## **Contents**

Part one Basic theory levels

### 1. Models, theories, and paradigms

3

What is theory? A theory includes a symbolic system Linking symbolic statements to worldly events. Theories as models. Functions of theories. Theory characteristics: Parsimony in symbols. Rules for linking symbols and events. Comprehensiveness. Conclusions. Differences in models, theories, and paradigms: Models and theories. Paradigms and theories. Social behaviorism: A hierarchical theory and paradigm: Levels of the hierarchical theory. The explanatory nature of the theory.

### 2. Basic learning and behavior theory

18

Classical conditioning: Corollaries of the principle of classical conditioning. Instrumental conditioning and the principles of reinforcement: Corollaries of the principle of instrumental conditioning. Three-function learning theory: The interrelationship of classical and instrumental conditioning: The reinforcing function of unconditioned stimuli. Learned reinforcers and the dual function of stimuli. Conditioned stimuli, reinforcing stimuli, and directive stimuli: Multiple stimulus functions. Corollaries of three-function learning theory. The stimulus-response mechanisms: The response sequence S-R mechanism. The multiple stimulus elicitation mechanism. The multiple response mechanism. Multiple stimulus, multiple response combinations. Additional elaborations: Overt and covert stimuli and responses. Classical conditioning and images. Human learning elaborations.

# Part two Personality and social interaction levels

### 3. Personality: An effect and a cause

55

Personality and elemental behaviorism. Behavior as a cause: Some foundations for a social behavioristic view of personality: Mediation theory. Self-reinforcement. The self-concept. Cumulative-hierarchial learning and the concept of the basic behavioral repertoire: The basic behavioral repertoires (personality systems). Behavior-behavior and behavior-environment interplay: Principles of a behavioral interaction approach: Direct behavior-behavior interactions. Indirect behavior-behavior interactions. Behavior-environment-behavior interactions. Continuity, generality, and uniqueness in personality: Continuity and personality. Generality and personality. Uniqueness and individual difference in personality. Behavior analysis and human learning. Conclusions and overview.

4. Motivation theory and the emotional-motivational (A-R-D) personality system

78

The concept of emotion: Physiological correlates of emotion. Emotion as a determining state. The peripheral versus central distinction in emotions. Situational cues and emotional states. Motivation, drive, and arousal: Arousal and motivation. Animal behavioral theories of motivation. Three-function learning theory and the emotion-motivation mechanism: Additional specifications. Deprivation and motivation. The human emotional-motivational system: Learning the A-R-D system. Structure of the A-R-D system. The A-R-D system as a personality trait: A-R-D system determination of emotional learning. A-R-D determination of instrumental learning. A-R-D determination of elicited instrumental behavior. Conflict: Competing A-R-D control. Motivational changes in the A-R-D system.

- Language theory and the language-cognitive personality system 118
  Language acquisition: The formation of cognitive repertoires: Language stimuli eliciting nonlanguage behavior: Receptive language.
  Language responses elicited by nonlanguage stimuli: Productive language. Language stimuli eliciting language responses: Receptive and productive language. Language: The organization of the basic repertoires.
  Language function: The explanatory (personality) characteristic of cognition: Intelligence. Intelligence analyses. Language as a theory: Reasoning and other cognitive theories. Self-language and imagination. The self-concept: A cognitive emotional personality trait: World view.
- 6. The instrumental personality system, imitation, and observational learning

161

Motor skills. Social-personality theory and instrumental personality repertoires. Aggression: A-R-D principles and aggression. Instrumental ag-

Contents

gressive behaviors. Language-cognitive repertoires in aggression. Imitation (modeling or observational learning): Attention: Stimulus control of receptor-orienting behavior. Sensorimotor repertoires and imitation. Language as a mediator of modeling. Images and the mediation of imitation. Self-reinforcement mechanisms and social learning theory. Original behavior through imitation. Social learning and social behavioristic theories of modeling. Instrumental personality repertoires. Instrumental, cognitive, and emotional personality repertoires: A tripartite but interactional approach.

### 7. Social behavior and social interaction principles

201

Attitudes and their learning function: Learning theory and attitudes. Attitude functions. Social stimuli: The person's physical attributes as social stimuli. The person's behavioral attributes as social stimuli. Other stimuli in social interaction. Social behavior areas of study: Attraction. Communication and persuasion. Conformity. Imitation as an interpersonal interaction. Leadership. Social perception. Impression formation. Elemental behaviorism and attitudes. Cognitive mechanisms and social interaction: Delayed language and image stimuli in social interaction. Role stimuli and symbolic social interaction: Symbolic role stimuli. Personal role stimuli and the self.

### 8. Personality and abnormal behavior

744

Basic personality repertoires and abnormal behavior categories: Deficit emotional-motivational system. Inappropriate emotional-motivational system. Deficit language-cognitive repertoires. Inappropriate language-cognitive repertoires. Deficits in instrumental repertoires. Inappropriate instrumental repertoires. Conclusions. Learning and maintaining environments and abnormal behavior: Deficit learning environments. Inappropriate learning environments. Maintaining environments and the neurotic paradox. Behavioral interaction (personality) principles and abnormal behavior: Types of behavioral-environmental interactions. Social interaction and abnormal behavior. Individual-institutional interactions. Direct and setting. Human learning principles and abnormal behavior: Behavior competition. Cumulative-hierarchical learning of abnormal behavior skills. The downward spiral of cumulative-hierarchial learning and abnormal behavior. Conclusions.

Part three Functional behaviorism levels

### 9. Social behavioral clinical psychology

291

Naturalistic observations and experimental-naturalistic research. Growth of the behavioral modification study. Token-reinforcer systems and behavior modification: Child behavior modification. Adult behavior modification. Nonprofessional behavior modification applications. Behavior

therapy: Modeling and desensitization. Counterconditioning and aversion therapy. The psychodynamic and conditioning conceptions in clinical psychology: The conditioning paradigm. The social behaviorism paradigm: Three-function learning theory, A-R-D analysis and clinical treatment. Language-cognitive personality analysis and clinical treatment. Instrumental repertoire analysis and clinical treatment. Additional elements of the paradigm and further rapprochements with traditional psychotherapy: Language behavior therapy. Catharsis and A-R-D modification. Social interaction, transference and rapport. Insight, behavior analysis, the self-concept, and language behavior therapy.

#### 10. Social behavioral developmental psychology

338

The elementary principle level: Classical conditioning with children. Instrumental conditioning. Three -function learning. S-R mechanism learning. The behavior modification level: Sensorimotor skill development. Toilet training. Eating behavior and eating problems. Problem behaviors assumed to be organically caused. Disability and rehabilitation. Additional studies of child behavior modification. The social behaviorism paradigm and child development: Cumulative-hierarchical learning and child development. Cumulative-hierarchical learning and regularities and universals in child development. Social interaction learning principles. The personality level. Parents as trainers of their children.

#### 11. Social behavioral educational psychology

382

Behavior modification in education: Producing adjustive behavioral skills. Early childhood educational behavior modification. Token-reinforcer system development. Token-reinforcer motivational systems and schools of the future. Behavioral counseling. The personality repertoire level in education: A theory of reading. Conclusions.

#### 12. Social behavioral psychometrics

414

The elemental behavioristic paradigm and psychological measurement. Behavior assessment: Foundations and status: Behavior traits of personality. Abnormal psychology and assessment. Representative samples and behavior assessment. Behavior assessment. The behavior assessment conceptual context. Social behaviorism and psychometrics: Need for unity. The A-R-D system and personality measurement: The A-R-D properties of interest test items. Intelligence (the language-cognitive system) and personality measurement: Number-mathematical concepts and intelligence. Instrumental behavior traits and verbal tests. Behavior analysis, psychometrics, and behavior modification.

Part four

# Biological science, social science, and humanistic levels

#### 13. Social behavioral humanism

Subjective and objective conceptions. Feelings and sentiments and thoughts. Awareness. The individual versus the general. Self-direction Contents

versus passive responding: Humanistic versus mechanistic views: Self-direction and behavior modification. Purpose and scientific causation. Originality. Personal freedom and scientific determinism: Attribution theory and the experience of personal causation. Personal responsibility. Reductionism in the study of man. Understanding versus prediction and control. Values in science and humanism. Conclusions.

### 14. Social behaviorism and the social sciences

491

A-R-D principles and the social sciences: Hedonism and A-R-D principles. The pleasure principle and A-R-D principles. Neurotic gain and A-R-D principles. Values and A-R-D principles. The laws of marginal utility and supply and demand, and A-R-D principles. Cultural evolution and A-R-D principles. History and A-R-D principles. Social exchange and A-R-D principles. Political science and A-R-D principles. Education and A-R-D principles. Ethics and A-R-D principles. Aesthetics and A-R-D principles. Conclusions. Products of social behavioral analysis: A-R-D principles in unifying social concepts. A-R-D principles in clarifying social concepts. A-R-D principles and research hypotheses. The group A-R-D system: Interaction of individual and group A-R-D systems. Large-scale social interactions: Individual-group and group-group interactions: Language as a mechanism in large-group interaction. Reciprocal group interactions. Conclusions.

### 15. Social behaviorism and the biological sciences

F21

Stimulus-receptor continuity: Additional characteristics of biological-behavioral continuity. Reinforcing stimuli and brain stimulation. Response-effector continuity: Learning theories influenced by biological findings. Behavioral extensions of the relationships between type of response and type of learning. Images, sensations, and responses. Response-produced stimuli. Learning-connector continuity: Comparative (evolutionary) brain-learning relationships. Evolution and learning relationships. Basic neurological-learning relationships. Biological theories of learning. Conclusions.

Part five Epilogue

### 16. Unity of science in the study of man

561

Reductionism: Reductionism and the social sciences. Reductionism and psychology. Reductionism and hierarchial theory: Pseudohierarchical theory. Hierarchical theory and the biological-psychological-social relationship: Methodological continuity and discontinuity. Unity and independence: Functional behaviorism and basic-applied science issues. Conclusions.

Bibliography 586

Indexes 633