

THE INTERBEHAVIORIST

A Newsletter of Interbehavioral Psychology

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THE INTERBEHAVIORIST publishes news, information, discussion, journal and book notes, book reviews, comments, and brief articles pertaining to interbehavioral psychology – a contextualistic, integrated-field approach to the natural science of behavior.

The newsletter also publishes professional communications that fall between informal correspondence and colloquia, and formal archival publication. As such, the newsletter supplements contemporary journals dedicated to basic and applied research, to the history and philosophy of the behavioral sciences, and to professional issues in the field. The newsletter strongly encourages submission of notes about current professional activities of its subscribers, news and observations about interbehavioral psychology and related perspectives, comments on journal articles and books of interest, more extended book reviews, and brief articles. All submissions should be sent in duplicate hard copy and a single computer disk copy (any major word processor; any Mac or IBM disk format) to the editor and should conform to the style described in the Publication Manual of the American Psychological Association (3rd edition).

J. R. Kantor Books

The estate of Helene J. Kantor (1919-1993) has given The Archives of the History of American Psychology the inventory and copyrights of The Principia Press, long the publisher of the works of J. R. Kantor (1888-1984). The Archives is now prepared to respond, as The Principia Press, to orders from the list of books in print and in stock written by J. R. Kantor.

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The Agora

Editorial

This volume of *The Interbehaviorist* marks its twenty-fifth anniversary. Few newsletters can boast of such continuation, and for good reason. Most newsletters are politically motivated; and survive just long enough, if they're lucky, to foster the political purposes they serve. *The Interbehaviorist* has had a different purpose. It never assumed so lofty a mission as converting the masses to its vision. While such might have been a fond dream, I doubt that anyone who took upon themselves the task of producing it, quarter by quarter, thought that this would be the outcome of their efforts. *The Interbehaviorist* was, instead, promoted and understood as an means of sustaining a collectivity of scientists and philosophers engaged in a particular understanding of — frankly — all things. It was, and is, the platform on which we have played our particular language game, to borrow a phrase from Wittgenstein.

The Interbehaviorist has fewer than 70 subscribers. This circumstance is not, in my view, a reflection of the significance of interbehavioral thinking. Interbehavioral thinking is in keeping with contemporary thinking in all of the basic sciences and, increasingly, with the theoretical underpinnings of applied work in the social sciences, broadly speaking. Interbehavioral thinking is no longer peculiar to J. R. Kantor. Interbehavioral thinking is representative of the mainstream of intellectual work across all disciplines.

Interbehaviorism is not the source of this intellectual revolution. It is going on everywhere, and we are too small a group to imagine that we have had such an influence. In Psychology perhaps we may think ourselves leaders; though even here I doubt that many of those who have begun to incorporate concepts of setting and context and who are moving toward non-linear thinking, would count among their influences the work of J. R. Kantor. All such fundamentally similar views, including Interbehaviorism, emerged out of the same set of cultural conditions. There are plenty of leaders both inside and outside of our domain, and they are all moving in the same direction.

As Interbehaviorists in ABA, and through *The Interbehaviorist*, we work to sustain our identity — our distinctiveness. Early on I argued, along with several others, that it was important to preserve our historical identity, and gave addresses at the Association for

Behavior Analysis and elsewhere with "interbehaviorism" in their titles. There is not a single title in the 1996 ABA program that includes this word or its derivatives; and I shudder to think of the attendance we will have at our Special Interest Group meeting this year. If it weren't for the like-mindedness of our intellectual colleagues everywhere, and the potential infusion of interest and effort on the part of Spanish speaking interbehaviorists, I would be ready to mourn the extinction of our tribe.

I acknowledge and respect those who would wish to sustain a publication and interest group in honor and appreciation of the work of J. R. Kantor. I believe, however, if this is all we are about, we will severely limit our participation and contribution to the future. As I see it, we need to break out of our mold. We need to be able to grow and change if we are to keep pace with the intellectual revolution that surrounds and surpasses us. We need to revel in our commonalities with other thinkers. We need to abandon our contentment through critical analyses of our views and in alignment with non-linear thinking everywhere. Were we to travel down this path, our future would be bright indeed.

What does all of this mean for *The Interbehaviorist*? I believe it means a change of name and the articulation of a much broader purpose to reach a larger and interdisciplinary audience. It is not my place to make these changes unilaterally, of course. I invite (and will be soliciting) reactions to these views, with the intent of developing a more workable plan for our participation in the future.

Linda J. Hayes, Editor

Interbehaviorists in ABA Special Interest Group Meeting

Time: 8-8:50 AM, Saturday, May 25, 1996

Place: Pacific, suite B

Purpose: To function as an opportunity for interbehaviorists to discuss issues of common interest as well as to help one another solve problems peculiar to the interbehavioral perspective in psychology and philosophy.

Agenda: Election of board members, convention program report, THE INTERBEHAVIORIST report, future plans.

The Agora continued...

The Friends of the Archives of the History of American Psychology (AHAP)

In a recent newsletter of AHAP there appeared the following notice: The estate of Robert Kantor gave the inventory and copyrights of the Principia Press to the Archives in 1993. The Press is the publishing house that handled the writings of J. R. Kantor and the 6,000 volumes have a list value of approximately \$140,000. They are stored in rent-free space near the Archives, and since June 1993 almost \$4,000 worth of books have been sold.

Announcement

We are pleased to announce the election of four new advisory board members: David Cornwell (University of Strathclyde, Scotland), Gary Greenberg (Wichita State), Debra Fredericks (University of Nevada), and Bryan Midgley (University of Kansas). They each bring a three year term beginning with this issue. We also anticipate adding Advisory Board Members from our Spanish readership. Contact Emilio Ribes if you are interested in being considered as a Spanish representative on the Advisory Board.

Presentations at ABA

We came up with the following selection of presentations that may be of interest to subscribers of *THE INTERBEHAVIORIST*. We apologize for any misrepresentations, and for any omissions.

**Paper Session International
Tuesday 9:00AM - 10:50AM
Yerba Buena Ballroom (Salon 5)
EDC
Recorded**

Conceptualizing behavioral expertise in classroom teaching situations: Implications for training and practice.

Tom Sharpe, University of Nebraska-Lincoln, Andrew Hawkins, West Virginia University.

Couched within an educational symposium, "Fostering Behavior Analysis in Social Institutions," an interbehavioral approach to expertise is presented. Focus is upon the importance of a behavioral view of expertise and its implications for professional training. A behavioral scaffold from novice to expertise is proposed using teachers in training to illustrate. An interbehavioral, or interactional, metric of behavioral expertise is emphasized in advocating movement away from a traditional demonstration/justification or rule governed approach to stimulus->response training to a recommended (cf., Morris, 1992) discovery or contingency managed

approach which brings trainer behavior under the control of trainee behavior in applied context.

Workshop #19

Friday 5:00PM - 8:00PM

Current data collection and analysis technologies for the behavioral psychologist.

Tom Sharpe, University of Nebraska-Lincoln, Andrew Hawkins, West Virginia University.

The workshop will provide hands on application of a sophisticated software package designed to collect and analyze behavioral data when complex configurations of behaviors are present, when behavior rates are high and of low duration, when the behaviors of interest are highly interactive, and when multiple behavioral occurrences of interest overlap in time or are emitted simultaneously. Discussion includes an introduction to (a) recommended procedures when collecting time-based data in the live setting and from videotape records, (b) computer generated discrete and sequential analyses (Bakeman & Gottman, 1986), (c) alternative graphic representations, and (d) reliability issues related to sequential data.

Workshop participants will be given demonstration copies of the software and should leave with a greater understanding of the importance of collecting and analyzing transactional behavioral data in a systems context.

Presentations continued...

Workshops

- #11 *Friday 2:00pm-8:00pm Sierra (Suite C)*
Techniques of Conceptual Analysis
Peter Harzem (Auburn University)
- # 19 *Friday 5:00pm-8:00pm Pacific (Suite H)*
Current Data Collection and Analysis Technologies
for the Behavioral Psychologist
Tom Sharpe (University of Nebraska), Andrew
Hawkins (West Virginia)

Convention Sessions

- #1 *Friday 7:00am-10:00am Golden Gate Hall A*
Society for Quantitative Analyses of Behavior (SQAB)
- #9 *Saturday 8:00am-8:50am Pacific (Suite B)*
Interbehaviorists in ABA Special Interest Group
- #16 *Saturday 1:00pm-2:50pm Yerba Buena Ballroom
(Salon 5)*
Understanding and Analyzing the Behavior of
Children with Behavioral and Developmental
Disabilities: Methodological Issues and Empirical
Findings of Expanded Environmental Analysis
- #18 *Saturday 1:00pm-2:50pm Yerba Buena Ballroom
(Salon 3)*
Bi-Directional Influences in Behavioral Interactions
- #35 *Saturday 3:00pm-4:20pm Yerba Buena Ballroom
(Salon 3)*
Are Behavioral-Developmental Stages Necessary in
the Behavioral Analysis of Human Development?
- #36 *Saturday 3:00pm-4:50pm Yerba Buena Ballroom
(Salon 2)*
Relational Frame Theory: Extending the Analysis

Invited Presentations

Sunday

- #137 *From Basics to Contemporary Paradigms: Timing*
Peter Killeen; Chair: Kennon Lattal
- #148 *From Basics to Contemporary Paradigms: Matching*
Howard Rachlin; Chair: Jack McDowel
- #89 *Sunday 9:00am-10:20am Nob Hill B*
Teaching Behavior Analysis: Battle of the Behavior
Analysis Graduate Programs II
- #98 *Sunday 10:00am-11:50am Yerba Buena Ballroom
(Salon 13)*

Toward a Stronger Science of Deprived Relations:
Developing Critical Empirical Tests

#101 *Sunday 10:30am-12:20pm Yerba Buena Ballroom
(Salon 8)*
American Parenting of Language-Learning Children

#114 *Sunday 11:30am-11:50am Pacific (Suite B)*
Rules and Verbal Behavior in Clinical Therapy

#119 *Sunday 12:00pm-1:50pm Nob Hill A*
Post-Positivism and Behavior Analysis: Four Book
Reviews

#127 *Sunday 1:00pm-2:20pm Yerba Buena Ballroom
(Salon 10)*
Future Directions for Behavior Analysis Around the
World-I: Latin America and the Far East

#130 *Sunday 1:00pm-2:50pm Nob Hill C&D*
Cross-Fertilization of Basic and Applied Research on
Choice and Matching

#133 *Sunday 1:00pm-1:50pm Pacific (Suite I)*
Variable Affecting Delayed Matching-to-Sample
Performance in People and Pigeons

#137 *Sunday 2:00pm-2:50pm Pacific (Suite I)*
From Basics to Contemporary Paradigms: Timing

#139 *Sunday 2:30pm-3:50pm Yerba Buena Ballroom
(Salon 6)*
Future Directions for Behavior Analysis Around the
World-II: Europe

#148 *Sunday 3:00pm-3:50pm Pacific (Suite I)*
From Basics to Contemporary Paradigms: Matching

#153/125 *Sunday 5:00pm-6:30pm Golden Gate Hall*
Effects of Varying Stimulus Modality in the
Acquisition and Transference of a Conditional
Discrimination in Human Subjects

#177 *Monday 9:00am-10:50am Yerba Buena Ballroom*
Contiguity, Contingency and Reinforcement

#179 *Monday 9:00am-9:50am Yerba Buena Ballroom
(Salon 5)*
Verbal Behavior and Pavlovian Learning Processes

#183 *Monday 9:00am to 9:50am Yerba Buena Ballroom
(Salon 1)*

Presentations continued...

Future Directions in the Analysis for Verbal Behavior
#199 Monday 10:00am-10:50am Yerba Buena Ballroom
(Salon 11)

On Behaviorism, Theories and Hypothetical
Constructs

#209 Monday 10:30am-11:50am Nob Hill A
Social Contingencies of Religion

#214 Monday 11:00am-11:50 am Yerba Buena Ballroom
(Salon 11)

Computer Simulations of Operant and Classical
Conditioning Phenomena

#218 Monday 12:00pm-1:20pm Yerba Buena Ballroom
(Salon 6)

Research Studies and Technical Assistance Efforts
Concerning Proactive Antecedent Interventions for
Challenging Behavior

#231B Monday 1:00pm-2:50pm Nob Hill C&D
Israel Goldiamond: A most Scientific Life

#241 Monday 2:00pm-3:20pm Yerba Buena Ballroom
(Salon 12)

Feminism and Radical Behaviorism: Bridging an
Alliance

#272/34 Monday 5:00pm-6:30pm Golden Gate Hall
Are Trials Independent in DMTS Tasks Using
Closing Human Subjects?

Special Events

#326 Tuesday 1:00pm-3:00pm Yerba Buena Ballroom
Event: Chapters in the Life of Fred S. Keller; Memorial
Symposium

#283 Tuesday 9:00am-10:50am Yerba Buena Ballroom
(Salon 5)

Fostering Behavior Analysis in Social Institutions

#293 Tuesday 9:00am-11:00am Nob Hill A

Unresolved Issues Revisited: Arbitrary Reinforcement,
Covert Behavior, Autism and Response
Generalization

#299 Tuesday 9:00am-10:50am Pacific (Suite I)

Experimental Analysis of Variability and Resurgence
of Human Responding

#305 Tuesday 11:00am-12:50pm Yerba Buena Ballroom
(Salon 7)

Magical, Mystical and Religious Talk

#310 Tuesday 11:00am-12:50pm Yerba Buena Ballroom
(Salon 3)

Behavior Analysis of Social Phenomena

#320 Tuesday 11:00am-11:50am Pacific (Suite H)

Conceptual Issues in the Experimental Analysis of
Behavior

#323 Tuesday 11:10am-1:00pm Nob Hill A

Epistemology and Methodology in Behavior Analysis

Call for News

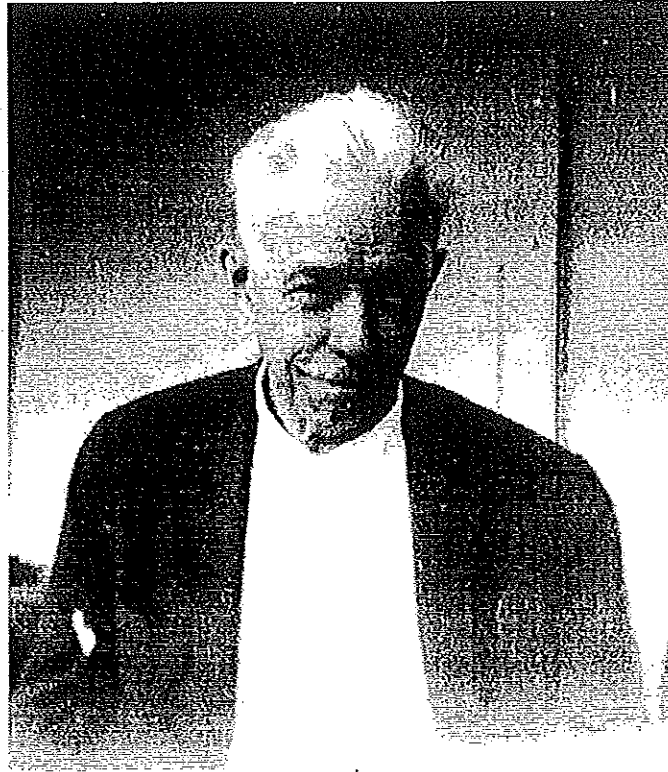
THE INTERBEHAVIORIST publishes news about subscribers' activities and information about others' activities that may be of interest to readers. If you have published an article, chapter, or book with an interbehavioral orientation, or have read one published by someone else, particularly if the source is obscure, please let us know about it.

Llama para Noticias

El Intercomportamentista publica noticias sobre las actividades de sus suscriptores e información sobre otras actividades que pueden ser de interés para los lectores. Si usted ha publicado un artículo, capítulo, o un libro con orientación intercomportamentista, o ha leído una publicada por otra persona, particularmente si su procedencia es desconocida, por favor dejenos saber sobre eso.

Remembrances

Fred Simmons Keller 1899 - 1996



On February 2nd of this year, his family gathered to be with Fred Keller as he moved on. While his family said good bye to their husband, father, grandfather and great grandfather, those thousands of others from around the world who knew Fred found themselves reflecting upon the loss of not one but several special people. This was the unique situation of Fred Keller that most modern social scientists and certainly all behavioral scientists, practitioners and theorists recognized, for over the span of 70 years of practice, Fred had made significant contributions in each of the areas of Science, Psychology, Education and Society. He may well be most remembered, however, for his general behavioral integrity, and his never failing modeling of how to act towards other human beings. Ironic features no doubt, from a lay perspective, for a man considered a pioneer in the early development and promotion of Radical Behaviorism and the co-founder of modern behavioral Psychology.

Fred was a pragmatist and a "hands-on" type of

teacher. This is evidenced in his pre-university training as a Western Union Telegrapher and later Columbia University researcher into Morse code acquisition and its nature. This interest led to over 15 scientific publications, the certificate of Merit from President H. S. Truman (1948) for radio operator training during World War II, as well as the first article in the first volume of the *Journal of the Experimental Analysis of Behavior* in 1958 (*The Phantom Plateau*). Not surprisingly, a seminal article describing a practical and extremely effective alternative to lecturing teaching method, that may arguable be the major advance in educational technology this century, was published 10 years later in the first issue of the *Journal of Applied Behavior Analysis*. At still another level, Fred along with W. N. Shoefeld provided us with *Principles of Psychology* (1950), a systematic approach to behavioral psychology. Among other features, it included the first discussion of the only recently developing analysis of the "establishing operation" and a contextualistic analysis of behavior in general.

Professor Keller taught at eight universities after graduating from Tufts College and Harvard University where he developed his famous collegial relationship with B. F. Skinner. The eight books, over 80 published articles, six honorary doctorate degrees, approximately 20 distinguished honors presentations, including the distinguished teaching award from the American Psychological Foundation (1970) and the distinguished Contribution for Applications of Psychology award of the American Psychological Association (1975), attest to a career of outstanding achievement. But Fred was not finished. His pioneering work in the development of the Personalized System of Instruction (PSI) together with the first "Psychology" students in Brazil was accomplished after what for most would be the end of an outstanding professional life. Fred not only helped start Psychology as an area separate from Philosophy in University system and the degree earned, but his students, and their students, and their students have expanded the original efforts over the entire country, into virtually every state. Fred Keller's Behavioral Psy-

chology also has reached into areas other than Psychology such as in the design and implementation of the first graduate program in Special Education in Latin America at the Federal University of Sao Carlos, Brazil in 1978.

The respect and thrill that his presence commanded, and the universal respect his name and his work receive from the thousands influenced by his work, are truly impressive. Perhaps more impressive however, is the long standing and frequent identification, by the thousands who knew him, of their desire to be able to act toward others, with the respect, courtesy, unpretentiousness, and genuine listening. It is perhaps this lesson, from all of his contributions to the human situation that he would have wanted us to firmly acquire and especially engage in. Thus, we say with gratitude, "Good bye. . . Teacher."

W. L. Williams, University of Nevada

A Personal Recollection on Fred Keller

Sidney W. Bijou
University of Nevada

Fred Keller and I were invited, in 1978, to participate in the Second International Course in Experimental Analysis and Behavior Analysis in Lima, Peru by Professor Jose (Pepi) Anicama Gomez, Director de Psicologia, Universidad Peruana Cayetano Heredia. Since it was a two-week course, Professor Anicama arranged for Fred, his wife Frances, my wife Janet, and me to stay in a modern furnished apartment rather than an impersonal hotel. To make life easy for us, he provided a maid to prepare our breakfasts and do the household chores.

During this period of close contacts, Janet and I had many opportunities to enjoy Fred's sly humor, to listen to his many stories, to see students flock around him for his company and advice, and to console him when he came down with a cold. Incidentally, Fred believed that the way to overcome a cold was to stay in bed for seven days. In this case, considering the length of the Course, he made an exception and recovered in only two days, much to

the joy of all.

We also had an opportunity to attend one of Fred's lectures in which he took great pains to describe, in his inimitable style, a professor who shamefully neglected his duties by delivering routine lectures, which indeed fulfilled his obligation of teaching a course, but who paid mighty little attention to whether or what his students were learning. He went on to confess that he was that professor but that all had changed now that he was applying behavior principles to the teaching of his courses. He then described his teaching method which is now known as the PSI method.

At the end of the course, Fred and I were asked to attend a University faculty ceremony in which we were made Honorary Professors of Psychology, Universidad Cayetano Heredia. As Fred accepted his certificate he was so overwhelmed by emotion, he could barely say "Muchas Gracias", as he wiped away the tears.

Book Review

**At Last, Something Reasonable:
A Review of Hart and Risley's *Meaningful Differences in the
Everyday Experience of Young American Children***

Kathleen Zanolli
University of Kansas

Nothing is more disheartening than the ongoing discourse about the problems of disadvantaged children. The nineteenth-century debate between environmentalism and eugenics has been dressed up in code words and qualifiers for the 1990s, but the core values of both sides of the debate have always been the same. Social engineering is the goal, legislation is the means, and the facts must always be filtered and twisted through a theoretical point of view - so much so that proponents of both sides cite the same facts to support their case. Herrnstein and Murray (1994) describe many studies in which low IQ is associated with out-of-wedlock births, crime, poverty, unemployment, and low educational achievement. They conclude from these data that low intelligence is, in part, inherited. Further, they assume that low intelligence causes all the problems with which it is associated, and propose policies designed to make "the rules of society" easier for people who "aren't very smart" to follow, so that even those with low IQ's can understand that crime is punished, industry is rewarded, and marriage is inseparable from reproduction. Conversely, these findings have also been used to make the case for compensatory education and other "Great Society" programs (Zigler, 1983; Lee, Brooks-Gunn, & Schnur, 1988).

Everyone agrees that IQ is correlated with poverty and with all the social and behavioral problems associated with poverty. That both environmentalists and eugenicists can use this fact to support their political agendas leads one to conclude that, although both sides collect empirical evidence and build logical theories - both reasonable pursuits - the debate itself is entirely unreasonable. Hart and Risley (1995) inject a welcome dose of rationality and, not incidentally, uncover some interesting information.

Hart and Risley report a series of studies based on a surprisingly simple idea. If you want to know why disadvantaged and middle class children have different language and school achievement, you must observe

closely what actually happens while the children are learning language. It's tedious and it produces an overwhelming amount of hard to analyze data, but this simple idea proved to be productive. As it turns out, children from professional families heard over twice as many utterances than poor children. Professionals' children also heard an average of 1400 more words *per hour* and nearly five times as many encouraging, affirmative statements. Given this stark picture of the differences in language exposure and encouragement, it is not surprising that these aspects of parenting were related to children's later language ability. The parenting measures were more strongly related to children's language skills and IQ than socioeconomic status was. Interestingly, the parenting measures predicted language skills at age 9 better than either socioeconomic status or IQ.

Hart and Risley's proposed solution to the problem of disadvantaged early experience is to provide high-quality education and parent assistance, beginning before age two. This solution is as reasonable as the rest of the book, and far less expensive than many more popular prescriptions. The success of this book does not rest on the solution, however. The real success is in abandoning the eugenics-environment conundrum for a really good, close look at the phenomena under study. At last, something reasonable.

References

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- Hart, B., & Risley, T. (1995). *Meaningful differences in the everyday life of young children*. Baltimore, MD: Brookes.
- Lee, V., Brooks-Gunn, J., & Schnur, E. (1988). Does Head Start work? *Developmental Psychology*, 24, 210-222.
- Zigler, E. (1983). Discerning the future of early childhood intervention. *American Psychologist*, 38, 894-906.

Comment

Outrages

The decade of the brain

Gary Greenberg
Wichita State University

With this introductory essay I begin a regular series of columns for *The Interbehaviorist* in which I will discuss matters that may be of interest to our readers and identify recent efforts to biologize psychology and the invocation of biological reductionism in discussing behavioral origins. I think few would disagree that such reductionism is not dead and has played a significant role in the sciences since it was popularized in the late 19th century by Galton's eugenics movement. The recent development of a discipline called evolutionary psychology (Buss, 1995) and the continuing popularity of sociobiology underscore a political agenda identified by E. O. Wilson in 1975 - the cannibalizing of psychology by the biological sciences. Indeed, we are in the latter half of "the decade of the brain" and a major scientific effort is underway to uncover the mystery of the genetic code in the Human Genome Project. Of course, readers of *The Interbehaviorist* eschew such efforts. While we recognize the significance of biological factors in behavior, we also recognize the need for a social perspective. Organisms are biological creatures which are *fused* with their environments, a relationship recognized and developed by Schneirla (see Aronson, Tobach, Rosenblatt & Lehrman, 1972) and subsequently by many others. This perspective goes by many names - contextualism, probabilistic epigenesis, interbehaviorism, etc. The common feature is that we recognize that biology is just one more participating set of factors in behavior.

I think readers of *The Interbehaviorist* also work within the framework of the important principle of levels of organization or integrative levels (Aronson, 1984), an idea which recognizes the hierarchical organization of events in the universe. Rather than defining psychology as a biological science, we see psychology as qualitatively different from biology, emerging from it, but not

reducible to it. Psychological principles are different from those of biology. Psychology is organized on a level higher than is biology. Indeed, psychology is more complex than biology or chemistry or physics. Thus, with so many variables to consider and control, we have yet to figure out precise mathematical relationships between crucial events that regulate behavior. In my writing I will refer to the work of Zing Yang Kuo, T. C. Schneirla, Richard Lerner, Ethel Tobach, N. H. Pronko, J. R. Kantor and others who have recognized that psychology is a mature enough science to develop its own way of thinking. My columns will be against genetic determinism, against reductionistic analyses and for contextual, developmental, and socio-historical analyses.

So, okay, here's my first outrage. I have before me the Spring, 1996 issue of a newsletter published by the National Alliance for the Mentally Ill (NAMI). The title of this publication is, "The Decade of the Brain," and to make matters worse, the editor notes that "NAMI supports the increased use of *brain disorders*" (p. 8) in place of the term "mental illness." Lest you think that this is an anomaly and that mainstream psychology does not go along with this suggested change, I refer you to a recent article about schizophrenia that appeared in the official journal of the American Psychological Association in which it is alleged that "it is difficult to quarrel with the general proposition that schizophrenia is a kind of brain disease that should be approached as a problem in neuroscience. *There are no viable alternatives.* Gone are the days when defective parenting or family life were seen as primary causes" (Heinrichs, 1993, p. 221, emphasis added). Of course, I disagree. One of the most impressive analyses of schizophrenia that I have ever read identifies parenting and life style as the crucial foundations of this disorder (Haley, 1986). In this regard I have always

Outrage continued...

been persuaded by Thomas Szasz's (1961) penetrating discussion of the medical model approach to mental illness, or in his terms, "problems in living." Being mentally "ill" is not to be sick or diseased, but rather to have developed ineffective coping skills.

I want to close with a different sort of outrage - not because of what someone said in a paper but because of what no one has said about a very important finding and I have been dumbfounded about this silence. In 1980, in a paper in *Science*, Roger Lewin wrote of a British pediatrician, John Lorber, who had identified and studied several college aged adults who, *despite their having only 5% of the normal extent of brain tissue*, were none the less normal in every regard. Lorber has himself published two papers about this (Berker, Goldstein, Lorber, Priestly & Smith, 1992; Priestly & Lorber, 1981). Now, you would think that these very impressive findings would be studied and pursued by everyone, especially during the decade of the brain. The sad truth is that no one seems to have paid this any attention at all. My query to a neurology e-mail network yielded no responses. Indeed, I was surprised to find this referred to in a recent developmental psychobiology text (Michel & Moore, 1996), but even these authors treated this rather glibly tossing it aside with no more than a single sentence, "After all, a hydrocephalic patient with virtually no cortical tissue received an honor's degree in mathematics and led a completely normal social life" (p. 364). Why has this been ignored by neuroscience? Because findings such as these are considered to be a nuisance, despite the fact that these are the findings that should command our attention. One of Skinner's important rules for doing good science was "When you run into something interesting, drop everything else and study it (1961, p. 81)."

So, yes, I am outraged by some of the statements made by biologically oriented behavioral scientists and also by their failure to make some statements when they have the chance. Let's hope my outrages allow me to vent in a constructive and interesting fashion as I continue to write these short pieces. Please write me with your comments, good or bad.

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Comment

On the
Observability of a Stimulus Function

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I was recently addressing some members of the department of psychology and about twenty graduate students at the University of Florida on the fundamentals of the interbehavioral field and some recent research that it has inspired or influenced. I had gone over a few of Kantor's postulates and especially stressed the protopostulate that events must be the starting point from which constructs are drawn rather than with traditional constructs which get imposed on the events. After describing the seven components of the interbehavioral field and giving examples of them, I stated that these components are all observable and therefore entirely consistent with the protopostulate about events.

A student then asked me how one could observe stimulus functions. I said that if I put my papers on a table it has the stimulus function for me of a surface on which to put papers, and one could observe that by my response to it. After some discussion it seemed that he was comfortable with the observability of response functions but not with stimulus functions. I pointed out that stimulus functions and response functions are interdependent, and which one we refer to depends on which side of the interaction we wish to emphasize.

If we observe my response function to the table of putting papers on it, we can also say that it stimulated me to put my papers there or that it meant to me something on which I could put my papers. The student was not satisfied, and so I added that we could always observe ourselves and determine what the stimulus function is, and similarly we could ask people and make use of their verbal reports. I might have added, but didn't that all sciences have to struggle to get relevant data, but in psychology we have that wonderful advantage of verbal report — both from our self-

observations and from others' self observations — that non-human sciences do not, however much we have to treat such reports with caution.

Although I consider those answers to be adequate (I don't know if the student did) it occurred to me later that there is an additional answer. Kantor sometimes referred to observable events or those that can be reasonably inferred. He never defined what a reasonable inference might be, and I would be reluctant to try to supply such a definition. Nevertheless, I suspect that we might agree about some instances of reasonable inference. When students enter a classroom it would seem to me to be a reasonable inference that in that particular setting chairs have the stimulus function of something to sit on as appropriate to the social circumstances and not of something to relieve fatigue, although one could not make the distinction on the basis of the response. If someone picks up a rock, its stimulus function might be less certain to an observer: a missile to hurl? An object to examine? If the person picking up the rock is a geologist, the latter would have a high probability, especially if the setting is one of geological exploration and there is no particular reason to hurl it at anything. Given some knowledge about the person and the setting or often just the setting, it seems to me we can make reasonable inferences about the stimulus function of a stimulus object and a certain inference if we observe the response function.

With this additional consideration, the case is all the more compelling that the stimulus function as well as all other components of the interbehavioral field are observable by one means or another or can be reasonably inferred from observation. All aspects of the fields are totally consistent with Kantor's protopostulate that prescribes starting with events.

Abstracts of Articles Volumes 18 - 23 1990 - 1995

Volume 18

Ribes-Inesta, Emilio. Pseudotechnical Language and Conceptual Confusion in Psychology: The Cases of Learning and Memory.

The author argues that learning and memory refer to psychological events in ordinary not technical terms, and that failure to appreciate this distinction has led to conceptual confusion in psychology. This argument is elaborated through a discussion of the origin and use of the terms learning and memory. A technical analysis of the events represented by these terms is provided.

Sharpe, Tom. Field Systems Data: An Exploration of Alternative Visual Representations.

The author illustrates four means of depicting interbehavioral time series data which convey behaviors within the greater temporal and contextual streams in which they reside. These means are offered as alternatives to a linear models approach.

Volume 19

Hayes, Linda J. Learning and Memory.

The author describes cognitive, behavioral, and interbehavioral theories of learning and memory, then contrasts the cognitive and behavioral view with the interbehavioral position. The differences between the positions, with respect to biology, time, and the location of events is considered. The distinguishing features of learning and memory are discussed from an interbehavioral perspective. Finally, the concepts of motivation, reinforcement, and causality are described in interbehavioral terms.

Lipkins, Regina. Idealism, Realism, Coherence, and Correspondence in Kantor's Interbehavioral Philosophy.

Idealism, realism, and naturalism are compared and contrasted. An account of J. R. Kantor's Interbehaviorism is given with respect to idealism, realism, and naturalism, and he is identified as both an idealist and a realist, but especially a realist. The author then describes and contrasts correspondence, coherence, and impure coherence theories of truth. The problems of each theory are discussed. The interbehavioral truth theory is then described, and is identified as an impure coherence theory of truth.

Mahan, Harry C. Seventy Years of the Interbehavioral Approach to Nature-Nurture

The interbehavioral position on the heredity versus environment controversy is described through the presentation of quotes from several

different sources dating back to 1921. The author concludes that the interbehavioral position is consistent with modern theories that emphasize interaction between the organism and the environment.

Sharpe, Thomas L. Interbehavior: A Teacher Education Perspective

An interbehavioral approach to education research is advocated and described. The utility of this approach is detailed. The author presents examples from the field of education research illustrating of how the interbehavioral, or field systems approach can be used in data collection, analysis, and presentation. The author then points out the advantages of these methods over more traditional approaches.

Smith, Noel W. Some Possible Allies of Interbehaviorism

The author compares interbehaviorism with several theoretical approaches that share some similarity with interbehaviorism. Interbehaviorism is contrasted with behavior analysis, dialectic psychology, phenomenological psychology, and contextualism. Both points of compatibility and incompatibility are described.

Volume 20

Hayes, Steven C. Field Theory and the Legitimacy of Causal Constructions

The author argues that, in a field theoretical account of psychology, causality has no ontological status. The author then argues, that despite this lack of ontological status, causal talk does have utility in basic and applied psychology.

Swain, Mark A. Consciousness Reconsidered

The author describes the history of consciousness, how it has been viewed from different philosophical positions and scientific approaches, and its rejection by methodological behaviorists as a legitimate object of study. A monistic, interbehavioral view of consciousness is presented. The author then argues that behavior analysis is capable if addressing consciousness and other implicit phenomena

Smith, Noel W. The privacy construct as a stumbling point in psychology.

Traditional assumptions regarding "privacy" are based upon Cartesian dualistic assumptions which lead to a positivistic theoretical stance. A number of challenges to traditional assumptions are posed, and it is suggested that "privacy" may be replaced with the concept of interactions between

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environments and observers. Although the contrast between private and non-private events may be useful for indicating what components of the interaction are more or less accessible to more than one person at any given time, it is argued that as a distinction between external-internal, knowable-unknowable, and physical-mental it is artificial and should be discarded.

Sharpe, Thomas L. & Hawkin, Andrew. Pragmatics and utility of interbehavioral methodology.

Two charges are raised against interbehavioral methodology: 1) inordinate application complexity related to the pragmatics of interbehavioral methodology, and 2) a question as to whether interbehavioral methodology has utility as compared with other methodologies. These are discussed in turn, and it is concluded that interbehaviorism embodies all that behavior analysis is and merely attempts to evolve original precepts toward greater focus on the complexity of organismic and environmental interactions in applied settings.

Volume 21

Morris, Edward K. Interbehavioral psychology: outstanding in the field or out standing in its field.

Skinner's 1988 ABA Newsletter article, "The Cuckoos," raised some important issues that are here addressed. Responses are offered for specific points that Skinner made. Finally, a number of interbehavioral solutions are given. It is concluded that, in the end, there will be but one science of behavior, just as there is essentially one physics, one chemistry, and one biology. Only by accommodating and assimilating our behavioral diversity scientifically and professionally— but not eclectically— we can insure our survival as a discipline.

Sharpe, Thomas L. & Hawkins, Andrew. A return to the space<->time continuum: empirical notes from teacher educators.

An interbehavioral field systems approach is an amenable educational research and instructional assessment tool, given 1) its suitability with the largely behavioral character of the teaching<->learning process, and 2) its technological capability of more completely capturing the nature of the instructional process that traditional paper & pencil recording methods which constrain the evaluator to a more limited number of variables tracked. Empirical examples are provided.

Fredericks, Debra W. The ontological dilemma in system building.

Kantor conscientiously elucidates his underlying assumptions when developing his analytic sys-

tem. In *Psychology and Logic* (1945) he considers the building of logical systems on the basis of two theses: the specificity theorem and the interbehavioral theorem. The basic ontological and epistemological assumptions underlying these theses are defined and analyzed, which contribute to the cohesiveness of his philosophical system as a whole.

Hawkins, Andrew & Sharpe, Tom. Technologically driven research methodology: behavioral and interbehavioral perspectives.

Although Kantor and Skinner did not see eye to eye on behavioral theory, the distinctions between their two theories can be considered as relatively minor when conceptualized as differences in emphasis. With Kantor, context is explicit, and with Skinner, context is implicit and taken for granted. Despite theoretical similarities between these two, Skinner has dominated behavioral psychology, perhaps due to the relative accessibility of his writings and their firm foundations in technology. In order for theories to spawn viable research methodologies there must be a close relationship between the theory and the available technology. When Kantor established his theory, the technology to establish workable methodologies did not exist. Today's computer technology can ameliorate interbehaviorist gaps between theory and methodology. An example of an application of interbehavioral research based on currently available technology is provided.

Smith, Noel W. The psi chi ceremony and the mind-body dualism.

An etymological history of the term "psyche" is provided and discussed with respect, particularly, to the issue of mind-body dualism. Understanding psychology's history of ideas enables us to be in a position to choose from among the kinds of psychologies we have available to us.

Delprato, Dennis J. Interbehavioral psychology and behavior analysis: an opinion.

The connection between interbehavioral psychology and behavior analysis is strained. Although attempts have been made to integrate the two, under the assumption that the two postulate systems may be compatible, there is little evidence that interbehavioral psychology is moving any closer to mainstream behavior analysis. Field theoretical ideas have been spreading in a number of distinct fields with very little indication of cross-fertilization. Although behavior analysis is not sufficiently advanced philosophically to be a member of the converging movements at the end of the second cycle in the scientific evolution of psychology, it does have much to offer, especially to those with applied concerns.

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Bach, Patricia. The relation between epistemology, ontology, and system building in Kantor's Psychology and Logic.

Kantor's position of the ontology of logic is consistent with his view of the epistemology of logic. By arguing that interbehavioral events are always ontological, Kantor takes issue with those who hold that the logical is also ontological. His primary objective to such positions is that they are not interbehavioral. Kantor's views are functional, allowing one to account for such things as the study of abstractions and non-existants without resorting to notions of ultimacy, universality and transcendence.

Volume 22

Smith, Noel L. Phenomenological psychology.

The world, phenomenologists insist, is not one of bare or impersonal objects, nor is the body's role one of a computing machine that processes information or neurally interprets the world. The world has meaningful structure and our bodies live as part of that meaning. The early development of phenomenology is traced, with emphasis on the ideas of Husserl, Merleau-Ponty, and their similarities and differences with Kantor. Q methodology is discussed, and a brief critique of phenomenological psychology is presented.

Delprato, Dennis, J. & Knapp, John R. Q methodology and interbehavioral description.

This article discusses issues that might help interbehaviorally-oriented psychologists better understand Q methodology. First, issues regarding taxonomic classification are raised with respect to dualism. Then some assumptions underlying Q methodology are discussed: 1) subjectivity is inescapable from conditions of measurement, 2) factors begin with concurrence, are indeterminate, and are subsumed by the specificity principle, 3) taxonomy is polythetic, and 4) categories are abductively or reflectively derived. The important features which enter into selecting Q items, administering Q sorts, data analysis and data interpretation are each addressed. Finally, the relation between the operant construction and Q methodology is noted.

Brown, Steven R. Q methodology and interbehavioral phenomenology.

Delprato, Knapp, and Smith have performed an important service by bringing William Stephenson's Q methodology to the direct attention of interbehaviorists, and by indicating its connection to major intellectual streams in psychology, especially phenomenology. The process of a Q methodology is elaborated upon. The Q meth-

odology takes its measures by placing the Q sort in the hands of the person to be understood, thereby giving us relative assurance that the categories which emerge will have some relevance to the person. It is in this way that we may be honest with nature, and set aside our theoretical claims so as to be able to see the world on its own terms before trying to explain it in ours.

Ray, Roger. A reader's comments.

The combination of Smith's article on "Phenomenological Psychology" and Delprato and Knapp's article on "Q methodology and interbehavioral description" makes a very important contribution to the Interbehavioral literature. Together, these articles articulate several important points of convergence among what many researchers would consider disparate approaches, especially phenomenological, Q-Methodological, and Interbehavioral philosophies. Delprato and Knapp build a methodological bridge between these approaches as philosophies and their implications for empirical psychology. There are a number of unresolved issues, however. Among them are: How is one to measure an event which has already occurred? This problem is discussed in the context of quantum indeterminacy.

Delprato, Dennis J. Interbehavioral psychology: critical, systematic and integrative approach to clinical services.

Above all else, an interbehavioral approach aims to provide a coherent and systematic science and practice of psychology "from the ground up." The interbehavioral perspective considers it essential for a psychological practice, authentically based on science, to have a completely naturalistic approach to both science itself and psychology in general. With this in view, this article first covers historical developments and basic orienting assumptions pertaining to science itself. Next, it sets forth some fundamentals for psychology as a completely naturalistic science. Finally, it presents several assumptions for clinical services themselves, along with practices recommended by them.

Adams, Mark A. Inherited behavior: interbehavioral and radical behavioral interpretations.

Although many scholars do not recommend arguing across philosophical positions, comparing positions on particular topics can be useful as a means of increasing one's awareness and understanding of one's own position. In this paper we compare the assumptions of radical behaviorism and interbehaviorism on the issue of inherited behavior, providing an avenue for better understanding of each and demonstrating the impact of adopting particular sets of assumptions on our in-

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terpretations of particular types of psychological events.

Bach, Patricia A. & Bzdawka, Annette. Integrating levels of analysis.

The study of events at various levels (e.g., individual, family, culture) can tell us something about events occurring at the levels immediately above and below it. The most appropriate unit of analysis depends upon which level one is studying. The important factor is not the particular unit or level, but the interface—how understanding at one level can enhance understanding at the same or another level of analysis. An appropriate unit of analysis is any one that expands our knowledge at any one of several levels of analysis including individuals, and groups as large as cultures, as long as such knowledge can be integrated into a body of science, the science of human behavior.

Swain, Mark A. *Realism, nihilism and a psychological unit-of-analysis.*

The philosophies of realism, not-so-naive realism, constructive nihilism, and deteriorative nihilism are explained in reference to the nature of a unit of analysis for behavior. Implications for holding realistic and nihilistic assumptions are discussed.

La Marca, Paul M. *A search for a basic and common unit of analysis for social scientific inquiry.*

A good definition of the unit of analysis being utilized in a particular field of study is crucial in guiding proper interpretations of particular lines of research as well as the integration of research addressing diverse objects of analysis. The dyad (two persons interacting in a given social context) is presented as a theoretical unit of analysis which might serve as a starting point. The dyad possesses the basic properties to be utilized as a unit of analysis is guided by the theoretical perspective of Symbolic Interactionism. This perspective is explained in the broader context of the dyad as a basic unit of analysis.

Devereux, Paul. *Toward an integrated psychology.*

The role of physiology to psychology is discussed in its historical context. Physiology is explained from an interbehavioral stance; it is neither reductionistic, nor dualistic. Physiology has a place in the advancement of psychology. Methodological and theoretical constructs of psychology and physiology are not pitted against one another but rather may be joined to form a powerful, complemented armamentarium for the study of human behavior.

Mills, John A. *Jacob Robert Kantor (1888-1984).*

A brief history of J. R. Kantor's professional

life is recounted. His philosophical ideas and theoretical assumptions are explained and contrasted with those of Skinner. Finally, Kantor's lasting influence on Interbehaviorism and psychology in general are discussed.

Midgley, Bryan D. *A reply to Professor Mills.*

Mills discussed a number of points in "Jacob Robert Kantor (1888-1984)" which prompt a number of comments. Particularly, these issues center on: Kantor's so-called rejection of operationalism, the ability for psychologists to make predictions, Kantor's view on ontology, the components of the field, and Kantor's continuing influence on psychology. These points are presented, not as criticisms of Mills, but in a spirit of interpreting Kantor's work in as consistent a fashion as possible.

Chiasson, Carmenne. *Kantor's interbehaviorism versus Skinner's behaviorism: comparison and contrast.*

Kantor and Skinner aspire to achieve different philosophical goals. Kantor's main concern is with the accurate and scientific description and explanation of the theory which underlies the science of psychology and the unit of the psychological field event. Skinner's focus is on psychology as a science concerned with the prediction and control of behavior. Similarities and differences between the philosophies are addressed, centering around four issues: 1) the method of selection of their subject matter, 2) the nature of the psychological event, 3) the role of cause, and 4) the goal of each perspective. Finally, contributions, criticisms, and relative adequacies of interbehavioral and behavioral theories are discussed.

Baxter, Charles. *An interbehavioral approach to teaching and problem solving in education.*

Presently, our schools attempt to function on the basis of western psychologies that are dualistic in nature. Consequently, educators focus on various aspects of the field (e.g., the student or the environment) or a hypothesized construct, such as intelligence. Considering education and the traditional ideas of intelligence from an interbehaviorist perspective, an account is given for perception and problem solving. Strengths of considering education from an interbehavioral perspective are discussed.

Collins, Jacqueline E. *Cultural evolution and the survival of cultures.*

The selection of one culture over another is a multidetermined process analyzed by Skinner. He applied the concept of natural selection as a metaphor to explain the evolution of social environments. This extension is discussed, and a number

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of issues are raised: 1) Skinner's analysis failed to differentiate form and function when isolating differences among cultures, 2) what is good for the culture, which presumably promotes survival, 3) how cultures evolve, and 4) adventitious contingencies of cultural practices.

Volume 23

Verplanck, William S. Some reflections on Kantor, Kantorians, and Kantor's career.

Verplanck reflects upon his own and others evolution toward an interbehavioral viewpoint. Four types of "Kantorians" are described and the participative circumstances of falling into one or another of these categories is discussed. Skinner's and Kantor's early association and the emergence of "non-Kantorians" is also explored.

Sharpe, Thomas L. & Shriver, Mark. The closest interbehaviorism of matching law theory.

The authors contend that matching law provides potential usefulness in bridging the gap between basic and applied research. It is argued that matching law is inherently interbehavioral due to its "molar and contextually dependent conceptualization of human behavior." A brief history of the development of matching law and an example of its application to applied research is presented.

Bijou, Sidney W. & Ghezzi, Patrick M. Background notes on Kantor's treatment of linguistic behavior.

Bijou and Ghezzi present a historical description of Kantor's study of linguistics, including mention of studies by his students. This is followed by an account of the highlights of *Psychological linguistics* (1977).

Mountjoy, Paul T. & Cone, Donna M. The functional nature of the philosophical categories: Jacob Robert Kantor's doctoral dissertation.

The authors argue that misrepresentations of Kantor's contributions may be dispelled by an examination of Kantor's dissertation and its relationship to his later writings. A detailed description of Kantor's dissertation follows that highlights an important consideration common to misunderstanding Kantor's perspective: that Kantor was foremost a philosopher and his concerns were that of philosophy applied to psychology, not psychological issues per se.

Smith, Noel W. Eco-behavioral science.

This article is an excerpt from Smith (in press) *Current Systems in Psychology* and provides an introduction to the key concepts of Roger Barker's "ecological psychology."

Sanchez, Hector M. A behavior theory: Why we need it?

(Spanish) The author argues that behavioral theory is needed. Behavioral theory as a progressive, gradual and dynamic process more than as a terminal outcome is described within a historical context.

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Volumen 18

Ribes-Iñesta, Emilio. Pseudotechnical Language and Conceptual Confusion in Psychology: The Cases of Learning and Memory. (Lenguaje pseudotécnico y confusión conceptual en psicología: El caso del aprendizaje y la memoria).

El autor argumenta que el aprendizaje y la memoria se refieren a eventos psicológicos en términos ordinarios no técnicos, y que el no apreciar esta distinción ha llevado a confusión conceptual en la psicología. Este argumento se elabora con base en la discusión del origen y uso de los términos aprendizaje y memoria. Se proporciona un análisis técnico de los eventos representados por estos términos.

Sharpe, Tom. Field Systems Data: An exploration of Alternative Visual Representations. (Datos de sistemas de campo: Una exploración alternativa de las representaciones visuales).

El autor ilustra cuatro medios de descripción de datos de series temporales interconductuales que expresan conductas dentro de los flujos contextuales y temporales mayores en los que residen. Estos medios se ofrecen como alternativas a los enfoques de modelos lineales.

Volume 19

Hayes, Linda J. Learning and Memory. (Aprendizaje y memoria).

El autor describe las teorías cognoscitivas, conductuales e interconductuales del aprendizaje y la memoria, y contrasta después el punto de vista conductual y el cognoscitivo con la posición interconductista. Se consideran las diferencias las posiciones respecto de la biología, el tiempo, y la locación de los eventos. Se discuten los rasgos distintivos del aprendizaje y la memoria desde una perspectiva interconductual. Finalmente, se describen los conceptos de motivación, reforzamiento y causalidad en términos interconductuales.

Lipkins, Regina. Idealism, Realism, Coherence, and Correspondence in Kantor's Interbehavioral Philosophy. (Idealismo, realismo coherencia y correspondencia en la filosofía interconductual de Kantor).

Se comparan y contrastan el idealismo, el realismo y el naturalismo. Se explica el Interconductismo de J.R. Kantor respecto del idealismo, el realismo y el naturalismo, y se le

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identifica como un idealista y un realista, pero especialmente un realista. El autor describe y contrasta entonces las teorías de la verdad por correspondencia, por coherencia y por coherencia impura. Se discuten los problemas de cada teoría. La teoría interconductual de la verdad se describe, y se identifica como teoría de la verdad por coherencia impura.

Mahan, Harry C. Seventy Years of the Interbehavioral Approach to Nature-Nurture. (Setenta años del enfoque interconductual a la natura-crianza).

Se describe la posición Interconductual sobre la controversia herencia-ambiente mediante la presentación de citas de diferentes fuentes partiendo de 1921. El autor concluye que la posición interconductual es consistente con las teorías modernas que hacen énfasis en la interacción entre el organismo y el ambiente.

Sharpe, Thomas L. Interbehavior: A Teacher Education Perspective. (Interconducta: una perspectiva de la educación del maestro).

Se plantea y describe un enfoque interconductual en la investigación educativa. Se detalla la utilidad de este enfoque. El autor presenta ejemplos del campo de la investigación educativa que ilustran como el enfoque interconductual o de campo puede utilizarse en la recolección, análisis y presentación de datos. El autor señala las ventajas de estos métodos sobre aquellos enfoques más tradicionales.

Smith, Noel W. Some Possible Allies of Interbehaviorism. (Algunos posibles aliados del interconductismo).

El autor compara al Interconductismo con varios enfoques teóricos que comparten similitud con el Interconductismo. Se contrasta el Interconductismo con el análisis de la conducta, la psicología dialéctica, la psicología fenomenológica y el contextualismo. Se describen los puntos de compatibilidad e incompatibilidad.

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Hayes, Steven C. Field Theory and the Legitimacy of Causal Construction. (Teoría de campo y la legitimidad de la construcción causal).

El autor argumenta que, en una explicación teórica de campo de la psicología, la causalidad no tiene estatuto ontológico. Después el autor plantea que, a pesar de esta falta de estatuto ontológico, el discurso causal tiene utilidad en la psicología básica y aplicada.

Swain, Mark A. Consciousness reconsidered. (La conciencia reconsiderada).

El autor describe la historia de la conciencia,

como ha sido vista desde diferentes posiciones filosóficas y científicas, y su rechazo por el conductismo metodológico como un objeto de estudio legítimo. Se presenta un punto de vista interconductual, monista, sobre la conciencia. El autor argumenta que el análisis de la conducta es capaz de tratar la conciencia y otros fenómenos implícitos.

Smith, Noel W. The privacy construct as a stumbling point in psychology. (El constructo de la privacidad como un escollo en la psicología).

Los supuestos tradicionales sobre la "privacía" se basan en los supuestos cartesianos dualistas que condujeron a una posición teórica positivista. Se plantean una serie de desafíos a los supuestos tradicionales, y se sugiere que la "privacía" puede remplazarse por el concepto de interacciones entre observadores y ambientes. Aunque el contraste entre los eventos privados y no privados puede ser útil para indicar cuando los componentes de la interacción son más o menos accesibles a más de una persona al mismo tiempo, se argumenta que es una distinción artificial como la de interno-externo, cognoscible-incognoscible y físico-mental, y debería descartarse.

Sharpe, Thomas L. & Hawkins, Andrew. Pragmatics and utility of interbehavioral methodology. (Pragmática y utilidad de la metodología interconductual).

Se hacen dos cargos en contra de la metodología interconductual: 1) una complejidad de aplicación inusual relacionada a la pragmática de la metodología interconductual; y 2) la pregunta de si la metodología interconductual tiene utilidad en comparación a otras metodologías. Estas se discuten a su vez, y se concluye que el interconductismo incluye a todo el análisis de la conducta e intenta meramente desarrollar preceptos originales con un foco mayor en la complejidad de las interacciones orgánicas y ambientales en situaciones aplicadas.

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Morris, Edward K. Interbehavioral psychology: outstanding in the field or out standing in its field. (La psicología interconductual: destacando en el campo o saliéndose de su campo).

El artículo de Skinner en la ABA Newsletter en 1988, "The Cuckoos", planteó varios problemas importantes que aquí se tratan. Se ofrecen respuestas a los puntos específicos señalados por Skinner. Finalmente, se dan una serie de soluciones interconductuales. Se concluye que, en última instancia, solo habrá una ciencia de la conducta, tal como hay esencialmente una sola

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física, una química y una biología. Solo acomodando y asimilando nuestra diversidad conductual científica y profesionalmente -pero no de manera ecléctica- podemos asegurar nuestra supervivencia como disciplina.

Sharpe, Thomas L. & Hawkins, Andrew. A return to the space <—> time continuum. (Un regreso al al continuo tiempo <—> espacio).

Un enfoque sistémico de campo interconductual es un instrumento accesible de investigación educativa y de evaluación instruccional, dada: 1) su adecuación con el carácter mayormente conductual del proceso de enseñanza <—> aprendizaje, y 2) su capacidad tecnológica para capturar de manera más completa la naturaleza del proceso instruccional en comparación con los métodos tradicionales de papel y lápiz que restringen al evaluador a seguir un número más limitado de variables. Se proporcionan ejemplos empíricos.

Fredericks, Debra W. The ontological dilemma in system building. (El dilema ontológico en la construcción de sistemas).

Kantor concientemente elucida sus supuestos subyacente cuando desarrollo su sistema analítico. En *Psychology and Logic* (1945) considera la construcción de sistemas lógicos sobre la base de estas dos tesis: el teorema de la especificidad y el teorema interconductual. Los supuestos básicos ontológicos y epistemológicos que subyacen a estas tesis se definen y analizan, lo que contribuye a la cohesividad de su sistema filosófico como un todo.

Hawkins, Andrew & Sharpe, Tom. Technologically driven research methodology: behavioral and interbehavioral perspectives. (Metodología de investigación dirigida tecnológicamente: perspectivas conductuales e interconductuales).

Aunque Kantor y Skinner no se vieron directamente en teoría de la conducta, las distinciones entre sus dos teorías pueden considerarse relativamente menores cuando se conceptualizan como diferencias en énfasis. Con Kantor, el contexto es explícito, y con Skinner el contexto implícito y se toma como dado. A pesar de las similitudes teóricas entre ambos, Skinner ha dominado la psicología conductual, quizá debido a la accesabilidad relativa de sus escritos y a sus fundamentos firmes en la tecnología. A fin de que las teorías germinen metodologías de investigación viables debe haber una relación estrecha entre la teoría y la tecnología disponible. Cuando Kantor estableció su teoría, no existía la tecnología para establecer metodologías que fueran operables. Hoy día la tecnología computacional puede paliar los

vacíos interconductistas entre la teoría y la metodología. Se proporciona un ejemplo de aplicación de investigación interconductual basada en tecnología disponible actualmente.

Smith, Noel W. The psi chi ceremony and the mind-body problem. (La ceremonia psi chi y el problema mente-cuerpo).

Se proporciona una historia etimológica del término "psyche" y se examina, particularmente, respecto del problema del dualismo mente-cuerpo. La comprensión de la historia de la psicología nos permite estar en posición de escoger entre los tipos de psicologías disponibles.

Delprato, Dennis J. Interbehavioral psychology and behavior analysis: an opinion. (Psicología interconductual y análisis de la conducta: una opinión).

Se subraya la conexión entre la psicología interconductual y el análisis de la conducta. Aunque se ha intentado integrar a ambos, bajo el supuesto de que los dos sistemas de postulados pueden ser compatibles, hay poca evidencia de que la psicología interconductual se esté acercando al análisis de la conducta en boga. Las ideas teóricas de campo se han esparcido en distintas áreas con pocas indicaciones de fertilización recíproca. Aunque el análisis de la conducta no está lo suficientemente avanzado filosóficamente para ser miembro de los movimientos convergentes al final del segundo ciclo de la evolución científica de la psicología, tiene mucho que ofrecer, especialmente a los que tienen preocupaciones aplicadas.

Bach, Patricia. The relation between epistemology, ontology, and system building in Kantor's Psychology and Logic. (La relación entre epistemología, ontología y construcción de sistemas en "Psychology and Logic" de Kantor).

La posición de Kantor sobre la ontología de la lógica es consistente con su visión de la epistemología de la lógica. Al argumentar que los eventos interconductuales siempre son ontológicos, Kantor toma posición con aquellos que suponen que la lógica es también ontológica. Sus principales objeciones a dichas posiciones es que no son interconductuales. Los puntos de vista de Kantor son funcionales permitiendo que se expliquen cosas tales como el estudio de las abstracciones y los inexistentes sin recurrir a nociones de ultimidad, universalidad y trascendencia.

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Smith, Noel L. Phenomenological Psychology. (Psicología fenomenológica).

Los fenomenólogos insisten en que el mundo

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no está constituido por objetos llanos, impersonales, ni es el papel del cuerpo el de una máquina de computación que procesa información o interpreta neuralmente el mundo. El mundo tiene una estructura significativa y nuestros cuerpos viven como parte de ese significado. Se traza el desarrollo temprano de la fenomenología, con énfasis en las ideas de Husserl, Merleau-Ponty, y sus similitudes y diferencias con Kantor. Se examina la metodología Q y se presenta una breve crítica de la psicología fenomenológica.

Delprato, Dennis J. & Knapp, John R. Q methodology and interbehavioral description. (Metodología Q y descripción interconductual).

Este artículo examina problemas que podría ayudar a los psicólogos orientados interconductualmente a comprender mejor la metodología Q. Primero, se plantean problemas de la clasificación taxonómica en relación al dualismo. Después se discuten algunos supuestos subyacentes a la metodología Q: 1) no puede escaparse de la subjetividad en las condiciones de medición, 2) los factores se inician por concurso, son indeterminados, y se asumen bajo el principio de especificidad, 3) la taxonomía es politética, y 4) las categorías se derivan abductiva o reflexivamente. Se tocan las características importantes que intervienen en la selección de reactivos Q, administración de clases Q, el análisis y la interpretación de datos. Finalmente, se nota la relación entre la construcción operante y la metodología Q.

Brown, Steven R. Q methodology and interbehavioral phenomenology. (Metodología Q y fenomenología interconductual).

Delprato, Knapp y Smith han hecho una contribución importante al poner bajo atención directa de los interconductistas la metodología Q de Stephenson, y al indicar su conexión con las principales corrientes de la psicología, especialmente la fenomenología. Se elabora respecto del proceso de la metodología Q. La metodología Q toma sus medidas colocando la clasificación Q en manos de la persona a ser comprendida, dándonos la seguridad relativa de que las categorías que surgirán serán pertinentes para la persona. De esta manera podemos ser honestos con la naturaleza, y dejar a un lado nuestras suposiciones de manera que podamos ver el mundo en sus propios términos antes de intentar explicarlo en los nuestros.

Ray, Roger. A reader's comments. (Comentarios de un lector).

La combinación del artículo de Smith sobre "Phenomenological Psychology" y el de Delprato y

Knapp sobre "Q methodology and interbehavioral description" es una contribución importante a la literatura Interconductual. Juntos, estos escritos articulan varios puntos importantes de convergencia entre lo que muchos investigadores consideran enfoques distintos, especialmente las filosofías fenomenológica, la metodológica Q y la interconductual. Delprato y Knapp construyen un puente entre estos enfoques como filosofías y sus implicaciones para la psicología empírica. Sin embargo, hay varios problemas no resueltos. Entre ellos destaca: ¿Cómo medir un evento que ya ha ocurrido? Este problema se discute en el contexto de la indeterminación del cuanto.

Delprato, Dennis J. Interbehavioral psychology: critical, systematic and integrative approach to clinical services. (Psicología interconductual: un enfoque sistematizado, crítico e integrativo de los servicios clínicos).

Por encima de todo, un enfoque interconductual asume que proporciona una ciencia y práctica de la psicología coherente y sistemática "desde abajo". La perspectiva interconductual considera esencial para una práctica psicológica, basada auténticamente en una ciencia, tener un enfoque completamente naturalista de la ciencia misma y de la psicología en general. Con esto en vista, este artículo cubre desarrollos históricos y supuestos básicos orientadores que pertenecen a la ciencia misma. Después, se formulan algunos fundamentos de la psicología como una ciencia completamente naturalista. Finalmente, se presentan varios supuestos para los servicios clínicos, junto con prácticas recomendadas por ellos.

Adams, Mark A. Inherited behavior: interbehavioral and radical behavioral interpretations. (Conducta heredada: interpretaciones interconductuales y conductuales radicales).

Aunque muchos estudiosos no recomiendan argumentar entre posiciones filosóficas, el comparar posiciones respecto de problemas particulares puede ser útil como medio para aumentar la conciencia y comprensión de la posición propia. En este trabajo comparamos los supuestos del conductismo radical y del interconductismo sobre el problema de la conducta heredada, proporcionando una avenida para un mejor entendimiento de cada uno y demostrando el impacto que tiene adoptar conjuntos particulares de supuestos sobre nuestras interpretaciones de tipos particulares de eventos psicológicos.

Bach, Patricia A. & Bzdawka, Annette. Integrating levels of analysis. (Integrando niveles de análisis).

El estudio de los eventos en varios niveles

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(vbgr., individual, familiar, cultural) nos puede decir algo sobre los eventos que ocurren inmediatamente arriba o abajo. La unidad más apropiada de análisis depende del nivel que se esté estudiando. El factor importante no es la unidad o nivel particular, sino la interfase - como la comprensión en un nivel puede aumentar la comprensión en el mismo o en otro nivel de análisis. Una unidad de análisis apropiada es aquella que expande nuestro conocimiento en cualquiera de varios niveles de análisis, incluyendo individuos, y grupos tan grandes como las culturas, siempre que dicho conocimiento pueda integrarse en un cuerpo de ciencia, la ciencia de la conducta humana.

Swain, Mark A. Realism, nihilism and a psychological unit-of-analysis. (Realismo, nihilismo y una unidad de análisis psicológico).

Se explican las filosofías del realismo, del realismo no tan ingenuo, el nihilismo constructivo, y el nihilismo deteriorante en referencia a la naturaleza de una unidad de análisis de la conducta. Se examinan las implicaciones de sostener los supuestos realistas y nihilistas.

La Marca, Paul M. A search for a basic and common unit of analysis for social scientific inquiry. (Una búsqueda de una unidad básica y común de análisis para la investigación social científica).

Una buena definición de la unidad de análisis que se utiliza en un campo particular de estudio es crucial en la guía de interpretaciones apropiadas de líneas particulares de investigación, así como en la integración de investigación dirigida a diversos objetos de análisis. Se presenta la diada (dos personas interactuando en una contexto social dado) como una unidad teórica de análisis que puede servir como punto de partida. La diada posee las propiedades básicas para ser utilizada como unidad de análisis y es guiada por la perspectiva del Interaccionismo Simbólico. Se explica esta perspectiva en el contexto más amplio de la diada como una unidad básica de análisis.

Deveraux, Paul. Toward an integrated psychology. (Hacia una psicología integrada).

Se discute el papel de la fisiología hacia la psicología en su contexto histórico. La fisiología se explica desde una plataforma interconductual: no es reduccionista, ni dualista. La fisiología tiene un lugar en el avance de la psicología. Los constructos metodológicos y teóricos de la psicología y la fisiología no se enfrentan uno contra el otro sino que más bien pueden conjuntarse para formar un armamento complementado, más poderoso para el estudio de la conducta humana.

Mills, John A. Jacob Robert Kantor (1888-1984).

Se hace un recuento histórico breve de la vida profesional de J.R. Kantor. Se explican y contrastan sus ideas filosóficas y sus supuestos teóricos con los de Skinner. Finalmente, se discute la influencia permanente de Kantor en el Interconductismo y la psicología en general.

Midgley, Bryan D. A reply to Professor Mills. (Una réplica al Profesor Mills).

Mills discutió una serie de puntos en "Jacob Robert Kantor (1888-1984)" que provocan una serie de comentarios. Particularmente, estos se centran en: el supuesto rechazo por Kantor del operacionalismo, la capacidad de los psicólogos para hacer predicciones, el punto de vista de Kantor sobre la ontología, los componentes del campo, y la influencia continua de Kantor sobre la psicología. Se presentan estos puntos, no como una crítica a Mills, sino con el espíritu de interpretar el trabajo de Kantor de la manera más consistente posible.

Chiasson, Carmenne. Kantor's Interbehaviorism versus Skinner's Behaviorism: comparison and contrast. (El interconductismo de Kantor versus el conductismo de Skinner: comparación y contraste).

Kantor y Skinner aspiran lograr diferentes metas filosóficas. La preocupación principal de Kantor es la descripción y explicación científicas y precisas de la teoría que subyace a la ciencia de la psicología y la unidad del evento psicológico de campo. Skinner se centra en la psicología como una ciencia preocupada por la predicción y el control de la conducta. Se señalan similitudes y diferencias entre las filosofías, centrándose en cuatro problemas: 1) el método de selección de su objeto de estudio, 2) la naturaleza del evento psicológico, 3) el papel de la causa, y 4) la meta de cada perspectiva. Finalmente, se discuten las contribuciones, críticas y adecuaciones relativas de las teorías interconductual y conductual.

Baxter, Charles. An interbehavioral approach to teaching and problem solving in education. (Un enfoque interconductual de la enseñanza y la solución de problemas en la educación).

Actualmente, nuestras escuelas intentan funcionar sobre la base de las psicologías occidentales que son dualistas por naturaleza. En consecuencia, los educadores se concentran en varios aspectos del campo (vbgr., el estudiante o el ambiente) o en un constructo hipotetizado, como la inteligencia. Al considerar a la educación y las ideas tradicionales sobre la inteligencia desde una perspectiva interconductual, se da una explicación de la percepción y la solución de problemas. Se

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discuten las fortalezas de considerar a la educación desde una perspectiva interconductual.

Collins, Jacqueline E. Cultural evolution and the survival of cultures. (Evolución cultural y la sobrevivencia de las culturas).

La selección de una cultura respecto de otra es un proceso multideterminado analizado por Skinner. El aplicó el concepto de la selección natural como una metáfora para explicar la evolución de los ambientes sociales. Se examina esta extensión, y se plantean una serie de problemas: 1) el análisis de Skinner no diferenció forma y función cuando aisló las diferencias entre culturas, 2) qué es bueno para la cultura, que supuestamente promueve la sobrevivencia, 3) como evolucionan las culturas, y 4) contingencias adventicias de las prácticas culturales.

Volumen 23

Verplanck, William S. Some reflections on Kantor, Kantorians, and Kantor's career. (Algunas reflexiones sobre Kantor, los Kantorianos y la carrera de Kantor).

Verplanck reflexiona sobre su evolución y las de otros hacia una punto de vista interconductual. Se describen cuatro tipos de "Kantorianos" y se examinan las circunstancias participativas de caer en una u otra de estas categorías. También se explora la asociación temprana de Kantor y Skinner y el surgimiento de "no-Kantorianos".

Sharpe, Thomas L. & Shriver, Mark. The closet interbehaviorism of matching law theory. (El interconductismo de gabinete de la teoría de la ley de igualación).

Los autores sostienen que la ley de igualación es de utilidad potencial para cubrir la brecha entre la investigación básica y la aplicada. Se argumenta que la ley de igualación es inherentemente interconductual debido a su "conceptualización molar y dependiente del contexto respecto de la conducta humana". Se presentan una historia breve del desarrollo de la ley del efecto y un ejemplo de su aplicación a la investigación aplicada.

Bijou, Sidney W. & Ghezzi, Patrick M. Background notes on Kantor's treatment of linguistic behavior. (Notas de fondo sobre el tratamiento por Kantor de la conducta lingüística).

Bijou y Ghezzi presentan una descripción histórica del estudio de Kantor sobre la lingüística, incluyendo la mención de escritos por sus estudiantes. Esto se ve seguido por una descripción de los puntos sobresalientes de "Psychological Linguistics" (1977).

Mountjoy, Paul T. & Cone, Donna M. The functional nature of the philosophical categories: Jacob Robert Kantor's doctoral dissertation. (La naturaleza funcional de las categorías filosóficas: la tesis doctoral de Jacob Robert Kantor).

Los autores argumentan que las representaciones incorrectas de las contribuciones de Kantor se pueden hacer a un lado al examinar la tesis de Kantor y su relación con sus escritos posteriores. Sigue una descripción detallada de la tesis de Kantor que destaca una consideración importante común a todas las representaciones incorrectas sobre la perspectiva de Kantor: que Kantor fue más que nada un filósofo y que sus preocupaciones fueron las de la filosofía aplicada a la psicología, y no los problemas psicológicos per se.

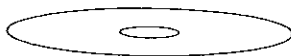
Smith, Noel W. Eco-behavioral science. (Ciencia eco-conductual).

Este artículo es un resumen (en prensa) de "Current Systems in Psychology" de Smith, y proporciona una introducción a los conceptos clave de la "psicología ecológica" de Roger Barker.

Martinez-Sánchez, Héctor. Una teoría de la conducta ¿porqué la necesitamos? (A behavior theory, Why we need it?).

El autor argumenta que se necesita la teoría de la conducta. Se describe dentro de su contexto histórico a la teoría de la conducta como un proceso progresivo, gradual y dinámico más que como un resultado terminal.

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