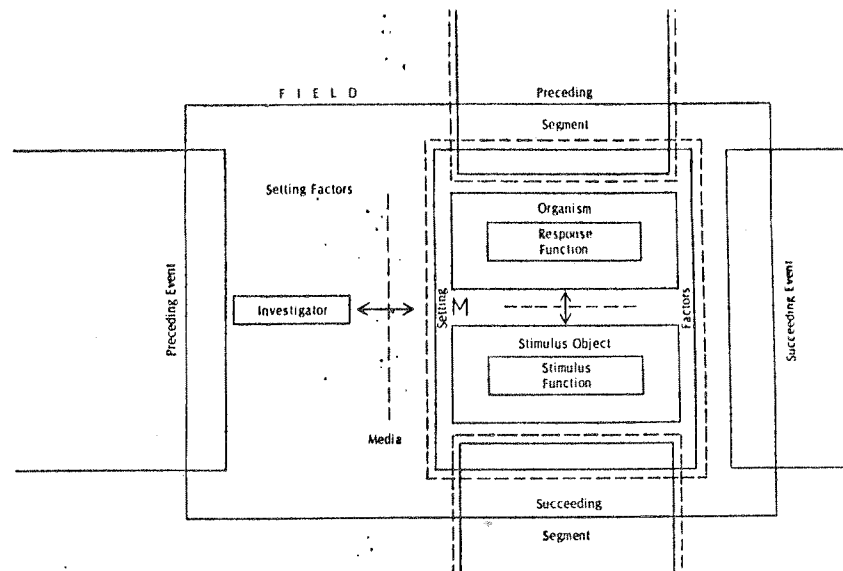


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That perceptions are in terms of their meanings, which in turn are based on and constituted by a history of interactions, is an alternative to the received view of brain representation, inference and interpretation...Perceptions may or may not correspond to measurements of the perceived object and this is because it is a joint action of organism and object, not something mysteriously interpreted or inferred inside an organism...The properties of objects and events can be examined and so can perceivings of them. They need not, usually do not, and would not be expected to correspond one to one; and perceiving is no less real or concrete for it.

Noel W. Smith. Book review of R.L. Gregory, Mind in Science: A History of Explanations in Psychology and Physics. Psychological Record, 1983, 33, 139-140.

THE INTERBEHAVIORIST

Editor:

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Paul T. Mountjoy, Western Michigan University
Noel W. Smith, State University of New York, Plattsburgh

The Agora

W. W. Henton and I. H. Iversen's Classical Conditioning and Operant Conditioning: A Response Pattern Analysis (New York: Springer-Verlag, 1978) receives high honors for its impressive applications of field behaviorism to "various permutations and combinations of classical and operant conditioning schedules" (p. 19). This scholarly treatise is based on a 10-year research program covering a wide range of problems in "learning and conditioning." A guiding principle of the authors' procedural and postulational activities is the "long held insistence by Kantor that a behavior occurs in a field of other behaviors, never in isolation" (p. 217). The distinctly interbehavioral nature of the volume is detected in the comment of J. V. Brady in the Foreword: "Unfettered by slavish conventions involving 'dependent' and 'independent' variable assumptions, this dedicated molecular analysis focuses upon specific sets of events and interactions as multiple determinants of behavior" (p. vi). The authors, especially Dr. Henton, have subsequently published additional research on interbehavioral relationships in conditioning preparations (e.g., Psychological Record, 1981--several papers). Their innovative work should be of great value for those concerned with basic principles of learning or with the implications of interbehaviorism for laboratory research.

* * *

J. M. Johnston and H. S. Pennypacker's Strategies and Tactics of Human Behavioral Research (Hillsdale, NJ: Lawrence Erlbaum Associates, 1980) deserves the scrutiny of those concerned with an authentically naturalistic introduction to research methodology. The most direct influence on the authors was Sidman's Tactics of Scientific Research (1960); however, they cover a broader array of issues than addressed in Tactics. To begin with, Johnston and Pennypacker base their text on the observation that science and scientific methodology are not reified entities; instead they can only refer to actions of scientists (scientific interbehavior). Furthermore, scientific interbehavior cannot be separated

from the cultural context in which it occurs. It is of interest that the authors make a point that was first made by Kantor in 1938, viz., naive operationalism has contributed to reification of ancient constructs. Clearly, to question the dogma of operationalism is to eschew the notion of "science" that many of us were taught by the neo-behaviorists (and is still maintained by mainstream experimental psychology). True, the authors have a little way to go to contact a completely naturalistic approach to their subject matter (e.g., "An independent variable is one that exists independently of the phenomenon to be examined; its presence in no way depends on the dependent variable"). However, they are so otherwise interactional that this statement strikes the careful student as inconsistent with their view. Perhaps they will be assisted in their attempts to interactionally handle the independent-dependent variable distinction in future editions by examination of interbehavioral work, including Honig (Psychol. Record, 1959, 9, 121-130) and Henton and Iversen (above).

* * *

At several times, The Interbehaviorist has made reference to the compatibility of T. X. Barber's approach to hypnotic phenomena with interbehaviorism (e.g., Volume 9, Number 1). While Dr. Barber's writing in this area is indeed refreshing (against the background of downright mysticism that is still found in the area), I submit that he has a way to go if he is to present an authentic naturalistic account of hypnotic phenomena. Barber's position is one of cognitive-behaviorism. It is basically the same approach that many contemporary behavior therapists (such as Bandura) proffer. This is clearly seen in the following from Barber et al.'s Hypnosis, Imagination, and Human Potentialities (Pergamon Press, 1974): "From the cognitive-behavioral viewpoint, subjects carry out so-called 'hypnotic' behavior when they have positive attitudes, motivations, and expectancies toward the test situation ..." (p. 5, italics in original). I have addressed in detail this sort of verbal behavior in Smith et al., Reassessment in Psychology: The Interbehavioral Alternative. Simply put, Barber does not take a field approach, does not take into account the evolutionary nature of all psychological behavior, has not taken an integrated-field view of the causation question, is dualistic, and has been enthralled by cognitionism. Given Dr. Barber's impressive history of scholarly behavior, we can be optimistic regarding further steps he will take in the direction of naturalism vis à vis the hypnosis problem. However, this writer will not present Barber's views (at least as represented in Hypnosis, Imagination, and Human Potentialities) as naturalistic.

Noel W. Smith

* * *

Following are summaries of two interbehavioral papers that will be presented at the Spring meeting of the Association for Behavioral Analysis.

Interacting Behavior Patterns and Behavioral Decrements:
Historical and Contemporary Developments

Dennis J. Delprato

Summary

Behavior theorists have invoked a wide variety of theoretical devices to account for behavioral decrements; some of the most prominent of these include the weakening of S-R bonds, internal inhibition, reactive inhibition, motivational conflict, motivational decrements, generalization decrement, emotionality, disconfirmed expectations, counter sign-gestalt expectation, unlearning, retrieval failure, response interference, and response competition. Given that traditional behavior theory deprecates behavior in favor of hypothetical intraorganismic states and processes, it is not surprising that the majority of attempts to formulate general principles of decremental phenomena involves reference to nonbehavioral entities as presumptive underlying explanatory concepts. In contrast with traditional views, descriptive functional analyses conducted within a field behavioral framework have led to an approach to behavioral decrements that emphasizes response patterning and behavioral interdependencies (interbehavioral relationships). This paper will consider noteworthy historical, theoretical, and empirical developments of relevance to interacting behavioral patterns.

Numerous historical developments antedate the present approach. The evolution of field behaviorism, exemplified by interbehaviorism and radical behaviorism, was important particularly because of the recognition that the isolated response is a scientific abstraction. The point here is that a response occurs in a field or stream of other behaviors, not in isolation. This basic feature of behavior was lost (or ignored) for many years in the experimental analysis of behavior (and in experimental psychology, in general) insofar as single responses served as the focus of analysis. However, in his 1938 book which stimulated so many to analyze single, isolated responses, Skinner explicitly recognized the ultimate necessity for analysis of interacting responses. Subsequently, operant researchers began systematic investigation of concurrent operants within the concurrent schedule preparation, one fundamental model for study of interacting response patterns.

While the vast majority of Western respondent research (and Pavlov's itself) typically involved measurement of single responses, some early investigators reported concurrent (e.g., Zener) and sequential (e.g., Kupalov) response dependencies in respondent conditioning.

Inhibition has been a prominent concept in discussions of behavioral decrements, although writers frequently have failed to distinguish between events and constructs and consequently attempted to account for diminutions in responding (events) in terms of hypothetical intraorganismic inhibitory processes rather than interacting reaction patterns. Field behaviorism, on the other hand, views inhibition as always a matter of preferential reaction and never one of non-action. Numerous theorists, including Soviet psychophysicologists and Konorski who continued investigating inhibitory phenomena during the period when Western researchers eschewed such work, have concluded that incompatible reactions are at the basis of inhibitory effects.

American learning theorists occasionally used the notion of competing responses to account for decrements in responding. Philosophical and methodological deficiencies contributed to rejections of this approach. However, several contemporary developments attest to the fundamental soundness of the competing response view. Prominent among these developments are multiple response methodology in which various responses are simultaneously observed, concurrent response-concurrent schedule analysis, and sequential response analyses. Traditional arguments against interfering responses have been largely overcome by such methodological tactics.

Some of the research areas and laboratory phenomena in which support for the interacting response pattern analysis is found include positive and negative conditioned suppression, concurrent schedules, extinction of appetitively maintained instrumental behavior, inhibition of avoidance and fear behavior, schedule-induced behavior, and forgetting.

Interacting Response Patterns: Contributions to Constructive Clinical Behavioral Intervention

Thomas Fluent and Dennis J. Delprato

Summary

Goldiamond (1974) distinguished between two classes of clinical interventions. On the one hand, eliminative approaches focus on the elimination of problem behaviors, and they do not explicitly specify and make programmatic arrangements for the development of socially acceptable behaviors. Eliminative behavioral interventions are characterized by procedures such as extinction, punishment, time out, DRO, covert sensitization, flooding, and implosion. On the other hand, constructional approaches focus on the development of behavioral repertoires or their reinstatement or transfer to new situations and, thus, ex-

explicitly include arrangements for socially acceptable alternatives to problematic referent behavior. Some procedures that are used in constructional behavioral interventions include positive reinforcement, differential reinforcement of alternative behavior, modeling, token systems, and behavioral rehearsal. Constructional interventions are preferable to eliminative ones on the basis of several considerations such as ethical and legal guidelines, social acceptability, basic principles of behavior, and empirical evidence. Furthermore, Delprato (1981) pointed out that constructionalism is consistent with the philosophical foundations of clinical behavioral analysis. However, un-systematic observations as well as three different independent surveys of published clinical interventions indicate that a substantial number of contemporary behavioral interventions are not constructional. Undoubtedly, numerous factors contribute to this evident lack of constructionalism. The present paper proposes one possibility (the single-response model) and addresses an alternative (interacting response patterns).

Behavioral research (e.g., respondent and operant conditioning) that provides the foundation for clinical analysis has been based on the analysis of the single response. Even when researchers have measured multiple responses, the individual responses have been separately analyzed. We argue that the single-response model has contributed to implementation of eliminative clinical interventions, since both the single-response model and eliminative interventions do not involve systematic analysis of alternative responses. In other words, the absence of a generally acknowledged multiple-response (or interacting response pattern) model of behavioral analysis has impeded more widespread clinical constructionalism. For example, from the viewpoint of the single-response model, the constructional approach requires the clinician to engage in an apparently illogical attempt to alter one behavior (the identified problem behavior) by focusing on some other behavior (alternative behavior). It is now the case, however, that basic researchers and clinicians have contributed to the development of a framework based on interacting behavior patterns that promises to greatly advance constructionalism by providing a model that includes a role for systematic relationships among multiple responses.

The point of departure for interacting response patterns analysis is field behaviorism and descriptive functional analysis which demonstrate that a response occurs in a field of stream of other behaviors not in isolation. Furthermore, behavior is conditionally organized or structured in terms of concurrent and sequential response interactions (interbehavioral relationships). Two frequently occurring interbehavioral relationships of great significance for the clinician are complementary inhibition and sequential interactions (Henton, 1981). In the former, a

concurrent or simultaneously available response reciprocally inhibits a target response (e.g., relaxing disrupts certain autonomic responding associated with reports of "anxiety"; manipulating toys interferes with head-banging). In the latter, the changeover between temporally successive responses is interdependent such that (a) Response t influences the following Response t + 1 or (b) Response t + 1 affects the (future) probability of Response t. Clinical examples of t-to-t + 1 sequential dependencies are verbal attack responses may reliably precede physical attack or failure episodes in the individual's work setting may precede child abuse at home.

The conditional organization of behavior shows that responses other than the identified target behavior can be systematically related to occurrence or nonoccurrence of problematic responses. Thus, in constructing responses (constructional interventions) the clinician is altering the organization of behavior by indirect therapeutic change; not targeting the identified problem behavior and applying contingent aversive stimulation, e.g., is perfectly consistent with an interacting response pattern analysis.

* * *

Dennis Delprato writes of a new graduate program offered at Eastern Michigan University:

Peter Holmes and I developed a masters-level program in behavioral services that is designed to prepare graduates to provide clinical services. The program was prepared with explicit consideration of licensing requirements in our state in view. Thus, our graduates will qualify for the same positions as do graduates from traditional clinical programs. Since Michigan's licensing requirements are basically similar to those of other states, graduates should be on an equal footing with any masters-level clinician. While not indicated on the enclosed materials, it goes without saying that the program has interbehaviorism as its foundations.

Following are excerpts from material about the program:

BEHAVIORAL SERVICES PROGRAM
Department of Psychology
Eastern Michigan University
Ypsilanti, MI 48197

Peter A. Holmes, Ph.D.
Program Director

Dennis J. Delprato, Ph.D.
Program Coordinator

The psychology department at Eastern Michigan University has developed a new 45 hour master's degree program in Behavioral Services to be offered beginning Fall, 1983. The program was developed in response to needs in mental health, community placement, psychological clinics and

business. The program is organized according to the licensing requirements in the state of Michigan. Students should find the emphasis on assessment, treatment and practicum/internship experience acceptable as credentials in many other states as well. There is no foreign language or thesis requirement for graduation.

The behavioral services program is designed to train practitioners to provide psychological services based on established principles of human behavior. The overall goal of the BSP is for graduates to base the delivery of services in clinical and other applied settings on the science of behavior. Graduates receive a master of science degree in psychology.