

****Start of transcript****

“[preliminary starting sounds]
[tape beep]

What we're discussing now is the overall... , we've discussed the overall principles, and now we're discussing just the principles that apply to the first step: Guiding rules that make it easier to pinpoint.

Probably the first one, funny that you should have to mention it, is “first things first, one at a time.”¹, but a lot of people try to do too many things at once. They finally come to grips with behavior now, and they like pick five pinpoints² at a time, they try to do too much at once or they try to do too broad a pinpoint. That's the trouble with the label, “emotionally-disturbed child” or something; so what we, the best way I know is to say, “first things first, one at a time.” which is kind of a guiding principle. We'll not improve “emotionally-disturbed child”, but we might get his finger out of his nose, or we might get him to school on time, or what. Now, it's best to pick one that plans a Manager³ or a Protege⁴, or both's success; now in other words, what we'd like to do is get his finger out of his nose, but what he'd like to do is to get the girl in the next seat to smile to him. If we could plan him a success, then we're in a better shape to get to other pinpoints, so we--, for deceleration targets, what bugs the Protege the most, and/or the Manager, the next most close person. And don't have Advisers⁵ or Trainers⁶; the teacher--, the child and the teacher select the first thing to work on; they'll eventually get around to other targets. For acceleration targets, what would turn the child on the most, what would please him the most?

1 “First things first, one at a time.” A Precision Teaching motto. (citation?)

2 Pinpoint introduced in Reel # 1. A countable movement cycle targeted for counting and charting.

http://www.behaviorresearchcompany.com/tutorials/short_course/Ogden_Lindsley_-_Short_Course_09_June_1969_-_Reel_01.mp3

3 Manager is introduced in Reel #2

http://www.behaviorresearchcompany.com/tutorials/short_course/Ogden_Lindsley_-_Short_Course_09_June_1969_-_Reel_02.mp3

A helper in daily contact with the Protege, only helping a little with what the Protege cannot do; usually the teacher. Manager is current term used (2008) on 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

4 Protege: Introduced in Reel #2.

http://www.behaviorresearchcompany.com/tutorials/short_course/Ogden_Lindsley_-_Short_Course_09_June_1969_-_Reel_02.mp3

Protege is the one whose behavior is being counted. Term later changed to Behavior (date?) and is Performer at the current time on 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

5 Adviser is introduced in Reel #2

http://www.behaviorresearchcompany.com/tutorials/short_course/Ogden_Lindsley_-_Short_Course_09_June_1969_-_Reel_02.mp3

A supervisor who meets weekly with the Manager or directly with the Protege. Practically, an Adviser could be a Principal , Case Worker or Consultant. Adviser is current term used (2008) on 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

6 Trainer is introduced in Reel #2

http://www.behaviorresearchcompany.com/tutorials/short_course/Ogden_Lindsley_-_Short_Course_09_June_1969_-_Reel_02.mp3

A (Ph.D. Level) supervisor who trains the Advisers. Current term is “Supervisor” on 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

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

Transcribed: and annotated 5/3/08 R. G. Claypool-Frey, regina.claypoolfrey@yahoo.com

Reel #4: 04:42.726 minutes

Ogden R. Lindsley

Audio file:

http://www.behaviorresearchcompany.com/tutorials/short_course/Ogden_Lindsley_-_Short_Course_09_June_1969_-_Reel_04.mp3

Would he rather learn the names of the parts of a jet plane before he learns mathematics, and maybe we should accelerate an acceleration target that he picks, and leave the speech, or something, poor. But once we get him accelerating his own performance, then we can move onto a more general acceleration target. But plan a success in his world, with his consequences.

The next principle is the pinpointing must be a complete Movement Cycle⁷, and this kind of a hard thing to see clearly. I have some cutouts to demonstrate this; this is directly from quality and original operant conditioning. I can remember Skinner saying⁸ in class, “You know a response is over when you can do it again.” [inaudible] That's the definition of a response.

In our world, what is, how [are] you going to record tantrums? Well, you gotta record something that has a beginning, and an end.

[Lindsley makes waoh-waoh-waoh/wailing sound for 3 seconds] That's one.

[Lindsley makes wa--/wailing sound for 0.5 seconds] That's two.

Or you could pinpoint more carefully; you could do tantrum inflections. Then you go,

[Lindsley make wah-oh—wah-oh—wah-oh] That's three, right?

But you've got to be careful what it is you're talking about; that they're complete cycles. That's why those Countoons⁹ were so cute, because, you see, and why I'm so proud of Harold¹⁰ or whoever it was, this little teacher, the wonderful gal¹¹, whoever it was who did this, because there's a complete movement cycle from beginning to end. “I hate teacher”; now the child can emit another, “I hate teacher”; it's over when another can happen. So that's what a movement cycle is.

So we can pinpoint. We must have a complete movement cycle, so if we take little Mr. Jay Hawk¹² here [assume this is a demonstration prop], you see, [demonstration for the audience]--Is that behavior?

[Lindsley wails, “aaaaaaahhhhhhhhhhhhhhhhhhh!” for 4 seconds] [audience chuckles].

It could be a bird with a tornado going through it.

7 Movement cycle: A movement or event that has a start time, a duration time, and a stop time.

2. It involves directly observable movement, has a precisely defined and easily identified beginning and end, is repeatable and has a definite cycle. White, O.R. (1971). *A glossary of behavioral terminology*. Research Press Co.

8 BF Skinner (1904-1990) Professor of Psychology at Harvard University 1947-1974. Ogden R. Lindsley's graduate advisor and colleague. http://en.wikipedia.org/wiki/B.F._Skinner

9 “Countoons”: First published reference in Kunzelmann, H., Cohen, M., Hulten, W., Martin, G., & Mingo, A. (1970). *Precision teaching: An initial training sequence*. Seattle: Special Child Publications.
(Attribution to Marilyn A. Cohen, by Lindsley, O.R. (1990). Precision teaching: By teachers for children. *TEACHING Exceptional Children*, 22 (3), 10-15.)

See also: Daly, P.M., & Randall, P. (2003) Using countoons to teach self-monitoring skills. *TEACHING Exceptional Children*, 35, 30-35. http://waccbd.org/Resource%20CD%20for%20Workshop/VOL.35NO.5MAYJUNE2003_TEC_Article-4.pdf

10 Harold P. Kunzelmann, Jr. (1936-2006): Principal of the University of Washington, EEU (1965-?). Came to the EEU from University of Kansas with Norris G. Haring. Took a class with O.R. Lindsley. Co-author: Kunzelmann, H., Cohen, M., Hulten, W., Martin, G., & Mingo, A. (1970). *Precision teaching: An initial training sequence*. Seattle: Special Child Publications.

11 Marilyn A. Cohen. Co-author: Kunzelmann, H., Cohen, M., Hulten, W., Martin, G., & Mingo, A. (1970). *Precision teaching: An initial training sequence*. Seattle: Special Child Publications.

12 The Jayhawks are the University of Kansas mascot.

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But what about this?

[Lindsley exclaims, "Bow-wah-muh-wah-wah!"] The dead don't do that. [inaudible] It's over when he can do it again.

Now, a thing to help you, which will come up at two points in our presentation, and in the precise measurement system, is what I call a "Dead Man's Test"¹³. [inaudible question from the audience].

****End of transcript****

13 Dead Man's Test: p. 455 "...Dead-man test for behavior (Lindsley, 1965). Lindsley, O.R. (1991). From technical jargon to Plain English for application. *The Journal of Applied Behavior Analysis*, 24, 449-458.
<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1279596>