the publications (8 of 11) fall in 2007–2017. Thus, 98% of autism studies within the framework

² The paper “Suppression of self-stimulation—three alternative strategies” (Harris & Wolchik, 1979) would be an example. Its subjects are four boys with autistic-like behavior.

³ For example, the article “Relationship of self-stimulation to learning in autistic children” (Koegel & Covert, 1972) is not indexed in Scopus.

⁴ Example, the article “Reinforcement frequency and restricted stimulus control” (Dube & McIlvane, 1997) is included in the search results when the word autism is used as a search topic. Three individuals with moderate to severe mental retardation are studied in this article, and autism is not mentioned in the text at all. But references include articles that contain the term “autism,” so this term was included in Keywords Plus.

of the behavioristic paradigm (586 of 597) refer to applied behavior analysis. The distribution of publications for the five-year periods is given in Table 1.

As can be seen from the data given in Table 1, not only the absolute number of publications about autism increases in time, but also their relative number, especially in the last 15 years. Thus, for 2013–2017 years, the percentage of publications related to the study of ASD was almost 44% in JABA⁵. Moreover, the share of similar publications in JEAB is also growing slowly: if prior to the beginning of the 2000s it fluctuated around 0%, then for 2013–2017 it increased to 1.5%.

Another interesting *general* trend is the change of the leader: before 1992 most of the articles appeared in the field of fundamental science, (i.e., the experimental analysis of behavior [JEAB]), but from 1993 articles in the field of applied science (JABA) began to prevail.

Term Analysis

Considering that the overwhelming number of articles included in the research base was published in the *Journal of Applied Behavior Analysis*, a term map was constructed only for this journal. The vosviewer software was used to analyze and visualize the terms. We determined for each pair of Author keywords the co-occurrence frequency with a threshold of seven. Terms with a general meaning, as well as those designating autism spectrum disorders directly were not included, because the very compilation of the information base of the research delineates the subject area. The list of excluded words is *autism, autistic children, developmental disabilities, autism spectrum disorder, children, and Asperger syndrome*. Singular and plural forms of the word were considered as one term (e.g., mand and mands). Also such terms as *discrete-trial instruction, discrete-trial training* and *discrete-trial teaching* were treated as synonyms. 50 terms of 978 met the final criteria.

Figure 2 shows the results of the term analysis. The size of the circles represents the occurrence of a term (i.e., the larger the size, the higher the occurrence of a term in Author keywords). The distance between any pair of terms provides information on their relatedness as measured by co-occurrences. Colors are used to group terms into topics. Terms with the same color belong to the same cluster and are more closely related than terms with different colors.

The co-occurrence map shows that terms form a complex network in which six thematic clusters can be distinguished. The first cluster (red color) is associated

with the *functional analysis of behavior* in the context of studying the different types of reinforcement (differential, negative, non-contingent reinforcement, etc.) and the maintenance and extinction of different forms of behavior. The second cluster (cyan color) is closely related to the first and focuses around the concept of *stereotypy*. It includes the vocal stereotypy, procedures for reducing stereotypy, the possibility of using stereotypic behavior as reinforcement, etc. Central themes of the third cluster (blue color) are *preference assessment* and *compliance/noncompliance*. The fourth cluster (green color) is associated with the study of *social skills* (play, social interaction, etc.). Its fundamental theoretical concept is *generalization*. The fifth cluster (purple color) focuses around the problem of *verbal behavior* and its various classes (mand, tact, etc.). Along with verbal behavior, its central concept is *stimulus control*. The sixth cluster (yellow color) concerns the problem of *skill acquisition* mainly by *discrete-trial training* (and also includes discrimination, error correction, etc.).

Authors and Their Cooperation

The 597 publications related to autism were written by 1,065 different authors. 1,048 are authors of articles published in JABA, and 31 are authors of articles published in JEAB. Thus, only 14 people (1.3%) have publications in both journals, and none of the authors have more than one article in JEAB. The majority of the authors (67.3%) are only credited in one publication, and only 7.6% have more than five articles. Table 2 shows the most productive authors publishing on the topic of autism within the behavior analysis framework.

As can be seen from the data presented in Table 2, the most productive authors are not necessarily the most cited. Thus, among authors with at least five publications, R. L. Koegel takes the first place in the number of citations, and E. G. Carr (N = 6, C = 687, C/N = 114.5, h = 38) ranked first in the ratio of the number of citations to the number of publications (this ratio can be considered as some indicator of effectiveness). From the top five of most productive authors, only W. W. Fisher has publications both in JABA and JEAB.

The cooperation of the authors was analyzed with vosviewer software. In order to create a readable network, the threshold was set to a minimum of five publications for an author. Authors who are not related with other authors in the network were excluded. With these criteria applied, 72 authors were found to be linked in nine clusters (Figure 3).

The most cited article belongs to the most efficient authors by the C/N criterion (N = 1, C = 266, C/N = 266). This article is an evaluative review on the token economy (Kazdin & Bootzin, 1972). The most cited article published after the 2000s focuses on the usage

⁵ As one of behaviorists-experimenters in a conversation with the author of this article jokingly (and, it is worth noting, with displeasure) noticed: "It seems that behaviorism will become a synonym for autism soon."

of the Picture Exchange Communication System (PECS) with children with autism ($C = 245$) (Charlop-Christy et al., 2002).

Citation Analysis

To assess the interaction between JABA and JEAB, we analyzed self- and cross-citations in these journals from 1968 to 2017, both for all publications, and for publications about ASD. The period from 1958 to 1967 was not included in the citation analysis, because JABA was not published at that time.

In general, as can be seen from Table 3, the percentage of self-citations ranges from 27.2% to 40.5% for JABA, and from 25.1% to 45.1% for JEAB. It is noteworthy that these journals are characterized by differently directed time trends: the percentage of self-citations increases for JABA and decreases for JEAB. If to compare these data with the data shown in Table 1, it can be seen that the percentage of self-citations co-varies with the total number of articles: the more articles are published in the journal, the higher the level of self-citations ($p=0.72$ for JABA; $p=0.85$ for JEAB; $p<0.05$).

The value of cross-citations in these journals differs significantly. On average, 4.5% of all citations in JABA were JEAB publications (second rank), up to 7.8% in some periods (1993–1997). The percentage of cross-citations for JEAB is much smaller: on average, the value of citations from JABA is only 0.9% (14th place), but there is an upward trend: in the last two five-year intervals the value of citations from JABA was 2% and 2.3% respectively.

Our data coincide with the results of other authors (Poling, Picker, Grossett, Hall-Johnson, & Holbrook, 1981; Poling, Alling, & Fuqua, 1994; Elliott, Morgan, Fuqua, Ehrhardt, & Poling, 2005). Analyzing self-citations and cross-citations in JABA and JEAB for 1993–2003, Elliott et al. (2005) indicated that the growth in the percentage of JEAB citations in JABA is connected with the efforts of the editorial actions by JABA editors toward integration of applied and fundamental areas of behavior analysis. At the same time, the level of JABA citations in JEAB remained stable and can be connected with the fact that the editorial policy of this journal was unchanged. It can be pointed out that the twofold increase in the share of JABA citations in JEAB observed over the past decade gives reason to hope that the editors of JEAB also began to make efforts towards the integration of fundamental and applied science and, consequently, we can expect further increase in JABA citations. Nevertheless, the general observation that Pauling et al. (1981) made more than three decades ago remains fair: there is the schism between experimental and applied behavior analysis and it is still not overcome.

The analysis of values of self- and cross-citations for JABA for articles related to the study of autism, shows that they practically do not differ from general trends: the average percentage of self-citations is 38.6%, the average percentage of cross-citations of JEAB articles is 4.4%. Figure 4 shows the map of co-citations constructed with the vosviewer software for articles on autism published in JABA. The minimum number of citations of the source was set to 50. 25 sources met this threshold.

A completely different picture emerges in the analysis of JEAB articles on autism: the value for self-citations is 22.7% and the value for cross-citations of JABA articles is 13.4%. In other words, the percentage of self-citations is lower, and the percentage of cross-citations is much higher, than for the total number of publications. Interestingly, if in general JABA occupies the 14th rank in the list of journals that are cited in JEAB articles (after such journals as *Journal of Experimental Psychology: Animal Behavior Processes*, *Psychological Review*, *Journal of Comparative and Physiological Psychology*, *Science*, *Animal Learning & Behavior*, *Journal of Experimental Psychology*, etc.), then for the articles about autism, JABA rises to second rank. Thus, although the number of JEAB articles about autism is extremely small, it can be noted that much more attention is paid to the results of applied research there.

Conclusion

The results of our research showed that within the behavior analysis framework the study of autism is concentrated in the applied area, and there is a steady increase in the number of publications about ASD both in absolute and relative terms. Its percentage was almost 44% in 2013–2017. We have identified six main clusters of research in this area by the terms analysis. Both in behavior analysis in general and in the research field related to autism, there is the schism between experimental and applied works. Perhaps, as noted by Pauling et al. (1981), this is due to the fact that no one has yet clarified how experimental studies can be used in applied behavior analysis. And you can probably agree that this is no cause for concern; nevertheless the idea, that the fundamental study of the nature of ASD from the position of the experimental analysis of behavior is capable to advance applied works in this area, is quite intriguing.♣

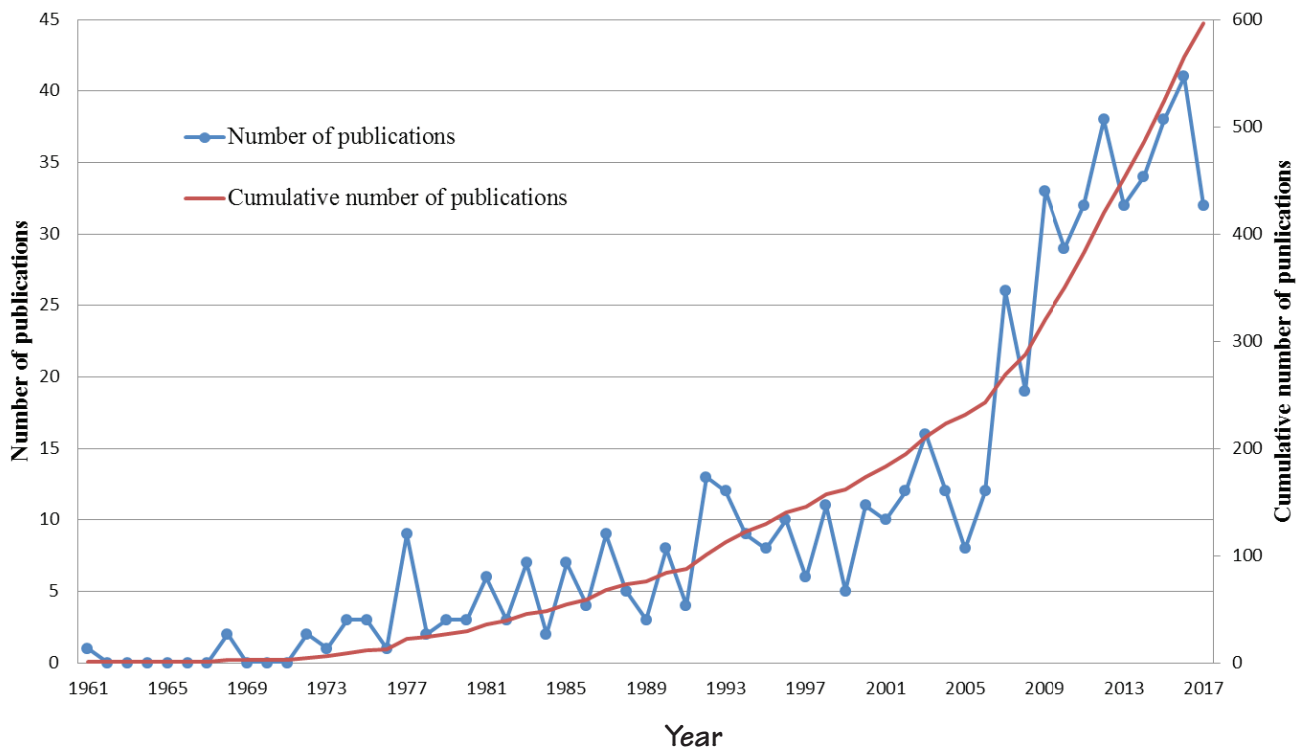


Figure 1. Number of publications on autism, and cumulative number of publications about autism, in JABA and JEAB by year (1958–2017)

Table 1: Distribution of Publications about Autism in JABA and JEAB (1958–2017)

	Number of articles on autism		Total number of articles		% articles on autism	
	<i>JABA</i>	<i>JEAB</i>	<i>JABA</i>	<i>JEAB</i>	<i>JABA</i>	<i>JEAB</i>
1958–1962	Not published	1	Not published	301	Not published	0.3
1963–1967	Not published	0	Not published	503	Not published	0
1968–1972	4	0	219	533	1.8	0
1973–1977	17	0	369	476	4.6	0
1978–1982	17	0	285	364	6	0
1983–1987	29	0	215	337	13.5	0
1988–1992	31	2	255	317	12.2	0.6
1993–1997	45	0	317	293	14.2	0
1998–2002	49	0	304	246	16.1	0
2003–2007	72	2	308	234	23.4	0.9
2008–2012	149	2	432	241	34.5	0.8
2013–2017	173	4	396	266	43.7	1.5
Total number	586	11	3100	4111		

Note: Only scientific articles and reviews were taken into account when counting the number of publications. The total number of publications, including notes, errata, editorial articles, etc., was 7423.

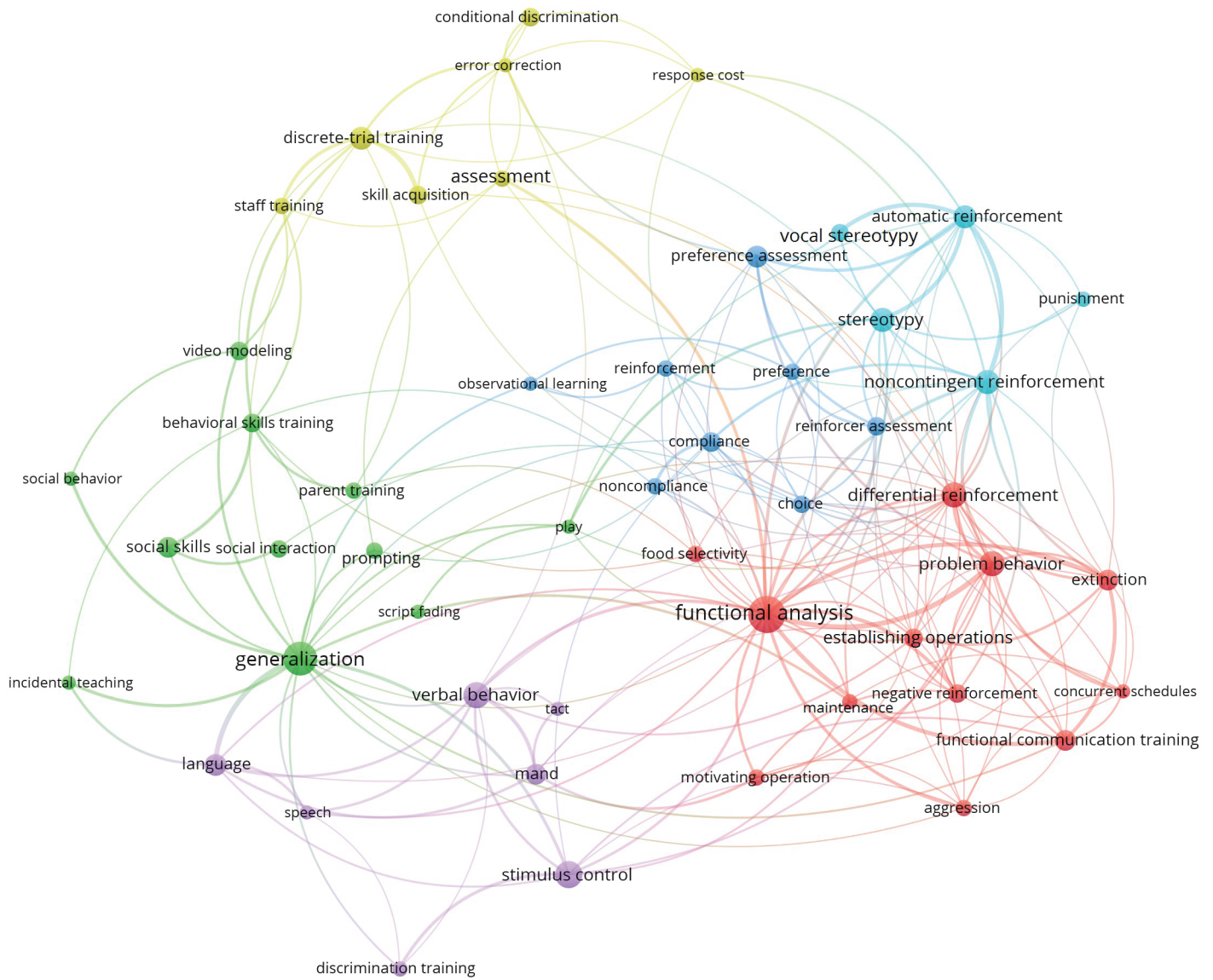


Figure 2. The term map of Author keywords of the publications about autism in JABA (1968–2017)

Table 2: Top 5 Productive Authors Publishing on ASD in JABA and JEAB (1968–2017)

Rank	Author	Country	Number of publications (N)	Citations (C)	C/N	h-index
1	Fisher W.W.	CIIA	36	841	23.36	39
2	Kodak T	CIIA	30	288	9.60	13
3	Lerman D.C.	CIIA	23	329	14.30	26
4	Ahearn W.H.	CIIA	18	442	24.56	17
5	Koegel R.L.	CIIA	17	1590	93.53	47

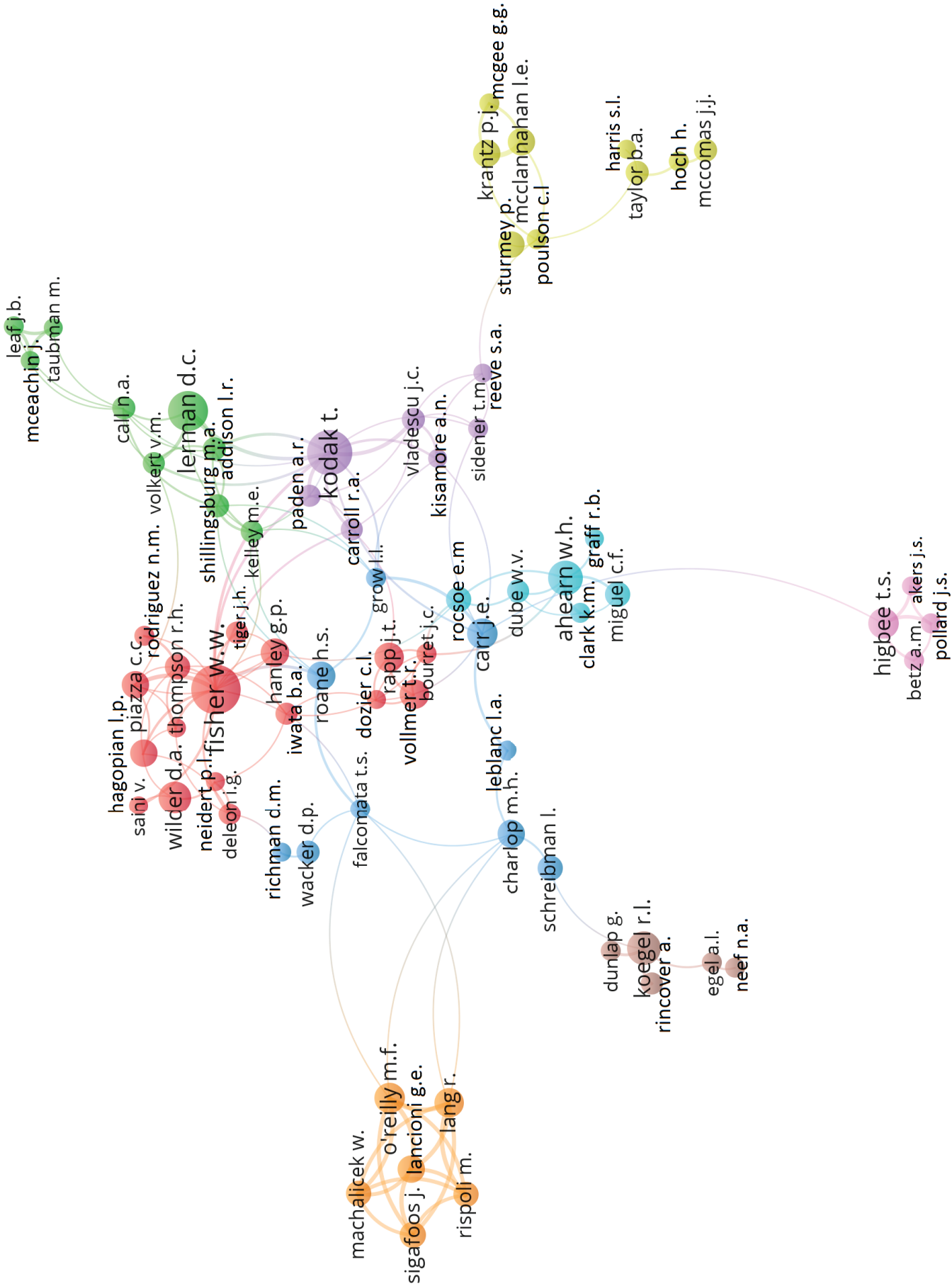


Figure 3. Network of co-authorship for ASD research in JABA and JEAB (1958–2017)

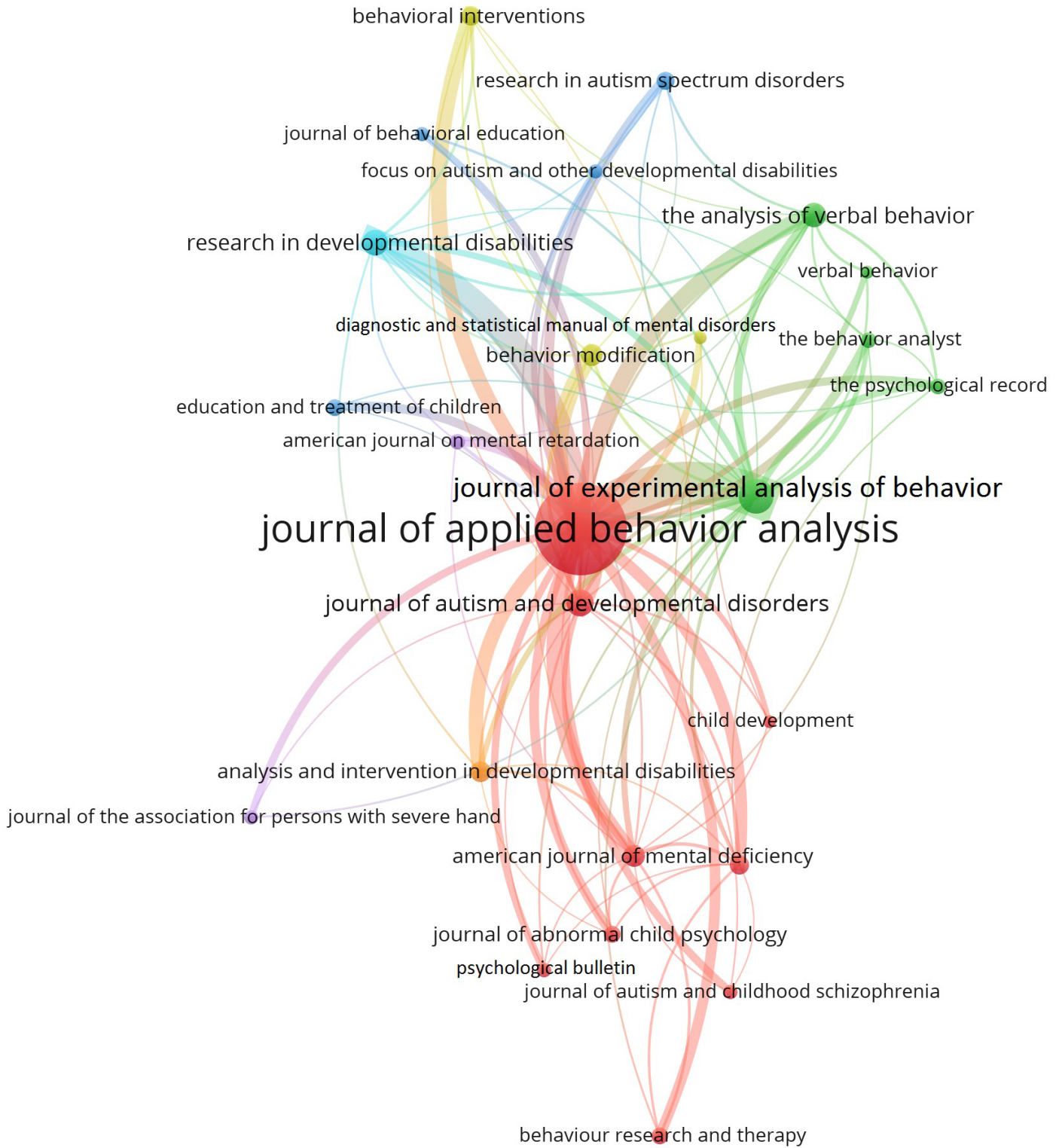


Figure 4. Co-citation analysis for cited sources in the publications about autism in JABA (1968–2017)

Table 3: Self- and Cross-Citations in JABA and JEAB (1968–2017)

	All articles						Articles about autism					
	JABA			JEAB			JABA			JEAB		
	JABA %	JEAB %	JEAB rank	JEAB %	JABA %	JABA rank	JABA %	JEAB %	JEAB rank	JEAB %	JABA %	JABA rank
1968–1972	27.2	5.8	2	44.0	0.1	62	19.0	2.0	10			
1973–1977	30.2	2.5	3	45.1	0.2	37	27.2	6.9	3			
1978–1982	22.9	0.7	15	44.9	0.3	31	23.9	0.5	45			
1983–1987	24.1	2.3	4	39.7	0.6	19	25.0	0.5	27			
1988–1992	24.1	2.7	2	38.0	0.8	16	33.6	1.4	8			
1993–1997	28.6	7.8	2	32.8	0.5	25	32.3	8.5	2			
1998–2002	39.8	7.0	2	35.7	0.6	18	45.8	7.3	2			
2003–2007	40.1	6.8	2	31.6	0.9	9	45.3	6.5	2			
2008–2012	40.5	4.8	2	30.2	2.0	5	46.6	4.4	2			
2013–2017	38.0	4.9	2	25.1	2.3	4	40.2	4.1	2			
In total	32.3	4.5	2	36.1	0.9	14	38.6	4.4	2	22.7	13.4	2

Note: Considering the small number of publications about autism in JEAB, self-citations and cross-citations for five-year intervals were not analyzed.

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At www.behaviorology.org TIBI provides a range of information on as many behaviorology resources as possible, including books and audio/visual materials, as well as electronic versions of back issues of *Journal of Behaviorology* and its predecessor *Behaviorology Today*. Some recently described books are (a) *Explaining Mysteries of Living* by Stephen Ledoux, (b) *A World of Our Own Making* by Michael Shuler, (c) *About Science, Life, and Reality* by Lawrence Fraley, (d) *Functional Behavioral Assessment* by James O’Heare, and (e) *Science Works on Human Behavior* by Stephen Ledoux. Check out the descriptions of these and all of the many other behaviorology books on the TIBI website.

Table of Contents for the book, *About Science, Life, and Reality*, by Lawrence Fraley*

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*(2019) New York: Page Publishing. (TOC assembled by Stephen Ledoux, upon receiving a copy that lacked a TOC.) Address correspondence either to ledoux@canton.edu or to the author of the book, Lawrence Fraley, at lfraley@citlink.net. (See www.behaviorology.org for a full description.)

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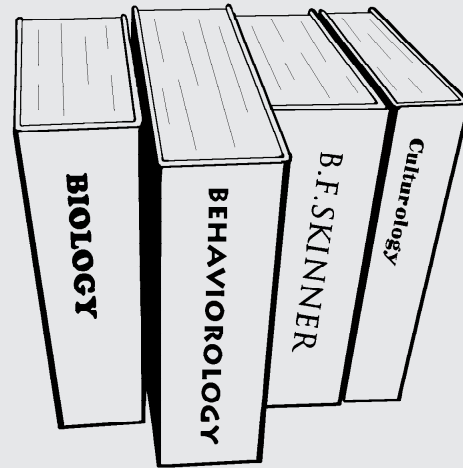
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- C. to extend technological application of behaviorological research results to areas of human concern;
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- E. to support methodologies relevant to the scientific analysis, interpretation, and change of both behavior and its relations with other events;
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*Adapted from the 2017–updated TIBI By-Laws. ☺

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