Format: Panel Discussion

Duration: 80 minutes

One of the panel members requests that the session be scheduled
Wednesday or Thursday if possible. Thank you.

Session Title: **Strategies for Resolving Conflicts**

Chair: John Eshleman
    Affiliation: Ohio State University
    Mailing Address: 143 Blakeford Drive
                          Dublin, OH 43017

Panel Members:

Name	Affiliation
Scott Geller	Virginia Polytechnic Institute and State University
Jan Sheldon	University of Kansas
Sherman Roberts	Cambridge Center for Behavioral Studies
Nancy Hughes	University of Kansas
Stephen Graf	Youngstown State University
Claus Thiermann	Stuttgart, Germany

Descriptors: General: CNC
                                 Specialty: ELS, CCS
                                 Additional: Conflict Resolution; World Game

Abstract: See next page

Self-addressed stamped postcard: Attached
Self-addressed stamped business envelope for scheduling notification and convention information: Attached
List of addresses: Attached

Strategies for Resolving Conflicts

As people around the world attempt to deal with conflicts on personal, group, organizational, and national levels, opportunities occur for behavior analysts to involve themselves. Such opportunities often require familiarity not only with principles of behavior analysis, but with the systemic context—the terminology and vocabulary being used by the individuals in such situations. The current panel will attempt to cover some of the "territory". Beginning close to home, Scott Geller analyzes the conflicts that occur when journal editors must decide on acceptance or rejection of submitted articles. Jan Sheldon describes the general notion of "conflict resolution" and presents some details on "arbitration". Sherman Roberts overviews the topic of "negotiation" and Nancy Hughes tells about "mediation". On a global level, Stephen Graf reports on the simulation known as the "World Game", and Claus Thiermann highlights some first-hand experiences stemming from the "unification" of Germany.

Besides attempting to provide information about the various strategies in use, panel members will also feature the consistencies and discrepencies between alternative viewpoints and behavior analysis. The projected outcome includes noting of simularitites and distinctions between the topics covered, enhanced by discussion by the panel and questions from the audience.

How To Produce Generalization

Panelists

T.V. Joe Layng   (Malcolm X College)

Cathy L. Watkins   (California State University/Stanislaus)

Carl Binder   (PT/MS Inc.)

Kent R. Johnson   (Morningside Academy)

James G. Holland   (University of Pittsburgh)

Ogden R. Lindsley   (University of Kansas)

Chair

Stephen A. Graf   (Youngstown State University)

Association for Behavior Analysis 18th Annual Convention; Session #615
Day/date/time: Thursday, 28 My 1992: 9:00-10:50 AM
Place/hotel/room: San Francisco, CA; Hyatt Regency: Pacific N
Panel Discussion: **How to Produce Generalization**

Panel Members:

Name	Affiliation
Joseph Layng	Malcolm X College, Chicago, IL
Bernadette Kelly.	Engelmann-Becker Corporation, Eugene, OR
Kent Johnson	Morningside Academy, Seattle, WA
James Holland	University of Pittsburgh, Pittsburgh, PA
Ogden Lindsley	University of Kansas, Lawrence, KS

How to Produce Generalization

Critics of Behavior Analysis sometimes promote the notion that changes in behavior produced by operant methodologies hold up only under original or a limited range of conditions. The members of the panel will be attempting to summarize existing evidence, discuss proven strategies and techniques or strategies and techniques likely to prove successful, and probe each other's repertoires on areas of conflicting answers to the question, "How does one produce generalization?"
—Abstract submitted to ABA Call for Papers

Dear Panel Member:

Thanks for your willingness to participate. Doug Carnine, another member of the panel, had to withdraw when asked to do an invited address. The new for '92 three appearance rule seems to have been enforced rather carefully.

Here's how I've envisioned the discussion. I'll introduce all of you to the audience in the order shown above. This set of introductions will be brief. I think I know enough about each of you so I'm not asking you to send me your latest vita prior to the convention.

Each of you will have four minutes to make an opening statement. Obviously, with this time restriction, one should not attempt too much detail. Rather, paint a picture of your own frame of reference to work or interest in generalization problems and phenomena. I should stress that the four minutes will be timed and a beeper will signal that your time has elapsed.

After each person has made a four-minute statement, you panel members will have an opportunity to direct a question or comment to one of the other panelists, and they will have an opportunity to reply. You might want to consider potential questions ahead of time to each of the individuals based on what you know about them and their work, or you might be more comfortable with generating comments or questions on the spot. We may engage in this type of activity for several rounds, depending on how it goes.

Next the audience will be invited to direct questions to the panelists. As chair, I will be attempting to keep each of you involved, asking for questions for a specific individual if several successive questions go to the same panel member. You are encouraged to comment after another panelist has made a response, either with commentary or questions of your own.

I hope these guidelines will produce an interesting and informative interchange of ideas. I'm looking forward to what you have to say.

Sincerely,

Stephen A. Graf
7779 Lee Run Road
Poland, OH 44514-2510
Phone: 216-757-8341

Format: Panel Discussion

Duration: 110 minutes

Session Title: **How to Produce Generalization**

Chair: Stephen A. Graf, Ph.D.
     Affiliation: Youngstown State University
     Mailing Address: 7779 Lee Run Road
                                   Poland, OH 44514-2510

Type: CNC

Specialty Areas: EDC, PRM

Other Descriptor: Generalization

Time: 110 minutes

Names and affiliations of Panel Members:

Name	Affiliation
Joseph Layng	Malcolmb X College
Bernadette Kelly.	Engelmann-Becker Corporation
Kent Johnson	Morningside Academy
Douglas Carnine	University of Oregon
James Holland	University of Pittsburgh
Ogden Lindsley	University of Kansas

Self-addressed stamped postcard: Attached
Self-addressed stamped business envelope for scheduling notification and convention information: Attached
List of names and mailing addresses: Attached

How to Produce Generalization

Critics of Behavior Analysis sometimes promote the notion that changes in behavior produced by operant methodologies hold up only under original or a limited range of conditions. The members of the panel will be attempting to summarize existing evidence, discuss proven strategies and techniques or strategies and techniques likely to prove successful, and probe each other's repertoires on areas of conflicting answers to the question, "How does one produce generalization?"

February 12, 1992

TO: Convention Participants

FROM: Michael Dougher and Michael Perone, Program Committee Chairs

Congratulations! Your submission for the 1992 Convention of the Association for Behavior Analysis has been scheduled for presentation. The scheduling information for your presentation(s) follows. Please inform your co-presenters (group poster, symposium, or panel discussion) or you co-authors (poster or paper) of the day, time, and room scheduled for your presentation. If you have any questions about the enclosed information or about the convention, please call the ABA office (616-387-4494). We look forward to seeing you in San Francisco!

THURSDAY, MAY 28, 1992

| 9:00-10:50AM PACIFIC N

CNC
EDC/PRM | How to Produce Generalization
   Chair: **STEPHEN A. GRAF** (Youngstown State Unviersity-Youngstown, OH)
Panel Members:
T.V. JOE LAYNG (Malcolm X College-Chicago, IL)
BERNADETTE KELLY (Engelmann-Becker Corp-Eugene, OR)
KENT R. JOHNSON (Morningside Academy-Seattle, WA)
JAMES G. HOLLAND (University of Pittsburgh-Pittsburgh, PA)
OGDEN R. LINDSLEY (University of Kansas-Lawrence) |

Panel Discussion

Session Length: 110 Minutes

Session Title:

"Synergetic Strategies for Dealing with Metacontingency Influences

on Behavior Analysis"

Chair: STEPHEN A. GRAF, Youngstown State University   216 742 1616
(no answer)

Panel Members:

SIGRID S. GLENN, University of North Texas

JOHN W. ESHLEMAN, The Ohio State University

JAMIE DANIELS, Aubrey Daniels & Associates

E. SCOTT GELLER, Virginia Polytechnic Institute & State Univ.

GERALD L. SHOOK, Shook & Associates

STEVEN FAWCETT, University of Kansas

Session Descriptors:

General Code: **OTH**   (general issues)

Specialty Code: **ELS**

Additional Descriptors: Synergetics, Metacontingencies

"Synergetic Strategies for Dealing with Metacontingency Influences

on Behavior Analysis"

Abstract

Behavior analysts have repeatedly demonstrated exceptional capabilities of changing individual behavior. We excel at effective therapy, education, and other interventions. But all too often this aptitude for effectiveness gets thwarted by cultural practices under the control of metacontingencies that we failed to consider. Thus, we find ourselves having to vigorously promote and defend a Right to Effective Treatment. We watch almost helplessly as our effective educational systems are terminated or ignored. In general we contend with a somewhat less than amiable reception of our ideas and methods. The problem that behavior analysts must deal with is the operation of metacontingencies that counteract our efforts. To deal effectively with these outside influences at the institutional and cultural levels will probably require a synergetic strategy. As R. Buckminster Fuller defines it, "synergetics means behavior of whole systems unpredicted by any part of the system as considered only separately" (p. xxiv). The essence of this strategy is to adopt a more generalist rather than specialist approach to dealing with problems. Thus, the task of this Panel is to explore how behavior analysis can deal synergetically with the influences outside of the field that impact upon it. After defining metacontingencies and synergetics the Panel will consider how to deal with a broad band of metacontingencies, including those in government, business, community and public heath arenas, and the socially important behaviors of citizens in general.

Fuller, R.B. (1979). Synergetics 2, explorations in the geometry of thinking. New York: Macmillan Publishing Co.

Panel Discussion

Session Length: 110 Minutes

Session Title:

"Synergetic Strategies for Dealing with Metacontingency Influences

on Behavior Analysis"

Chair: STEPHEN A. GRAF, Youngstown State University

Panel Members:

SIGRID S. GLENN, University of North Texas

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"Synergetic Strategies for Dealing with Metacontingency Influences

on Behavior Analysis"

Panel Members Names & Addresses:

Stephen A. Graf, Ph.D.   -- (Panel Discussion Chairperson/Moderator)
7779 Lee Run Rd.
Poland, OH 44514

Sigrid S. Glenn, Ph.D.
Center for Behavior Analysis
University of North Texas
POB 13438
Denton, TX 76203

John W. Eshleman, Ed.D.
143 Blakeford Dr.
Dublin, OH 43017

Jamie Daniels, Ph.D.
Aubrey Daniels & Associates
2236 Chrysler Dr.
Atlanta, GA 30345

E. Scott Geller, Ph.D.
Psychology Department
Derrin Hall 1500
Virginia Polytechnic Institute
Blacksburg, VA 24061

Gerald L. Shook, Ph.D.
Shook & Associates
1010 Rosemary Terrace
Tallahassee, FL 32303

Steven Fawcett, Ph.D.
Human Development Department
University of Kansas
Lawrence, KS 66045

ABA International

Association for Behavior Analysis
258 Wood Hall, Western Michigan University
Kalamazoo, MI 49008-5052
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E-MAIL: CompuServe ID# 76236,1312
Via INTERNET: 76236.1312@COMPUSERVE.COM

December 20, 1991

Stephen A. Graf, Ph.D.
Department of Psychology
Youngstown State University
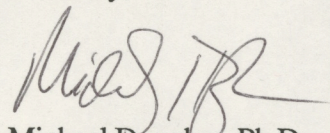Youngstown, OH 44555

Dear Dr. Graf:

We are sorry to inform you that your proposal entitled,

   Synergetic Strategies for Dealing with Metacontingency Influences on Behavior Analysis

could not be scheduled for presentation at the 1992 ABA Convention. At least one of the
speakers was involved in several other presentations. Current policy prevents us from
scheduling any person for more than three appearances at the convention; your proposal had
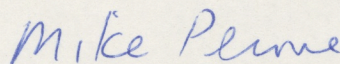to be rejected to adhere to this policy.

Please feel free to resubmit your proposal next year (after ensuring that all of the speakers
are not already committed to three appearances).

Sincerely,

Michael Dougher, Ph.D.   Michael Perone, Ph.D.
1992 ABA Convention Program Committee Co-Chairs

cc: Judith E. Favell, Ph.D., Program Board Coordinator

Stephen –
Thanks for your thoughtfulness in passing on this news. It was a good idea. Perhaps on another occasion.

Steve Fawcett

31 Jr 1992

To: Panel Members, 1992
From: Stephen Graf
Subject: Panel Discussion Cancellation

The panel discussion **Synergetic Strategies for Dealing with Metacontingency Influences on Behavior Analysis** submitted for the 1992 Association for Behavior Analysis Convention in San Francisco, CA, was not scheduled by the Program Committee Chairs.

I received a letter four weeks ago notifying me of this decision. It read, in part:

> We are sorry to inform you that your proposal … could not be scheduled for presentation at the 1992 ABA Convention. At least one of the speakers was involved in several other presentations. Current policy prevents us from scheduling any person for more than three appearances at the convention; your proposal had to be rejected to adhere to policy.

One of our panel members, John Eshleman, also happened to be a chairperson for another panel discussion that was not scheduled for the same reason. John diligently explored alternatives to these decisions with several letters and numerous phone calls. He found that an attempt had been made to contact me at my office, but without success. The Program Committee chairs did not want to eliminate a member of the panel without notifying the chairperson.

The three-appearance rule came into play this year for the first time. Perhaps in the future violations of the rule should handled by removal of the violator more specifically, rather than removing the nonviolators (the rest of the panel).

A record number of proposals (over 900) were scheduled. The difficulties of such scheduling are significant. I hope that you have other reasons to attend the convention, but if not, I wanted to contact you so that your plans and preparations could be made or adjusted accordingly.

Sincerely,

Stephen A. Graf

Stephen A. Graf, Ph.D.
Department of Psychology
Youngstown State University
Youngstown, OH 44555-3401
(o) 216-742-3401 (h) 216-757-8341

cc: Sigrid Glenn, John Eshleman, Jamie Daniels, E. Scott Geller, Gerald Shook, Steven Fawcett

ABA Program #615
Day/date/time: Thursday, 28 My 1992: 9:00-10:50 AM
Place/hotel/room: San Francisco, CA; Hyatt Regency: Pacific N
Panel Discussion: **How to Produce Generalization**

Panel Members:

Name	Affiliation
Joseph Layng	Malcolm X College, Chicago, IL
Bernadette Kelly.	Engelmann-Becker Corporation, Eugene, OR
Kent Johnson	Morningside Academy, Seattle, WA
James Holland	University of Pittsburgh, Pittsburgh, PA
Ogden Lindsley	University of Kansas, Lawrence, KS

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Sincerely,

Stephen A. Graf
7779 Lee Run Road
Poland, OH 44514-2510
Phone: 216-757-8341

Stephen A. Graf
7779 Lee Run Road
Poland
OH 44514-2510

Dear Mr Graf,

It is with regret that I must inform you of my inability to attend the ABA conference this year, and specifically to participate in Session #615: How to produce Generalization.

As I am working under severe time pressures and financial constraints, my trip to San Francisco is no longer tenable. Please accept my apologies, and communicate my regrets to the other panel members.

Sincerely,

Bernadette J. Kelly

How to Produce Generalization

Panel Discussion. Session #615 held on Thursday May 28, 1992 from 9:00AM - 10:50AM in the Pacific N Room at the Hyatt Regency in San Francisco, California at the 18th Annual Convention of the Association for Behavior Analysis.

Chair: Stephen A. Graf.

Panel Members: T.V. Joe Layng, Cathy Watkins, Jim Holland, Ogden Lindsley, Carl Binder, and Kent Johnson.

==

[Notes taken during the session by John W. Eshleman].

==

Note: Format of the Panel Session: 4 minute segments. Graf's timer.

T.V. Joe Layng:
    Stimulus Control:
        1. Dimensional function; dimensional control.
        2. Instructional control - how do you respond in the presence of it?

    Generalization -- kind of a spurious term.
        Impose a contingency on an existing contingency and remove it and wonder why behavior goes away or comes back.
        Lab definition is good, others are poor.

Cathy Watkins:
    Assume generalization is based on sameness.
    More than 1 dimension along which generalization can occur.
        Earth sciences -- natural science -- earthquakes & volcanoes related by convection.
    Analysis of communication -- attend to critical sameness.
        Initial sequences -- identify and isolate samenesses.
    Direct Instruction -- use tracked sequencing approach. Problem in getting it accepted.

Carl Binder:

    70's research that's never been published.

    Eric Haughton -- build fluency on elements and then get skills coming together nicely.

    Mediated transfer -- experiment using fluency-building:

        Given: SEE/SAY names of objects.

                        HEAR/PERFORM actions.

        Teach: SEE/SAY printed words (objects, actions, prepositions).

        Obtain for free:

                        SEE/MATCH printed words to objects.

                        SEE/PERFORM written directions.

Kent Johnson:

    Trevor Stokes in JABA noted that most people follow the "train & hope" method.

    Generalization originally referred to unintentional outcomes.

    Response generalization -- other topographies than those originally trained.

    B.F. Skinner on "extension": Tact extension, metaphorical extension.

    Contingency Inductions -- Responses selected under some contingencies come into play when new contingencies are introduced.

Jim Holland:

    No free lunch. Behavior is adaptable. Control by contingencies.

Ogden Lindsley:

    At what performance frequency does it enhance generalization?

    At least 35/minute. Number per minute is specific.

    Perform at double speed in practice.

Train in 4 curricula at once.

We should expect behavior to be re-taught in different environments.

T.V. Joe Layng:
Definitional problem. How can we come up with a common language to talk about these problems? Define on basis of variables.

Jim Holland:
Like the term "carryover" better.

Ogden Lindsley:
Likes the term "carryover" as well.

Carl Binder:
How to get behavior to persist?

Ogden Lindsley:
Trouble is, the general public thinks that you can get it all for free.

Jim Holland:
--because Psychology has sold it on the medical model.

Ogden Lindsley:
Almost no generalization in the eye. The ear has some. No generalization in the skin.

Kent Johnson:
Like the term "carryover" as well.

Cathy Watkins:
Metaphorical extensions versus generic.

Ogden Lindsley:
Doesn't like the term "metaphorical extension." Started out as sensory process on learning.
Instruction is flawed, not the student..
Put it on the teaching; e.g., "bandwidth."

Someone has a wide band versus a narrow bandwidth.
Channels -- several channels.

T.V. Joe Layng:
Technical distinctions are important.

Carl Binder:
'Generalization' is almost a mentalistic term.

Ogden Lindsley:
"Generalization of reading" doesn't exist.
Generalization of reading the Wall Street Journal is different from the generalization of reading fashion ads.

Og's joke: Why are polo shirts so expensive? Because the little man on the shirt has an alligator on his shirt.

T.V. Joe Layng:
Evolution:
Recombination.
Mutation.

Layng argues that fluency restricts variation?

Ogden Lindsley:
Stamp back in -- we've all accepted specific performance, but not specific learning.
Separate and independent learning channels.
Idea embedded in the culture that there is a "learning."
Dvorak & Qwerty learning are independent.
Break up this notion that there is a learner in there.

The same problem permeates the scientific method:
Don't carry methodology into new areas, but regress back.
Lack of rate in the classroom -- have to relearn rate in the new environment.

Verbal behavior is rapid, but it is not as fast as the foot.
Thinking without the tongue is really fast, almost a power of 10 above the

tongue.

The only numbers in *Verbal Behavior* are page numbers.

Multiple grails, multiple gods.

Fluency of thought differs from fluency of speech.

Carl Binder:
Is rule-following fluent?

Kent Johnson:
Fluency of what?
Highly probable that complex properties come into play.

Ogden Lindsley:
Spoonerisms -- tongue twisters. Free operant ties up the tongue.

T.V. Joe Layng:
Most match-to-sample is discrete trial. No free operant discrimination.

Ogden Lindsley:
Not orthogonal. Many, many charts of SAFMEDS to fluency. Trouble occurs
at around 30-40 per minute. People bog down.
We learn in syllables -- almost like babbling.
30-40 per minute is where rhythm develops. Has to be R-R rhythm.

Mediators in acquisition get squeezed out. Stimuli shrink to little salient features.
Emergence of rhythm that takes over where mediator stimuli used to be.
Engelmann: rhythm = pace.

Jim Holland:
Book: Understanding verbal relations.

T.V. Joe Layng:
Schedule induced repertoires.

Ogden Lindsley:

    No rhythm with % correct.

T.V. Joe Layng:

    How is duration handled?

Ogden Lindsley:

    Chronic psychotic hallucinations.
    Simulations are not real enough.

    Trick: Make a strong stimulus in both environments. Exercising: Put down a white towel in house and will put down a white towel and exercise at the Hyatt and Red Roof. But went to Marriot & didn't exercise because the towels were green!

END OF NOTES.

Notes copied on June 2, 1992 by John W. Eshleman, Ed.D.

Filename: GENEPANE.DOC

June 4, 1992

Dear Steve,

Enclosed for your files & use are the notes that I took from a couple of Panel Discussions at ABA. Since they're only notes they don't contain all of the points made, only the key points that I tried to capture during the sessions. The frequency of notes seems to be a couple of chart cycles below the frequency of transcriptions.

Speaking of transcripts, John O. Cooper + I would like to get/make copies of the videotapes that you shot at the recent ABA Convention. This'd also be a way of backing up the tapes — and I'd make full transcripts of the two Panels. How could we go about arranging to do this?

I understand that you'll be presenting at the upcoming Ohio State conference on Behavior Analysis in Education. I'll see if I can get Big Bill Heward to videotape sessions there.

Steve, could you send along your current Psyc 560 materials? Thanks. Great seeing you at ABA. Take care,

John

HOW TO PRODUCE GENERALIZATION? TEACH TO FLUENCY IN EVERY CONDITION – OGDEN R. LINDSLEY

Presentation in Panel moderated by STEPHEN A. GRAF at 18th Annual Convention of the Association for Behavior Analysis, 28 May 92, Pacific N Room, Hyatt Regency, San Francisco, CA.

Panel members: T. V. JOE LAYNG, BERNADETTE KELLY, KENT R. JOHNSON. JAMES G. HOLLAND, and OGDEN R. LINDSLEY.

Evidence of highly specific learning

We have all known that performance is highly specific.
• If you spell words correctly writing in small cursive at your desk, you make ridiculous spelling errors writing in large cursive on a chalk board.

However, I was really surprised to find that learning is also highly specific.
• Reading in one-minute practice sessions from three different basic readers and a newspaper not only produced different correct and error frequencies, but also different accelerations in corrects and decelerations in errors - what we learned to call different learning pictures.
• It still amazes me that there is no such thing as "learning to read." When looked at in detail, there are separate and different learning to reads - one for each practice book – and correct learning is distinct from and independent of error learning for each book.
• This independence permits screening 3 or 4 books at the same time to find the one producing the highest learning for that particular learner (Johnson, 1971).

Fluency enhances generalization

There is some evidence, even though careful parametric studies need to be conducted, that practicing performance to fluency (above 60 per minute) produces more generalization to performing in different situations in application than does slower performance (Haughton, 1981).

MUSIC

This independence and specificity of both performance (number per minute), and learning (number per minute per week) led me to make them two of the counter-intuitive discoveries we made in 25 years of Precision Teaching (Lindsley, 1992).
• M = MULTIPLY rather than ADD.
• U = UNIQUE rather than COMMON.
• S = SPECIFIC rather than GENERALIZED.
• I = INDEPENDENT rather than DEPENDENT.
• C = CONSEQUENCE rather than CAUSE.

References

Haughton, E. C. (1981). REAPS. Data Sharing Newsletter, March, Waltham, MA: Behavior Prosthesis Laboratory.

Johnson, N. J. A. (1971). Acceleration of inner-city elementary school pupils' reading performance. Unpublished Doctoral Dissertation, University of Kansas, Lawrence, KS. Dissertation Abstracts International, 1971, 32, 6250A. (University Microfilms No. 71-27, 160).

Lindsley, O. R. (1992). Precision Teaching: Discoveries and effects. Journal of Applied Behavior Analysis, 25, 51-57.