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Editorial 9: Our New Name

When we began this periodical four years ago, we thought it would be merely a newsletter. However, right from the start, it has regularly provided minimally peer-reviewed professional papers (mostly from a "staff" of writers—faculty, and board members), as well as organizational information. It has been, and continues to be, both newsletter and magazine. With this issue we recognize this reality by assuming a new name, *Behaviorology Today*, with the International Standard Serial Number (ISSN) 1536-6669. Thus, we bid farewell to the name used for our first four volumes (eight issues): *TIBI News Time*.

Also, as described in the editorial in the last issue, the volume and issue numbers continue without interruption under our new name. Thus this first issue under the new name is volume 5, number 1. Furthermore, to enhance access to previously printed materials, we will reprint most, if not all, of the past featured articles and organizational information items (such as by-laws) in the two issues of volume 5. In this issue we include the conceptual articles related both to the behaviorology discipline and to education. In the next issue (volume 5, number 2) we will include both data-based articles and book-related articles as well as the principle organizational documents. In every issue we also include new articles, the reports of recent meetings, membership information, and our Statement of Purpose. Generally, reprinted articles will appear in the same order as their original appearance. Also, in some cases, reprinted articles will receive some minor edits to enhance their reappearance.

However, the only editorial to be reprinted will be the first one, "Welcome to TIBI," even though many previous editorials included both comments on the featured articles and information on the *conventions* of The International Society for Behaviorology (ISB; see p. 14 in this issue). (All earlier editorials, and the original versions of articles reprinted here, are available for perusal at www.behaviorology.org which is TIBI's web site.)

Behaviorology conventions are important for many reasons. One main reason inheres in constraining mysticism. Mystical causes of behavior abound, based mostly on scientifically unsupported presumptions of an inner-agency

origin of behavior (as in “mind,” “psyche,” and “self”). The cultural–history bound acceptance of such mystical causes of behavior by the general public as well as by professionals—even other natural science professionals—delays humanity’s adequate problem solving (Fraley & Ledoux, 2002). Behaviorology conventions, along with conferences and courses and other disciplinary activities, help give humanity scientific alternatives to its past reliance on mysticism, especially regarding our own behavior. And the sooner humanity replaces mystical mistakes like “mind” with even the currently available natural science principles and practices pertaining to the full range of human behavior—from interpersonal relations and family practices to international relations and cultural practices (e.g., see Sidman, 2001)—the faster humanity will solve more of its problems and face a finer future.

This issue also contains the complete *Table of Contents* from each of the eight issues of the first four volumes, including items repeated in every issue. Referring to these, readers can more easily identify, and retrieve from TIBI’s web site, any items not reprinted in the two issues of volume 5.

This issue includes two new articles as well. The first article is “Remembering Glenn Latham” and was provided by Carl Cheney. The second article begins a series in which the syllabus for one of TIBI’s courses (available online) is printed in *Behaviorology Today*. The series will continue when, and as long as, there are syllabi that have yet to be printed (or that need to be reprinted due to being updated). This issue features the syllabus for TIBI’s course on the fundamentals of the behaviorology discipline, BEHG 101.

On a related note, TIBI now has four regular courses available online at its web site. Three of these comprise TIBI’s *Behavior Literacy Certificate*. These three are (a) BEHG 101: Introduction to Behaviorology I, (b) BEHG 102: Introduction to Behaviorology II, and (c) BEHG 201: The Behaviorology of Child Care Practices. The fourth course is BEHG 425: The Behaviorology of Non-Coercive Classroom Management and Preventing School Violence. All TIBI’s courses are offered on two, or even three, levels: If you only seek the personal benefits from learning the content of the courses, then you can take them for free. Simply follow the coursework instructions in the syllabus for each course. If you also seek credits toward a TIBI certificate, then you can enroll in them as a TIBI–tuition-paying student (and a TIBI faculty member will help you). If you seek regular academic credit, you can enroll in equivalent courses at a regular college or university. (The four courses mentioned here are among the behaviorology courses offered by SUNY–Canton. You can check them out by clicking on “Ledoux” in the faculty directory at www.canton.edu which is that college’s web site.)

Furthermore, the TIBI Board of Directors has decided to offer an additional certificate. This would be a five-course *Certificate in Autism Recovery Training* for parapro-

professionals, parents, and teachers in contact with autistic and other behaviorally challenged children. The five courses whose satisfactory completion would earn this certificate are the four already listed as currently online, plus BEHG 415: The Behaviorology of Autism Analysis and Recovery Methods, which will be the next course TIBI makes available online. Revisiting the “developing opportunities” theme of recent editorials and articles (see “Developing opportunities to disseminate the natural science of behavior” elsewhere in this issue), SUNY–Canton now offers two similar, four-course certificates, one for parents and paraprofessionals and another for teachers, both as a result of a grant from the New York State Education Department—Office of Vocational and Educational Services to Individuals with Disabilities.

Lastly, after the featured and reprinted articles in this issue, you will find the minutes of the fall 2001 Board of Directors meetings, the Treasurer’s report, and the usual organizational materials. (These include information on TIBI’s web site and membership considerations, as well as how to subscribe without membership and how to obtain back issues of this periodical.) ✻

References

- Fraley, L.E. & Ledoux, S.F. (2002). Origins, status, and mission of behaviorology. In S.F. Ledoux. *Origins and Components of Behaviorology—Second Edition* [pp. 33–169]. Canton, NY: ABCs.
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