

# *A Summary of Progress in Disciplinary Development*

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[The author substantially expanded and improved this paper by rearranging its contents as part of the *Afterword* in Ledoux, 2002a. That rearrangement, with missing parts restored, is included here. However, this report still only covers progress up to mid-1998 (although *the most recent versions of the references are also cited*) as other reports cover later progress (e.g., Ledoux, 2001a).—Ed.]

Significant academic and administrative activities of behaviorological scientists have continued to develop in the behaviorology movement and discipline. These have ranged from the expansion of the behavior analysis program at the University of North Texas (UNT), through the founding and undertakings of The International Behaviorology Institute (TIBI), to the ongoing publication of books and articles elaborating a consistent behaviorological perspective on topics of social and disciplinary relevance. Each of these areas of progress will receive attention along with some comments about the future.

The founding and undertakings of TIBI derive from a combination of circumstances. These are fully described in the first issue of TIBI's newsletter/magazine, *TIBI News Time* (TNT; see TIBI, 1998 [Starting in 2002, the title changed to *Behaviorology Today*.—Ed.]). The two papers on behaviorology and China (Ledoux, 2002b, and Latham, 2002) provide part of the background, and three other papers provide the rest. These three are "Possible geographically based behaviorology associations" (Ledoux, 1998a), "Advancing an independent discipline on all fronts" (Fraley, 1998a), and "Supporting both our science and the other components of our discipline" (Ledoux, 1997). [Most of these papers are included in the first issue of *Behaviorology Today* (Volume 5, Number 1).—Ed.] TIBI's two-fold purpose involves (a) providing training in behaviorology, certificates for completed training, and support during training, especially for those such as scholars from other countries (e.g., China) who cannot afford either tuition or living costs while studying behaviorology in the USA, and (b) providing a disciplinary association (the TIBI Association [TIBIA]) in which behaviorological scientists and practitioners worldwide can organize themselves for activities that advance all components of their separate and independent natural science discipline.

Beyond the founding of TIBI, the offering of behaviorology courses and certificates, the dissemination of new publications, and the hosting and training of visiting scholars, progress is evident (a) in new courses and curricula offerings at other institutions of higher learning, (b) in initial TIBIA membership patterns, (c) in the recognition of disciplinary status for behaviorology in non-Western countries, (d) in the continuing concern with the status of the name "behavior analysis," (e) in the publication of a continuing stream of books and articles covering aspects of the natural science of behavior/environment relations, and (f) in other organizational efforts. Each of these will receive coverage in turn.

The actual number and locations of courses and curricula covering behaviorological content is difficult to track. Local additions, however, are another story. Thus, prevailing contingencies in 1998 enabled the initiation of behaviorology courses at the State University of New York in Canton. The first course, available in both the spring and fall terms of that year, was "Behaviorology 101: Introduction to Behaviorology I" (Ledoux, 2002c). While clearly proposed and accepted as a behaviorology course, a course introducing the independent natural science of behavior/environment relations, the course officially appeared under the title "Introduction to the Science and Technology of Behavior" with, for administrative convenience, a social science prefix and number.

Another significant development is the behavior analysis program at the University of North Texas (UNT). Given the demands of employers for graduates with behaviorological knowledge and skills, that program has expanded to departmental status (and still has difficulty keeping up with demand). That expansion has occurred *independent* of UNT's psychology department. This is a major breakthrough in efforts to secure the future of behaviorological science. UNT, its Behavior Analysis Department, and all the faculty, administrators, staff, and students involved need and deserve—as do those involved in any other programmatic breakthroughs—the fullest, most open, and continuous support of all behavior analysts and behaviorologists (i.e., behaviorological scientists and practitioners) worldwide. Of major significance is the fact that in the programs of UNT's Department of Behavior Analysis (whose programs, and thus department, were named prior to the current usage of the term behaviorology), students study the natural science of behavior for its own sake and learn to *disallow*—with all other natural sciences—the inclusion of non-natural events in scientific explanatory accounts; in contrast, in UNT's Psychology Department, students are necessarily taught to *allow* non-natural events in explanatory accounts of behavior (see Fraley, 1997, 1998b).

Perhaps in the initial pattern of TIBIA memberships one can also sense the directions that prevailing contin-

gencies favor. After the four founders, the next four members to join TIBIA, at any membership level, included three professionals from China (two temporarily residing in the USA and one in Xi'an, China), and one professional from Canada. After these, others joined, including professionals from the USA.

What other impact might the rest of the world have on the future of natural science regarding behavior? The answer reflects the outcome of some extensive discussions with the Institute's visiting-scholar students on possible behavior-science implications of some differences between the culture-related philosophical views in Western and non-Western countries. Consider that over the next century (or two?) Western physiological psychologists who prefer the natural science approach of physiology may finally purge their discipline (or their part of the psychology discipline) of the unnecessary and unhelpful acceptance of non-natural entities/events from psychological explanatory accounts. (However, doing so will require their separation from psychology unless new contingencies promote the most fundamental change in the psychology discipline's mystical foundation itself—see pp. 128–129 of Fraley & Ledoux, 2002.) Those professionals and behaviorological professionals may *then* desire—and be able to achieve—a useful combination of their two natural science disciplines, the former emphasizing mechanical causality and the latter emphasizing selection causality. Part of the impetus for these events may come from the non-Western world. This is because the dichotomy between the mystical discipline of behavior (psychology—allowing non-natural events in explanatory accounts) and the natural science discipline of behavior (behaviorology—disallowing non-natural events in explanatory accounts) may prove to have been a mainly Western (USA and Europe) phenomenon. Other countries (e.g., China) that lack the West's thorough cultural grounding in dualism may more readily combine, in their behavior science discipline, both the natural science, mechanical-causality-emphasizing facts, research, and applications of physiological “psychology” and the natural science, selection-causality-emphasizing facts, research, and applications of behaviorology. If successful in both research and applications, such inclusiveness in the behavior science disciplines of non-Western countries could serve as a substantial prompt to a Western recombination purged of mysticism. (Given that each component is a comprehensive discipline, any such combination may seldom manifest in the repertoire of any individual professional because most individuals cannot afford the costs of acquiring more than one disciplinary repertoire.) In any event, these possibilities are probably several professional lifetimes away.

Resolution of the status of the “behavior analysis” label also progresses, though slowly. The directions that

prevailing contingencies favor is unclear. I personally would welcome a day when that label stands free and clear of any claims or connotations other than as a potential name for the independent natural science of behavior informed by the philosophy of radical behaviorism. However, with psychology also claiming this label, due to a shared history (see Ledoux, 2002d), I must admit to doubts that this could happen. Still, should it happen, behaviorological science professionals could then select whichever label works best; at that point I could be comfortable with either behavior analysis or behaviorology. In either case, much of the historical foundation that will have brought behaviorological professionals to such a decision point has been documented (see Ledoux, 2002a). And that foundation may even lead us to use both labels (e.g., “behaviorology” for the basic science component and “behavior analysis” for the applied science component). While any movement toward clarification of this issue is progress, its resolution is also several professional lifetimes away.

Progress also continues to appear through the publication of more books and articles covering aspects of the natural science of behavior/environment relations. Various samplings cover a wide range of topics:

A list of recent and relevant books includes *General Behaviorology* (Fraley, 2002), *First Course in Applied Behavior Analysis* (Chance, 1998) which acknowledges the appropriateness of the behaviorology label (see p. 36), and a revised edition of Murray Sidman's *Coercion and Its Fallout* (Sidman, 2001). It also includes *Behavioral Intervention for Young Children with Autism* (Maurice, 1996), *The Power of Positive Parenting* (Latham, 1994), *Keys to Classroom Management* (Latham, 1998), and a unique and non-technical novel that covers our natural science and its place in society: *The Millennium Man* (Wyatt, 1997; also, see Ledoux, 1998b, for a review). Also, Maurice (1994) has provided a non-technical analysis of autism and its behavioral interventions, Engelmann (1992) has comprehensively analyzed academic child abuse, and Watkins (1997) has examined the fallout from the way the education establishment has ignored Project Follow Through data (and resisted implementing the recommendations implied by the Project's results; see Ledoux, 2001b). In addition to books like these, more and more behaviorology study guides (i.e., books of study questions) for use with several basic textbooks are becoming available. (For example, see Kopp, 2001, and Ledoux, 1999, 2000, 2001c, and 2002e. Also see the “Supplementary Bibliography” at the end of this paper for more books of particular value for parents and teachers.)

A list of recent articles from just one behaviorology author covers wide-ranging topics including the challenges to determinism in modern science (Fraley, 1994a), some issues in verbal behavior analysis (Fraley, 1996), and an analysis of correctional systems (Fraley, 1994b, 1994c).

Such a list would also include a four-part analysis of thanatology (Fraleley, 1998c, 1998d, 1998e, and manuscript) as well as some concerns in disciplinary development, including reflection on the adverse implications of economically driven policies for university teaching (Fraleley, 1998f), reflection on an appropriate academic home for our natural science discipline (Fraleley, 1992, 1997), and reflection on philosophical differences (Fraleley, 1998g).

Articles by behaviorologists are also available dealing with experimental issues (e.g., Ledoux, 2002f), applied concerns (e.g., Feeney, 2002; Vargas, 1996), and conceptual considerations (e.g., Ledoux, 2002g). And so much more continually becomes available, not only in and through the disciplinary efforts and publications of TIBI ([www.behaviorology.org](http://www.behaviorology.org)), but also through the International Society for Behaviorology, the Cambridge Center for Behavioral Studies ([www.behavior.org](http://www.behavior.org)), and the Association for Behavior Analysis. With the kinds of momentum indicated by the developments described here, the future indeed looks bright.✻

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- Latham, G.I. (video program: 2 tapes). *The Making of a Stable Family*. Logan, UT: Parents & Teachers ink.
- Latham, G.I. (audio program: 2 cassettes or 2 CDs). *An Angel Out of Tune*. Logan, UT: Parents & Teachers ink.
- Latham, G.I. (audio program: 2 cassettes). *Parenting Prescriptions*. Logan, UT: Parents & Teachers ink.
- Latham, G.I. (audio program: 1 cassette; recording of a presentation at an international conference for parents). *Behind the Schoolhouse Door: Eight Skills Every Teacher Should Have*. Garden City, NY: Eyedears A/V. [Call 516-739-8864 for tape # 20-ASAT-12]
- And these books are for those with some theological persuasions:*
- Latham, G.I. (1997). *What’s a Parent to Do?* Salt Lake City, UT: Deseret Book Co.—incorporating LDS (Mormon) theology.
- Latham, G.I. (1999). *Christlike Parenting*. Seattle, WA: Gold Leaf Press—incorporating Christian theology.
- Note:** Dr. Latham is not the only author of quality materials on these topics. However, they are included here because his peers have judged his work to be the very best available. (For example, see “About the Book” on p. vii in Ledoux [2001c] *Study Questions for Glenn Latham’s The Power of Positive Parenting*.)
- Also note:** As a public service, TIBI points out that most of these items can be obtained directly from *Parents & Teachers ink* at either 435-752-5749 or toll free (for credit-card orders only) at 1-888-750-4814. ☺

## Supplementary Bibliography

*In addition to Latham, 1994 and 1998, and the study question books for these two (Ledoux, 2000, 2001c), all four of which are listed in the “References” section of this paper, here are some recent behaviorological works that are also particularly helpful for parents and teachers:*

- Latham, G.I. (1997). *Behind the Schoolhouse Door: Eight Skills Every Teacher Should Have*. Logan, UT: Parents & Teachers ink.

