

Transcription of 6-9-1969 Short Course, Plaza Inn, Kansas City, MO.

Transcribed: 5/1/08 R. G. Claypool-Frey, [regina.claypoolfrey@yahoo.com](mailto:regina.claypoolfrey@yahoo.com)

Reel #1: 10:40.878 minutes

Ogden R. Lindsley

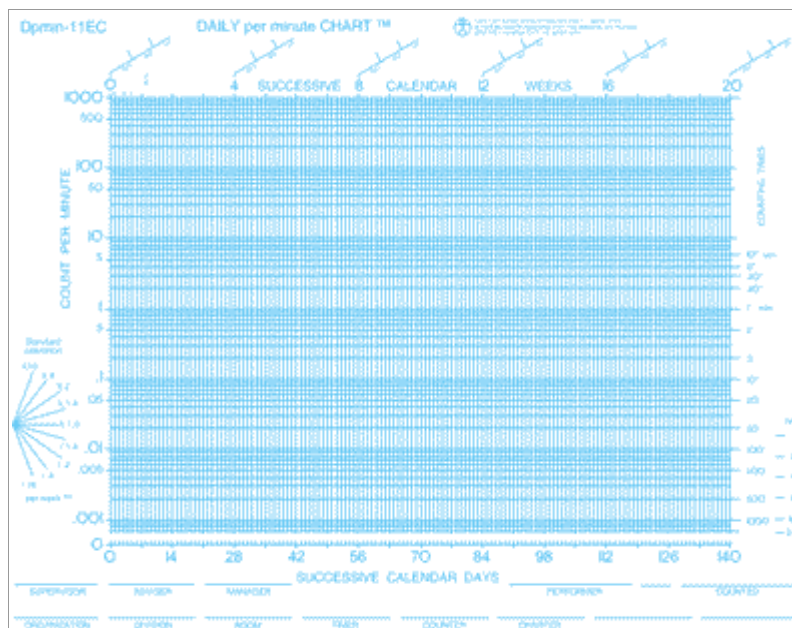
Audio file:

[http://www.behaviorresearchcompany.com/tutorials/short\\_course/Ogden\\_Lindsley\\_-\\_Short\\_Course\\_09\\_June\\_1969\\_-\\_Reel\\_01.mp3](http://www.behaviorresearchcompany.com/tutorials/short_course/Ogden_Lindsley_-_Short_Course_09_June_1969_-_Reel_01.mp3)

**\*\*Start of transcript\*\***

“The tools for a precise behavioral management system are on this chart <sup>1</sup>, and you can see there are actually three sections: The first, the things you use for managing behavior, and the second column, the things you would use for training advisors and managers. You see, a manager's kit would only have things in the first column, really, and some of the things in the second column. The things in the third column are things you use in directing a program.

So, the most important of these is the behavior chart<sup>2</sup>; a year or so ago we didn't think it was so important, and we had it on the bottom of the list; if I amplify this, this behavior chart is really the most important. We'll discuss it in more detail; what it looks like this—and it has room for behavior which occurs at maximum frequency, movement cycles which occur at 5-600/minute, all the way to one every 1000 minutes, or one a day.



So, one a day would be here, ten a day, there, a hundred a day, here; from the right to the left across the bottom we have calendar days. The chart is separated by dark blue lines for each week. There are 4 weeks, 5, 6, 7, 8, 12, 20 weeks; one of these charts will cover a school semester, two, a school year, and if you want to take a child through a year, you have three. You have September through January,

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1 Handout?

2 The Standard Behavior Chart (6 cycle 140 day ). Frequency range 0.001-1000 movements/minute. Current version (2008) is the Dpmin-11EC, daily count per minute Standard Celeration Chart (2008). Behavior Research Company, P.O. Box 3351, Kansas City, KS 66103 .

[http://www.behaviorresearchcompany.com/Merchant2/merchant.mvc?Screen=CTGY&Store\\_Code=B&Category\\_Code=Dpmin-11EC](http://www.behaviorresearchcompany.com/Merchant2/merchant.mvc?Screen=CTGY&Store_Code=B&Category_Code=Dpmin-11EC)

January through June, and June through August, and you lose a little bit of it. So three charts will do this; thirty charts will do the first ten years of a child's life.

The next item that we have are counters and timers. I'm wearing two [modified golf counters](#)<sup>3</sup> which can be used to count. [clicking sounds] Right now what I'm counting how many times I catch myself unstraight. I read an article that if you, for a week or two, every time you catch your stomach out and your shoulders hunched, you just straighten it; that eventually it will become unconscious and you'll be standing perfectly. Well, are you, or aren't you? I had the idea that I would put two counters on: One, to count how many times I caught myself slumping and straightened, and the other, how many times I caught myself in position. The rate of straightening accelerated from about 30 or 40 a day up to 70, 80 or 90, and then started down again. But the rate of catching myself in an appropriate position never occurred. So this hunch that, and the reason is there's no signal, I guess, there's no stimulus—I would have to pay myself off for catching myself in good position! So, with these two counters I just proved a funny theory, and that's one of the thing to use counters for. You can get this kind of a counter, which some of you have, and timers of different sorts. You see me timing this with this timer [hear dinging]; this is a good timer for timing performances or timing training sessions, where each manager would get up to the overhead projector and present for, say, two minutes and you would set this for two minutes. Or the same timer can be used for 60 minutes by adjustable.<sup>4</sup>

I don't think we should go into too many counters and timers except to make one important point, that you're reduced to the indignity, if you do precise behavioral management, right now, of going and buying cake timers or golf timers, which shows we cook and we play golf more precisely than we teach. There are no teaching timers and teaching counters.

The 4 steps to success, we'll cover later; they're an important tool. Management principles, we'll cover, and IS/DOES<sup>5</sup> is a sort of a simplified language to functionally analyze behavior--we're trying to use the dictionary as much as possible, and trying to coin new words as little as possible.

We'll talk about how to predict behavior with acceleration [bell rings]. There's my five minutes. How to measure behavior, first record it, then make a change, "during" a change, and then you take the change away to see what happens afterwards—we call that BDA, or Before, During, and After, and it's actually a management tool. Then we'll talk about the Behavior Bank<sup>7</sup>, which we can use to communicate

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3 Domatic Score. See, Lindsley, O.R. (1968). A reliable wrist counter for recording behavior rates. *Journal of Applied Behavior Analysis*, 1, 77-78. <http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1310978>

4 Insert model number of timer if available.

5 IS Plan for describing what "is" in the environment before one has ascertained effects on behavior, and the DOES Plan to describe those elements of the environment that analyses have shown "do" influence a pupil's behavior.

Lindsley, O. R. (1964). Direct Measurement and Prosthesis of Retarded Behavior. *Journal of Education*, 147, 62-81.

<http://www.teonor.com/ptdocs/files/lindsley1964.doc>

6 p.123-161, Kunzelmann, H. P., Cohen, M. A., Hulten, W.J., Martin, G.L., & Mingo, A.R. (1970). *Precision Teaching: An initial training sequence*. Seattle, WA: Special Child Publications.; p. 79, White, O. R. (1971). *Glossary of Behavioral Terminology*. Champaign, IL: Research Press.

7 Koenig, C. (1971). The Behavior Bank: A system for sharing precise information. *TEACHING Exceptional Children*, 3(3), 157.

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behavioral information to each other with; so we will send projects to the Behavior Bank, and we will publish by having access to each other's projects in the Behavior Bank.

So those are the precise management tools which we will go into more detail with later.

One of the tools that we discussed earlier was this 4 steps to success, and I actually think that it's a tool, and you may think it's funny to think of a slogan as a tool, but I was a boy scout, we were boy scouts, and uh, a way of doing artificial respiration in those days was "out goes the bad air, in comes the good air, out goes the bad air, in comes the good air". That was actually a tool; that little poem was a tool to time the respiration action of the scout giving artificial respiration. And these 4 steps to success are actually to remind us and time us; I find them quite useful.

You have a copy of this, and these are the 4 steps:

First is pinpoint, the second is chart, in order to chart you have to record first, change something around the behavior in order to change it, you can't really change behavior without changing something around it, we used to say in its environment, and that means around, and then the fourth step; if that change doesn't accomplish your goal, then try some other change, and if that doesn't work, then try another. That fourth step we call Grandma's law [laughter from audience] because we first heard it from a grandmother<sup>8</sup> Most of us, most people, most people who haven't had a lot of education don't have much trouble on the pinpointing, they usually skip the charting, and have tried one change, and say, "I don't know, I just can't do anything with Sister; she just whines all the time, and every time I scold her, she just whines more." She has no chart, and she's never tried anything other than scolding.

A good example of a failure in a so-called expert: Our own daughter, Tracy, was thumb sucking, and she had been selecting her own changes, and it got up to the point of saying, "If I'm still sucking my thumb (by) time for my 8<sup>th</sup> birthday, I won't be able to have it and I'll stay seven years old.", that's a big consequence for a kid. So we kept trying consequences, but we didn't have any chart, we didn't have any record of thumb sucking. All we had was chafed lips and pushed out teeth, and she sucked herself to sleep every night. In an attempt to think of some primitive recording, we thought, and a chart, one or more, [bell rings] we thought of having her seal her thumb, in thinking about how can we get a record, an inexpensive record of thumb sucking, we thought of this, I thought of a seal whereby a person would, like the electric company or the gas company, would seal its meter. Which didn't tell you how many times somebody had opened the valve, but it would tell you "one or more valve openings had occurred since I was last here and sealed it.". I thought of maybe some kind of copper wire that you'd twist and put a seal on it. On discussing this with my wife Janet, she said, "Why not have, I know how to do that. We'll just have her pull white socks over her hands and I'll seal them in with a basting stitch at night". Now that's the record, you see? So now we have a very primitive one or more thumb-suck record.

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<sup>8</sup> Ogden Lindsley's grandmother: 1932, Mrs. James Ogden Lindsley, per Dennis Edinger.  
<http://lists.psu.edu/cgi-bin/wa?A2=ind0004&L=SCLISTSERV&P=R2639>

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The seal was never broken; we never did need a consequence. So here, where, without a record, perpetually being 7 years old had no effect on her thumb sucking; a very primitive one or more seal eliminated it. Since we had no real record or anything, the article on this was rejected for publication. It's another reason why we can't use traditional publication sources.

[continued next page]

So those are the four steps:

Pinpoint, chart, change something, and don't forget Grandma's law, try, try again.

Any questions? “

\*\*End of transcript \*\*