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THE EXPERIMENTAL ANALYSIS OF HUMAN BEHAVIOR BULLETIN

The EAHB Bulletin is published twice yearly, in the Spring and Fall, by the Experimental Analysis of Human Behavior Special Interest Group (EAHB SIG), a group organized under the auspices of the Association for Behavior Analysis (ABA). Articles in the Bulletin represent the views of the authors. They are not intended to represent the approved policies of the SIG or ABA, or the opinions of the membership of the SIG or ABA. The inside back cover has information about joining the SIG and contributing to the Bulletin. Publication costs are paid by the dues of the SIG members and by the Department of Psychology of the University of North Carolina at Wilmington.

Editors: Carol Pilgrim and Mark Galizio, University of North Carolina at Wilmington

Editorial Assistants: Martha Jo Clemmons and Lydia R. Woodard

DEADLINE FOR STUDENT PAPER CONTEST EXTENDED TO JUNE 30

The deadline for submitting manuscripts to the SIG's fifth annual awards contest for student authors has been extended to June 30, 1989. The purpose of the contest is to foster student thinking and scholarly writing in the area of the experimental analysis of human behavior. Both undergraduate and graduate students are eligible.

Papers may be either an integrative review of some area of operant research involving the use of human subjects (although it is acceptable to include discussions of other kinds of organisms), or data-based presentations of the same. They may be written from historical, conceptual, theoretical, or empirical perspectives.

Entries will be judged according to their clarity, scholarship, conceptual rigor, and thoroughness by a panel of judges who are active in the experimental analysis of human behavior. Names and affiliations of authors will not be revealed to the judges (i.e., reviews will be "blind.")

There is no set number of awards. Authors of outstanding papers will be given a handsome plaque certifying their accomplishment and invited to present their papers at the 1990 ABA convention. All authors, whether or

not they are selected for an award, will receive at least two written reviews of their papers.

Submissions or inquiries from graduate students should be sent to Barbara Wanchisen, Department of Psychology, Baldwin-Wallace College, Berea, Ohio 44017. Submissions or inquiries from undergraduates should be sent to Anna D. Hatten, Department of Psychology, Averett College, Danville, Virginia 24541.

Papers should (a) be less than 35 double-spaced pages of text (not counting references, tables, or figures); (b) include a 100-200 word abstract suitable for publication in the Bulletin, and (c) be submitted in triplicate.

In addition, submissions must include a letter from the student's major advisor stating: (a) that the paper has been written primarily by the student (although the major professor may have helped the student organize the paper or have made some conceptual or literary contributions); (b) whether the author is a graduate or undergraduate student; and (c) in the case of graduate students, that the student has not completed the requirements for the doctoral degree.

Invitation to SEABA

Richard L. Shull & P. Scott Lawrence
University of North Carolina
at Greensboro

The Southeastern Association for Behavior Analysis (SEABA) was established in 1984 as a regional affiliate of the Association for Behavior Analysis. It is the product of Aaron J. Brownstein's vision and energy. Aaron thought it would be good to have a occasion for behavior analysts in the Southeast region to come together once a year to share ideas and enthusiasm. The fall seemed a good time to meet since ABA's annual meeting is in the late spring.

Aaron planned the first meeting which was held in Myrtle Beach, South Carolina, November, 1984. His format worked so well that it has been followed ever since with only minor tinkering. Thursday night is registration and a cash-bar social. A series of one-hour invited presentations begins Friday morning and continues throughout the day interspersed with frequent breaks for coffee or lunch. Then Friday night, from 8:00 until about 10:30, there is a poster session (about 20 posters) in a large room with the posters lining the walls, a cash-bar somewhere convenient, and usually tables and chairs in the middle. The occasion affords good serious discussion and other informal social interaction. Saturday morning begins with a short business meeting followed by more invited presentations until about noon when the convention ends.

The program of invited presentations is one-track. That is, all the presentations are given in the same room, one after the other. Aaron wanted it that way to emphasize and support our common interests. The one-track format has worked wonderfully because the presenters have tried hard to make their talks broadly interesting

and because a lot of different topics have been covered each year. A sampling of titles of particular relevance to this SIG: "In search of human contingency-shaped behavior" (A. C. Catania); "Private experience: ho-hum" (J. Greenspoon and J. Olson); "Human research in a residential experimental space: the house that Jack built" (D. Bernstein); "Cultural contingencies and behavioral selection" (S. Glenn); "Experimental analysis of division of labor: responding of two persons under a single schedule of reinforcement" (W. Buskist); "Learning to read: must it always be a rocky road" (P. Weisberg); "Operant method and theory in the analysis of human behavior: observations from the laboratory" (M. Perone); "Applications of matching theory" (J. McDowell); "Could nonhumans show rule-governed behavior" (D. Eckerman); "Behaviorology debate" (Keller, Harzem, Branch, Vargas, Fraley).

Making the convention accessible to everyone, especially students, has been a very high priority. SEABA student membership is \$2.00 per year, which includes convention registration. Regular membership is \$5.00 per year and the convention registration is \$5.00 as well. Room rates weigh heavily in the selection of the convention hotel. Students chair the sessions and are listed in the program. Many of the posters are presented by students. SEABA's logo was designed by Robert Mellon while he as a graduate student at UNC-Greensboro.

Between 100 and 150 people have attended each year, making it possible to hold the meeting in interesting, smaller cities: Myrtle Beach, SC (1984), Charleston, SC (1985), Savannah, GA (1986), Asheville, NC (1987), and Gatlinburg, TN (1988). The 1989 meeting will be in Charleston, SC, October 19-21.

Aaron Brownstein was the first and founding president. The other presidents have been Peter Harzem

(1985-86), Richard Shull (1986-87) and James Johnston (1987-88). M. Jackson Marr is the current president (1988-89). The other officers are: James Johnston (Past President), Kennon A. Lattal (President-elect), Anna Hatten (secretary), P. Scott Lawrence (Treasurer), and Board of Directors members, Marc Branch, David Eckerman, and Mark Galizio.

Steven Hayes was the first secretary and deserves thanks for the enormous amount of correspondence and

other work he did to help get the organization started. In 1987 Steve presented to SEABA in memory of Aaron a very handsome podium banner emblazoned with the SEABA logo.

Professor Fred S. Keller has been a great friend of SEABA. He and Frances Keller have attended every meeting. At the first meeting, Professor Keller was unanimously elected First Past President. His wise valedictory advice: "Keep SEABA small."

EAHB POSTERS FROM SEABA, 1988

TRAINING THE COMPONENTS OF A NOVEL VERBAL RESPONSE

Gudfinna S. Bjarnadottir &
Philip N. Chase
West Virginia University

A multiple baseline across concepts design was used to investigate the effects of three different ways of training technical concepts. The performance of six undergraduate students on novel test questions about the concepts was tested following each type of training. The three types of training involved the following intraverbal behavior; identifying examples and nonexamples of the concept, defining the concept, and generating new examples of the concept. The novel test-questions required the combination of two or all three types of intraverbal behavior. Results were inconclusive, indicating control by definition training and identification training, but no effects of exemplification training.

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WV 26506-6040.

VERBAL SELF-REPORTS: INTERDEPENDENCE OF REPORTS AND THE REPORTED BEHAVIOR

Thomas S. Critchfield &
Michael Perone
West Virginia University

Two undergraduates performed a delayed matching-to-sample task under a conjunctive (accuracy plus speed) reinforcement contingency and normally received feedback about money reinforcers after each trial. The speed requirement was manipulated within sessions, and the presence vs. absence both of feedback and of self-reports consisted of a yes-no button-press response to a computer-generated query, and when scheduled occurred after each DMTS "target" response (but before any scheduled feedback). The only consequence of reporting was to advance the session more quickly than if no report occurred. Thus, reporting-response topography and consequences were held constant while target-response feedback and characteristics varied. Results showed a reciprocal interaction between self-reports and the target behavior. First, self-reports were less accurate

when target responses were more speeded, and when no feedback about the target response was provided. Second, when target behavior was weakened by the absence of feedback, imposing the self-report procedure reduced target response speeds and thus caused a decrease in reinforcement rate.

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SOME EFFECTS OF A MASKING
TASK ON HUMAN OPERANT BEHAVIOR

Stephen R. Flora & William B. Pavlik
University of Georgia

In an attempt to eliminate subject-produced rules, a verbal masking task, solving anagrams, was given to subjects, either concurrent with (the "masked" condition) or alternating with (the "unmasked" condition) a multiple VR 15 FI 20s schedule of operant lever pressing. The results of the experiments showed that (a) a verbal masking task of solving anagrams can prevent discriminative rate differences between two operant schedules with vastly different reinforcement rates; (b) this masking task can prevent any decline in response rates during extinction, even if the anagram task is also no longer reinforced; and (c) if subjects are exposed to both masked and unmasked sessions, discriminative responding can develop during unmasked sessions and be maintained during subsequent periods of masked operant responding.

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FLEXIBLE COMPUTERIZED STIMULUS
EQUIVALENCE RESEARCH:
THE EXPERIMENT EDITOR

David Steele
Greensboro Area Health Education Center

Computer presentation of conditional discrimination tasks provides one efficient way of studying stimulus equivalence. When changes in procedure are required significant time is involved in developing and debugging the programming changes. To expedite this process, a computer program which is capable of executing multiple experimental procedures was developed. The variables which define the procedure are created in an editing session and stored in a disk file. This procedure can then be executed by the master program, the equivalence editor. No special computer programming skills are required to develop or change an experimental procedure.

The basic logic of this approach to developing experimental programs can be implemented on any computer. Contact: David Steele, Greensboro Area Health Education Center, 1200 N. Elm St., Greensboro, NC 27401.

****EDITORIAL NOTES****

*****PLEASE NOTE!!!***** Schedule information concerning the open meeting of the EAHB SIG was omitted from this year's ABA program. We are scheduled to meet on Saturday, May 27 from 5:30 to 6:30 pm in Lakeshore A. Hope to see you there.

One feature of this issue of the Bulletin is the introduction to the Southeastern Association for Behavior Analysis (SEABA) by Rick Shull and Scott Lawrence. Note also several abstracts of EAHB research presented at the 1988 Gatlinburg meeting of SEABA (pronounced SAY-ABA). We welcome reports, stories, or abstracts from other regional conferences and organizations. We also encourage letters and comments on work published in the Bulletin.

* * * * *

THE MYTH OF RULE-GOVERNED BEHAVIOR

William Buskist &
Richard J. DeGrandpre
Auburn University

This article is in response to the burgeoning number of research reports that have claimed to study rule-governed behavior, behavior thought to be predominantly under the control of verbal or instructional stimuli (e.g., Bentall & Lowe, 1987; Catania, Matthews, & Shimoff, 1982; Hayes, Brownstein, Zettle, Rosenfarb, & Korn, 1986; Lowe, Beasty, & Bentall, 1983; Matthews, Catania, & Shimoff, 1985; Matthews, Catania, Shimoff, & Sagvolden, 1977; Shimoff, Catania, & Matthews, 1981; Shimoff, Matthews, & Catania, 1986; Vaughn, 1985; for a more recent theoretical account of rule-governed behavior see Cerutti, 1989). Our main objection to these studies is that the phenomenon that they purport to investigate does not exist, at least not in any pure form. Our point is a simple one: control of behavior by only rules has not and probably cannot be demonstrated; rules by themselves are unlikely to exert total control of human behavior.

Rules, or instructions as they are sometimes called, cannot be manipulated independently of the reinforcement contingencies they may describe, specify, or imply. Thus, we cannot be certain whether behavior is under the control of instructions only, consequences only, or a blend of instructions and consequences. Rather, human behavior, whether it be of the laboratory or real-life variety, is likely a product of the joint influence of instructions and consequences.

All studies of "rule-governed behavior" adopt the following, general procedural protocol. Instructions are given at the experiment's outset, and may or may not be manipulated during the course of the study. Subjects are asked to emit an operant that, in turn,

produces a consequence. Instructions can relate to consequences in one of only three ways.

First, instructions may be accurate; that is they may precisely describe reinforcement contingencies. In this instance, behavior might be described as "contingency-sustained rule-governed" behavior because the behavior occasioned by the rule is reinforced by the consequences; i.e., the rule given to a subject is supported by the response consequences.

Second, instructions may be inaccurate; that is, they may directly contradict the reinforcement contingencies. In this case, rule abandonment generally occurs and the subject's behavior comes under the control of the reinforcement contingencies in compound with any rule that he or she may have developed that accurately or inaccurately describes those contingencies. In this instance, behavior might be regarded as "contingency-shaped rule-governed behavior" because the new rule devised by the subject to describe the relation between his or her behavior and the reinforcement contingencies was shaped by experience. In cases in which rule abandonment does not occur, other non-programmed consequences may be influencing responding.

Third, and this is the most interesting case, inaccurate instructions may be given to the subject that do not directly contradict the reinforcement contingencies. Under the circumstances, the contingencies are likely to support the rule. Consider, for example, an experiment in which the subjects are presented with a fixed-interval 30 second schedule during experimental sessions (Buskist & Miller, 1986). Prior to the

experiment, subjects have been instructed that "if they respond once every 60 seconds they will receive a reward." The instruction is true but not optimal. How does this instruction actually affect behavior in this situation? Their responding is characterized by post-reinforcement pauses considerably longer than the programmed interreinforcement interval. In contrast, subjects given no instructions about the interreinforcement interval showed post-reinforcement pauses of about 30 seconds in length.

The third case is interesting because it is under these kinds of circumstances that rules are said to make behavior "insensitive" to environmental contingencies. Indeed, rules are often accused of overriding control of behavior by reinforcement contingencies or of preventing behavior from contacting the "real" contingencies (see e.g., Kaufman, Baron, & Kopp, 1966; Lowe, 1979). In the parlance of the rule-governed behavior literature, the "60 second rule" prevented subjects in the Buskist and Miller study (1986) from making contact with the actual reinforcement contingencies. Given the present account, however, behavioral insensitivity is not merely a function of a rule per se; rather it is a natural consequence of the way in which the prevailing reinforcement contingencies interact with behavior occasioned by a particular rule or set of rules (see, e.g., Galizio, 1979).

Describing behavior as "rule-governed" is not the same as saying that it is under stimulus control. Stimulus control implies that behavior is affected by both antecedent and consequent stimuli; so far, studies of "rule-governed behavior" have exaggerated the role of antecedent stimuli and virtually ignored the role of consequent stimuli in controlling human behavior. Until we know how rules conjoin with reinforcement contingencies to affect human behavior,

our understanding of such will necessarily remain limited.

Rules are not things that exist in a vacuum; they do not exert their influence on behavior independently of reinforcement contingencies they describe, specify, or imply. Contingencies of reinforcement strengthen, maintain, or weaken instructional control, which is precisely why rule-governed behavior, in any pure form, cannot exist.

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Footnote

I. Portions of this paper were presented in a panel discussion on rule-governed behavior (S. M. Deitz, Chair) at the annual convention of the American Psychological Association, August, 1988). Special thanks to Sam Deitz, Mark Galizio, Clyde Hodge, Jim Johnston, Chris Newland, and Carol Pilgrim for reading and commenting on an earlier draft of this article. Address correspondence to W. Buskist, Psychology Department, Auburn University, Auburn, AL, 36849.

PHIL'S FUN FACTS

Questions

1. What other name did Fred Keller give to PSI or The Keller Plan?
2. Why does Keller call Skinner Burrhus?
3. According to Keller, what is the most complicated apparatus he ever constructed?
4. What does Keller blame for his avoidance of complicated apparatus?

Answers (Read each answer from right to left.)

1. nalP ailizarB ehT
2. noitasrevnoc puorg llams ni noisufnoc diova ot
3. ezam nedoow a
4. syad yggub dna esroh eht ni nrob gnieb

DEVELOPING AN INSTRUCTIONAL PROGRAM
FOR CONDITIONAL DISCRIMINATION

Kate Saunders
University of Kansas

Conditional control is fundamental to human adjustment. In a conditional discrimination, a response to a discriminative stimulus is reinforced only if another (conditional) stimulus is present. The conditional stimulus is said to serve an instructional function as a "selector of discriminations" (Cumming & Berryman, 1965).

Conditional discrimination is often studied using a two-choice arbitrary matching-to-sample procedure. Each trial begins with the presentation of one of two sample stimuli, A1 or A2. A response to the sample stimulus results in the presentation of two comparison stimuli, B1 and B2. The selection of B1 is reinforced in the presence of sample stimulus A1 and the selection of B2 is reinforced in the presence of sample A2. Sample stimulus order varies unsystematically across trials.

Matching-to-sample is also a widely used teaching procedure in regular and special education classrooms, and in language training for severely language deficient individuals. Indeed, many empirical studies of language related skills, including stimulus equivalence, rest on the experimenter's ability to train arbitrary matching.

Developmentally limited subjects often have great difficulty acquiring conditional discrimination. Despite the procedure's empirical and practical importance, few studies have examined variables influencing the acquisition of conditional discrimination under matching-to-sample procedures. As a result, the literature does not contain a procedure that reliably teaches conditional discrimination to developmentally limited individuals.

Joe Spradlin and I are conducting a series of studies focusing on the

acquisition of arbitrary matching by retarded subjects. The subjects of these studies typically have had extensive histories of failure to acquire accurate arbitrary matching performances under trial and error procedures (i.e., exposure to the terminal task with differential reinforcement). The working hypothesis has been that such subjects lack critical prerequisite component skills. Our search for these prerequisites initially focused on the two simple discriminations that make up an arbitrary matching problem - the successive discrimination between the sample stimuli and the simultaneous discrimination between the comparison stimuli.

In our first study (Saunders & Spradlin, in press) the successive discrimination between the sample stimuli was established by programming a different schedule of reinforcement in the presence of each. Differentiated schedule performance was acquired by the two subjects, and it was well maintained within conditional discrimination training sessions. However, neither subject acquired the conditional discrimination. We then exposed one subject to sessions that trained the simple simultaneous discrimination between the comparison stimuli, and to several reversals of this discrimination. The subject subsequently failed to acquire the conditional discrimination in sessions with schedule performance maintained. These findings indicated that establishing the two component discriminations was not sufficient to establish the conditional discrimination.

Both subjects did acquire the conditional discrimination under a

procedure that maintained both the sample and comparison discriminations within the context of the arbitrary matching problem. We call this the blocked-trial procedure. In this procedure, each of the two sample-comparison relations in the conditional discrimination occurred in blocks of trials within the session, with the size of the blocks gradually decreasing across sessions until sample presentation was randomized (schedule performance was maintained).

A second study (unpublished) had two major goals. The first was to replicate and extend the previous component analysis. To this end, the successive discrimination between the sample stimuli was established by training the subjects to name the stimuli rather than through different reinforcement schedules. The comparison discrimination training components (either the blocked trial procedure or standard simple discrimination training) were the same as in the previous study. In addition, the training components occurred in a different order across the two subjects. The second goal was to determine whether the amount of training required for acquisition would decrease across successive conditional discriminations. To this end, each matching task was presented under trial-and-error procedures before component training was initiated and after each component was trained.

Results showed that the amount of prerequisite training required varied across subjects and across successive conditional discriminations. Specifically, one subject acquired her first conditional discrimination following sample naming training but her second required both sample naming and comparison discrimination training. This subject then acquired four new conditional discriminations under trial and error conditions, without training of the component skills. The second subject did not acquire the first conditional discrimination with the

blocked trial procedure, but did acquire it when sample naming was added. He acquired the next two conditional discriminations under the blocked trial procedure alone, and the next six without component training. In general, each successive conditional discrimination was acquired more rapidly. These results, and results from additional pilot subjects, have shown the sufficiency of a set of training procedures that includes one or more of the components studied (sample discrimination, comparison discrimination, and the blocked-trial procedure). Each component, alone, has facilitated acquisition for at least one subject, while some subjects have not acquired the conditional discrimination until after exposure to more than one training component. In particular, both sample discrimination training and either the blocked trial procedure or comparison discrimination training have been necessary for some subjects. That is, when one of the procedures alone has not facilitated acquisition, the addition of the other procedure has.

On a partly empirical, partly logical basis, we have designed an instructional sequence that includes each of the aforementioned components. The sequence was designed to minimize errors. The procedure begins by establishing the simple discrimination between the comparison stimuli. Then the comparison that is designated correct is reversed on a session-by-session basis until subjects' selections reverse after no more than two error trials. Sample stimuli do not appear in these training sessions. Next, the successive discrimination between the sample stimuli is established through differential naming.

In the final step, the blocked-trial procedure is presented with maintenance of sample naming. Under this procedure, the simple discrimination between the comparison stimuli is repeatedly reversed, but

with the appropriate sample for a given correct comparison present. At first, reversals occur only across sessions, as in comparison discrimination training. Then, the number of successive trials with the same sample (and same correct comparison) is gradually reduced. We initially attributed the effectiveness of this procedure to the maintenance of the comparison discrimination within the context of conditional discrimination training, but other features of the procedure may promote sample control of comparison selection. Because of the comparison discrimination and reversal history, errors tend to be confined to the first or second trial of a block of trials with the same sample. That is, comparison selection is under the control of the consequence of the previous selection (if correct, the same comparison is selected; if incorrect, the other comparison stimulus is selected). As the frequency of reversals within a session increases, control over comparison selection is transferred from the consequence of an error to the sample stimulus.

We are currently comparing this instructional sequence to trial and error training using a multiple baseline design. Two moderately retarded subjects have progressed far enough to have learned one conditional discrimination. One subject has acquired one, and another subject has acquired two conditional discriminations under the programmed conditions while failing to acquire other conditional discriminations under trial and error conditions. An important future goal of our research program is to test the effectiveness of these procedures with lower functioning subjects.

In summary, a conditional discrimination involves (at least) three components: a simultaneous discrimination among the comparison stimuli, a successive discrimination among the sample stimuli, and control

of the comparison selection by the sample stimulus (conditional control). The first two are essential for the development of the third, but they are not sufficient. Our procedure successfully combines training of the two component discriminations with a procedure that facilitates control by the sample. It is of special interest to us that continued development of this procedure will allow the study of higher order processes, such as stimulus equivalence, in subjects who have not been studied previously because they have failed to acquire arbitrary matching. Including data from such subjects in the pool of data on stimulus equivalence may significantly enhance our basic knowledge of this phenomenon.

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Footnotes

Kate Saunders is a Research Associate at the Parsons Research Center, University of Kansas. This research was supported by Federal NICHD grant 5-P30HD02528 and 1-P01HD18955 to the Bureau of Child Research and grant 5-T32HD07173 to the Department of Human Development and Family Life, University of Kansas.

RECENT AND FORTHCOMING PUBLICATIONS IN THE
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GRANTS TO EAHB SIG MEMBERS

Following are summaries of research grants recently submitted or awarded to SIG members.

TITLE: "Reduction of domestic vehicle petrol consumption through behaviour self-modification."

INVESTIGATIONS: Dr. Bernard Guerin, Department of Behavioral Sciences, James Cook University, Townsville 4811, Australia.

DATE: 1989 AMOUNT: \$18,746 (Australian)

AGENCY: Department of Primary Industries and Energy Research Development and Demonstration Council.

ABSTRACT: The research is investigating the behaviour self-modification of petrol consumption by domestic car owners. Previous attempts using car pools and bus lotteries seem to be impracticable. The present method employs a changing criterion design. Baseline car logs give the amount of petrol used per week, the distance travelled in each trip, and the places visited on each trip.

Car owners are then asked to reduce their petrol consumption by an amount of their choosing -- about \$2 per pay period. A number of manipulations are being tested to support the reductions and maintain petrol consumption at the minimal level for each car owner. For example, the money saved by one group will be kept to pay the car registration the following year. This provides an instruction they can use to maintain the reduction. Long term followups will be conducted.

* * *

TITLE: "The interaction of instructions and experienced outcomes on decision making"

INVESTIGATORS: Dr. Bernard Guerin, Department of Behavioural Sciences, James Cook University, Townsville 4811, Australia.

DATE: 1989 Amount: \$5,000 (Australian)

AGENCY: James Cook University: Special Research Grants.

ABSTRACT: The aim of this proposal is to extend behavioural decision making research to compare decisions based on instructions with decisions based on shaping by the contingencies. This is important to help people avoid following both misguided instructions and misleading experiences of outcomes.

In gambling, for example, people will follow rules such as "I have to win soon!", rather than the contingencies of repeatedly losing. In risky situations, such as cyclones or bushfires, people will follow their limited experience with these hazards rather than instructions based on the experience of experts and careful risk analyses.

The research is to find out what variables control the switch in decision making from following instructions to following experience. Behavioral analyses clearly suggest that previous reinforcement for either following instructions or for experience in following contingencies will determine which is used. The use of this framework with concurrent VI VI choices is the focus of the present research proposal.

Specifically, the research will look at: 1) the comparison of single presentations of choice probabilities with repeated experience of the outcomes; 2) the effect of reinforcing either instruction-following or experience-following on choice behavior; and 3) comparing the effects of instruction-following and experience-following when the outcome contingencies change.

ABOUT THE EAHB SIG

The Experimental Analysis of Human Behavior Special Interest Group (EAHB SIG) consists of over 100 members of the Association for Behavior Analysis (ABA). The group is organized to facilitate the growth of a multi-faceted experimental literature using human subjects to analyze the relations between behavior and the variables influencing it. The EAHB Bulletin serves the SIG by disseminating information that customarily is not published in the archival journals of behavior analysis.

CONTRIBUTORS are encouraged to submit materials such as articles about EAHB as a specialty area; research notes, e.g., information about specific procedures, anomolous findings, etc.; annotated bibliographies; research profiles; convention and conference notices; course materials; and job announcements and other news of interest to SIG members (see recent issues for examples). Submissions should be sent to the EAHB Bulletin at the address given below.

NEW MEMBERS may join the EAHB SIG by completing the membership form and sending it, along with a check for dues (see below), to the Bulletin.

CONTINUING MEMBERS may renew their membership for 1989 by sending their name and a check for dues (see below) to the Bulletin. Please write "Renewal" in the memo section of your check. Send the membership form only if you wish to report a change of address or interests.

DUES for 1989 are \$6 U.S. funds. Despite rising costs, the SIG has been able to hold dues at a low level because (a) administrative costs have been subsidized by UNC-Wilmington, and (b) most of our members have generously added a voluntary contribution of \$2 or more to their dues. Unless this support continues, the SIG may have to cut back on its activities. If you can afford an extra \$2, please send it--the SIG will put it to good use in promoting the experimental analysis of human behavior.

ADDRESS all correspondence to: EAHB Bulletin, Department of Psychology, University of North Carolina at Wilmington, 601 South College Road, Wilmington, North Carolina 28403-3297.

Circle one: New Member New Address New Interests

Amount enclosed (U.S. funds, payable to EAHB SIG): \$6 \$8 \$10 \$12 \$ ____

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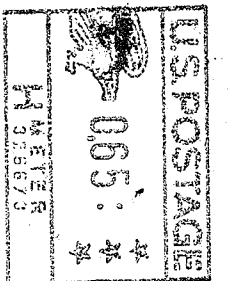
Department/Institution _____

Box or Street _____

City _____ State _____ Zip _____

Phone () _____ Interests _____

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