

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

“What we're talking about here is the tools for a precise behavioral management system, and we've already talked about the Behavior Chart<sup>1</sup> some, counters and timers, and the 4 steps to success<sup>2</sup>. Now we're going to discuss these precise behavior management principles.

[looking for papers]. Now there are overall principles and there are principles for each one of these steps: There are pinpointing principles, recording and charting principles, and changing principles, principles, ways of making change; guiding rules, so to speak.

So the overall ones that apply to this whole 4 step system I have on this chart<sup>3</sup>. If we could have afforded more, we would have made the transparencies for you like this; we just can't have trans-, this is where we broke on the thing.

The first, and most important, I think is “the child knows best”, as a guiding principle. This is a direct steal from Professor B.F. Skinner's<sup>4</sup> statement, which he was an animal psychologist at the time, he said, “the rat knows best”<sup>5</sup>, and I, I've been working primarily in education and psychiatry and so, this is from “the rat knows best”. And it's very, very close to, believe it or not, client-centered therapy the only thing is it's much more precise. What it means is, we let the Protege<sup>6</sup> do his own recording, select his own procedures, and present his own changes whenever possible. [Inaudible]. Rogers<sup>7</sup> might say, “Let the child direct the therapy.”, and we say, “Well, how? Is he going to pick the change, is he going to direct do the recording, do the counting?”; this is with great precision. So it's very interesting, that here you see a tremendous similarity between the measurement system and the practice system of Skinner, and the kind of guiding philosophical rules for therapy of Rogers. I think it's very interesting, myself. They didn't recognize this similarity because they didn't listen to each other very often, and they often spoke on the same podium but, you know, one talked one language and the other talked a different language.

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- 1 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)
  - 2 4 steps: Introduced in Reel #1 transcript. The 4 steps are: count, record, chart and “try, try, again”.
  - 3 Chart—need reference to this handout.
  - 4 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](http://en.wikipedia.org/wiki/B.F._Skinner)
  - 5 See also, p. 56, Lindsley, O.R. (1971). Chapter 4, Theoretical basis for behavior modification. From, Pitts, C.E. (ed). *Operant Conditioning in the Classroom*. New York, New York: Thomas Y. Crowell, pp. 54-60.
  - 6 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 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 .
  - 7 Carl Rogers (1902-1987). American psychologist. Known for the Person-centered approach; I.e., client-centered therapy, student-centered learning. [http://en.wikipedia.org/wiki/Carl\\_Rogers](http://en.wikipedia.org/wiki/Carl_Rogers)

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Transcription of 6-9-1969 Short Course, Plaza Inn

Transcribed and annotated 5/2/08 R. G. Claypool-Frey, regina.claypoolfrey@yahoo.com

Reel #3: 10:49.0 90 minutes

Ogden R. Lindsley

Audio file:

[http://www.behaviorresearchcompany.com/tutorials/short\\_course/Ogden\\_Lindsley\\_-\\_Short\\_Course\\_09\\_June\\_1969\\_-\\_Reel\\_03.mp3](http://www.behaviorresearchcompany.com/tutorials/short_course/Ogden_Lindsley_-_Short_Course_09_June_1969_-_Reel_03.mp3)

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Another guiding principle, uh, this “child knows best” permits you to customize procedures, as use natural over synthetic things whenever possible; by natural we mean they exist in and around the behavior. You don't have to add anything to the classroom, you don't have to add anything to the ward to do this. They save time and money, and we think that if you have natural procedures, the behavior is more apt to maintain or stay in the changed, in the improved condition.

Another guiding principle is to use curriculum to record, use curriculum as a consequence, as a reward or punishment, or an accelerating or decelerating consequence, and use curriculum to stimulate. Now, the advantage of this, you see, if you use something that is itself of training or of value to the child, you're not wasting classroom time. For example, think of for each time the child talks out in the classroom, each time the Protege talks out, he gets 5 minutes in the coat closet. Say he talks out ten times a day; you lose fifty minutes of valuable educational instruction time to get rid of the talk-outs.

Keep flexible. Make sure that you record what it is you consequence, or reinforce or punish, and by all means, practice what you teach. This is an important principle, and we find that even preschool retarded children show more behavioral improvement when their teacher is charting and recording her own behavior; when the Manager<sup>8</sup> is working on Manager behavior in the presence of the Proteges.

So these are the overall principles again:

The child knows best, which means Protege, records, selects, and presents,

Natural over synthetic procedures,

Use curriculum whenever possible, so you don't waste schoolroom time, and

Practice what you teach.

[pause—tape beep]

What we want to talk about now are examples of these overall Precision Teaching principles. The child knows best, I think, is fairly clear. Examples of Protege recording, selecting, and presenting; one example of a child recording his own behavior that's very easy to use, and one of the best recorders, is a thing we call the tape tally. Now we just take a piece of this do-all masking tape, put it on kid's hand, now the child, every time he picks his nose, makes a mark, and he gets six that day, and he puts down 9<sup>th</sup> of June and this is an actual record now, and he can put it on a calendar. That's the number of nose picks for the 9<sup>th</sup> of June, you see. With techniques like this you can have children record their own performance pretty easily.

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<sup>8</sup> 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.

Examples of natural over synthetic: One example is the Sunday Box<sup>9 10</sup>, and we dreamt this up by applying natural over synthetic as a principle. Our house was full of objects laying all over the place where they shouldn't be, in other words, it was littered., and our mommy-- my wife, would have to pick all those up and I wondered how were we going to stop people from dropping objects? You see, we could fine them ten points, but that's kind of synthetic, and you have to put a whole token system in place. What is the natural result of leaving a bike in the driveway? The real reason it should be put away? The natural result is that it's run over by a truck, stolen, or in some way destroyed, you see. So, if we took a small slice of a natural consequence, it would be lost, not forever, but for two days, three days, some short amount of time, and so the Sunday Box was an attempt to slice up a natural consequence in small slices in order to teach people not to leave things around. What it is is a large box, and you probably need one as big as a refrigerator for most American homes when you start [audience laughter]. That always gets a laugh, incidentally, [inaudible]. And you just make it big like that, and you put on it, "Sunday Box", if you're New Testament, or you could put "Friday Box" or "Saturday Box", if you're Old Testament. And in this box go any object lying around the house where it shouldn't be. Say Daddy's slippers are under the couch, where he'd been watching TV or something last night, in the Sunday Box they'd go, and they stay in there until after church on Sunday, when all errant objects return to their rightful owners. So, you see, this mild aversive, this mild loss, a temporary loss of an object, is a small slice of a natural consequence, and this very effectively cleans up most littered American homes.

An example of using curriculum to record; there's several of these—a good one is the use of a direct reading clock, in which children, as you can see here, you use a direct reading clock. The child, then, is not able to tell time, but he can copy numbers; in the type of child who can't tell time yet, would it be useful for him to learn to copy numbers? And that's really part of the curriculum. Say an even more regressed child, or just younger child, was trying to count his talk outs; he can't hold a pencil, but can he put a peg in a board? So you could have a talk-out pegboard. For a child can't hold a pencil to make a tally mark for each talk out, would it be part of the curriculum for him to put a peg in a board? And that IS the curriculum, for a child who doesn't have that much manual dexterity, so, in this way, you see, you use curriculum devices to help him to record, rather than build an automatic electrical talk out counter which you hang in a room for \$1000 a classroom. You use the kid putting pegs in a board, which does two things: it gives Protege control of his own performance, and it uses curriculum to record. There's a lot of examples of this using curriculum to record, and teachers are very inventive on it. Now at the University of Washington, in the Experimental Education Unit<sup>11 12</sup>, run by, a principal is

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9 "...the Sunday Box described by Ogden Lindsley in a 1966 article in the *Johnstone Bulletin*. Children's belongings that are not put away are put in a box and not returned until Sunday..."

p. 60, Blechman, E.A. (1985). *Solving child behavior problems at home & at school*. Champaign, IL: Research Press.

10 Lindsley, O. R. (1966). An experiment with parents handling behavior at home. *A Johnstone Bulletin*, 9, 27-36.

11 Experimental Education Unit (EEU), University of Washington, Seattle, WA.: began in 1960 as a privately funded pilot school for children with neurological injuries, with one class for preschoolers and two classes for older children. In 1969-70, the EEU moved to its present location as part of the Center on Human Development and Disability (CHDD)

12 See p.564-565, Lovitt, T.C. (1993). A history of applied behavior analysis at the University of Washington. *Journal of Applied Behavior Analysis*, 26, 563-567.

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Harold Kunzelmann<sup>13</sup> and the Director is Norris Haring<sup>14</sup>, they have a thing which I've called "Countoons"<sup>15</sup>, the "Countoons". Now here's, this is taped right on the kid's desk, a white piece of paper using curriculum to record curriculum, the movement cycle<sup>16</sup>, a complete movement cycle. Mouth closed, open, "I hate teacher", mouth closed. My count, and the child circles. At first, so the child doesn't know how to count, but he's learning how to count by circling 1, 2, 3, 4... Now if there's a consequence, [tape stops at this point]."

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

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- 13 Harold P. Kunzelmann, Jr. (1936-2006): Principal of the 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.
- 14 Norris G. Haring (1923-present): First director of the EEU (1965-?), former director of the Children's Rehabilitation Unit, adjoined to the UKMC in Kansas City.. Influenced by O.R. Lindsley due to association at the University of Kansas.
- 15 "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](http://waccbd.org/Resource%20CD%20for%20Workshop/VOL.35NO.5MAYJUNE2003_TEC_Article-4.pdf)
- 16 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.