

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

“[Continuation of Reel #4, discussion of “The Dead Man Test”<sup>1 2</sup>]

...It's a test you can use [tape beep] to find out whether or not you have a movement cycle<sup>3 4</sup>. In other words, if a dead person can do it, it isn't behavior. Don't you pinpoint<sup>5</sup> or waste time recording it. So here we got, you see, “dozing on a school day”--does that pass the Dead Man Test? No, a dead bird could be in that position. So, so don't you teach your children to do what the dead can do better. [chuckle from the audience].

“Shut up! I want all you quiet for five minutes, and if I don't hear a sound out of you for five minutes, you'll all get ten minutes extra recess”. Does that pass the Dead Man Test? No. The dead are more quiet than that classroom ever will be. So you can see, many of the things that teachers demand don't pass the Dead Man Test.

Montessori<sup>6</sup> knew better. How did Montessori teach, Maria Montessor teach silence? [She?] all quiet, set a timer and will automatically drop candy in the room for every five minutes the room is dead? [Inaudible] That's not behavior. Montessori said, [using hushed voice] “All the children in this corner, and I'll call your name one at a time, and you come across the room making as little sound as you can.” And she didn't teach dead silence, she taught stealth, you see.

[Using prop] : “Mr. Jay,<sup>7</sup> can you whisper?”. [hushed voice] “Yeah, I'm trying to make as little--”  
The dead don't do that, you see.

So probably study hall in high school should be—if your children want to communicate, that's all right but be sure you do it without interrupting the child at the next, the boy at the next desk doing his homework. And the dead don't communicate without interrupting the boy at the next desk.

So that's the Dead Man Test. It also can be used in a later section to see if you have an arrangement; tell

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1 Term, the “Dead-man test” is introduced at the end of Reel #4.

[http://www.behaviorresearchcompany.com/tutorials/short\\_course/Ogden\\_Lindsley\\_-\\_Short\\_Course\\_09\\_June\\_1969\\_-\\_Reel\\_04.mp3](http://www.behaviorresearchcompany.com/tutorials/short_course/Ogden_Lindsley_-_Short_Course_09_June_1969_-_Reel_04.mp3)

2 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>

3 Movement cycle introduced in Reel # 1

[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)

4 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.

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

6 Maria Montessori (1870-1952). Creator of the “Montessori Method” of child education, based on a new pedagogy and innovations to early childhood education and instruction of the developmentally disabled.

[http://en.wikipedia.org/wiki/Maria\\_Montessori](http://en.wikipedia.org/wiki/Maria_Montessori)

7 “Mr. Jay Hawk”, a visual prop used in Reel #4. The Jayhawks are the University of Kansas mascot.

the difference between an arrangement and a program. It's used to see whether you have an active full movement cycle pinpoint, or to see whether you have a program or an arrangement. We'll discuss that later.

Another pinpointing principle is, "Little steps for little feet"<sup>8</sup>, and that's directly from Maria Montessori.

You build a staircase, for the children to climb; we think between 1 and 10 per minute, or 1 every 10 minutes. We're not entirely sure. Now this means, on our Behavior Chart<sup>9</sup>, that that pinpointing should, that you should pinpoint that behavior in such a way that the frequency is someplace in this range: Between 0.5 per minute, and 10 and 20 per minute. You slice it thin enough so that he's doing it often enough, about 1 a minute, so he gets a success about once every minute. That's-- if you have the behavior sliced thin enough and you've backed away so that you have the thing that you're trying to accelerate somewhere in the middle of this chart, then you probably have it sliced thin enough for that boy.

This keeps both the teacher, or the Manager<sup>10</sup>, and the Protege<sup>11</sup>, or the child, both alert and consequated. In teacher terms you get measured and frequent success.

Give some examples of that:

Suppose we're in--, we're trying to teach a child to speak, and we hold out for, say, "uhhh". And we record the number of "uhhh"s, and we get 1 in 300 minutes.

Do we pinpoint that for acceleration?

We can only pay him off once a day; that's not enough. So even though he can go, "uhhh", which has a frequency down here, we go to a more primitive thing like, [pant] "huh, huh, huh", and have a frequency up here. So we can say, "Tommy, speak", and he goes, "huh-huh-huh-huh-huh". "Great, wonderful!" And you accelerate the [guttural sound] or "huh", and now, maybe, the "uhhh"s have

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8 For example of the Montessori method and philosophy: Montessori, M. (1912). *The Montessori method: Scientific pedagogy as applied to child education in "the children's houses" with additions and revisions by the author*. 2nd Edition. New York, NY: Frederick Stokes Co.

9 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 .

10 Manager is introduced in Reel #2

[http://www.behaviorresearchcompany.com/tutorials/short\\_course/Ogden\\_Lindsley\\_-\\_Short\\_Course\\_09\\_June\\_1969\\_-\\_Reel\\_02.mp3](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 .

11 Protege: Introduced in Reel #2.

[http://www.behaviorresearchcompany.com/tutorials/short\\_course/Ogden\\_Lindsley\\_-\\_Short\\_Course\\_09\\_June\\_1969\\_-\\_Reel\\_02.mp3](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 Behaver (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 .

come up to 1 or 2 every ten minutes, and we can switch to paying those off now, and that would be our shaping strategy. This is done by all good animal trainers and operant conditioning shapers, but they haven't made specific this maximum shaping range.

There's two ways to get the behavior up, get the movement cycle up to a high enough frequency to shape it. One, is to put a decent accelerating consequence<sup>12</sup> on it, and the other is to slice it thin enough so you get a high enough rate to work with in shaping.

That's what we mean by "Little steps for little feet", and to Montessori's statement we've added the precision of the frequency at which these must occur to functionally define the staircase for the child. So you make the steps small enough so that on Tommy's chart<sup>13</sup> [display a Standard Behavior Chart] he starts out somewhere in the middle of the chart, hopefully, and then you drop back in this fashion.

Now let's look at something. About the only curriculum [tape beep] that we've seen that have decent shaping strategies like this ... 'bout the only curriculum that we've seen that have decent shaping strategies like this are in the world of physical exercise. Most reading curricula has almost no rate change at all. They don't load the kid up enough; in other words, most reading curricula look like this [display ?] where the reading rate goes along at some very high thing and you switch from third grade to fifth grade and there's hardly no change in the rate. They don't load him up and he comes back up; load him up. Most mathematics curricula are just all over the place. SRA<sup>14</sup> is one of the roughest; the rates, day-to-day the rates will shift all over. So you have these two extremes: One in which they increase the difficulty so slowly they don't even alter the rate, and the other thing they're jumping around so bad, the rate is jumping around all over the place.

The nicest shaping strategies outside of the animal conditioning laboratories I know of, are in the field of physical exercise. So here's some charts taken from the Royal Canadian Air Force 5BX, assuming you spend two days on each level. You see? These beautiful little shaping steps start out with a very primitive movement, but something he can accomplish three times a minute, four times a minute. You probably could start out with a sit-up, or something like this, but you could only do one a day and he'd be sore, and so forth. And you get this up to about 20 a minute, and then you go to a more difficult, a full trunk lift, and drops him down to 10 a minute. And this seems to be true of almost all physical exercising and conditioning, which is probably maximally efficient progress.

Here's the woman's sit-ups [display], here's Royal Canadian Air Force pushups [display]. We don't

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12 Consequence: something that comes after a behavior. In behavior analysis, an accelerating consequence is termed a reinforcer. In Precision Teaching, the term Reward (positive reinforcement) or Relief (negative reinforcement) may be used. Consequences are not always planned, and can simply be an "After".

13 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)

14 Science Research Associates, Inc., Chicago, Illinois.

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

Reel #5: 10:47.523 minutes

Ogden R. Lindsley

Audio file:

[http://www.behaviorresearchcompany.com/tutorials/short\\_course/Ogden\\_Lindsley\\_-\\_Short\\_Course\\_09\\_June\\_1969\\_-\\_Reel\\_05.mp3](http://www.behaviorresearchcompany.com/tutorials/short_course/Ogden_Lindsley_-_Short_Course_09_June_1969_-_Reel_05.mp3)

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know, yet, but we will find out more and more about these. Maybe there should be an overall gain tool. I, We just don't know the ideal acceleration function. Here's stationary run [display]; that's probably a shaping strategy. Now if we turn that upside-down; we have the same strategy for punishment or deceleration.

Imagine turning it over, like this: So we have, we want to decelerate, hitting other children, but it only happens once every two weeks or so. So what we do—we back away to get a more frequent behavior to decelerate, like swipes, or threats, and we find out they're happening 5 times every 100 minutes. And we have him, we decelerate those, and the hits go out with them. This is really the reverse of a shaping strategy: We go to a more frequent behavior, further back on the chain, and decelerate it. Where in acceleration, see, we have a low frequency target for acceleration, we go to a more primitive behavior which goes at a higher rate to accelerate it. For deceleration, we have too low a rate to work with; we go to a more primitive behavior or an earlier behavior which happens at a higher rate to decelerate that.

Now there's a very interesting relationship between shaping strategies and the way most people make errors in “pussyfooting”. You see, if this is the way to toughen up your arms for push-ups, imagine this chart where a teacher is trying to decelerate a child's talking out: First, she asks him to stop. Decelerates him, the rate comes back up. Next, she tries self-recording on a piece of paper, the rate comes back up. Now she puts it on the board. Down and up. Now she has him stay in from recess. Vacation. Stay in from recess again. What she's actually doing in her pussyfooting, by not putting a big enough decelerator in, but only a weak one, she's immunizing him to decelerating consequences while building up his resistance, building up his counter-punishment muscles in exactly the same way you build up your push-ups. So pussyfooting will teach a child to be really resistant to deceleration, or to be really powerful.

**\*\*End of transcript\*\***