

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

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

Reel #6: 10:51.598 minutes

Ogden R. Lindsley

Audio file:

http://www.behaviorresearchcompany.com/tutorials/short_course/Ogden_Lindsley_-_Short_Course_09_June_1969_-_Reel_06.mp3

****Start of transcript****

[indecipherable] You should try to [tape beep] get your Managers discussing these topics, and going along.

The thing we're going—we're still in this precise management system. We've talked about the Behavior Chart^{1 2}, the 4 steps to success³, and the management principles⁴. We've moved on from pinpointing^{5 6} principles here, to the recording and charting principles⁷, and in the recording we've just made a very clear statement that we're only interested in rate. So far, there are very few behaviors that cannot be expressed in a performance rate. Now almost all behavior can be expressed in other things, but we want a behavior measure that all things will have in common.

Now, I think the beauty of this precision teaching system is that we have one chart that we can put any performance anybody would want to accelerate or decelerate; all the way from the fetus to the geriatric fella trying to walk straight, all on one chart. Now, I think what science is, it would take many different chemicals, hundreds of reagents; like we'd take 400 pinpoints, 500 accelerating consequences, 1 measure, and a continuum of outcome.

What is the pH of 400 chemicals? How do we change the pH? With another 400 chemicals. How do we measure it, with one procedure. What kind of a result do we get? Well, pH is the number of hydrogen atoms or something; we get a continuous result. So, we take any one of 400, 500, 600 behaviors, we record their frequency, that's the one measure, number of movements per minute, find out what it is, and then we can say it's maintaining or accelerating and we can measure this. We don't say reward/punishment; we can measure it on a continuum. That's one of the advantages of rate.

Another thing is we find that in classroom research, if you record rate, and somebody else had recorded

1 Introduced in Reel #1:

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

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

3 4 steps: Introduced in Reel #1 transcript. The 4 steps are: count, record, chart and "try, try, again".

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

4 Introduced in Reel #2

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

Reel #4:

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

5 Pinpoint introduced in Reel # 1:

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described in Reel #4:

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6 Identifying a movement-cycle, which allows only one unique behavior or behavior product to be measured.

7 Introduced in Reel # 3

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percent, rate would show up in 40 times more classroom procedures than percent did on the same [arithmetic?] rates. Actually, this kind of research we did in the beginning to decide is rate really a more productive measure of classroom performance than, say, percent or duration or percent time spent seen in position, or something?

The way we record rate is the number of movement cycles^{8 9} divided by the number of minutes recorded. Our standard charts have increased our ability to describe behavior by 10, in other words, before we had these charts, before we had a chart like this, we were able to describe a child's performance in about 28 or 30 minutes, using an overhead projector and using charts that the teacher would make up.

Using charts like this [showing examples of teacher-made charts], every teacher made up a different chart. When the teachers made up their own charts, it took 28 to 30 minutes to describe a kid's behavior¹⁰. This is the kind of charts, these are actual photographs of my education classes prior to the Standard Chart. And teachers make funny charts; you can see that there's a funny little one, and we found out that what all the time was going on was describing the vertical and the horizontal of the chart, 20-30 minutes were spent on the frame and almost nothing on the behavior.

That exactly like we took pictures of you and we put them in the funniest things; like one guy's in a big ball of steel wool, and we put up Charlie Galloway, you see, and "What's that, what's that, what's that funny stuff around him? Who is that? Is that an airplane?". "That's Charlie Galloway.". "But I can't see him, with all that funny stuff [inaudible]".

They couldn't understand the frames; the frames were taking away from the child's behavior. We made a standard frame, and we go to 2 minutes for each behavior presentation. That's the main reason we built this chart. To go from 2 minutes, from 20 minutes to 2 minutes is to multiply experience by 10. That means that teachers being trained on the Standard Charts can cover 10 times as many behavioral communications than when they are making their own charts.

We repeat, and stress again, use curriculum to record curriculum¹¹. Is there anything the child should be doing to learn more? You've got a hydrocephalic kid who can't even know where his feet are, could you put a wire across the foot of the bed with pool-room kind of buttons on it, and could he, like, get a foot up and count each regurgitation? And that would be, the foot exercise becomes the system for recording the vomiting.

8 Movement cycle introduced in Reel #1

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

Discussed in Reel #3

http://www.behaviorresearchcompany.com/tutorials/short_course/Ogden_Lindsley_-_Short_Course_09_June_1969_-_Reel_03.mp3

9 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.

10 Lindsley, O.R. (1990) Precision Teaching: By teachers for children. TEACHING Exceptional Children, Spring 1990, 10-15.

<http://www.teonor.com/ptdocs/files/lindsley1990.doc>

11 Described in Reel #3

http://www.behaviorresearchcompany.com/tutorials/short_course/Ogden_Lindsley_-_Short_Course_09_June_1969_-_Reel_03.mp3

Behavior seals¹², as you remember, remember the one or more, Tracy's thumb-sucking¹³, that you can have a very primitive seal that can be used to record one or more events. It's a very primitive record, but it can be used where [timer rings], here's the largest behavior seal in the world, where our secretary, Sandy Fisher, sealed my desk because I hadn't done something I should have. And so she put a great big piece of paper over the whole desk, sealed the phone and everything. Plus, I sneaked in the middle of the night and undid it; anyway I broke the record she found out...

You should record daily, if at all possible, and use constant time-samples. So this means, say 10, 100, 1000 minute time samples; this means that you won't have to use any division to divide for your rate, so your children won't have to divide to compute rate. At one time we had little children using slide rules¹⁴ to compute their own performance rates, but now all you do is pick a time sample. Say you have a behavior that's happening around one a minute, well, sample it for 10 minutes; one in ten minutes would be here, 2 in ten minutes there, 3, 4...[showing on the Standard Chart]. So pick 10 minute time samples, 100 minute time samples, or 1000 minute time samples, and you'll have no division. You can actually write on the chart, write in these numbers, if you wish.

Now there are two concepts, called record floor and the record ceiling, that we should describe, and suppose we have a 10 minute time sample, and one behavior occurs, and this would be one in 10 minutes. So the next day we sample his behavior for 10 minutes and there are no movement cycles in the behavior sample, so we have, on Monday we sample the behavior for 10 minutes and we get 1, Tuesday, we get 2, Wednesday no behavior at all. Now where do we put that mark for no behavior? Is that a zero? Is that below what 1 in 1000 minutes would be? We don't know. Suppose we'd gone to 100 minutes, we may have gotten 5. So at the bottom of our record sample we draw a record floor, which is the lowest rate that could occur; this is where, 1, if we had 1 in our record sample, that's our record floor. In a 10 minute sample, 1 in 10 minutes gives us a rate of 0.1 movements per minute. Now if we have a 10 minute sample and a record floor at 0.1 per minute, then when the performance rate goes below that, all we can say is it was less than that, and we put our lines just below that. 'Cause we can't say that it went down to 1 in a 1000 minutes or 1 in a 100 minutes, all we know is the behavior is happening less than 1 every 10 minutes. That's what we mean by a record floor; we're blind to rates less than 1 in 10 minutes, and we call this an area of record-blindness, and that little line across there [on the Standard Chart] made by this little mark between the weeks, is the record floor.

Now you could have the very same concept in a record ceiling. [tape terminated]

12 Described in Reel #1

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

13 Described in Reel #1

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

14 A mechanical analog computer used for calculating mathematical quantities before the advent of pocket calculators

http://en.wikipedia.org/wiki/Slide_rule

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****End of transcript****