

Principles of Behavior

Sixth Edition

Richard W. Malott

Western Michigan University

Preface to the Instructor

Anonymous Reviewer Comments

Users of PB

Reviewer 2: The examples of the “psychotic talk” and “socializing Jimmy” are both very good, and are initially written in a narrative form, rather than an analytical one which comes after the narrative, I personally think this is a brilliant move on the authors’ part in that it draws the student in with real-life example, and then provides the analysis of it using learning theory.... I honestly cannot stress enough how valuable the Malott analytic structure is in helping students to analyze contingencies correctly....It is a very confusing concept, and the Malott text does a very good job of presenting the information on conditional stimuli in a clear and very concise way.... Verbal behavior is a very complex topic, but the Malott text does a good job of simplifying it.... One of the strengths of this text is its adherence to a single theory; namely Radical Behaviorism....As a clinical psychologist, the topic of avoidance is a more important one to me. This is one of the best chapters on the topic I have ever read....A treatment of rule-governed behavior and behavioral control by verbal behaviors are very rare in learning texts, and no book covers these topics to the depth that the Malott text does.

Reviewer 3: One of the overall strengths of the text is its thoroughness and applicability for training behavior analysts.

Reviewer 4: The main strengths of this book are its informal presentation, its technical adequacy, and they extent of its coverage. The book is also innovative and creative, with the authors not afraid to speculate beyond the data, but always with a disclaimer, so the reader knows when they are doing this.

Reviewer 6: I would recommend this book to a colleague. It is by far the best book on this topic I have found.

Non-users of PB

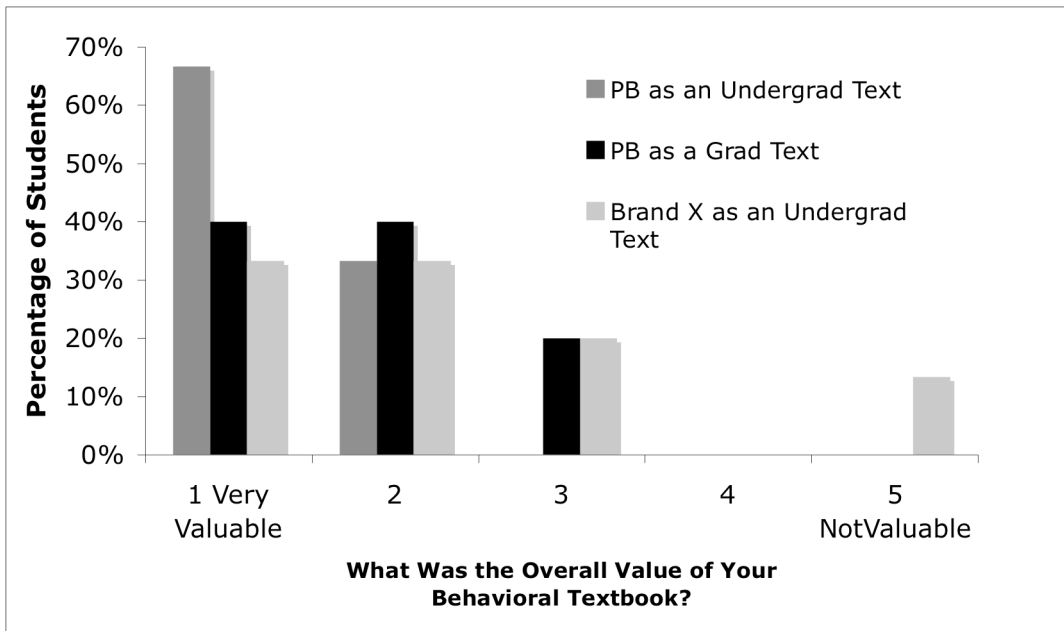
Reviewer 1: Top 3 reasons I would choose the Malott text: 1) Thoroughness and depth appropriate for a grad.- level class, 2) Organized and well written, 3) Interesting writing and good blend of theory and application.... It (chapter 22) clarifies many things regarding delayed consequences that students would otherwise likely have difficulty figuring out (particularly on their own). This is a chapter that I could see my graduate students gaining a lot from.... The main strengths of the text are readability, good use of case descriptions, and getting students to think about important conceptual differences between operant conditioning in its basic form and its many applications relative to unique processes of language and memory that humans possess.

Reviewer 9: What are the three main strengths of this book? 1) The numerous examples for the literature; 2) The down-home writing approach which probably makes it more fun for the students to read; and 3) The breadth of coverage.

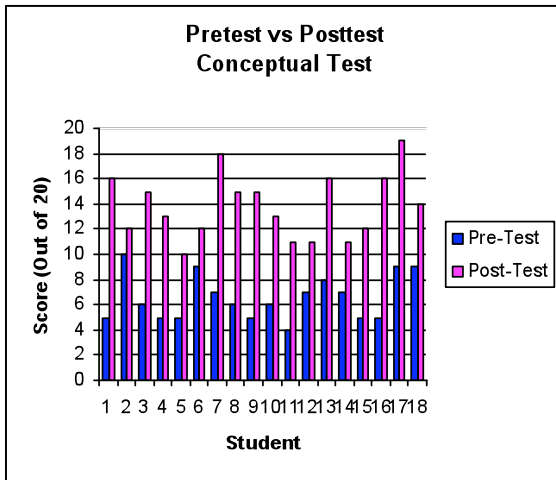
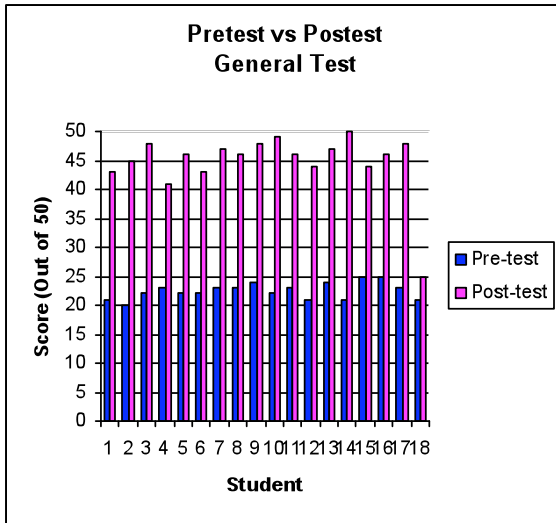
Of course, I didn't include the negative feedback...ah...it's classified and disclosure would harm national security; however, I do my best to address such feedback in each revision.

Anonymous Student Data

The following figures show oodles of anonymous social-validity data and a little performance data for students at Western Michigan University. The first figure shows that most undergrad students rate *Principles of Behavior (PB)* as very valuable, while most grad students rate it very valuable or valuable. While the rating of the grad students is good, for most of them, this was not their first hit at behavior analysis; so they may not be quite as blown away, as if it were their first time; I suspect that may be the more crucial variable than that they were grad students, as later data will suggest. Also most undergrads rate *Brand X Principles of Behavior* (a composite of more than one alternative to *PB*) as very valuable or valuable, not nearly as impressive as *PB*, but not bad.



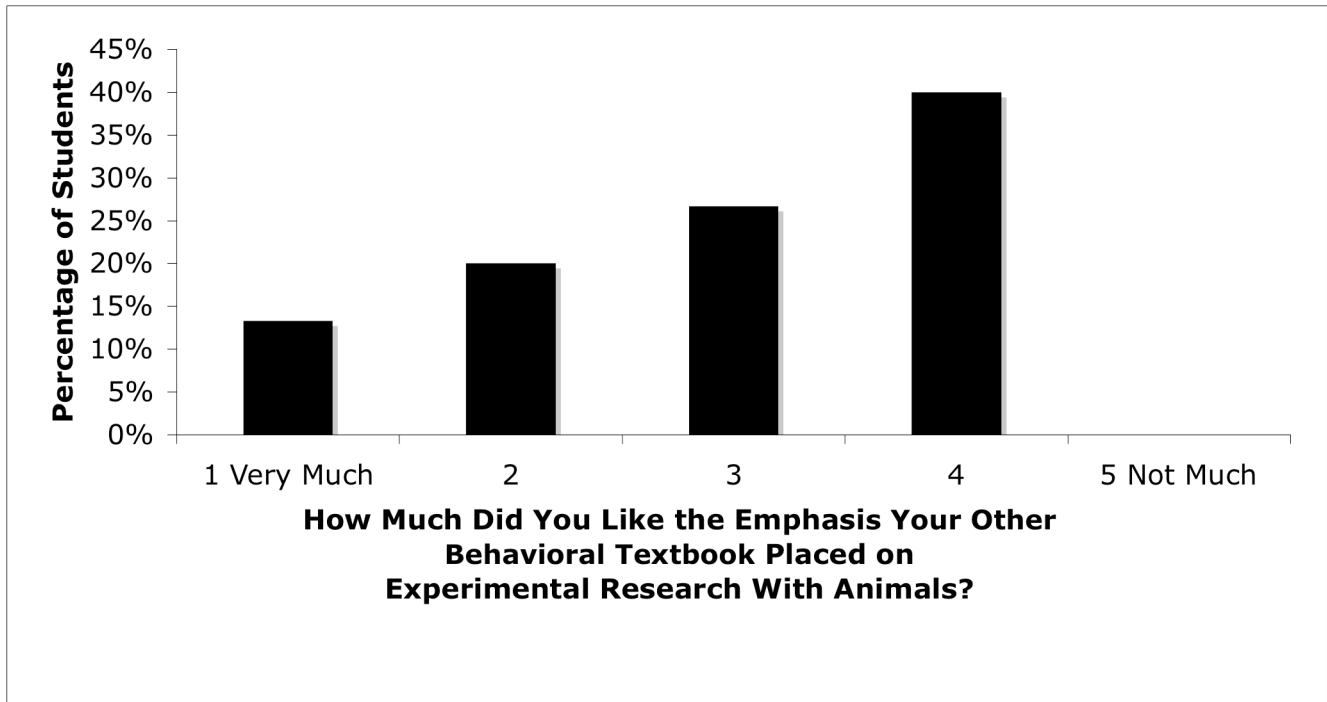
The following undergrad performance data are based on tests we give at the beginning and end of the course. The first set of data is from a 50-question multiple-choice, non-conceptual test; and the second set of data is from a 20-question multiple-choice, conceptual test where the students analyze novel behavioral examples. My experience is that it's hard to get an increase in performance in any higher ed setting much better than we get on the general test, though it may be possible, though not easy to improve performance on the conceptual test. Harder to do than our dogma might suggest, however.



Why Is This Book So Weird?

Why don't we concentrate on the experimental analysis of behavior (EAB), as most behavior-analytic textbooks do?

Because that's a great way to kill the interest of all but the most neurotic of students, you know, the ones with the glasses who sit in the front row and ask a lot of questions, you know students like you and I were. At least that's been my experience. Here's what undergrads think of the emphasis *Brand X* puts on EAB; about 34% like it or like it very much, but about 40% dislike it. And my experience is that much negativity ain't good.

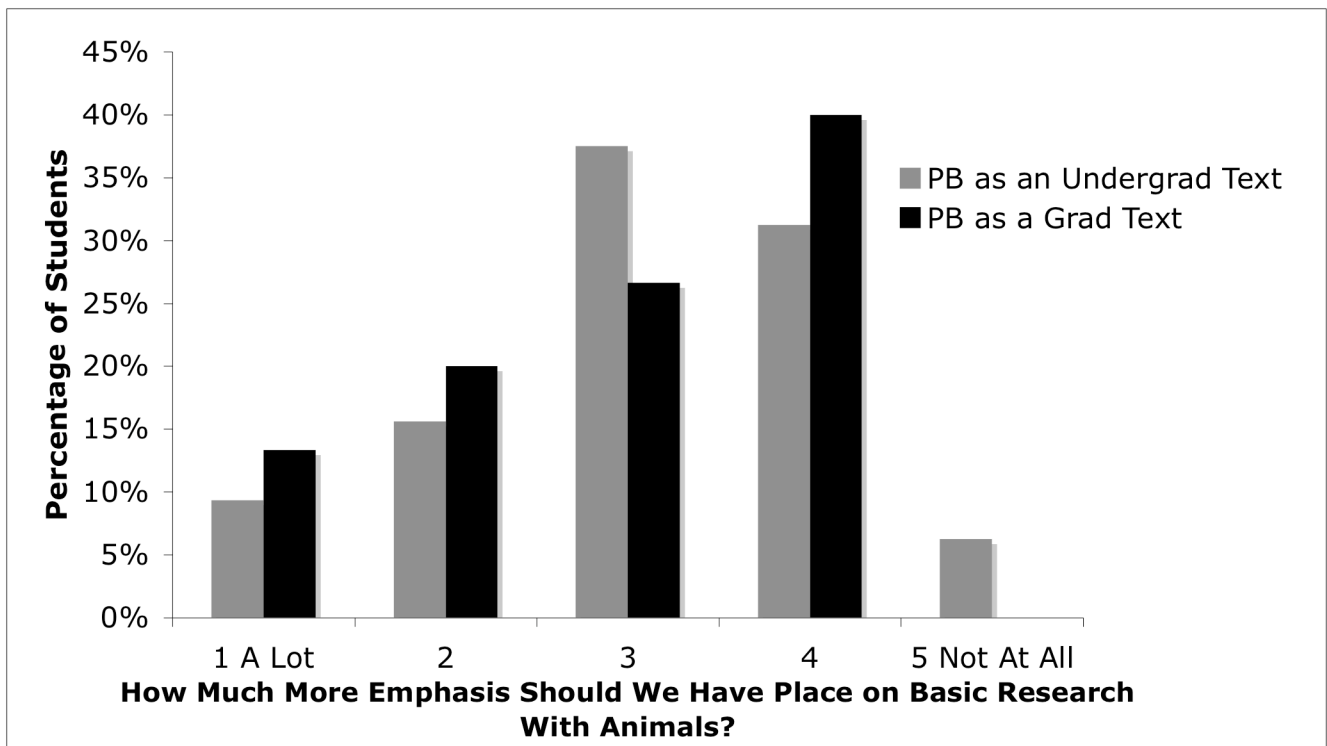
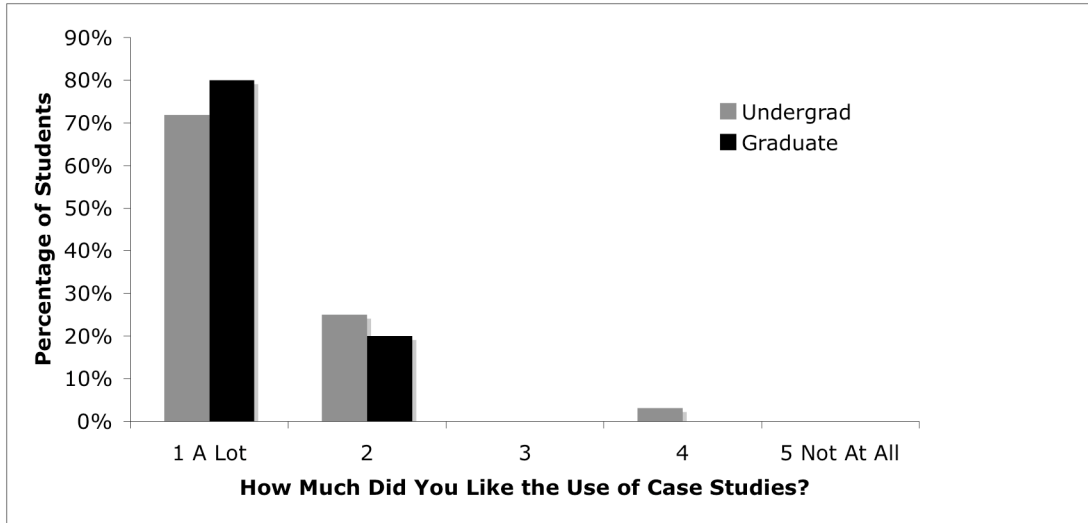


At least initially, most students have little interest in EAB and a lot of interest in applied behavior analysis (ABA). Sometimes, I have been able to have my more serious students take my principles course, illustrated with ABA and everyday life examples. And then they take a principles course, illustrated with EAB examples. And that works well; having been turned on to behavior analysis with applied examples, and having gotten a solid training in the principles and concepts of behavior analysis, they are ready to do the more abstract work with experimental examples. Of course, if you don't have the luxury of such a two-course sequence, you can imagine what my recommendation is, especially given that most students who make a career in behavior analysis will end up in ABA and not EAB.

Furthermore, you don't need to emphasize EAB to rigorously teach the principles and concepts of behavior analysis, as I think *PB* demonstrates. In other words, we should not confuse EAB with behavior analysis; we should not confuse the science that produced the principles and concepts with the principles and concepts themselves.

Though this emphasis on ABA may be needed for undergrads, is it really needed for grad students? Well, I've had a lot of experience using this book at the graduate level and find that essentially all grad students appreciate it, including those whose primary interest is EAB. I started teaching our graduate conditioning and learning course with this book, because too many applied grad students had complained too vociferously that they couldn't see the relevance when the course was taught as an EAB course. And, as the next figure shows, grad students really like the case studies, just as much as the undergrads do.

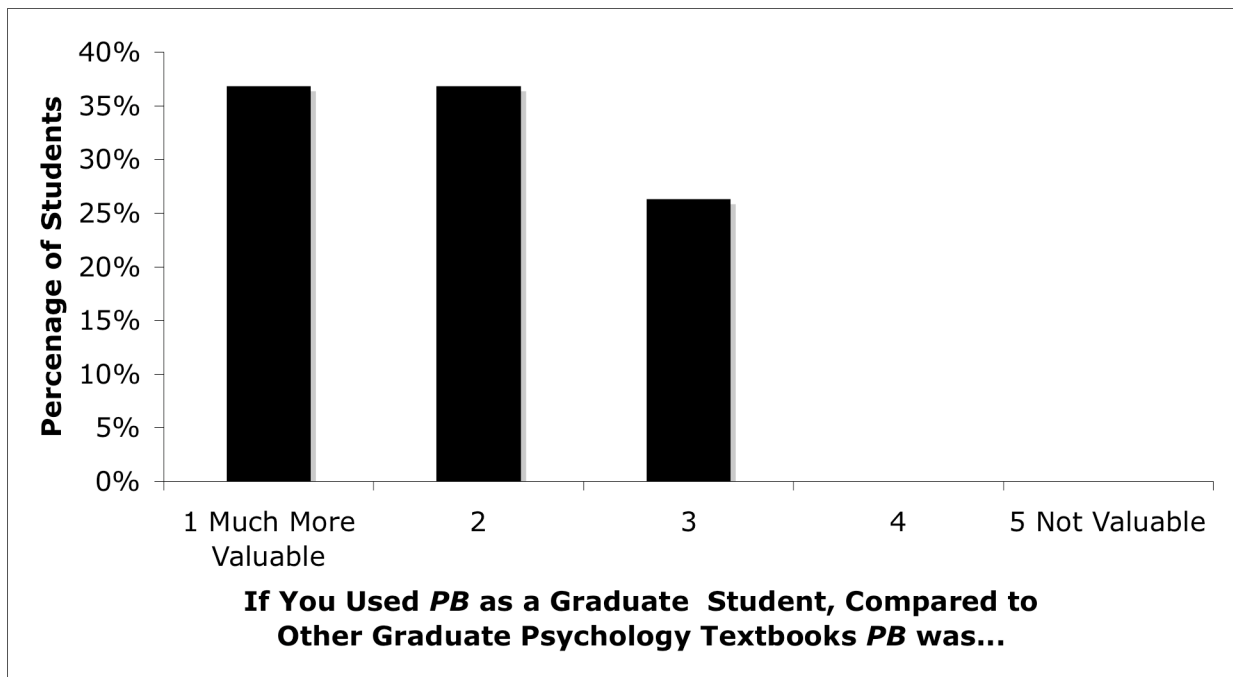
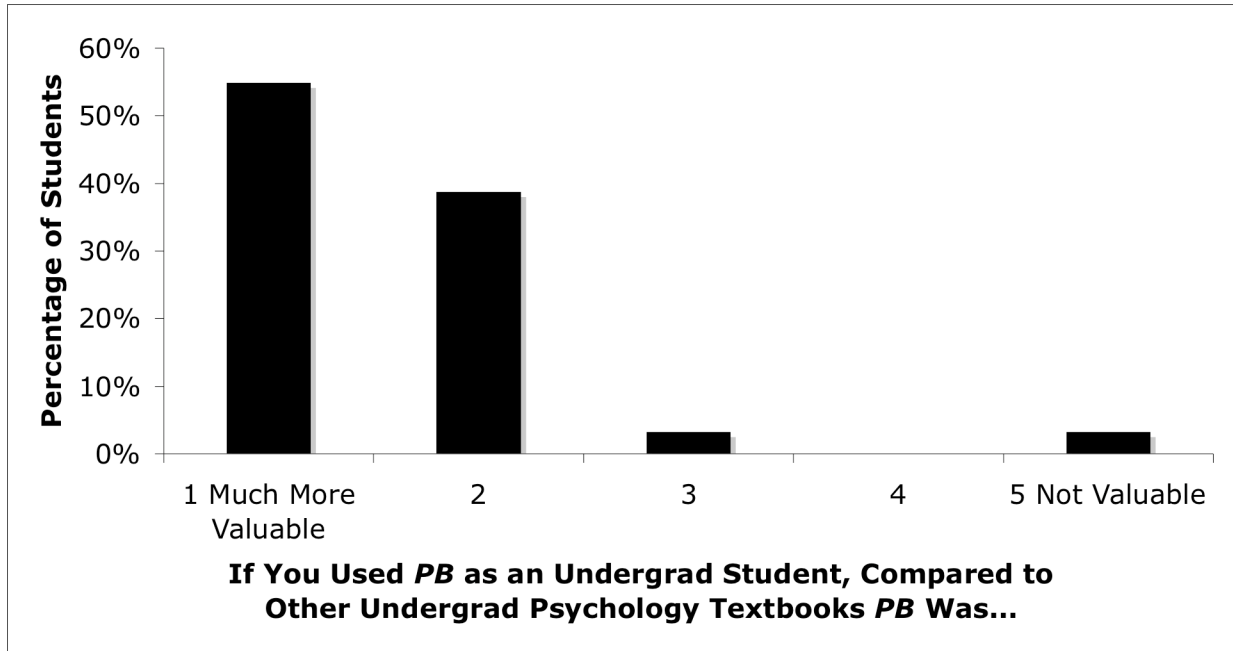
Furthermore, not only does everyone like the case studies, but most don't want much more emphasis on EAB, though my question with its options may have been a little misleading. However a significant minority would like more EAB, but more would have to be at the expense of their beloved case studies, because *PB* has maxed out in size. Maybe we can start adding some EAB material on *DickMalott.com*; if you think it's a good idea.



By the way, six of the eight independent reviewers for *PB6e* said its breadth was one of its main strengths, in spite of the lack of traditional emphasis on EAB (only semi-relevant here, but I had to put it somewhere).

Is Principles of Behavior (PB) missing the mark by trying to appeal to both undergrad and grad students?

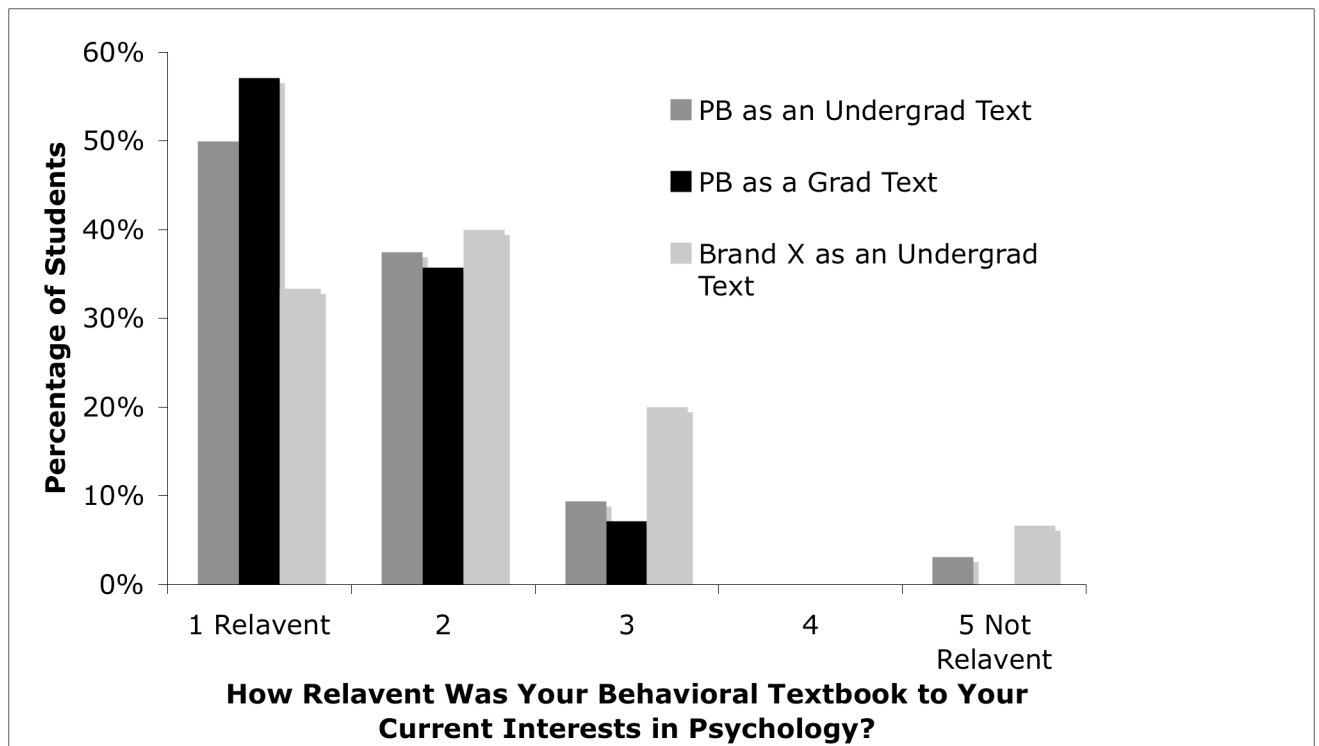
The data suggest otherwise. Compared to other psych texts, *PB* is the champ for the undergrads, and a serious contender for the grads.



Note, that in my grad courses, I also use the optional *Advanced Study Objectives* and *Advanced Enrichments Sections* (both available free on DickMalott.com); but I don't think these more advanced supplemental materials are crucial to the grad students positive evaluation of *PB* in comparison to other psych texts, but I haven't directly evaluated that.

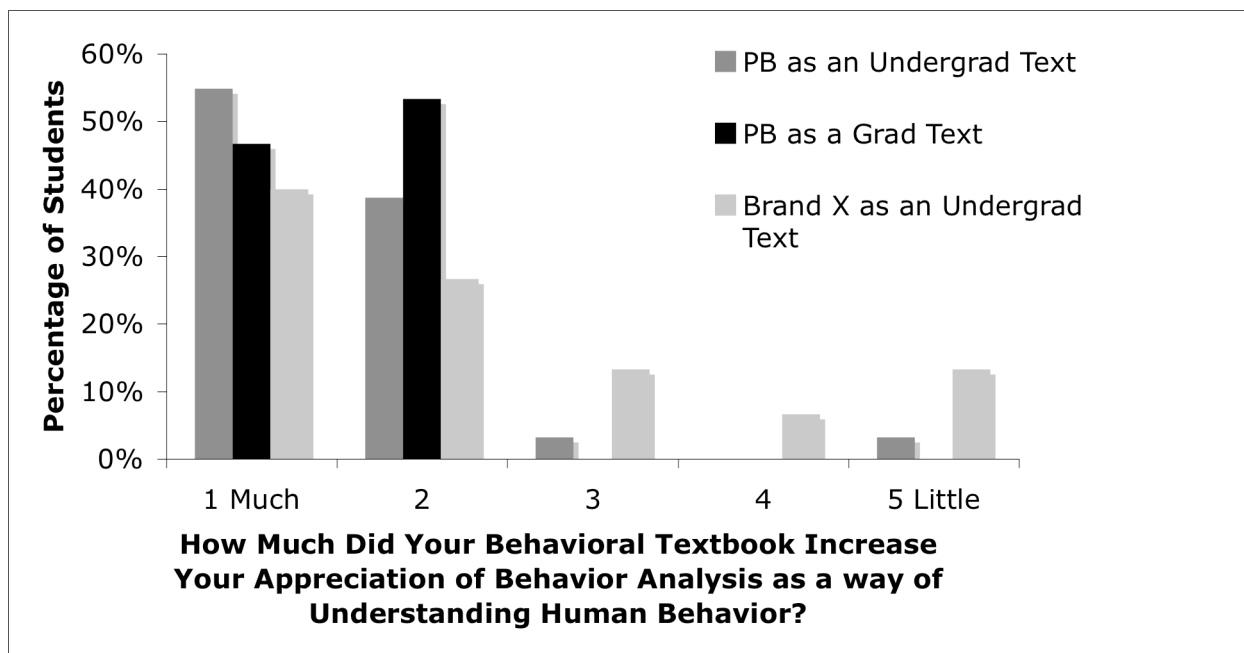
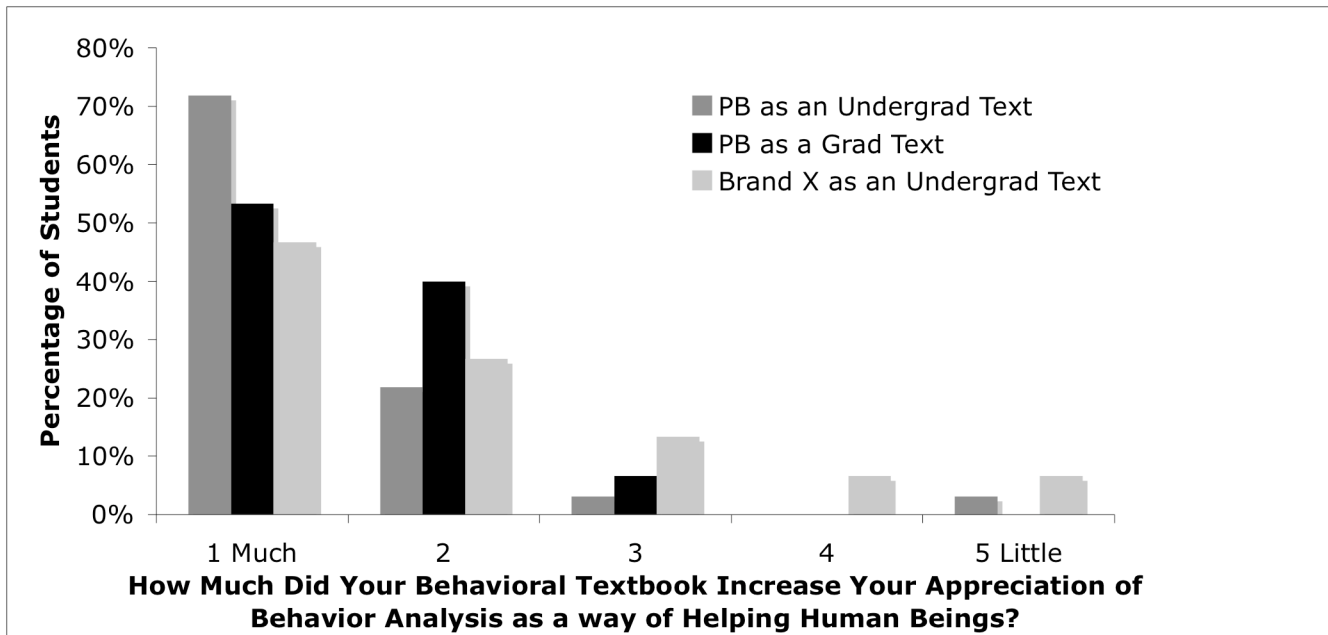
However, it may be relevant that we've built more flexibility into later editions to accommodate different entering-skill levels. We've divided each chapter into two main sections. We call the second section the *Enrichment* section. All the subsections that come before it we call the *Fundamentals* section, the bare bones of the text. The student needs to master each Fundamentals section to understand the Fundamentals sections of following chapters. However, the student needn't master the Enrichment sections to understand the later Fundamentals sections. Also, we've usually divided the Enrichment section into three levels—Basic, Intermediate, and a few Advanced Enrichment sections. We've tried to keep the Basic sections at the same level of difficulty as the Fundamentals sections. The Intermediate and Advanced levels get progressively more difficult and esoteric; yet they assume no knowledge of behavior analysis beyond this book. We've written the essential Fundamentals sections to appeal to both the jaded graduate student and the eager freshman. And, we've written those Fundamentals sections so all students can easily understand them. However, though we've made the Fundamentals simple, we've not made them simplistic. And though we've made the Fundamentals clear, they are still conceptually rigorous.

Incidentally, when Don Whaley and I wrote the first edition of this textbook (at that time titled *Elementary Principles of Behavior [EPBe]*), we intended it only for first-year, university-level psychology courses. But an American Psychology Association committee pleasantly surprised us by also recommending it for high school psychology courses. Then we found behavior analysts using it at all levels, including graduate courses; in a variety of departments, from dentistry to social work to special education; and from community colleges to universities to in-service training programs. So we've tried to write subsequent editions with all of these audiences in mind.

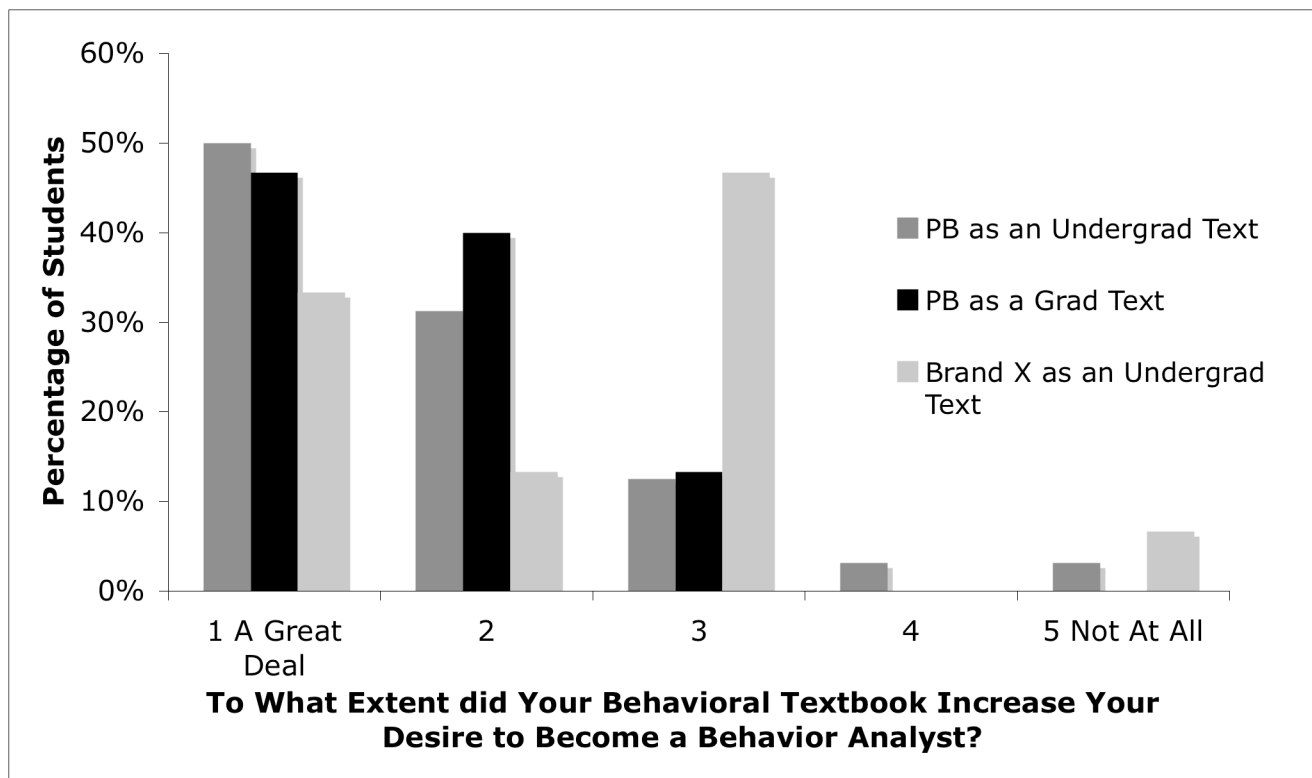


The following social-validity data surprise even me in the positive impact grad students report *PB* having on their appreciation of behavior analysis and their career goals, even though presumably

most of them were committed to behavior analysis before reading the book; and it has considerable impact on the undergrads as well.



As the previous two figures show, though *Brand X*, didn't do quite as well as *PB*, it wasn't too shabby; however, as the next figure shows, it didn't have nearly the positive impact that *PB* had on the students career goals.



But, in all three cases, the students saw the textbooks as relevant to their current interests.

Why isn't the first chapter the introductory chapter?

We omitted the traditional intro chapter because we find that general intro summaries of a discipline make great logical sense to the professional but little pedagogical sense to the novice. By being broad, summaries must be too general, too abstract, and too vague to alter effectively the repertoire of the beginning reader or to act as a discriminative stimulus that will increase the likelihood the novice will rush to the next chapter. We find it best to start right off with case studies that will effectively reinforce reading the book. And no students have said they missed the intro chapter.

Then, why isn't the first chapter on research methods?

Because that's a great way to kill the interest of all but the most neurotic of students, students like you and I were. We introduce the issues of research methods in small units in the Intermediate Enrichment sections throughout this book. And we do the same thing for philosophical concepts. We do so for two reasons. First, we can introduce the issues in the context of the research to which they are crucial. But more important, we can avoid combining all the methodology issues in one chapter too early in the book—an approach most students find deadly. When you start with the research methods first, students don't know what the heck they're researching and could care less about the methodology.

In short, we think a pedagogical sequence differs from a logical sequence. Often they even go in opposite directions. So we recommend an analog to backward chaining. Start with what interests most students—saving the world through behavior analysis. Spice it with small doses of methodology. Then have them review the whole area once we've got them irrevocably committed to our cause! Incidentally, we think much the same about the history of a discipline. Students appreciate it more at the end of a course than at the beginning. At the beginning, they could not care less about where the discipline came from, because they may not care all that much about the discipline itself. But if the

course has succeeded in helping students appreciate our field, then they may become more interested in its history. In this book, we integrate a small amount of history as we go along. We included ethical issues in the intermediate enrichment sections throughout this book, as we've done with the research methodology issues, for much the same reasons.

But, spreading research methodology in small chunks throughout the book may cause a problem if you want your students to do research projects from the beginning of the semester and you feel they need to know some basic design concepts. So to reduce this problem, at the back of this book we've also provided *Chapter 29, Research Methods*. This will then give your students a more coherent view. Furthermore, *Chapter 29* is divided into three main sections, the last two being the ones most relevant to actual research methods and the last two also being accessible after the students have read the first couple chapters of *PB*. So you can assign the last two sections of Chapter 29 more or less anytime you want.

Then why isn't the first chapter on respondent conditioning?

We don't get to respondent conditioning until Chapter 21, for two reasons: first, respondent conditioning is not fundamental to our treatment of operant behavior, so putting it early would break the cumulative flow of the concepts and principles. Second, we think students need a good grounding in operant procedures before they can discriminate between operant procedures and respondent procedures. It ain't easy. (Most grad students and some faculty members can't discriminate between a conditioned eliciting stimulus and a discriminative stimulus, a discrimination failure exacerbated by the common practice of calling them both antecedent stimuli.) Introducing respondent conditioning before students have a firm grounding in operant conditioning puts the students at great risk of erroneously classifying every behavior they see as respondent when it's probably operant. Students have an almost genetic tendency to respondently, reflexively, immediately say *respondent conditioning* or *reflexive* whenever confronted with a novel instance of operant behavior. This latent Pavlovianism might best be attenuated by the students reading many chapters of operant analyses, before the Pavlovianism can be unleashed and extinguished.

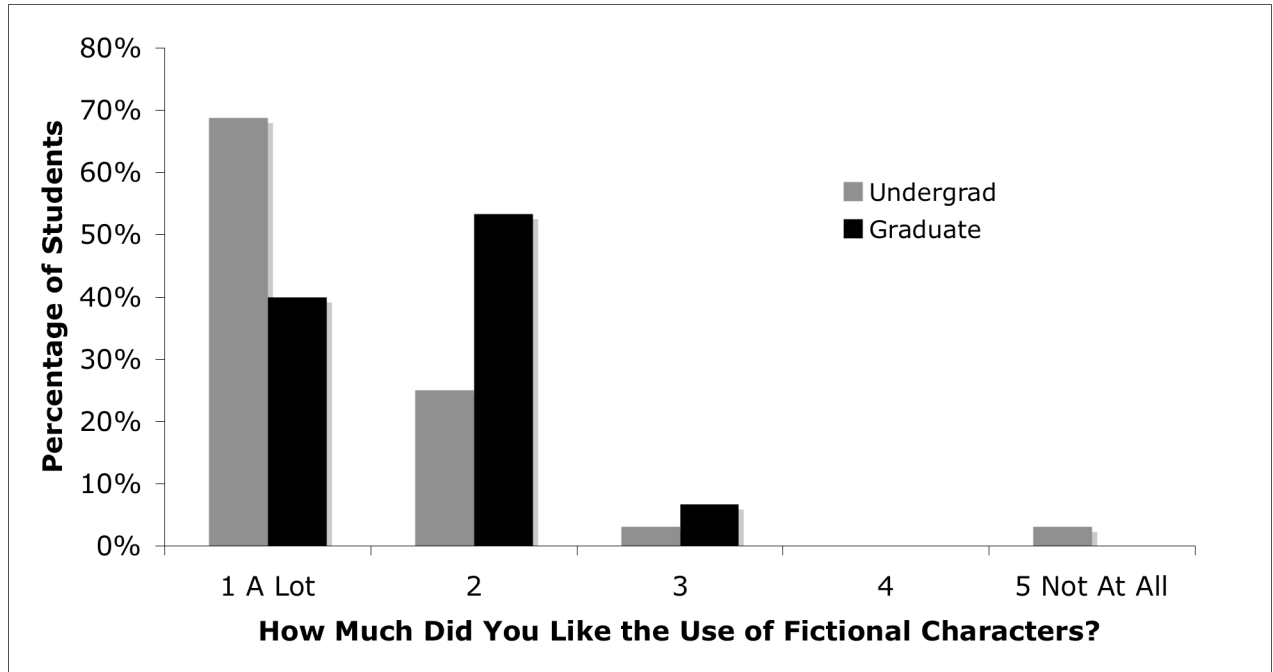
But instructors who think otherwise can assign the first nine sections of the respondent-conditioning chapter right after Chapter 2 with as much ease as if the chapters were physically placed early in the book. The ninth section of the respondent conditioning chapter should wait until after the extinction chapter. And the *Intermediate Enrichment Section* should wait until after *Chapter 13*. One size fits all.

Why do you use the first names of the authors in your references?

When we first introduce specific behavior analysts in this book, we normally do so formally, with their last name and professional title. But then we usually move into an informal first-name style. We do this for three reasons: We think this style makes for more pleasant reading about real people with real first names. We think this style may suggest that professional behavior analysts are just regular human beings and that being a professional behavior analyst is a reasonable goal to which the reader might aspire. Finally, a first-name style correctly suggests that behavior analysts form a small, close-knit, warm, and friendly family whose members know each other on a first-name basis. On the other hand, we don't intend to suggest presumptuous familiarity.

Why do you make fictional use of the published research?

We feature fictional heroes and heroines in this book. They are Max, Sid, Dawn, Juke, the students from Sid's seminar, and some of the clients. We use this fictional approach to increase the readability of the text. Graduate students, as well as undergraduate students, like this approach.



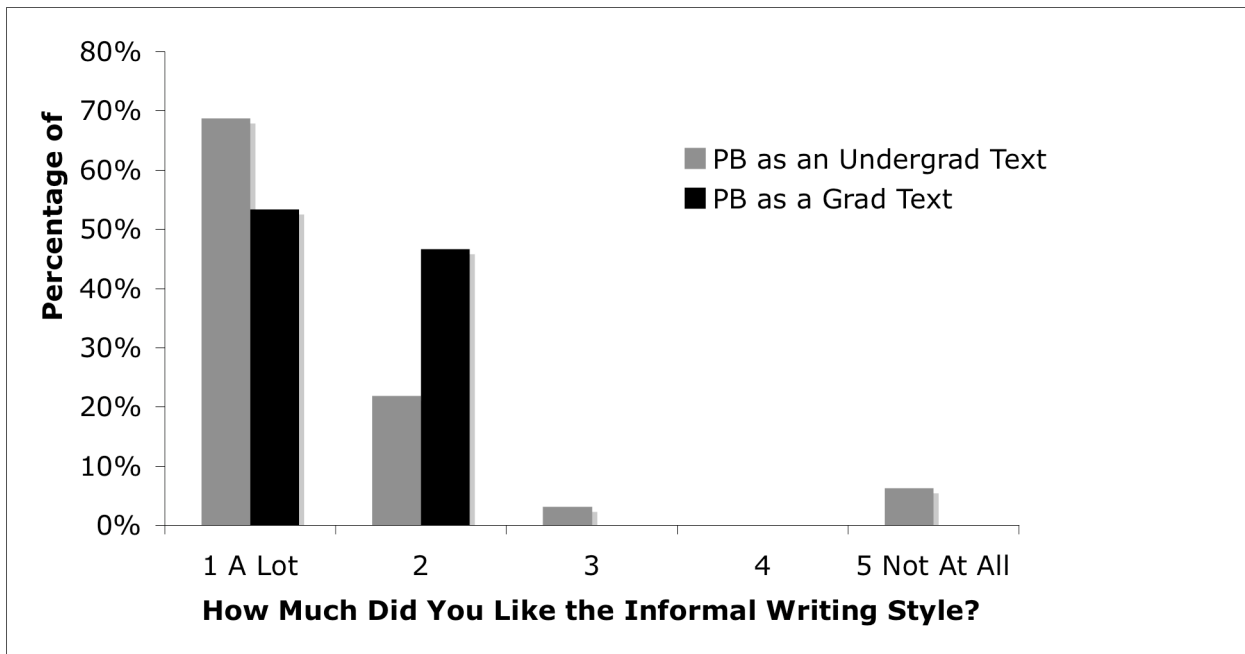
However, our heroes and heroines refer to the original research. We use their referencing to illustrate that a good practitioner checks the published research before intervening. We also use referencing and associated comments to help the reader appreciate the real people who did the real work. (All the data and graphs we present are based on the actual data from the cited research.)

Why is your writing style so informal?

Years ago, I taught a section of intro psych for the honors college, using the second edition of this book (now, my grad students teach that course). All of the intro students were also taking an honors section of English lit. At the end of the semester, they did an anonymous ranking of this book and the great classics they'd read in their English course. The students loved this book, which got the top rating and completely trashed Shakespeare's *King Lear*, Herman Melville's *Moby Dick*, Charles Dickens *Great Expectations*, and Thomas Hardy's *Tess du Uberville*. This scientifically proves three things at the .05 level of significance:

1. I know a lot more about how to communicate with today's college students than Shakespeare et al.
2. English teachers don't know diddlyquat about how to teach the appreciation of great literature to those who don't already have that appreciation.
3. And in spite of any misgivings you may have personally about its informal, occasionally smart-aleck style, both your undergrad and grad students will love this book.

(Incidentally, when I was bragging about these results to my colleague Wayne Fuqua, he said, "Yes, but did you compare your book to *Silence of the Lambs* (a movie-induced best seller of that time)?" I still haven't forgiven him for that ego-crushing question—actually, a pseudo question, as it was really a disguised, tactless tact.)



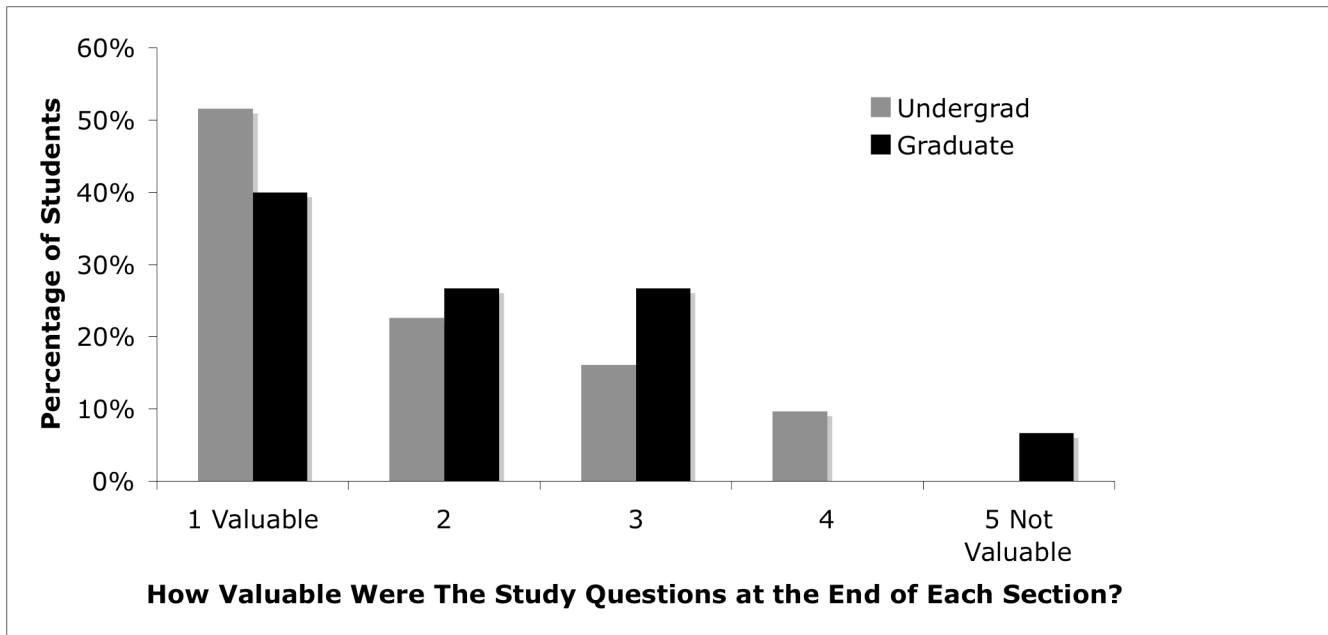
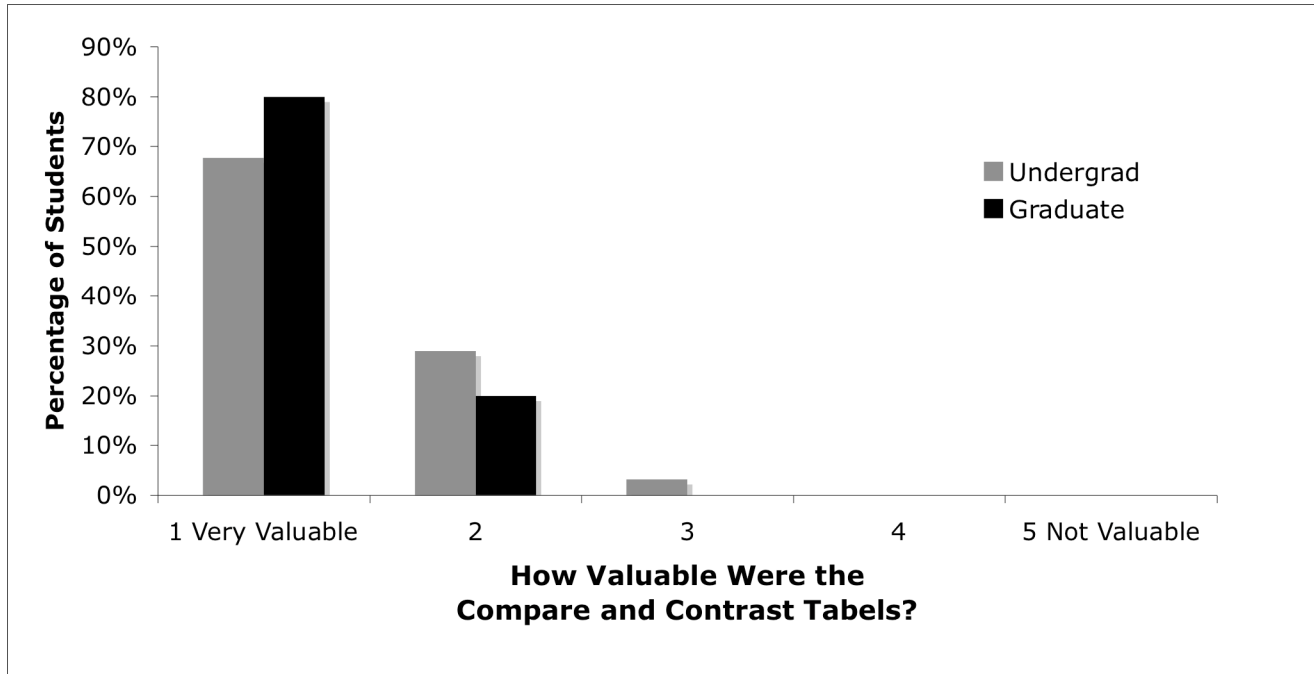
By the way, all eight independent reviewers of *PB5e* said the readability of this text is one of its main strengths.

Why do you use footnotes rather than APA references?

Because readers aren't going to flip to the back of the chapter to check them out, at the time they're relevant; and they don't have to glance at the bottom of the page if they don't want.

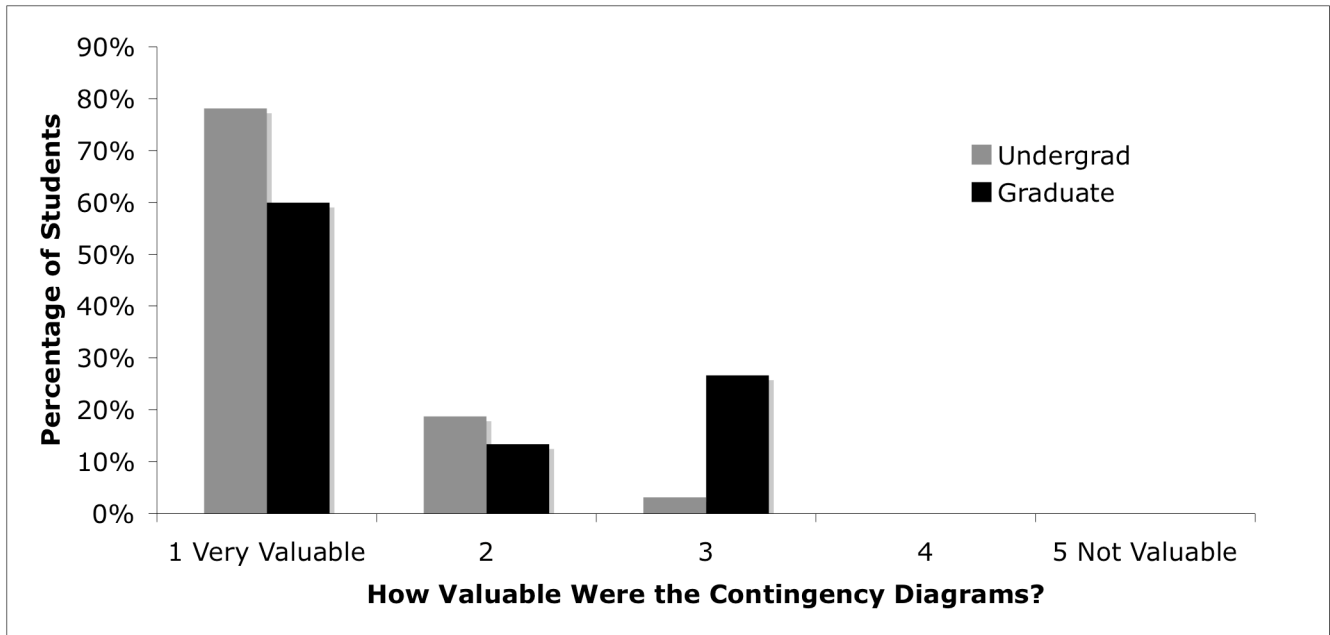
Why is the lay out of your text so busy, with so many different elements?

Because the students value those different elements, and so do I, and so might you.



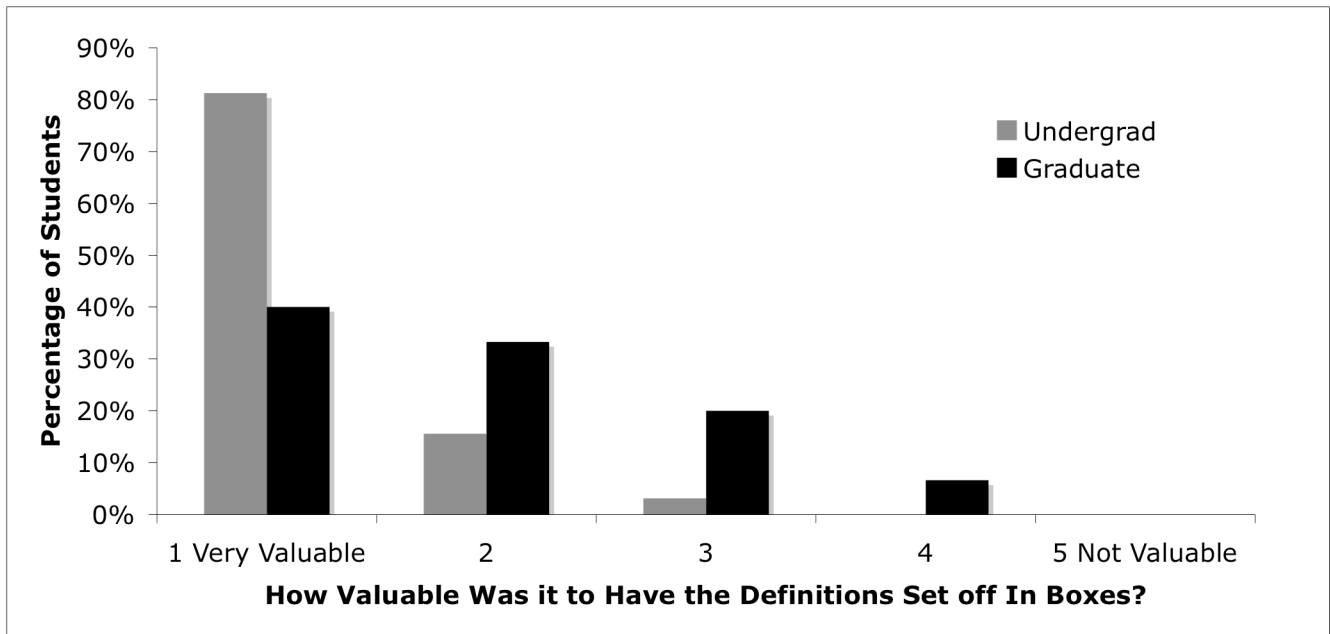
As another example, the unique form of contingency diagramming and its extensive use evolved over a few years, until it has become a very effective tool to help students understand behavioral contingencies from the simplest to the more complex, if not the most complex. It would seem like we shouldn't have to diagram the really simple contingencies like *[The Rat Has No Water] → [The Rat Presses The Lever] → [The Rat Has Water]* in that really simple way, but it helps with even these most basic examples and, of course, prepares the students for the more complex examples. And the students agree. Furthermore, they seem to work better than the traditional $S^D \rightarrow R \rightarrow S^R$ diagrams. I can't say

why it's so important to diagram the fact that the rat has no water, but it really seems to help and, again,



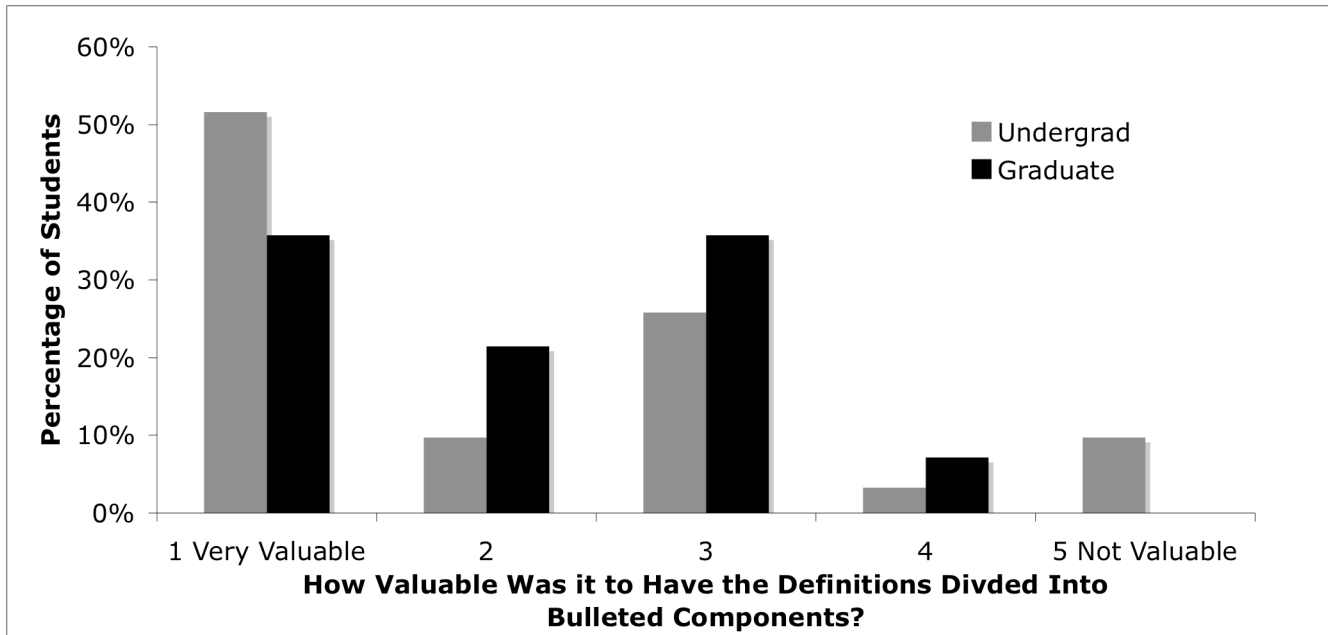
not just with the complex contingencies.

And, though having the definitions boxed off was much more important for the undergrads than the grads, most grads also appreciate the boxes.



And I sort of like it that the students are closer to lukewarm on the division of the definitions into their bulleted components, because it may properly indicate to you that they aren't rating *PB* so highly just to make kindly, old Uncle Dickie feel good. Over the years, I've found students to be brutally,

almost savagely honest in their anonymous evaluations and sometimes in their non-anonymous



evaluations when they're unhappy with something.

Other Cool and Unique Details

The Fundamentals and Enrichment Sections

Here's the audience to whom we've aimed each level: the Basic level—beginning students who will do no further work in behavior analysis, and the Intermediate level—juniors, seniors, and others who will be doing further work in behavior analysis. We assume anyone reading the Intermediate level also will read the lower-level. The Advanced level is for true scholars. For access to other advanced enrichment sections, visit DickMalott.com.

By the way, we find the enrichment sections work well, in allowing us to fine-tune the book for different course levels. In the course syllabi, we tell our students which sections will and won't be on their quizzes.

In the Skinner Box

To illustrate many of the basic behavioral contingencies and procedures, we go to hypothetical examples in the Skinner box. We find the simple life of the rat or pigeon in the Skinner box helps us understand the complex life of the human being in the normal environment. We also visit the Skinner box to emphasize the phylogenetic continuity of the principles of behavior. But we put most of these Skinner-box visits in the Enrichment sections, so teachers can omit it if they wish to play down that continuity. (Incidentally, we've found phylogenetic continuity of behavior doesn't put off most students. Students are amazingly open to new ideas. However, their professors in the humanities and social sciences aren't always so open!)

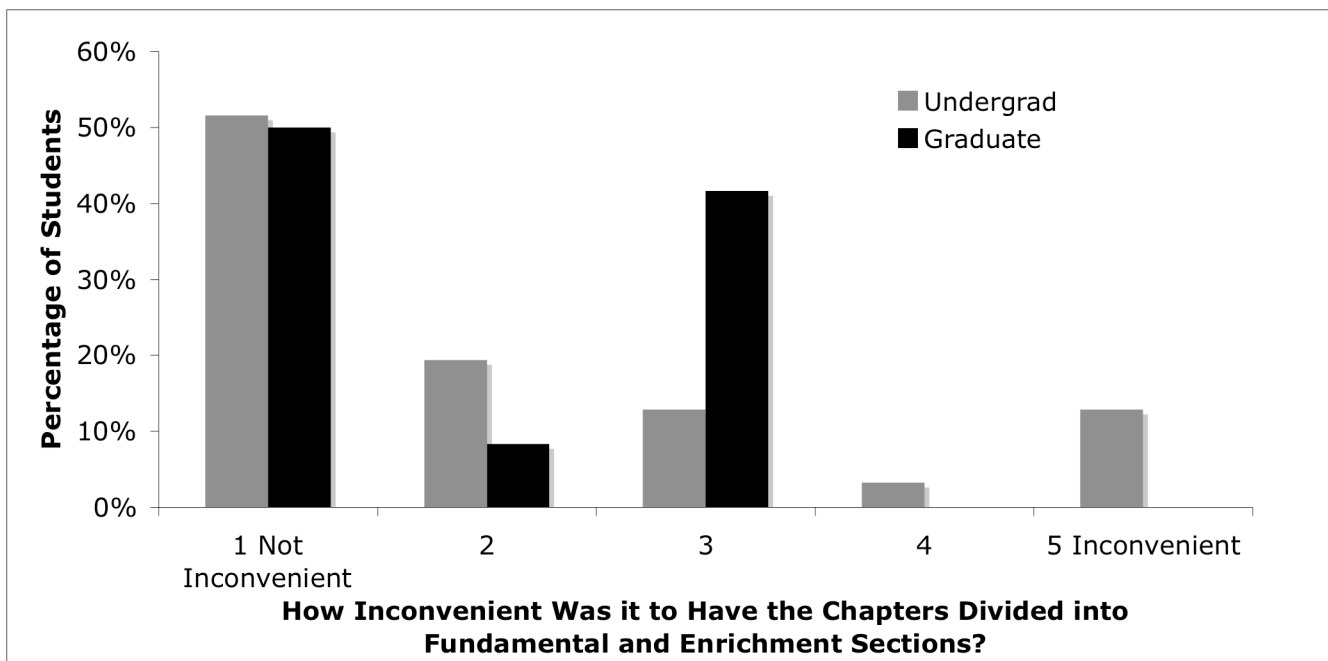
Simple Rigor

We've tried hard to make this book easy—readable, clear, interesting, and entertaining. But we've also tried hard to make it rigorous. We have tried not to compromise rigor in the name of popularization or simplification. Furthermore, we've tried to provide the basis for a solid conceptual mastery of the principles of behavior. As part of this effort, we've included compare-and-contrast sections where we help the student compare and contrast confusing concepts and to make important distinctions—for

example, escape versus punishment, reinforcer versus reinforcement, time out versus response cost, penalty versus extinction, and differential reinforcement versus reinforcement.

Flexibility

We've included a few sections on the structure of the book, for example "How to Use the Study Questions" and "In Defense of Mickey Mouse Questions." Most reviewers said they appreciated them. That's just one more thing they wouldn't have to worry about telling their students. But some instructors might not want to use them. And probably some instructors will not want to use all the material in all the Enrichment sections. When we use the book, we vary the sections we assign depending on the level of the course, *Basic Enrichment* for freshmen, plus *Intermediate Enrichment* for upper classmen, plus *Advanced Enrichment* for grad students. One reviewer who doesn't use *PB* thought this division into sections would be awkward for the students; so I checked it out. (Incidentally, this question might have been a little ambiguous for the grad students who may have confused the enrichment sections in *PB* with the separate *Advanced Enrichment Section* booklet they use.)

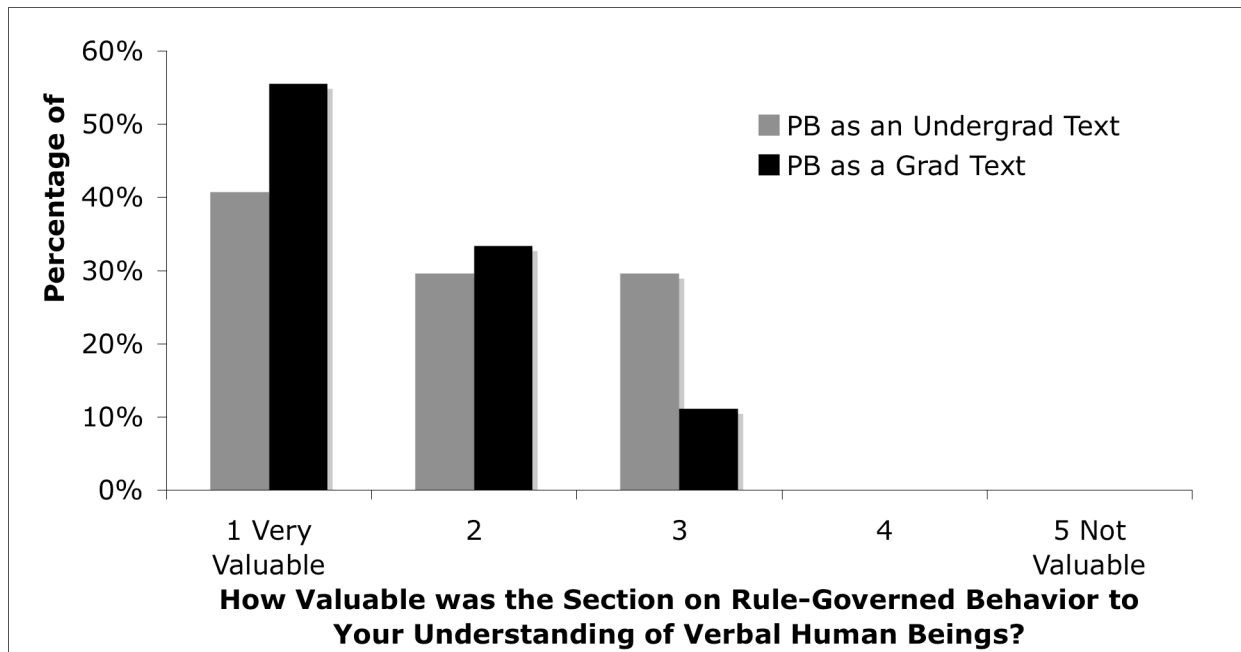


By the way, my classes meet twice a week for 14 weeks and I usually assign one chapter per meeting, though we have to hustle a little to cover the whole book. A few pages back, I indicated how you might combine assignments to accommodate a 14-class semester and still cover the whole book. I'm open to suggestions on this one, as well as everything else.

Rule-Governed Behavior

I asked a non-random sample of our colleagues what they thought were the most important issues to hit our field in the 20 some years between *EPB1e* and *EPB2e*. Many pointed to the issues of rule-governed behavior and the control of behavior by delayed outcomes. I agree. But some think these issues are passing fads! And few seem to agree on the theoretical analysis of these issues. So I make a big deal out of it, but at the end of the book. This postponing helps: The student can approach complex rule-governed behavior, after mastering the basic concepts and principles. But this postponing also hinders: While reading the first part of the book, students risk doing simplistic analyses of complex contingencies, for example in organizational behavior management. I have tried to reduce this problem of simplistic analysis by restricting the first part of the book mainly to research based on immediate

reinforcement and punishment. In theory, the students can read those later chapters on rule-governed behavior early in the course. But I've tried that, and that theory doesn't work too well; the rule-governed behavior chapters seem too difficult without reading the preceding chapters. So here's how I cope: When a student raises an example in which a delayed outcome seems to control behavior, I say, "Put it on the back burner, until we get to the advanced chapters; then we'll deal with it." If we really get our act together, as teachers, we might actually set up a back-burner section, where we store the students' examples, until the burner is hot; but for me, that hasn't happened yet.



Changes from PB 5e to PB 6e

The changes in this edition were largely based on feedback from reviewers, users, students, and assessment of student performance in seminars and on quizzes, as part of our empirical, continuous quality-improvement process. For this edition, our evaluation process revealed sections I needed to revise or remove to improve clarity; and I tried to do so.

Those sections were:

- Chapter 1 and elsewhere: *A Behavior Analysis of Sexuality*. Almost all students and professors greatly appreciate this material. But those who don't really don't. So I've moved all of this material out of the paper version of *PB6e* and put it on *DickMalott.com*, with the title *Chapter 26A. Sexuality*.
- Chapter 1 and elsewhere: Reluctantly removed *immediate* from the definitions of *reinforcer*, *reinforcement*, etc. so that the definitions wouldn't conflict with the concepts of *immediate reinforcement* and *delayed reinforcement*. I tried *prompt*, *quickly*, etc.; but they were too awkward.
- Chapter 1 and other early chapters: Reluctantly added *positive* and *negative* to the chapter titles, as in *Chapter 2. Reinforcement (Positive Reinforcement)* and *Chapter 3. Escape (Negative Reinforcement)* and throughout the chapters. This was to accommodate those instructors who feel that they are able to use the traditional positive and negative terminology more effectively and without confusing their students. It was also done to facilitate the students' interaction with

that terminology in other contexts. I did this, even though Skinner himself, later regretted introducing that confusing terminology.

- Chapter 2: Tried to clarify *Circular Reasoning and the Error of Reification*. Here's hoping.
- Chapter 2: Reshaped our whole approach to *objectivity* and *subjectivity*, in a way I'm fairly happy with, and moved this topic from the highly over-crowded Chapter 2 to the not-quite-so-over-crowded Chapter 13, where we can treat this topic as examples of *complex stimulus control* and relate subjectivity to *intuitive stimulus control*.
- Chapter 4: Added the following brief rant: *Controversy: The myth of the ineffectiveness of punishment*.
- Chapter 6: Briefly introduced the distinction between *extinction* and *satiation*.
- Chapter 7: Briefly introduced *response induction*.
- Chapter 7: Clarified the distinction between *response dimension* and *response class*.
- Chapter 7: Clarified the distinction between *response class* defined in terms of effects on behavior and in terms of function.
- Chapter 7: Moved *Variable-time Stimulus Presentation* to the *Advanced Enrichment Section* on *DickMalott.com*. Important though this complex control procedure is, it was just too difficult to get across to most undergrads, in spite of repeated revisions; so I'll print it out as a supplement when I use *PB6e* for my grad seminars.
- Chapter 7: Moved *Differential Punishment vs. Differential Avoidance* to *Chapter 15. Avoidance*; so the students would be better prepared to deal with those subtleties.
- Chapter 8: Added examples to help students distinguish between fixed- and variable-outcome shaping based on aversive control.
- Chapter 9: Updated the terminology from *establishing operation* as the generic concept to the more current *motivating variables* as the generic concept to encompass both *establishing* and *abative operations*, which also makes more intuitive sense to the students and makes it easier to master this difficult concept. And in that context, I added a small section on the effects of deprivation and satiation on penalty contingencies.
- Chapter 11: Added *Learned Reinforcers and their Motivating Operations*.
- Chapter 12: Attempted to clarify and then, in frustration, removed from the book the confusingly subtle *Prompts vs. Discriminative Stimuli* section and moved it to the separate *Advanced Enrichment Section* on *DickMalott.com*.
- Chapter 12: Added a humble, but morally nice, little section on parent blaming, which even behavior analysts tend to do when the autistic child tantrums in the classroom.
- Chapter 12. Added *Does a Learned Reinforcer Need to Be a Discriminative Stimulus?*
- Chapter 13: A more expanded treatment of objective and subjective measures, with a mildly novel analysis.
- Chapter 16. Moved the confusingly subtle *Jimmy's Head Banging* section to the *Advanced Enrichment Section* on *DickMalott.com*.
- Chapter 18. Moved *Example of Limited Hold from Don Whaley's Land Of Fantasy-- The Pit* to *Advanced Enrichment Section* on *DickMalott.com*. The only reason we introduced *limited hold* in the first edition of this book was to correctly analyze Whaley's example of a variable-interval schedule, once we'd figured out that it was really a variable-interval schedule with a limited hold. And though the students love the example, the limited hold analysis is more complex than it might be worth, at least for undergrads.
- Chapter 18. Added a critique of the concept of *response strength*, illustrating its problems with resistance to extinction and concurrent schedules.
- Chapter 20. Moved *Differential Punishment of High Rates* to the *Advanced Enrichment Section* of *DickMalott.com*, because it's too difficult and too esoteric for most undergrads.

- Chapters 22 through 25. Further clarified the role of analogs to avoidance contingencies rather than analogs to reinforcement in the maintenance of productive rule-governed behavior.
- Chapters 24 and 25. Replaced the analysis of rules as motivating (establishing) operations with an analysis of rules as analogs to pairing procedures.
- Chapter 28. Reanalysis of the *Modification of a Child's Multiple Behavior Problems* to make it less mentalistic, and it wasn't easy.
- *DickMalott.com*. Relevant links to *DickMalott.com* are at the end of each chapter.
- Oh yes, and this preface. Undoubtedly, it now sets the record for the world's longest preface, with the world's most social validity data.

Though, as always, more could be done, I'm happy with the way *PB 6* has evolved. Hope you will be too.

DickMalott.com

You and your students can find a lot of free, relevant material in the *Principles of Behavior* section of *DickMalott.com*, for online reading or downloading. (We do continuous quality improvement, so much of this material is updated every semester.) For my classes, we provide printed versions and a CD in the students' course packs that they buy at the bookstore, along with the text; but sometimes, I just tell them to go on line and check something out, either reading on line or downloading it, as they wish, and, of course, that it will be on the next quiz .

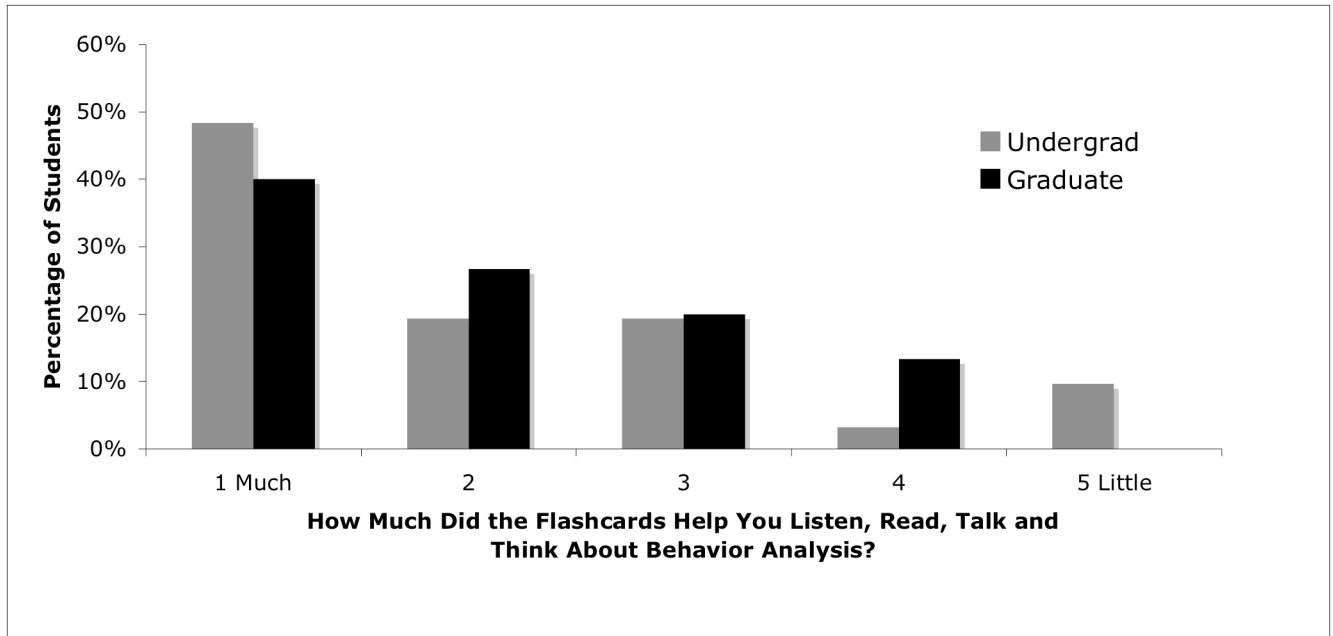
You should feel free to modify any of these materials to suit your needs--cut and paste city, or take it off the rack, as you wish.

Chapters 26A, 26B, and 30.

Because not all professors will have the time in their courses to cover these chapters, we've moved them from the book itself to *DickMalott.com* in order to reduce the size of the book and thus the cost to the student. However, our experience has been that, even when formatted for the Web, most students print the chapters because they'd rather read a paper copy than a computer screen. So for my courses, I print the chapters and have them reproduced to include in the students' course packs, which they buy at the bookstore. But, either way works well.

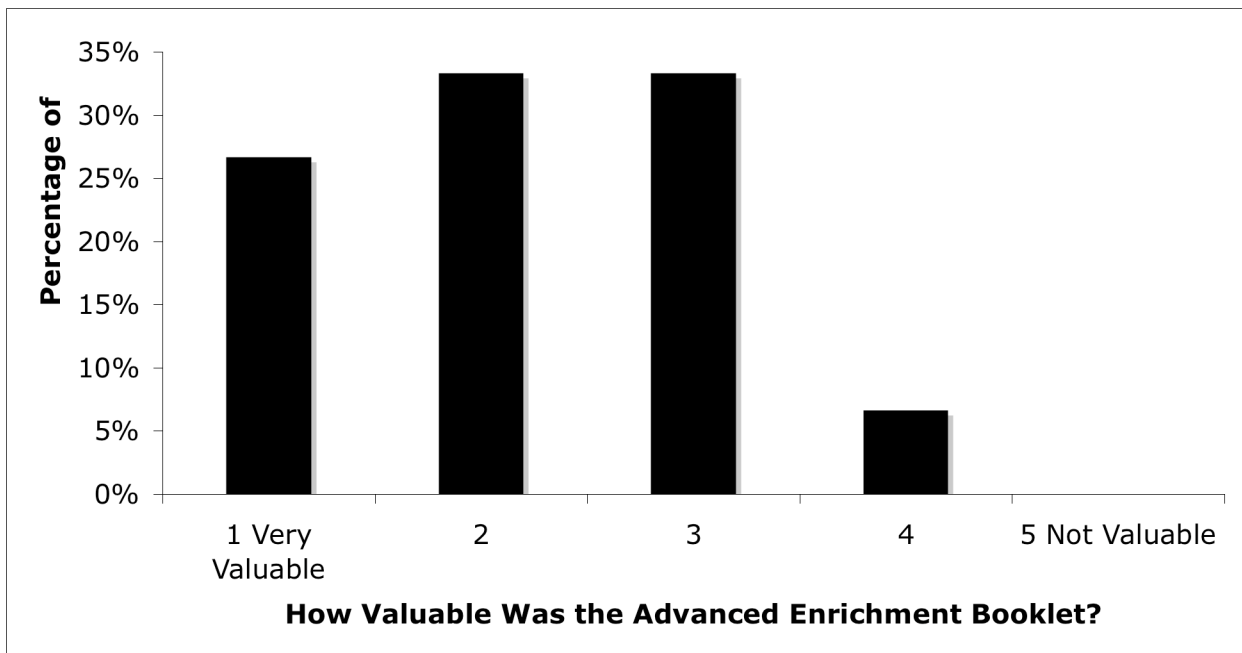
Flash Cards

The term is printed on one side of the card and the definition on the other. One card for each concept, principle, and rule of thumb in the book. Ideal for memorizing the definitions so students can ace the tests. Has a big impact on quiz scores. And students greatly appreciate them.



Advanced Enrichment Sections

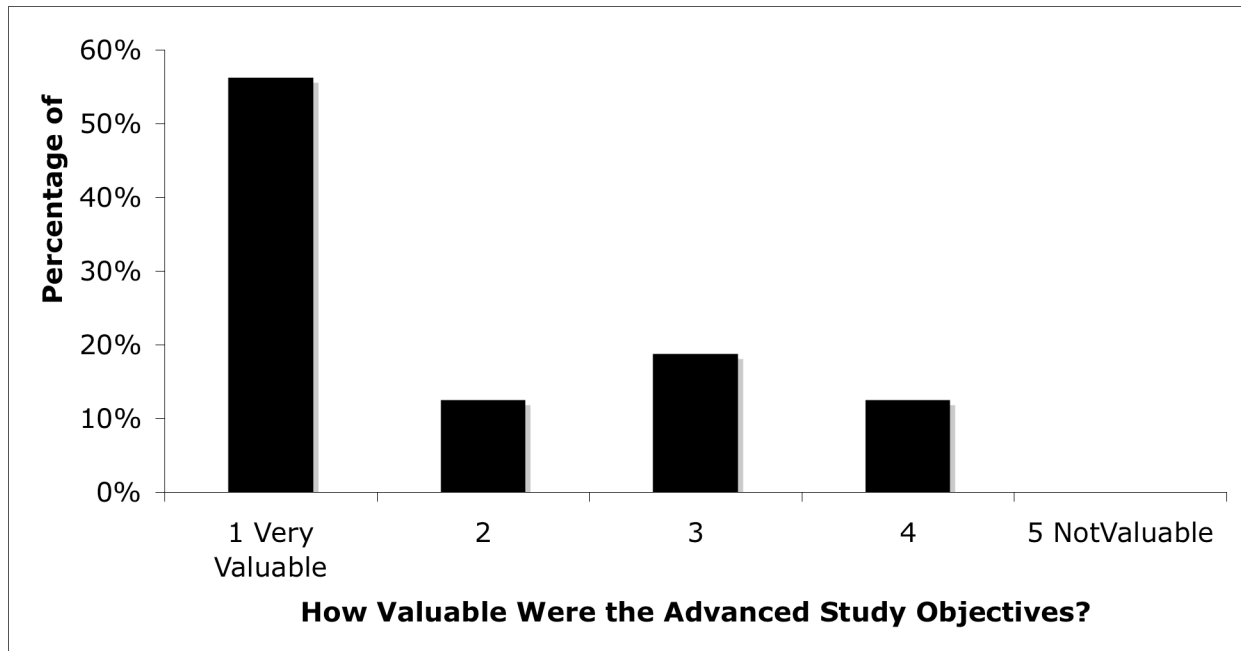
This booklet contains some Advanced Enrichment sections and Conceptual Question sections that will challenge graduate students in behavior analysis but might not be appropriate for any but the most masochistically inquisitive undergrads. (As I only use this with grad students, they are the only ones who filled out this evaluation.)



Advanced Study Objectives

Heavy-duty stuff. Appropriate for grad students only. I give my grad students oral as well as written quizzes over these objectives with much repeated review and practice over the most crucial and difficult

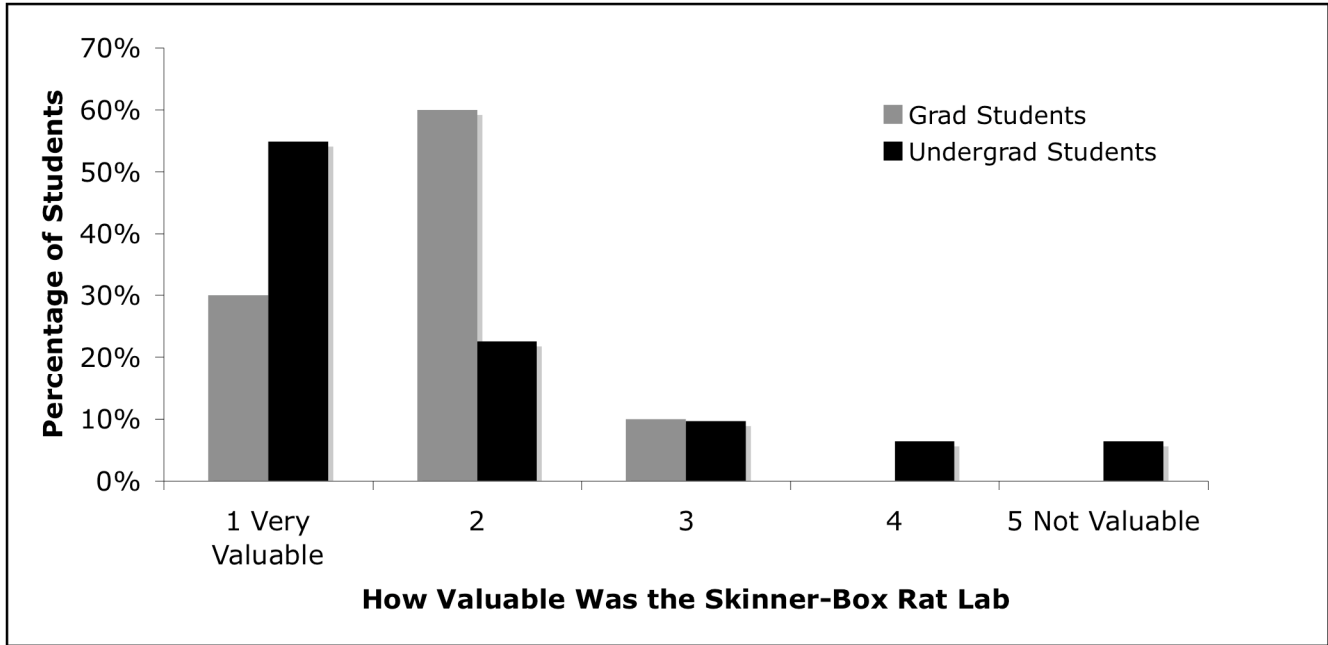
ones, so they can fluently explain such confusing issues as why withholding shock from an escape contingency is not a form of extinction and why the warning stimulus in an avoidance contingency is not an S^D. And I explain to them that once they've mastered to fluency these 60 some advanced study objectives they'll be conceptually hipper than the majority of PhD members of ABA. But, as you can



see, not all of my grad students treasure the advanced study objectives as much as I do.

Rat Lab Manual

A complete beginning rat-lab manual for use with a Skinner box (not provided). Appropriate for use in a lab course or by the individual student, or teacher for that matter. The following is an evaluation of the rat lab itself, more than our manual. And I think, as a motivator and clarifier, the rat lab is worth the pain in the butt it is to set up and run.

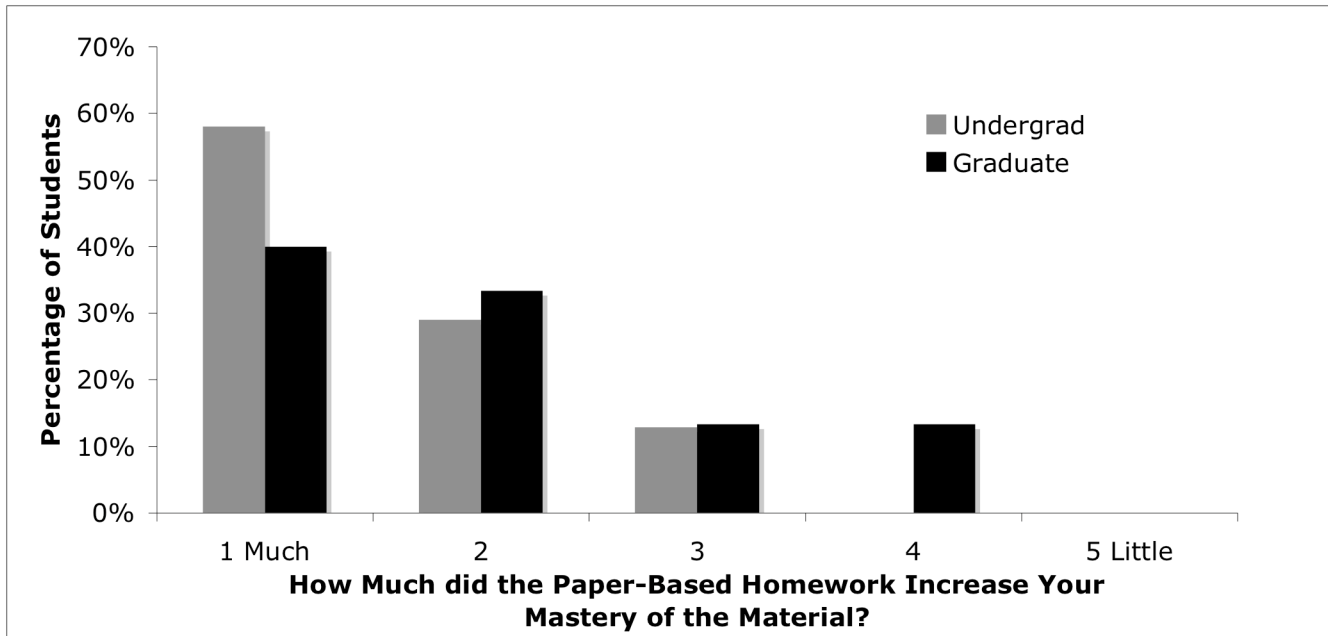


Paper-Based Programmed Instruction (Homework)

Reading and listening are wonderful, but best when supplemented with doing. So, for most of the chapters, we have a set of conceptual homeworks the students complete and bring in for a show and tell at each class. In the homeworks, the students identify examples and non-examples of the basic concepts, explain them, and generate their own original examples, complete with contingency diagrams. The classes are structured as seminars; and most of each class is devoted to the students explaining their answers and giving their original examples for the other students to comment on.

While I use these homework assignments with both my undergrad and grad classes, they are most useful for the undergrads; for the grads it might suffice to have them simply generate original examples rather than go through the entire homeworks.

Again, as with all these materials, we print them out and put them in the students' course packs, though the students could download them themselves.

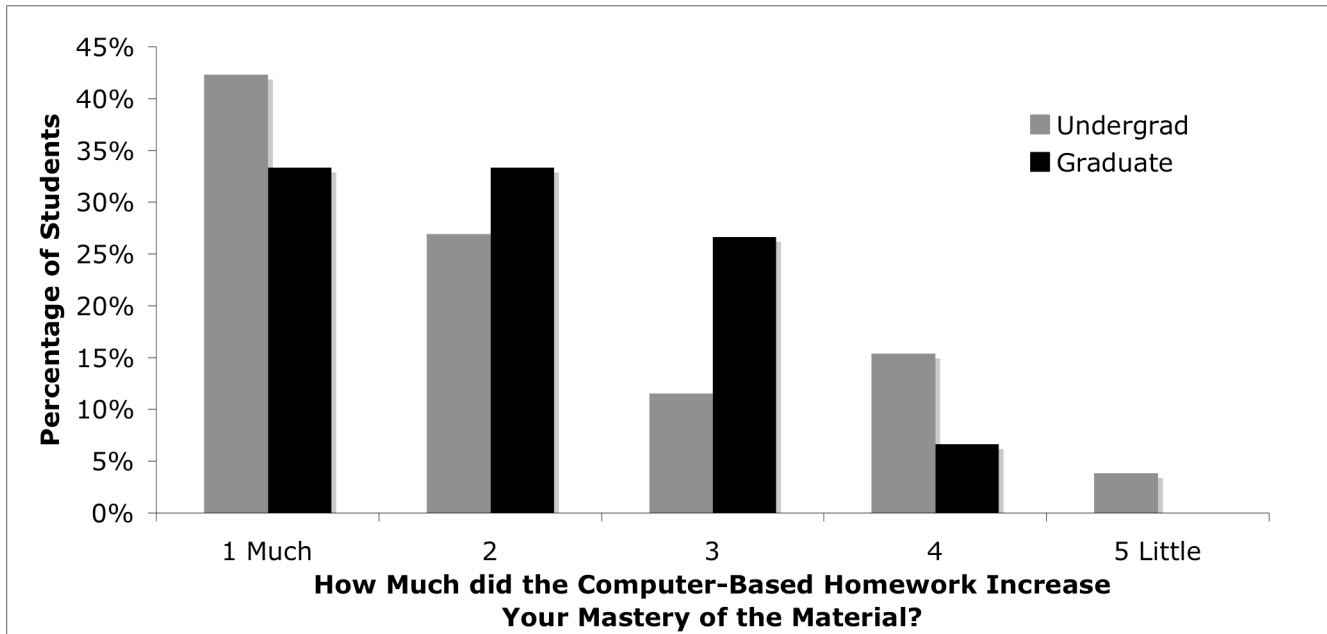


Computer-Based Programmed Instruction

Some behavior-analysis concepts are really difficult and lend themselves to programmed instruction. So we've developed the following supplemental programs, and info on how to get a free copy is on DickMalott.com:

Work Show	Corresponding Chapter
1. Pink sheet part 1	1. Chapter 1
2. Pink sheet part 2	2. Chapter 1
3. Sick Social Cycle (Victim's Escape Model)	3. Chapter 3
4. Sick Social Cycle (Victim's Punishment Model)	4. Chapter 4
5. Shaping	5. Chapter 8
6. Stimulus Generalization Gradient	6. Chapter 13
7. Stimulus Equivalence	7. Chapter 13
8. Discrete-Trial Procedures vs. Free-Operant Procedures	8. Chapter 17

Incidentally, the authoring tool we use is the humble MS PowerPoint; and it works real well. These programs were originally developed by Jason Otto, along with several other grad and undergrad students in conjunction with his dissertation. And now, still other students are working on their continuous quality improvement.



Definition Changes

I've done a fair amount of fine tuning on the definitions of behavioral terms, nothing dramatic, but just enough to be a pain in the rear for past users of *PB*; so you can check out the changes on DickMalott.com.

PB Social-Validity Questionnaire

If you'd like to see the latest version of our *PB* social validity questionnaire, you know where you can find it. And if you want to download it and use it, wonderful. And, if you want to email me the results, wonderfuler.

The PB Users' Group on the Web

If you are a teacher using *PB*, drop an e-mail note to DickMalott@DickMalott.com; and I'll put you on the *PB* emailing list, a nice way to stay in touch. Also, if you send a file with your syllabus or comments about how you use the web materials, such as supplementary readings or classroom topics, I'll put it on line for others to see.

Instructors Manual

To get our *Instructor's Manual with Tests*, contact your local Prentice Hall representative.

Reviewers

- We owe much to the following reviewers for their helpful suggestions based on their reviews of earlier editions of this textbook:
- Reviewers for *PB6e*: Brad Donohue, University of Nevada - Las Vegas; Michele Lease, University of Georgia; Gerald Mertens, St. Cloud State University; Susan Smith Scott, North Carolina State University; Kathryn Hoff, Illinois State University; Henry Schlinger, California State University - Los Angeles and Northridge; Matthew Kirkhart, Loyola College in Maryland; Michael Leftwich, Emporia State University; Tracy Thompson, Prairie View A&M University; Joseph Montuori, Radford University; Rodney Clark, Allegheny College; Carol Smart, University of Dubuque; Brian Simmons, CSU Monterey Bay.
- Reviewers for *PB5e*: Kent Johnson, Bram Goldwater, Scott Gaynor, Philip Hine, and Thomas Waltz.

- Reviewers for *EPB4e*: Centa David, Scott Gaynor, Bram Goldwater, Philip Himeline, and Dave Sidener.
- Reviewers for *EPB3e*: Stanley H. Holgate, Gerald C. Mertens, David C. Palmer, and Randy Lee Williams.
- Reviewers and commentors for *EPB2e*: Bill L. Hopkins, Kenneth E. Lloyd, Randy L. Williams, Robert Hoff, Janet Ellis, Max Brill, Kenneth Wildman, Jay Alperson, Robert Newman, Don E. Williams, Gerald C. Mertens, Thomas E. Billimek, Stephen Ledoux, Terry McSween, Fred R. Malott, Edward K. Morris, James T. Todd, Susan Schreider, Bryan D. Midgley, Carol Pilgrim, Janet Ellis, William Crowder, Loren Acker, Bram Goldwater, Joseph Parsons, Jack Michael, and Stephen A. Graf.

Thank You

Thanks to Erin Carey and Rebecca O'Gorman for their help with the formatting of the manuscript for *PB6e* and thanks to Rebecca for her preliminary copyediting and compilation of the data for this preface.

History of Principles of Behavior

In 1967, Roger Ulrich, Donald Whaley, and I received a contract from Appleton-Century-Crofts to write a textbook on the experimental analysis of behavior to replace the classic *Principles of Psychology* by Keller and Schoenfeld, which had gone out of print. Don and I ended up writing the book (*Elementary Principles of Behavior1e*), but the focus shifted from experimental analysis, the orientation of the Keller and Schoenfeld's book, to the principles of behavior, with applied, everyday, and laboratory examples. Prentice Hall acquired Appleton-Century-Crofts and published *EPB1e* in 1971. The book was one of the first textbooks in behavior analysis and especially one of the first textbooks to emphasize applied behavior analysis, at a time when the field of applied behavior analysis was just coming into its own. Therefore, it was a great success, selling an unheard of 20,000 copies during each of its first three years.

Prentice Hall repeatedly asked Don and me to write a second edition, as the sales very slowly fell. And we repeatedly and sincerely agreed to do so. As a result of our procrastination, by 1986 the sales had dwindled to a few hundred a year and the book was on its way to being history.

At that time, a friend and colleague at another university proposed to Prentice Hall that he write the second edition. They said fine but check with Malott first. Well, I felt as if they had accused me of child neglect and were going to take custody of my baby. So Maria Malott, who was just finishing her Ph.D., agreed to co-parent, I mean coauthor, *EPB2e*. And Prentice Hall published it in 1992. Of course 21 years after *EPB1e*, the field had plenty of excellent behavior-analytic textbooks, so *EPB2e* never approximated the stratospheric sales records of *EPB1e*; but I believe authoring and coauthoring successive, improved and updated editions of *EPB/PB* remains one of the most important contributions I can make.

I revised *EPB3e* by myself and then persuaded a graduate student, Beth Trojan, to coauthor *EPB4e*. She did this as part of her PhD dissertation,³ perhaps producing the first dissertation ever to be based on the systematic, empirical, scientific evaluation and revision of a textbook and at the same time producing perhaps the first textbook ever to have been revised with such systematic, empirical, scientific rigor.

Beth has since changed her name to Suárez and put the letters PhD after it, but she remained the coauthor on PB 5, which also formed part of her dissertation.

Oh, yes, the most conspicuous change in the fifth edition was the name change from *Elementary Principles of Behavior* to *Principles of Behavior* (*The Textbook Formerly Known as Elementary Principles of Behavior*). Why change a good thing? A colleague who was using the book as a graduate text thought his students would be more comfortable carrying a textbook that didn't have *Elementary* in its title, and though the book is basic, it has always been far from elementary.

Authors, Past and Present

Donald L. Whaley

Don received his BA in psychology from Indiana University in 1961, his MA in 1963, and his PhD in clinical psychology from Florida State University in 1966. He taught at Western Michigan University (WMU) until 1969 and at the University of North Texas from 1969 to 1983.

Maria E. Malott

Maria received her licenciatura in clinical psychology from Catholic University (Caracas, Venezuela) in 1980, her MA in industrial psychology in 1984 and her PhD in applied behavior analysis from WMU in 1987. She is an adjunct faculty member at WMU, the University of North Texas, the University of Nevada, Reno, the University of Veracruz, and the Veracruz Pedagogical Institute. She is executive director of the Association for Behavior Analysis and a consultant in organizational behavior analysis.

Elizabeth Trojan Suárez

Beth received her BA in psychology from Michigan State University in 1993 her MA in behavior analysis in 1998 and her Ph.D. in behavior analysis in 2001 from WMU. She has been progressing toward her full licensure as a psychologist in the State of Michigan and working as a Mental Health Therapist at Riverwood Center. Beth's dissertation formed the basis for the 4th and 5th revisions of this box.¹

Richard W. Malott, Current Author

Dick (DickMalott@DickMalott.com) received his BA in psychology from Indiana University in 1958 and his PhD in experimental psychology from Columbia University in 1963. He taught at Denison University from 1963 to 1966; and since then, he has been teaching behavior analysis at Western Michigan University, where he works with students interested in becoming practitioners, rather than researchers. He trains students to work with autistic children and to apply behavior systems analysis and organizational behavior management to human-services settings. He concentrates on training MA students but also trains PhD students. Every summer, he runs the Behavioral Boot Camp, an intense 15-class-hour-per-week, eight-week, graduate-level, behavior-analysis seminar for students from WMU and around the globe. Originally, he taught an intro behavior-analysis course to 1000 students per semester, who produced 1000 lever-pressing rats per year. Now, his students only condition 230 rats per year, but they also do 130 self-management projects and provide 13,500 hours of training to autistic children each year. Since 1980, he has been working on a textbook called *I'll Stop Procrastinating when I Get around to It*. He has presented in 15 countries and has received two Fulbright Senior Scholar Awards. In 2002, he also received ABA's Award for Public Service in Behavior Analysis. For more information, please see DickMalott.com.

Richard W. Malott
July 15, 2006

¹ Suárez, E. T. (2001). *A Behavioral Systems-Analysis Approach to Textbook Quality Improvement*. Unpublished doctoral dissertation, Western Michigan University, Kalamazoo, Michigan.