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The Translation of Elementary Principles of Behavior from English to Persian

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THE TRANSLATION OF
ELEMENTARY PRINCIPLES OF BEHAVIOR
FROM ENGLISH TO PERSIAN

by

Kambiz Alavi

A Thesis
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
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Kambiz Alavi
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INTRODUCTION

Elementary Principles of Behavior, an introductory psychology text by Whaley and Malott, was translated from English to Persian. The purpose of this translation was to present the basic concepts of the science of human behavior to the Iranian community. The book seemed well suited to this purpose for several reasons: (a) it is, as the title indicates, an introductory text; (b) its content is strictly behavioral in orientation; and (c) the book has been widely and successfully used in introductory psychology courses in the United States and Latin America.

Before describing the procedures involved in developing the translation and the methods of evaluating it, two aspects relevant to this project need to be briefly reviewed. First, a capsulized history of the development of behavioral psychology in the United States is presented. Next, the current state of psychology in Iran is outlined.

Behavioral Psychology in the United States

A new approach to the very old problem of studying human behavior was developed in the United States during this century.

In 1913, John B. Watson proposed a new field of study (Watson, 1913). The Watson doctrine stated that conscious thoughts or feelings were not the appropriate variables in studying human behavior, but behavior could best be understood by concentrating on observable, objective, practical facts. In keeping with this view, he
espoused the conditioned reflex or stimulus-response (S-R) approach to behavior. Although it changed the focus of psychology from the traditional realm of mentalism to the field of science, Watsonian behaviorism was an incomplete explanation of human behavior. It dealt primarily with what is now known as the respondent paradigm, leaving operant behavior to the psychologists of the future (Watson, 1913).

The work of Thorndike (1935) and others also influenced the formulation of behavioral principles. Through scientific animal research, Thorndike discovered the impact of consequences on the acquisition of behavior. His most important contribution was to summarize these findings into a principle called the Law of Effect. It stated that behavior is controlled by the consequences which follow it (Thorndike, 1935). Other psychologists of the time, such as Hull (1943), also studied the effects on behavior of stimuli which follow behavior, as well as stimuli which precede it.

The most important behaviorist of this century is B. F. Skinner who clearly stated the important relations between stimuli, responses, and consequences (Skinner, 1938). His laboratory research produced a strong empirical base for a complete theoretical analysis of behavior. As a scientist he stressed careful observation and precise data collection. He also introduced single-organism design, as opposed the traditional group design. This called for new methods of data analysis to supplant the conventional testing and statistical analyses. In addition, Skinner's discovery of schedules of reinforcement produced new explanations to replace traditional theories of, for
example, motivation. Perhaps most important, he provided a functional analysis of operant behavior, including verbal behavior even to the extent of private events such as feelings, thinking, and problem-solving. Skinner's years of research led to the formulation of a comprehensive philosophy, explained at length in many of his books (e.g., *Science and Human Behavior*, *About Behaviorism*, and so on) (Marxi and Hillix, 1973).

Developing out of the work of Skinner and others, the science of human behavior has proved to have a wide applicability within the United States. Unlike the traditional mentalistic approach to psychology which focuses largely upon mental illness (i.e., labeling and treating abnormal behavior), behavioral psychology has made possible analyses and applications concerning a much wider variety of settings and types of human problems. The following is a list of some of these areas, including representative examples of publications in each area: (a) the problem of normal child development and parent behavior (Bijou and Redd, 1975; Brackbill, 1958; and Herbert and Baer, 1972); (b) educational technology, at all levels (Hall, Lund and Jackson, 1968; Iwata and Bailey, 1974; McMichael and Corey, 1969; Michael, 1967; and Skinner, 1968); (c) mental retardation (Azrin and Foxx, 1971; Guess, Sailor and Baer, 1972); (d) severely disordered behavior in children (Lovaas and Newsom, 1976) and in adults (Ullmann and Krasner, 1975); (e) physical disability (Fordyce et al., 1968); (f) juvenile delinquency (Braukmann, Kirigin and Wolf, 1976); (g) criminal behavior and rehabilitation (Burgess and Akers, 1966); (h) problems of aging (Nietzel et al., 1977); (i) business and industry (Marholin and Gray, 1976); (j) community psychology and ecology
Psychology in Iran

The state of psychology today in Iran is, at best, indefinite. There is no centralized system to organize and disseminate the body of knowledge, traditional and modern, that has accumulated in the field. In the universities of Iran, the undergraduate programs lack many of the essential psychology courses, so that classes in other disciplines must be substituted. In addition, the psychology courses which are offered are of a psychoanalytic nature, either of the Freudian or Frommian type. (The same situation was apparent eight years ago in Mexico, as noted by Emilio Ribes Inesta in 1968.) And there are no graduate programs in psychology. Arasteh (1962) has summarized Iran's inadequate educational system by stating, "The blinded imitation of the French system of education and even more, their limited understanding of the purpose of education, severely damaged the Iranian education. They valued knowledge per se more than its applicability; theory more than practice; and the lecture method in preference to the laboratory approach. It was also more expedient to establish schools without laboratories than to include them."

A related difficulty is the lack of adequate texts. Good Persian translations of texts suitable for advanced courses in scientific psychology (or any type of psychology) are rare. For example, Parvian Birgendi (1967), who translated Abnormal Psychology in Modern Life by
Coleman (1956), stated that one of the major problems in Iranian education (including elementary school, high school, and college) is the lack of scientific books in the Persian language, especially texts in modern psychology. Another Iranian translator, Moshfegh Hamadani, has also emphasized the importance of translating psychology sources into Persian. He has noted that the study of psychology in other countries is advancing more rapidly because these places do have adequate texts. His translation of Child Psychology by Lester and Alice Crow (1961) is one effort to move toward an advanced psychology. Masoud Razavi, another of the few Iranian translators, recognized the need for source material concerning methodology. He translated Methods of Psychology by T. J. Andrews (1948). Thus, much of the material must be translated into Persian from English, French, or German, causing both financial and temporal problems. For example, adequately translated texts are limited by the long translation interval, which is often five years or more. By the time the material is translated, the information is outdated. Another problem is accuracy of translated materials, especially scientific texts, because translators are often not very familiar with the technical information they are translating. In some cases, books are translated by laymen, and this tends to make their validity seem questionable. Many of these translations are of sources concerning a psychoanalytic approach.

Aside from issues related to education, there are problems in other areas as well. For instance, procedures for obtaining a license to practice or official certification have yet to be established. Other problems for the professional psychologist include the lack of journals. Because little research is conducted, there are no journals of
experimental or applied psychology, nor are there professional organi-
izations comparable to the American Psychological Association (APA),
Association for Behavior Analysis (ABA), and others. Behavior analysis,
applied and experimental, is entirely unknown to the people. In sum,
Iran is about 40 years behind the progress of modern psychology.

Part of the reason for this inadequacy is the traditional cul-
tural role of psychology in Iran. Psychology in Iran sprang from
many sources, most of them unscientific. In philosophy, for example,
the importance ascribed to the soul has hindered the development of
a scientific psychology. Superstition in many forms has played a
significant part in the Iranian culture. And Iranians still turn to
Tarot cards and fortune tellers for advice. Thus, it is not sur-
prising that many Iranians consider psychologists as fortune tellers
who know the past and can predict the future. The notion of psychol-
ogy, in general, is intermixed with superstitious beliefs; psycholo-
gists are known as people with an "inner force" enabling them to "read
the mind." So, the general public often feels more comfortable bring-
ing practical problems -- domestic difficulties, psychological prob-
lems, and business pressures -- to a physician, clergyman, or to the
elder members of the family who are considered wise. Traditionally,
and currently, the Iranian people on the whole believe these to be
the most reliable sources of comfort and cure for behavioral as well
as physiological problems, regardless of the doctor, clergyman, or
elder's skill in assessing and treating these various ailments. And,
because of their background in medicine, even the psychiatrists have
more prestige than psychologists. Unlike medical doctors and psychia-
trists, psychologists are felt to be unnecessary; a more modern view
of psychologists is that their services are a luxury, often associated with the Freudian notion of an office with a couch.

Partly because of the traditional cultural role of psychology, the psychologist in Iran today has a limited impact on the culture. Psychologists are not involved in experimental or applied research. Their primary functions are restricted largely to teaching and testing. The influence of those few who are involved in counseling is negligible. Their clients form a very small group of Iranians -- the wealthy who can afford expensive fees. And, as noted earlier, these professionals must depend upon psychiatrists for their positions, as well as for equipment and drugs needed for some types of therapy. Moreover, the educational system being what it is, these Iranian psychologists are not well trained for clinical work.

There are many reasons why psychology has not progressed in Iran. As previously discussed, the Iranian people have a backward view of psychology. In general, Iranians do not consider psychology as a serious profession. For instance, many feel that it is a product of western countries, and, as such, it is confined to dealing with problems of the rich. Another example is that it is common among wealthy Iranian families, or even middle class families, that the children -- especially females -- choose psychology as a major just for fun, as a way to spend their time. A practical example of how low psychology is ranked as a profession concerns university entrance examinations. Those who apply to take these entrance examinations must fill out an application form which includes an item for ranking the student's desired field of study. Most students indicate their preferred field as medicine, engineering, business or economics, but acceptance into
such fields depends upon the student's score. If the score is high enough, the student will be accepted into his or her chosen curricu-
lum of study; if not, the student may choose a less popular area, such
as psychology, or may gain admittance to any program. It is signifi-
cant that the score required for admittance into psychology is con-
siderably lower than scores required for the more popular, more presti-
gious fields of study. Another reason why Iranians have a distorted
notion of psychology is that most people, rich or poor, never come
into contact with psychologists. The most popular distortion is that
psychologists treat crazy people; thus, the Iranians fear and avoid
being associated with mental illness.

Another reason why psychology in Iran has been little known to
the people is the lack of education. The majority of Iranian people
are not literate. Besides, most of those who can read and write
Persian do not know other languages in which many textbooks are written.
These factors, illiteracy and language barriers, are two major examples
of the lack of education which holds back progress in fields such as
psychology.

The lack of growth of psychology in Iran is also due to insuf-
ficient economic support. In Iran, as in other underdeveloped nations,
there are primary needs to be filled prior to educational considera-
tions. For the past century, up until the present, little economic
attention has been given to education because people have been strug-
gling for the essentials, such as food, shelter, and medical care.
And, even when there are government funds for education, the fields
of medicine and engineering, for example, have higher priority to re-
ceive them, while psychology and the other social sciences are ignored.
In addition to the lack of economic support, the backward state of psychology is due to the fact that the social sciences are considered "low" sciences. Since psychology and the other social sciences also do not provide for the immediate needs of the people, they are considered low sciences. When there is not actual demonstration of these sciences either in the laboratory or in applied settings, they are counted as having little value. Another major difficulty is that religion in Iran is in direct opposition to the theory and practice of the social sciences. In neighboring Lebanon, where the same Islamic religion dominates the culture, the practice of psychology is even prohibited by law (Melikian, 1964).

Adding to all of the above reasons for Iran's lack of progress in psychology is the political history of Iran. Over the last century, Iran has suffered political instability. Lack of proper leadership in the Iranian government and foreign intervention are two main causes of this continuing chaos. As Riza Arasteh (1962) has pointed out, "It's apparent that Iran's failure to advance in the political, social, educational, and economic fields has resulted from foreign intervention." In his book, Education and Social Awakening in Iran, Arasteh explains that the Russians, British, and Americans have intervened in Iranian politics because of Iran's oil and its strategic location. While Iran is an oil-rich country, the political leaders have kept the people poor and uneducated, 50% of them being illiterate (U.S. Department of State and Publication Background Notes, 1977).

In conclusion, the lack of development of psychology in Iran has derived from many factors, as explained in the discussion above. The translation of Elementary Principles of Behavior is a step toward the goal
of introducing behavioral psychology to the Iranian people. This goal is ultimately to bring a backward psychology to a more modern, technical, and practical psychology.
DEVELOPMENT OF THE TRANSLATION

The Process of Translation

There were three different steps involved in the development of the translation of *Elementary Principles of Behavior*. These steps were to select material for translation, to translate, and to edit the translated material.

For the first step, analysis was done to judge the worthiness of the material for translation. For the purposes of this translation, the criteria included: Was it an authoritative, introductory behavioral text? As noted earlier, the authors' credentials make this an authoritative text in the field of behavioral psychology. In addition, the book's popularity is evidenced by its sales — about 300,000 copies (Malott, 1979). Furthermore, as an introductory behavioral text, the book is designed to explain behavioral techniques and is rich in such content. These techniques are exemplified by the use of many actual cases. The authors have also presented these cases through a behavioral rather than a traditional approach. Moreover, the book provides information to satisfy two audiences — a technical audience and a non-technical one.

The next step was the translation of the book from English to Persian. After preparatory analysis of the book, the task of translating the material began. The translator used the method of literal translation. Literal, or word-by-word translation, means that the translator keeps all the information as it is while the translation is taking place. This type of translation seemed best for a textbook
because technical terminology had to be as complete and as close in meaning to the original as possible.

In the third part of the development of the translation, the translator edited the Persian manuscript. The Persian translation was compared to the original English version in order to determine the faithfulness of the translation. During this assessment any parts of the original which had been omitted were added, and any words or phrases accidently included by the translator were eliminated at this point.

The Problem of Translation

In the development of the translation, one of the major problems was producing a new terminology. In the translation of Elementary Principles of Behavior, difficulties arose when translating technical words from the source language to the target language. In many cases this required giving new life to an ordinary word or developing a new term in the target language to suit the purpose of the term in the original language. In some instances past translations had already provided a Persian word for a particular technical term in English. But in most of these cases, this caused additional difficulty because the Persian translation did not carry the meaning closest to the original term. For example, in one psychology text, eclectic in orientation, the term "reinforcement" is translated as the Persian word for "encouragement." This choice is not quite accurate. It is inappropriate for the same reason that using "reward" for "reinforcement" is inappropriate — the layman's more general usage is not controlled by the same precise variables as the scientist's technical
terminology (Malott and Whaley, 1971). In this case, the solution seemed to be using the Persian word ُرَفْعَةٌ (orfū), which is used by the layman precisely as the English word "reinforcement," meaning "to strengthen." Another example involves the term "operant," which has been translated as ُآرَسٌ (orūs), meaning "factor" or "function" (Chahbazi, 1978). While this translation seems to be the closest approximation, an alternative would be to use a Persian phonetic equivalent to the word "operant," especially since it is unlikely that a word similar to "operant" (similarly controlled, that is) exists in the Persian language because Skinner coined that term.

In general, where no Persian words existed for technical terms, the translator stayed with the English usage by providing a phonetic version of the word in Persian.

The second major problem in developing a translation was the cultural variables. The translator must take both cultures into account in translating material from one language to another. These cultural differences are important with regard to humor, customs, manners, and the style of life. The translator must also consider any disparity in the linguistic structures of the two languages. Because of the large differences between the Iranian and American (English-speaking) cultures, all of these factors were treated in the translation of Elementary Principles of Behavior. Even so, there were few changes made concerning cultural variables. One reason is that, as noted earlier, the method of literal translation was used, which requires keeping as closely as possible to the original wording. A second reason is that the Whaley and Malott book presents many examples from everyday life, and thus, the content usually includes
experiences common to people of both cultures. In a few cases, however, changes seemed necessary. For example, where Whaley and Malott talk about baseball and Mickey Mantle (p. 61), the translator refers instead to soccer and pingpong which are popular games in Iran and in the United States. Another example of this occurs when the authors explain Skinner's analysis of superstitious behavior. Here the translator replaced common American superstitions with Iranian ones. Instead of walking under a ladder bringing a person bad luck, the common Iranian superstition concerning sneezing was used -- upon sneezing, a person must not leave his or her home (or a friend's home, or the office, and so on) immediately but must wait about five minutes if he or she wishes to escape ill fortune.
EVALUATION OF THE TRANSLATION

This was a crucial step in which the translated material was submitted for evaluation to several persons fluent in both English and Persian. Two different methods of assessment were used. The more rigorous, more traditional one was the practice of translating back (Marilyn Gaddis Rose, 1977). This method was employed to determine whether constancy between the original and the translated material had been maintained. The second type of evaluation was the use of the translated material as an instructional tool in an introductory psychology course for Iranian students. A third possibility for evaluating the translation would be to give the product to a proficient speaker in the target language (Persian) to review and compare with the original book.

Back Translation

One important procedure for evaluating the translation was back translation. Back translation means that the translated material was translated again, this time from the target language (Persian) to the original language (English). An ideal assessment would include both a comparison of the original with the back translation and some test of practical action taken on the basis of instruction provided in the translated material. The latter form of assessment might be conducted by asking bilingual participants to perform a novel activity -- such as operating some simple apparatus -- using the translated material (in Persian) as the instructions. In this case,
the person's performance would indicate the accuracy of the translation (assuming, of course, that the instructions in the original material could be properly followed). Another possibility would be to ask participants to answer (in English) questions (in English) about information contained in the translation (Persian). Due to various constraints, the translator was unable to conduct this latter type of assessment. However, the former method of back translation was used to evaluate the translated material. This technique has advantages and disadvantages. The advantage is that the person interested in assessment of the translation can read the back translation in English and then compare it with the English original. Such a comparison can reveal weaknesses and strengths of the translation. For instance, discrepancies concerning cultural differences may be brought to the translator's attention. One example of this cultural variability between the English and Persian languages concerns the word "absolutely" (the phonetic Persian being "motlaqan"): "Americans use 'absolutely' to mean positively, sure, not to be doubted or questioned; whereas some Iranians use such a term for emphasis when perhaps something less than wholly definite is being communicated."

A disadvantage of back translation is that if the translation is poor in quality, the fluent bilingual person possibly can turn the garbled translation into good English; in this case, the back translation would give an inaccurate picture of the quality of the translation. In evaluating the translation of Elementary Principles of Behavior, however, the main concern was precision with regard to content rather than correctness of English grammar, syntax, and style.
The procedures for conducting the back translation were as follows. Different parts of the translated material were selected for back translation. These excerpts were given to nine bilingual student volunteers, four females and five males, with varying degrees of adequacy in speaking and writing skills in both languages. It was fortunate that all but one student had no behavioral background because students with a knowledge of behavioral principles might tend to correct the translated material while working on the back translation. The students were divided into three groups based upon the time period most convenient for each student to meet at a Western Michigan University classroom to work on the back translation. The students chose among three possible times -- a Sunday afternoon, that Sunday evening, or the next day in the afternoon. For each time period, three students appeared to work on the back translation. Supervising the back translation was an English-speaking doctoral student in behavioral psychology. This supervisor went through the following procedures for the two groups who met on Sunday, and the translator did the same for the Monday group. First, the supervisor asked the students to write answers to these questions:

1. What is your name?
2. What is your current academic level (freshman through graduate student)?
3. What is your major curriculum of study?
4. How many years have you studied English?
5. Do you have any knowledge of behavioral psychology, and, if so, how much?

Answers to some of these questions yielded the following information:
(a) participants included two undergraduates and seven graduate students;
(b) all students were nonpsychology majors, only one having taken a course in behavioral psychology (which happened to be the class taught by the translator in Persian, as discussed in the next section).

Next, the supervisor asked the students to write, in English, a paragraph about some recent event in their lives, perhaps a movie recently seen. These writing samples were collected in order to assess the student's written skills in the English language. When the writing samples had been collected, the supervisor gave the students instructions (orally) concerning the back translation. Most important was that students were told not to change -- add or omit -- anything from the translated material. In other words, they were instructed to conduct a literal translation in so far as possible. Another constraint was that the students were not permitted to interact with one another during the back translation. An additional instruction was that the session would last a minimum of one hour, but the students could stay as long as needed in order to complete the task. The students had been informed in advance to bring a Persian/English dictionary to the session. The supervisor then distributed to each student the materials for the back translation, that is, the excerpts in Persian to be translated into English. The excerpts were selected on the basis of content, technicality, the importance of the subject matter, and simplicity.

The procedures used to arrive at the results of the back translation were as follows. First, the excerpts selected for the back translation were arbitrarily numbered: (1) Summary (pp. 29-30), (2) Extinction and Schedules of Reinforcement (pp. 135-136), (3) Control of
Crying and Whining Behavior by Withdrawing Attention (p. 17), and (4) Thumbsucking (p. 5). Also, the students' products, the copies of the original materials (excerpts in English from Elementary Principles of Behavior), and the corresponding translation (in Persian) were put together for further analysis by the translator. After preparation of all these materials, the students' products were carefully studied. Afterward, the back translations by each student were compared with the original English excerpts.

Presented below are some of the highlights resulting from student performance on the back translations. Students A, B, and C translated the same excerpt (#1). Student A's product was close to the original book except that Student A used the word "concession" where the original had "warrant." Student B translated the Persian equivalent of "conditioning" as "stipulating," but none of the other students did this. The eight others correctly translated it as "conditioning." The reason why Student B used "stipulating" is not clear. Student B used "excess" and Student C used "plentiful" and "abundant" for the word "frequency" (when it occurred in Excerpt #1), whereas the original wording was maintained by Student A (Excerpt #1) and by Student E (when "frequency" appeared in Excerpt #2). Students C, E, G, and H all translated Excerpt #2. Students H and G used "darkness" and "silence" (respectively) for the term "extinction." Students C and E translated "extinction" correctly. For these four students who translated Excerpt #2, a critical error was that one student used "answer" for "response." One whole sentence was omitted from Excerpt #2 due to an error by the translator or the typist. The omitted sentence was therefore not
considered during evaluation except in the sense that this error rendered the excerpt more difficult to translate because the continuity of the content was disrupted. Students D, E, F, G, and I all back translated Excerpt #3. Student D's product was very close to the original wording, and Student E also did a good job. There were no obvious errors for these two students. Students F, G, and I produced a readable translation which captured the main points of the excerpt.

For Excerpt #4, Student B did a very accurate job. However, Student B had possession of the materials (the excerpt to be translated) for two weeks (at home); therefore, the student had more time to do a good job on it. Still, Student B's performance (as noted earlier) was notable superior to that of the others (who worked on Excerpt #1) for Excerpt #1 which Student B translated under the usual conditions. Student H made the main point concerning the excerpt (#4), but compared to Student B the performance of Student H was poor.

Comparisons of the students' back translations showed significant variability. This variability sprang from many factors. First, the variability originated from the difficulty of the subject matter. Second, the variability indicated the differences within a particular excerpt; for example, the beginning of an excerpt might be more adequately translated than the ending. A third source of variability was the differences among the nine participants with respect to their various skills in English. Another factor was the time taken to complete the back translation. It seems likely that the more time spent, the better the product since looking for proper terms and words takes time.
A final factor to consider is usage of the dictionary. Since different students used different Persian-to-English dictionaries and since various dictionaries give slightly different synonyms for the same word in many cases, appropriateness of some words selected by the students could well have been a result of the differences in dictionaries used.

On the whole, the results of the back translation showed that the back translations were quite close to the original English material. The results also indicated a great deal of variability among the products written by the students, especially with respect to precision of word choice concerning technical terms, as well as English skills. However, the practice of back translation itself is not enough to evaluate the correctness and readability of the translation. There should be another technique to support the results found through conducting the back translation. Also, experiencing the back translation gave some indications that the material should be revised along with the help of a Persian editor, one familiar with the principles of behavioral science if at all possible. Finally, a recommendation resulting from a review of the back translation is that the material must be checked once again with the original to ensure that nothing has been accidently added or omitted.

The Translation as an Instructional Tool

The second type of evaluation was conducted by using the translated material as an instructional tool. The translator served as the instructor.

Participating in this second method of evaluation were seven...
subjects, two females and five males. All of the subjects were Iranian students enrolled at Western Michigan University. The group consisted of one graduate student and six undergraduates. These students were selectively chosen in that they were required to have no history -- that is, no formal education -- with respect to behavioral psychology. And, all of the subjects were bilingual, able to speak and write both in English and Persian.

This method of evaluation was conducted by teaching an introductory psychology course to the seven students. The course was Psychology 150, held at Western Michigan University during the spring session of 1978. It was a three-credit-hour course. The text for the course was the translation of Elementary Principles of Behavior. The text, exams, and most of the instruction were in Persian, although lectures concerning behavioral terminology were sometimes delivered in both Persian and English.

The general course procedures were as follows. (See Appendix B for examples of course materials used.) First, a pretest was administered to ensure that none of the students had any prior knowledge of behavioral psychology. Pretest scores were zero for all students. Next, the students received a syllabus outlining the course policies and procedures. The class met five days per week for one hour each day. The instructional material (the translation of Elementary Principles of Behavior) was divided into seven units, and the class covered one unit per week, each unit consisting of two chapters from the book. In this way, about half the book was covered.

The procedures for each unit were as follows. Every Friday
the students received objectives to help them study the assigned material. They prepared over the weekend, independent of any help from the instructor, for the Monday exam. This method was employed to ensure that the students had no prior knowledge of the material. The examination usually lasted the full class period (one hour).

Most examination questions required short essays as answers. The examination questions were based upon the unit objectives. On Tuesday, the graded examinations were returned to the students, along with an answer key. On Tuesday, Wednesday, and Thursday, the instructor went over the correct examination answers with the students, and he gave supplementary lectures over the same material. On Friday, the class was conducted in both English and Persian -- the goal being to teach the students the English equivalent of the important behavioral terms they had just learned in Persian. There was a brief quiz every Friday over these terms. The emphasis of the Friday quiz and discussion was to familiarize the students with the behavioral terms in English, as well as Persian.

All of the exams were graded by the instructor and his assistant (who used an answer key prepared by the instructor). Reliability was calculated — agreements/agreements + disagreements x 100% — and was found to be 90%.

The results of this second type of evaluation showed that the translation was viable for use as instructional material. In general, all students completed the course with satisfactory grades: three students earned the grade of "A," three earned a "B," and one earned a "C." More specific results are presented in Appendix B, including graphs of examination scores for each student.
The third possible way to validate the translation would be to have a Persian scholar read the translation and send comments to the translator. Although this type of evaluation would not assess the accuracy of the technical material (unless the Persian scholar were also a behavioral scientist), it would provide a means of assessing (and improving) the readability of the material, as well as providing some commentary and suggestions for improvement concerning matters of grammar and style. This type of validation, however, remains for future efforts in that a Persian scholar is not readily available at this time.
CONCLUSION

Throughout this paper a number of important points were emphasized. One major issue was that today's behavioral psychology is indebted to many psychologists, particularly B. F. Skinner. In his book *Behavior of Organisms* (1938), Skinner introduced his formulation of the basic principles of operant behavior. Today, behavior modifiers, experimentalists, clinicians, instructors, systems analysts, theoreticians, and many others in the field are working with all kinds of people (and other organisms) in many different settings. Their efforts and contributions are collected in various professional journals and other publications.

Another major point was the state of psychology in Iran. There were a number of important factors viewed concerning the backwardness of psychology in Iran, including political, economic, and religious factors. Looking closely at Iran's present and past shows that the role of psychology has been overlooked. Iranian psychologists have had no real function in changing the people and their environment. Moreover, better than half of the population of Iranians are illiterate and uneducated, their repertoires limited by their primitive environment. Worse yet are the conditions of life for those Iranians who are retarded in the sense of physical disability.

In light of these conditions in Iran, the practical utility of a behavioral approach to the problems of the people, and the culture as a whole, should be evident. The progress made through a science and technology of behavior in the United States and in other countries
is encouraging and warrants the implementation of similar efforts in Iran.

Therefore, the goal of this project was to take a first step toward bringing behavior analysis to the Iranian community. *Elementary Principles of Behavior* seems to be an ideal text for this purpose. As the authors note in the Foreward to the book, "This volume seeks to teach principles of psychology to ordinary, undedicated, unenlightened, noninspired, nonheroic, beginning college students. We have found these individuals a wonderful group and we are dedicated to teaching them psychology." These remarks may be extended to the Iranian student, as well as to the Iranian people as a whole. To carry out the purpose of this study, it is hoped that this translation (after some revision) will be published in Iran so that students and laypersons will be given the opportunity to improve their environment and consequently their lives.
REFERENCES


Previously the point was made that there were two broad ways in which reinforcement could be produced by responses. One way was continuous reinforcement in which each and every response produces a reinforcement. The other broad category was intermittent reinforcement. In the last chapter, we discussed intermittent schedules in which reinforcement occurred as a function of the number of responses made. These were fixed-ratio and variable-ratio schedules. At this juncture in the current chapter we have seen two other types of intermittent schedules. In these schedules the passage of time brings about the opportunity for reinforcement. These are the fixed-interval and variable-interval schedules of reinforcement.

A general statement can be made about intermittent reinforcement schedules whether they be fixed-ratio, variable-ratio, fixed-interval, variable-interval, or for that matter, any other types of intermittent schedules. Intermittent reinforcement makes the response more resistant to extinction. The extinction procedure, you will remember, is the withholding of reinforcement when a response which has previously been reinforced is emitted. The result of extinction procedure is a decrease in the rate of occurrence of that response. If reinforcement is withheld completely for some period of time, the response will soon cease to occur. When this happens, the typical result is referred
to as extinction behavior.

When extinction procedures are applied to responses that have been maintained on a continuous reinforcement schedule, extinction behavior is usually completed rapidly. When extinction procedures are applied to responses maintained on an intermittent schedule of reinforcement, extinction takes longer. The organism continues to respond for a longer period of time although reinforcement has been completely deleted. Thus, responses which prior to extinction have been maintained on an intermittent schedule of reinforcement are said to have more resistance to extinction.

Some intermittent schedules of reinforcement generate behavior that is more resistant to extinction than others. All intermittent schedules, regardless of their specific characteristics, generate behavior which is more resistant to extinction than does continuous reinforcement. Obviously if an experimenter wishes to establish response patterns which do not collapse at the first sign of non-reinforcement, he will maintain them on an intermittent schedule of reinforcement.
How can we eliminate thumbsucking in young children? This is a common question. A common solution is to cover the child's hands with gloves or put them in cardboard tubes. However, that method is like cutting off his thumbs to prevent him from sucking them.

The principle of rewarding an individual for not doing something — as Mary was rewarded initially for not eating — was applied in the case of Roger, a five-year-old nursery school boy who persistently sucked his thumb. ¹

Over several days, Roger was observed as he watched animated cartoons. His thumb was in his mouth all of the time. Since Roger seemed to enjoy looking at the cartoons, it was decided that showing the cartoons would be used as a reward for his not sucking his thumb.

Roger sat in a chair in front of the motion picture screen for about three-quarters of an hour. For the first few minutes, the cartoons were shown continuously regardless of whether or not he sucked his thumb. He did in fact suck his thumb continuously. The cartoons were then turned off and were turned on again only when Roger took his thumb out of his mouth. After this procedure was repeated several times, Roger sucked his thumb only about one-half of the time. This experiment demonstrates that thumbsucking can probably be reduced by rewarding the child when he does not suck his thumb.

¹This section based on Baer, D. M. Laboratory control of thumbsucking by withdrawal and representation of reinforcement. Journal of the Experimental Analysis of Behavior, 1962, 5, 525-528.
Control of Crying and Whining Behavior by Withdrawing Attention

Crying is classified as operant or respondent. Respondent crying is that which is obviously the direct consequence of physical injury, occurs immediately after the injury, and does not depend on the presence of other people or particular circumstances. Operant crying on the other hand is not primarily associated with injury and does not occur unless others are present. Often the child will look around to ascertain the presence of others before he begins to cry. The occurrence of both kinds of crying can be modified by the proper contingencies; however, the operant type of crying is more immediately amenable to control.

In treating Bill, the experimenters did not terminate the study at the point indicated in the text. Although only one crying episode occurred in the last five-day period, some doubts still existed as to whether the removal of attention was the cause. It was conceivable that events occurring at home, a change in the child's physical condition, or other unidentified variables coincided with the removal of attention and might be the real cause of the diminution of crying behavior. In order to demonstrate that withholding of attention was the pertinent variable, the procedure was reversed, and the original conditions observed prior to the experiment were reinstated. That is, each crying or whining episode was reinforced with immediate attention. As a result, the frequency of crying rose dramatically and assumed the original high rate, demonstrating that the removal of attention was the critical factor. When attention was once more withheld crying again diminished to near zero frequency and remained at that level.
Summary

In this chapter, we introduced the use of positive reinforcement in conditioning. We described studies in which positive reinforcers of a consumable nature were used to condition the behavior of a severely regressed retardate and of normal infants. Nondible positive reinforcers were shown to be effective in conditioning a young boy's responsiveness to his mother's call, in conditioning active and productive play in a child, and in conditioning study behavior in a hyperactive child. From these cases the following points warrant emphasis.

1. The most important key to understanding, controlling, and predicting the behavior of individuals is the identifying or arranging of events that follow the behavior in question.

2. The term positive reinforcer is roughly synonymous with the more common term reward; however, a reward may or may not be a positive reinforcer. Only those events or objects that follow a behavior and subsequently increase the frequency of that behavior are defined as positive reinforcers.

3. An object, privilege, or dispensation that has been observed to be a positive reinforcer under some conditions and for some individuals may not act as a positive reinforcer for other individuals and under other conditions.

4. If an object or privilege with potential positive reinforcement qualities is to become a positive reinforcer, it must immediately follow the response to be conditioned.

5. Positive reinforcement may be used not only to condition
specific responses but also to condition whole classes of responses. A response class is a set of responses that have something in common, for example, active play. A change in a response class may be so pervasive as to modify the character of the individual.

6. Conditioning one response class may have the indirect effect of decreasing the frequency of another response class.

7. In order to describe and study behavioral patterns and response frequencies, the data may be represented graphically. Two types of graphs have been introduced. In one type of graph, frequencies of response for each subsequent period of time are plotted independently and correspond directly with a specific time interval. In a second type of graph, called a cumulative graph or record, the frequency for each time period is added to the frequencies for the previous time periods. This method of representation has the advantage of demonstrating behavioral changes in a quick and dramatic way.
لا يمكنني قراءة النص العربي المعطى بشكل طبيعي.
در این‌جا باید چنین گفته شود:

...
In this section, we introduced the use of the positive reinforcement in the conditioning. We explained those surveys in which the positive reinforcement were from the natural consuming materials and were used in conditioning the behavior of the individuals who were severely retarded or normal. Unedible positive reinforcements indicated that were helpful in the situation of conditioning of the child who used to respond to his mother's calling, in conditioning the child who was involved in the positive pedactive activities and recreations, and/or in conditioning the behavior of a noisy child at the time of studying.
With regard to these samples, the following points can be a concession for the above situations.

1. The most important key in understanding, conditioning, and forecasting of individuals' behavior, is diagnosing or regulating the events following a behavior.

2. The term "positive reinforcement" is approximately synonym with the common term of reward. But a reward might be either a positive reinforcement or not. The positive reinforcement is defined as: Only those events or things which follow a behavior and then increase the frequency of a behavior.

3. Something (extrinsic) which is distributed as a reward, in a specific situation, might be a positive reinforcement for some individuals while it is not so in a
different situation for different individuals

4. If something or a reward which is potentially a reinforcement, becomes a positive reinforcement, it should immediately follow the response and condition it.

5. The positive reinforcement is used not only for conditioning a certain behavior, but also for conditioning a series of responses. A series of responses consists of those responses which have something in common; for example, active performance. A change in the series of responses might be an influence that changes the personality of the person.

6. Conditioning a series of responses might effect indirectly on diminishing the frequency of another group of responses.
7. For explaining and studying the behavioral patterns and frequency of responses, the data might be displayed by graphs. Two kinds of graphs are introduced. In one kind of graph, the frequency of responses for specific times are depicted independently and directly compatible with specific time intervals. In the second type of graphs which is called "cumulative" graph as recorded, the frequency of each time interval is added to the frequency of the previous time interval. This method of displaying has an advantage that is the behavioral changes are indicated rapidly and in an outstanding manner.
5. چنین سیبتی معنی‌برنگار و قابل وضوحی دارد. به‌طور کلی، سیر پیشرفت در همین‌جا باید راکد شود.

4. سئوال‌هایی که در زبان سیستمی که در اینجا ذکر شده است، به‌طور کلی مطرح می‌شود.

3. در محیط به‌طور کلی چنین سیستمی، باید در نظر گرفته شود.

2. توجه وظایف کلی نسبت به تمامی دستورالعمل‌ها ضروری است.

1. نهایتاً، این مهم‌ترین سیستمی است. به‌طور کلی، فصل اخیری از دستورالعمل‌های مرتبط، در واقع قرارداد که به نظر می‌رسد، این دستورالعمل‌ها به‌طور کلی به شکلی ندارند.
Summary

In this section we have introduced the concept of the condition of positive reinforcement.

We have explained the process in which the positive reinforcement was of natural or normal characteristics, and was used for the condition of behavior of extremely relaxed or almost indigible.

The predictive or anticipatory positive reinforcement showed this influence in the repulsibility of a child who covered his mother's face, or repulsibility of a child in a productive or constructive activity, and or in the making of a consistent behavior of a unwanted child in the time of study.

With their respect to these examples, the
1. The next important key to understanding, controlling, and anticipating/predicting individuals' behaviors is in distinguishing or recognizing which of the above/mentioned behaviors.

2. The term "Positive Reinforcement" is almost synonymous to the common term "Reward." However, received care or love may not be a positive reinforcement. Positive Reinforcements are defined as: Making the accidents of negative value positive, i.e., a certain behavior, and afterwards, increase its success.

3. An object (material), privilege or a
divided and distributed object, which under a certain condition has been observed as a positive reinforcement for some individual to be not a positive reinforcement in another context for some other individual.

If the object of a particular type of reward is the same for all measures of its potential reinforcement, and the reinforcement becomes positive if shown consistent, be followed and appropriate the correct.

Positive reinforcement is not only used for shaping particular behavior, but is also used for stipulating a group of answers. A group of answers is constructed of answers which have a community in some matters. For example:
The change in group answers can be very effective to a point that it can change the general climate.

In depicting a group answer, one has an indirect effect in becoming the source of other group answers.

By the discovery and study of behavioral patterns and the class or relationships of groups, the data can be shown in a graph. There are two kinds of graphs. In one graph the principal cause of answers for a specified time are drawn individually and directly according to a certain time distance. In the second kind of graphs, which is called "collective" graph or mentioned, the ete.
of each time cycle period adds up to the current
sum of time period cycles. This graph shows
a visual advantage that is the graph quickly shows
the behavioral change in an intuitive manner.
مکین انجمن

چگونه می‌توانم مکین انجمن را در افراد و کودکان از بین ببرم؟ این بخش‌ها معمولی
و عادی است. خلوک داده این سه‌گانه برنامه‌ای که با استفاده از این دست ور
اوردهای فیزیکی و ایده‌گرایی بی‌پردازه تیم بسیار اوین رون می‌زنند تغل کردن انجمن کودک
چه جلوگیری از مکین انجمن است. اسیری را نداشته و بازیه زمانی که ارزیابی انگیزش انجمن
می‌تواند کرده به برده روانی به نام‌های، ای آموزشی، برتری روانی که دانانکت
خونری سیمی‌بمب‌دوز، بی‌پردازه و ارزیابی نظر سنجی‌پذیری به شما ای فینیتی
با ناطقی نسته‌دم وقتی راک تست ناها و قابل بودن انجمن راه‌نامه‌ای در می‌خوایم
راک بینارم‌بمب‌دوز از پرستاو و نکته‌پذیر کارکردن لنت می‌بایست پایایی که مناسب ندان
کارکن به بازیه و راک است. و این نباید انجام نداد. به مکین انجمن ارزیابی ارزش است. دوژه.
راکروی مردی مرگ‌پایی برد. قابل نمکره کاره (کارتهون‌ها) بی‌پردازه و دوژه، قابل نمکره کاره اویکت
بی‌پردازه اینم. اول اینکه کارکن نکه سه‌گانه می‌ذون برد. و نازک‌کردن برد. اونکت
خونری مکین‌های دو، و نازیبی‌رها. دره‌دندن انجمن هوش‌دازند. اینکه مکین
کاره قلی برد و دریاف. شاه داده است که مکین. خایری ناکت از اینکه دربندن برد. آورد
بر ارزیابی جنیک بی‌پردازه و راک است. درصدی آورد. نام‌آمده انگیزش راک انجمن
که عمل مکین‌های راک‌نیامده.
Licking his thumb

No one wants to discuss the thumb-sucking habit. The thumb-sucking habit is a common and frequent question. The common way of the solution is by using a pacifier. Children need covering. They are not to be left alone or for their comfort, for instance. However, the solution is like cutting the child's finger this way. Preventing the child's finger pain, in Roger's case, was given to him whenever he was not sucking his finger. Once, John said, "I have a friend who wouldn't..."

The thumb is used to rest the thumb. All the time John was used to receiving for several years. He was fond of that. Whenever he was feeling aching (enjoy, happy), John would talk with him. Because John enjoyed in the sun, it was decided that he could work there and as an accident for not sitting down there. Roger sat on the chair in the... The cart was shown for the first...
which actually he was doing it a
the time. The canteen was cut off and there
again, and this was the only time. Peter
looked and turned out of the surgery. After
painting the offender for several times,
Peter was enduring his sufferer only half an
hour. This second time, Peter
sucking. This time he could see the cord of the child
is recorded. It is for each
the time the baby is not drinking his milk...
حدود

در این جهت لازم به نهاده شدن و انجام کار

سپاس دانشور طی سفر سرم در دو گذشته

منابع اثر

به کمک کتابخانه و مرکز ویژه تحقیق

در چهارمین جهت کتابخانه

در پنجمین جهت کتابخانه

در هفتمین جهت کتابخانه

در هشتمین جهت کتابخانه

در نهمین جهت کتابخانه

در دهمین جهت کتابخانه
لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
Summary

In this chapter, we will introduce the use of positive reinforcement in conditioning.

We explained the researches in which, the positive reinforcements which were of consuming natural materials and conditioning the behavior of extremely retarded or normal people, were used.

The non-food positive reinforcements showed that in conditioning a child who responds to his/her mother's voice, or in conditioning a child who is involved in productive and pleasurable activities or in conditioning the behavior of a disordered child while studying, were useful.

Regarding these examples, the following statements could justify those conditions.

1. The most important key in understanding, controlling, and predicting people's behavior is to recognize or adjust regulating the events.
that follow a behaviour.

2. The positive reinforcement terminology is somehow synonymous to the usual encouragement terminology. But a reinforcer could be positive or not. The positive reinforcers are explained as such:
   only events or things would follow a behaviour and then excess of that increases behaviour.

3. A thing (matter), privilege or a distributed matter that, under some circumstances are observed to be positive reinforcers for some people, might under different conditions and for different people, not be a positive reinforcer.

4. If something or a privilege that has the potential quality of a reinforcer and immediately follows the response and conditioning
5 positive reinforcement is not only used in conditioning a specific behaviour but also is used in conditioning a group of responses. A group of responses contains the responses that have a common factor in some cases, for example, ( ) in a group of response could be so influential that changes the personality of a person.

6 Conditioning of a group of responses may have an indirect affect in reducing the excess of a different group of response.

7 for explaining and studying layouts of behaviour and excesses or abundance of response data might be shown as graphs. Two types of graphs are introduced in one type of excess of response for specific times and independently and directly with the time.
in the second type of graph that is named as accumulated graph. The excess of each time period is accumulated with the ones of the past period.

This way of presentation has an advantage, which is that it shows the behaviour changes rapidly and distinctly.

Finishing time 7:00

Abs
عکس‌نیز و برنامه‌ای تقویت
دری نهایی کهنگ مقدماتی برای آگاهی درباره کاربرد مهندسی تقویت نشان داد.
پیاده‌برداری کارهای تقویتی باعث بهبود کارایی سیستم‌های تقویت می‌شود.
سندرم کیفیت منابعی است که بهبود و بهبود سیستم‌های تقویتی می‌دهد.
دری نهایی قابلیت مهندسی برای روش‌هایی که در آن‌ها می‌تواند بهبودی داشته باشد و در نهایت
کلی ارتباط بین تقویتی تولیدی بوده و
و دری نهایی قابلیت فنی در برنامه‌برداری از منابع بهبودی برای روش‌هایی را استفاده می‌کند.
برای ویژه‌ی این نوع تقویتی بسیار آینده.
پیش‌بینی آلپر
بطور کلی که در این برنامه‌های تقویتی ماده میراد. دنیای این برنامه را
حوادث تجهیزات مهندسی کم‌درجه ای آماده بوده و این نوع مخاطب باید را در
مقاومت ماده‌های مناسب بوده است. اما یکی از مراحل اصلی مخاطر آرایش‌ها، می‌تواند عبارت‌بود و جدایی
ازنوهی بخاطر فیلی که وقوع آن در کنگره تقویتی بوده.
نتیجه‌ی بازاریابی و تبلیغات

در این روز، بازاریابی و تبلیغات به‌طور کلی برای روندهای جلوگیری‌برنده‌ای باز ویژه برای بازار فروش‌پیش‌باز

خواهان‌اندازه، زمان‌یابی ای، و اندازه‌الگویی نمودارهای به رفتارهای مصرفی
نیاز می‌یابد.

موثریکی رونه خاموسی در مورد پاسخ‌های تعیین‌نامه محور می‌شود، در حالیکه باخ‌هایی که با رنگ‌ها تقویت متناوبی

بوده‌اند که این‌گونه تعیین‌نامه‌های می‌تواند در روندهای فلوکت‌های تقویتی

واکنش‌گذاری ادعای می‌شود که تقویت مورد است

از آن‌رو، باخ‌هایی که در رنگ‌ها تقویت متناوبی تحت حمایت خواه‌ای کردن‌می‌گردد، و ممکن

خواهان‌اندازه داشت

بسته‌ای که محوریت باخ‌هایی رنگ‌های متناوبی تولید کنند، بازدهی می‌تواند

بوده‌اند که با رنگ‌های رنگ‌های فلوکت متناوبی استفاده خواهد داشت.
In the movie, Moonraker, James Bond, the
English spy, tried to discover the story behind
the space operation of some secret agent
who was trying to destroy the planet of
earth and build a new planet in the space
and produce a totally new race of people
and a unique and distinctive life style, which went down the drain
because of the hard to believe things
that James Bond did to destroy their plans.
Starting time 3:50

Extinction and Reinforcement.

In the previous sections our goals were described such that there are two ways that reinforcement could be produced by a response. One is, The permanent reinforcement in which every response is reinforced subsequently, and the second group is called the alternative reinforcement, which has a wide range in behaviour.

In the previous sections, we studied the alternative reinforcement which was as such: the dependent reinforcement occurrence is produced from the no. of responses, FR and VR are regarded as this type of reinforcement, and we also observed two rather examples of the alternative reinforcement which are as follows: the adoption of reinforcement is dependent to time, and FI and VI are regarded as this type of reinforcement.

In general, since reinforcement is trustworthy, the refusal of which program would be FR. VR. FR or VI.
characteristic that exists between them increases the extinction of the response reinforced in the past. This type of response resistance over the procedure was defined as stopping the present reinforcement that had been reinforced in the past.
The result and outcome of Extinction procedure is a decrease in the number of response occurrences.

If in general a prevention of reinforcement for a period of time occurs, the response occurrence would stop soon and when this situation occurs we would relate the sample results to "extinction behavior".

When the extinction procedure is used for selected responses, the responses that are facing a permanent reinforcement would immediately, where the responses that deal with alternate reinforcement would resist against extinction and the extinction would be longer. The living creature would continue to react even though reinforcement is disappeared.

Therefore, responses that are supported by alternate reinforcement program would resist and have a more resistance.
4.

Some of the alternate reinforcement programs would create some behaviours that have a higher resistance to extinction than others. All of the alternate reinforcement programs compared to permanent reinforcements, ignoring their instinct characteristics would resist the extinction program. What is obvious is that if an experimenter wants to use any non-reinforced responses that could last some time, she should select the alternate reinforcement program.

Abo Saeri

Finished at 5:00
Hossein Mehran, a native of Iran, has been in the U.S. for two years, majoring in industrial engineering.

The book which I have just read:

**Personnel Psychology**. This book discusses the application of psychology in management. Different theories related to the subject are presented in the book. The authors have concentrated on industrial psychology. This book is being used as a textbook in management dept. The book contains a group of interesting ideas about the human side of engineering.
Control on weeping by withdrawing attention

Weeping can be divided into respondent and operative. In respondent weeping, the child is reacting to a direct physical deprivation. It does not have any relationship with the child's attendance, and specific situation. Operative weeping, on the other hand, does not occur unless there is an absence of attention. Most of the children look around to be sure of the other's attention. Students with operative weeping can be changed by producing an appropriate condition; however, operative weeping can be controlled faster than respondent weeping.

In case of Jill, testing didn't terminate the test at the point which was supposed to be terminated. Although one weeping during the last few days was observed, it was not determined that if the elimination of attention has been the main reason or not. It was considerable that the events which were occurring at home, changes in the child's situation and other certain and uncertain changes, were consistent with the elimination of attention, and it is possible that they have been the main cause in reducing the child's weeping. For determining...
That if withdrawing the attention has been the cause of changability, the method was reversed, the attention which was observed before test was repeated. Consequently, the degree of weeping increased and reached the same degree as it was before treatment. This shows that the elimination of attention has been the considerable and effective cause. For the second time, when the attention was withdrawn, weeping was decreased to zero and remained at that level.
کنترل و تسلط بر کربن‌زور لیزری با ازدهی‌گرفته نیول

کربن‌زور و نیول‌زور، به‌طور گوناگونی در پیامدهای انرژی‌یابی، نمایشگران انرژی‌بندی و مولکول‌های انرژی‌بندی ازبین می‌روند. در اینجا می‌توان به عنوان یکی از این پیامدهای انرژی‌یابی، مدل‌گرایی و تبادل اطلاعات اشاره کرد. در اینجا می‌توان به عنوان یکی از این پیامدهای انرژی‌یابی، مدل‌گرایی و تبادل اطلاعات اشاره کرد.

تا قبل از اجرا، یکی از احتمال‌ها این است که نیول‌زور و کربن‌زور، به‌طور خاص در شرایط خاصی، می‌توانند در مخاطرات مختلف باشد. در اینجا می‌توان به عنوان یکی از این پیامدهای انرژی‌یابی، مدل‌گرایی و تبادل اطلاعات اشاره کرد.

یکی از این پیامدهای انرژی‌یابی، مدل‌گرایی و تبادل اطلاعات، ممکن است به‌طور خاص در شرایط خاصی، می‌توانند در مخاطرات مختلف باشد. در اینجا می‌توان به عنوان یکی از این پیامدهای انرژی‌یابی، مدل‌گرایی و تبادل اطلاعات اشاره کرد.

جه جملات متن‌نگار، کربن‌زور در فضای زمانی بین‌رود روزخور عده‌ای آسمان‌خراش می‌گیرند. در اینجا می‌توان به عنوان یکی از این پیامدهای انرژی‌یابی، مدل‌گرایی و تبادل اطلاعات اشاره کرد.

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خاموشی و پرتاب‌سازی تقویت

دریخ‌ها ی گذشته مقام‌سازی بیان نموده‌اند. بررسی یافته‌های پیش‌روی به‌روزرسانی‌ها می‌توانست
پویشا آن را باز تولید نماید. تقویت دانسته‌ها به‌روزرسانی در این مورد مطابقت با تقویت میدهد.

دسته‌ای بود که تقویت ستارگانی نامیده شده‌اند. بررسی پیش‌روی تنها رفتاری دارد.

دریخ‌ها ی قبیل مایه‌های تقویت منتا وی را می‌توان در این دیده و آن‌ها را دیده و سپس، وقتی تقویت

تا یکی از مهم‌ترین تولید کنندگان پرتاب‌سازی استفاده از این نوع تقویت بسیاری آینده

وحشین دیگر دریخ قبیل کرکوک دیگرا، دیگر تقویت منتا وی را مشاهده کرده‌اند پرتاب‌سازی دارد.

بودند. دریافت تقویت تابعی از این چراغ‌های نارمال و فی.

توجه‌های آینده

بطور کلی، کنار این پرتاب‌سازی تقویت می‌تواند در رسانه‌های پرتاب‌سازی چه در چیست دارد.

خواهشیردامیم مسئولیت مشترک را باید بگیریم. آن‌ها این نوع رفتار باشد و اگر

مقاوم در سیستم‌ها سازمان‌ها به‌روزرسانی، مثلاً تولید کننده‌های آزمایشگاهی، بررسی ممنوعیت بود.

از این تابع نهایی که وقتی آن درگذشت سافیتی به‌شکل
Extinction and Reinforcement

In the last chapters we described two goals as the Two vast ways result in creating reinforcement by response. One way was permanent reinforcement in which each response is subsequently reinforced. The second type which has is called intermittent reinforcement. An area in behavioral condition that in effect, the chapters we used the periodic schedule reinforcement. The occurrence of reinforcement is a function of the number of responses. FR and UR are two kinds of this reinforcement. Also, in the last chapters we studied the other types of intermittent schedules which were as follows. Reinforcement is a function of time, and FI and VI are two kinds of the reinforcement.

In general, what is true in the schedule despite the differences in FI, VR, FR, VI is the common characteristic they share. This schedule increases the resistance of response against extinction. As you might remember, extinction is to stop reinforcing a response which has been reinforced before.
finishing time 6.00

Like several others, I was interested in the experiment. There are two kinds of crying: respondent and operant crying. Respondent crying is the result of a physical stimulus. It occurs immediately after the labour and has nothing to do with the presence or absence of special conditions. On the other hand, it is not the result of any harm done to the person and it does not occur only when people are present. Usually the child looks around himself before starting to cry to be sure that other people are present. Both types of crying can be changed under certain special conditions. Though the operant crying is more easily controlled in treating Bill, the experimenters didn't end the treatment at the point mentioned above. Although, in the last five days, the crying stopped only once, still there remained some doubt as to whether the stopping of attention was itself a reason. It was considered of interest that what happened at home for the changes that occurred in the child's bodily condition and other vague changes, were all happening at the same time with the stopping of attention. This could mean that the stopping of attention was the real reason for these changes.

To show that stopping the attention was the real reason, they changed the type of treatment and the original behavior which were noticed before the experiment occurred again. As a result, the level of crying behavior went up (increased) and reached a new high point and this proved that the stopping of attention was a considerable factor. When the child once again saw
The most recent movie that comes to my mind is "Network," which I saw on TV last winter. To me, "Network" is one of the best movies I have ever seen. "Network" is a movie about the cruelty and corruption of the capitalistic society in which human values are being forgotten and an irrational thirst for money and materialism is taking their place. "Network" is the story of a television anchorman who discovers he is being dismissed.
کنترل و نظارت برکه‌های پری‌سیل‌سازی کردن نمونه‌های پری‌سیل‌سازی Respondent

رگی بودن نفی‌نده‌های Respondent با Respondent ممکن است. در صورتی که بیان‌های اتاق‌های زنده آزمایش و آزمایش‌های زنده و مبهم‌های زنده محض ضروری باشد، از آزمایش‌های زنده به‌دست آورده شده، نمی‌تواند در نهایت به آزمایشی شود. اگر نوع Respondent در آزمایش‌های زنده ممکن است، نشان‌دهنده می‌باشد که از نظر Respondent باید در نهایت با استناد به آزمایش‌های زنده مکمل‌شده شود. نتایج دیدنی که در آزمایش‌های زنده محض نشان‌دهنده می‌باشد، نمی‌تواند در نهایت به آزمایشی شود.

در صورتی که به دنبال نمایندگی نشان‌دهنده می‌باشد، نمی‌تواند در نهایت به آزمایشی شود. اگر نوع Respondent در آزمایش‌های زنده ممکن است، نشان‌دهنده می‌باشد که از نظر Respondent باید در نهایت با استناد به آزمایش‌های زنده مکمل‌شده شود. نتایج دیدنی که در آزمایش‌های زنده محض نشان‌دهنده می‌باشد، نمی‌تواند در نهایت به آزمایشی شود.

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Midnight Express is one of the most fascinating and interesting movies I have ever seen. It tells the story of a young American who travels to Turkey for a holiday and gets caught trying to smuggle two kilos of hashish out of Turkey. The movie starts with him at the airport getting ready to fly back to America. The rest of the movie tells of his hardship in the Turkish Prison and how he manages to escape from the Prison. If you have read the great book, you would know that Midnight Express is a movie that I recommend to everyone to see.
Control and Domination of Crying by Attracting Attention

Crying consist of two parts: respondent or operant respondent is the result of direct psychological hardship and shown immediately after some hardship and persecution and has no connection to people who are present or the circumstance.

Crying of the operand type does not come with hardship and persecution nor does it show unless certain people are present. Some children look at their surroundings before they cry to be sure others are present. The circumstances for both types of crying are interchangeable in the right conditions. Anyway, the operand type is controlled better.

During Bill's treatment, the observer did not find the treatment as rated at all.

If only one point of crying is a normal period of five days finally began to show up, but the were still that may cause attention by itself for some reason or not.
Qualified delibration is the happening that happen at home changes in the physical condition of the child and the rest of the changes are uncertain and not identifiable by getting rid of the attention and the chance opportunity it lead in the main reason for the reduction of the child's cry for slowing that getting the attention is the reason for the change, the main finding of the research we can see is reached. As a result, we paying in an unmeasured rise and to the a high degree reached it main and the a sign of that not getting attention has been an important reason and qualifying attention. Among the time that the attention is not given an immediate fall or cie in degree of zero reached and remain at that point.

Finish - 5.24
کنترل و تعبیه بنیاد پرواز بر روی مولکول‌های کربنی نیز در صورتی که می‌توان با دقت و دقت بالا این اتفاقات را مشاهده کنیم، به یک سری از اتفاقات آنالوژیک می‌باشند - گروه

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دریخراحت‌هایی که در آنها اشاره‌های متعددی به دوباره بانگ‌ورث بود، به‌صورت متوازن، می‌توانست
بودن دریخراحت‌های تغییر مناسب‌های حیات و بی‌پره‌بندی در روش و روش‌های مربوط به
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نتیجه‌ی مطالعه روند مدارک کامپیوتری در مراحل اول و دوم از نگاه اقتصادی نتایج مثبتی نداشت. در ادامه بحث می‌شود.

نتیجه‌ی متوسطه‌ی روزی شرکت‌ها در بخش زیستگاهی باعث چنین نتایجی می‌باشد.

اثر این تنظیمات در بخش زیستگاهی که به‌صورت تغییراتی در مراحل اول و دوم نتایج مثبتی نداشت، تأثیرات داشته و باعث نتایج مثبتی می‌شود.

پیش‌بینی کننده‌ی این بحث‌ها در مراحل اول و دوم نتایج مثبتی که به‌صورت محدودی می‌شود.
Hegel's Philosophy of Logic

This is a book written in the early 19th century by the great idealist philosopher, W. Hegel. In this work, Hegel rejects the old concept of logic, which was formed by Aristotle. Hegel's logic makes the foundation of Marx's dialectical materialism.
Darkness and the Programs of re-enforcement.

In the previous sections, we expressed our goals that there are two main methods which explained re-enforcement could be provided through the answer.

The second group, which is called "re-enforcement of periodic" it has a wide realm in the study of behavior.

In the previous sections, we considered the re-enforcement of periodic as follows: The realization of re-enforcement is the function of $F_I$ and $F_2$. We have been also observed, in the previous sections, some other kinds of periodic patterns which are explained as: The re-enforcement is the function of movement of time, $F_I$ and $F_2$.

In general, in the program which is a true re-enforcement program regardless of the...
Patterns of the programs (Fr, Vr, Fr, Vr), they all have a common characteristic. This common characteristic will increase the kind of resistance in front of the darkness. As you remember, the method of darkness is the present reinforcement while its realization had been charged severely.
The outcome of the method of the darkness is the reduction of occurrence of the answer.

If the formation of the re-enforcement stays for a period of time, the occurrence of the answer will follow as well when this event takes place, we can explain the relationship of the experiment to the "darkness".

The species can survive, if the method of "providing re-enforcement" has been used, while the use of "constant re-enforcement" has a reverse result. From here we can conclude that the answers which are under the protection of "providing re-enforcement" are under the protection of "providing re-enforcement" can resist longer against darkness. Some of their "providing re-enforcement" create particular behaviors which resist darkness longer than the others. Regardless of their particular characteristic all "providing re-enforcement in comparison with "permanent re-enforcement" resist darkness in a long period of time.
The control over the cry, through the method of not paying attention to that particular subject (respondent) in the cry, has two forms: (respondent) or (operant). Cry is the result of direct physical harmness and has nothing to do with the presence of other people or other conditions. The other kind of cry is (operant), which is not the result of physical harms but rather is caused by the presence of other people. The cry of a child is an example of this kind, who does not cry unless she/he makes sure other people are around. The occurrence of both kinds can be changed if other factors get involved. However, the kind of (operant) can be controlled faster than the other one.

In the recent Crying Bill Experiment, did not finish their Experiment in the test although there was only one case in which the cry occurred, but there are still some doubts.
whether (in view) itself was a cause or not. It was necessary to study other factors, such as:
the events that take place at home, the physical condition of the baby and other factors relating relationship of the taking away the child's attention to the particular subject, when the factor of not paying attention is considered; the rate of cry in a child is considerably reduced.
دریغ را ی گذشته نامه‌ای یپان دنگه درو، وسیع سنگریابان می‌توانید تجویز بشنید.

بولی باین نوبت دادم، یک راز تجویز نهاد. برای راز فعالیت زمین‌طلبی تنها درونه.

روت که تجویز منتنا ری از سیم‌هایها درونه، بی‌خاطر پیش راند و تضعیف کرده.

دریغ را ن تملی تجویز منتنا ری از سیم‌هایها درونه، بی‌خاطر پیش راند و تضعیف کرده.

تا کمی ارتباط دیپش دوری‌های بود. ۷ر و ۱۷ر از آن‌ها ای تحویل تبیین‌مان می‌آیند.

وصیعین فریب قیل در سرود دیگری از روندهای منتنا ری این‌ها دیک‌تر ۱۷رنگ‌بطین دهان.

بودن در بان تحویل نامی از آبزی‌یدن زمان و ۱۱ر و ۱۷ر از آن‌ها ای تحویل تبیین‌مان می‌آیند.

پیش‌مان ۱۷رنگ‌ده

پیچو تلی کد‌تاین برنا مک‌کرتی طرفی‌های درونه بانگ‌ک دورا پرما‌ها و ۱۷ر و ۱۷ر،

غامِب‌چین‌تر یکی مک‌کرتی کد‌تاین آب‌تایی به‌دست‌رسیده وارد

مقاوم‌سنجی در ریا می‌بساند. همه مک‌کرتی‌ها، کارا مک‌کرتی‌ها، و مک‌کرتی‌های

این‌تی‌کن‌ست، که تم‌کن زمین‌طلبی تنها درونه تجویز می‌کنند.
نتیجه‌ی برآورد ویژوالیستیک ارزیابی زمان‌گیری بی‌بی‌جی و بی‌بی‌بی از نظر آماری است که نشان می‌دهد

خواهان‌داران، زمان‌گیری این ویژوالیستیک ارزیابی نیاز به رفتار‌های

نیت می‌گیرند.

می‌تواند که نتیجه‌ی برآورد باشد که عین عده بکارگیرندگان شایع تقویت

داهنده‌ی فرآیند دعوت‌کننده اهمیت می‌دهند. در حالیکه باخیادی که باید نشان دهنده تقویت می‌باشند

سروکار دراندیدن ناپایداری مانا و صمیمی که واموی طولانی‌تر درخواهندگی موجود زندگی به

واکنش می‌گیرند اما می‌تواند که تقویت محوری به

از آن طریق باخیادی نیکه جایگزین می‌شود و تحت حمایت فرامرز کرند ویست پیشنهاد

خواهند داشت.

یعنی ازبرنامه‌ای تقویت متناوبی ویژوالیستیک تولید می‌شود. شایع تقویت متناوبی در فنی قابلیتی با تقویت دامی

مرفتها از اضافه‌ی آنها درسمیوی خواهی فرصت‌های این‌ها نیز تقویت می‌کنند که سلام

است اگرچه کنند که به‌خود باخدمانی را بی‌بی‌بی بی‌بی‌بی تقویت که بتوانند به مدتی دام

بی‌بی‌بی بی‌بی‌بی ارزیابی نیکه جایگزین می‌شود و تحت حمایت فرامرز کردن.
میکس‌ن انگیست
چگونه میتوانیم میکس‌ن انگیست را در اثر و کودکان آزمایش نمود؟ این پیش‌نمایی معمولی
وعادت است که از این سنین بی‌سنا نشته بوده که با اینکه باید رابطه داشته و
ولخرجان یونجه‌ای بپردازیم. پس وقتی این روند بسیاری قطع ترین انگیست کودک
چه جلوگیری از میکس‌ن است؟ امکان با داشتن یا ازبین‌رهازی این میکس‌ن انکشاف
می‌شود که رشد می‌تواند به‌رعیا برخی از آن‌ها ای درآموزش یا برنامه‌های که نامانکت
خودرازی‌ها می‌کند. به‌نگارندازه را بررسی نظرورنگا در پیام‌های‌های به‌نام‌های این‌ها
یا نشاطی نیست‌ام راک می‌بایست نمایان نقدی بوده باشد. نیازی جنایی‌های می‌باشند که
را جنگ‌نبردی‌ها باید از ساخته برای نمو‌و‌ویژن‌های کودکان را می‌پردازیم. اما که هر چه کودک
کارئی‌ها باشد یا نباشد، از ساخته‌های نازیت نمایندگی کنند؟ این الزام این استفاده
ومی‌باشد که نیازی نمایند. این نسخه‌ها با داشت یا ازبین‌رهازی این نسخه‌ها نمایند.

برای این‌که اولین انگیست کارئی‌ها نشته داده می‌خواهیم این داده رسانی‌های با نهایت
خودرازی‌ها می‌کند. به‌نگارندازه را با داشتن یا ازبین‌رهازی این میکس‌ن انکشاف
کارئی‌ها یا نهایت. انگیست که با داشتن یا ازبین‌رهازی این میکس‌ن انکشاف
نمایندگی کنند؟ این داده را داشت یا ازبین‌رهازی این میکس‌ن انکشاف
که عمل میکس‌ن را انجام نمی‌دهد.
Sucking the Finger:

How can we prevent children sucking their fingers? The simple way is to cover the child's hand with gloves, or putting the hand inside the paper tube, or similar covers. Anyway the way is to prevent child to sucking his fingers. Reinforcement have been used while the child prevented sucking his fingers. Roger, a five year old kid have been lived in the boys nursing school and was used to sucking his fingers. He was under observation for several years, while he was watching comedy movie, he kept his finger in his mouth. Since Roger seemed to enjoy comedy movies very much, it has been decided that by showing cartoons, to be used as a reward to not sucking his fingers. Roger sat in front of the screen for three quarters. Cartoon has been shown for a few minutes, regard less of him sucking his fingers or not, he actually did suck his fingers constantly.

Cartoon for showing the cartoon has been shoked and started—only when he 8 show his fingers out of his mouth, then system has been repeated till Roger sucked his fingers half the amount of time. This method has proven that a sucking the fingers in child can be reduced by using the reward system while he is not sucking!
ROZA AZIM

MAJOR: COMPUTER SCIENCE

MINOR: ECONOMICS

AS MAJOR: INDUSTRIAL ENGINEERING

I HAVE BEEN IN THE USA SINCE 1973.

THE MOVIE I SAW LAST NIGHT WAS "THE WALTZ." THE STORY HAPPENED IN SOUTH AFRICA AND INVOLVED A}

REVOLUTIONARY WHO HAD JUST BEEN RELEASED FROM JAIL. HE HAD A PLAN TO COMBAT THE SOUTH AFRICAN GOVERNMENT} 

TO PROTECT THE REVOLUTIONARY LEADER OF THE COUNTRY. WHILE PREPARING} 

HIMSELF TO SUCCEED IN HIS PLAN, HE GAINED IN TOUCH WITH SEVERAL PEOPLE TO HELP HIT THE} 

OUT OF THE COUNTRY. EVENTUALLY HE MANAGED TO GET OUT OF THE COUNTRY, BUT THE SOUTH AFRICAN POLICE CROSSED THE BORDER AND ARRESTED THE LEADER. REVOLUTIONARY PEOPLE ATTACKED THEM AND} 

KILLED OFF THE SOUTH AFRICAN POLICE MEN.
Silence and reinforcement programs:

In the previous sections, the ideas have been shown such as that
there existed two ways that reinforcement could have been obtained by silence.

One way of reinforcement bore the capacity to durable and each response has been followed
immediately. The second way is called periodic reinforcement which has
an endless duration and the
also has a wide influence in behaviorism.

In previous sections we examined the periodic type of reinforcement which resulted
in relative reinforcement according to the response. FI, VI, and in this category, also in
the previous chapter, we looked at the other types of fixed interval reinforcement which resulted
in relative reinforcement. However, in the time intervals, FI and VI are in this category.

In general, in this program regardless of type (FE, VI, FI, VII), reinforcement
existed. But the existence of similar categories in between them ensures the maintenance
of reinforcement instead of being silence. As you remember silence was preventing the
reinforcement of response which has been occurred earlier.
The result of silence is decreasing of reactions.

If silence has been restricted for awhile, presence will be taken again.

But when the silence is absolute, the result is the "Silent Behavior".

When silence is used for individual reasons, these kinds of reactions which have been related to constant reinforcement will be stopped. While individual behaviors familiar with immediate reinforcement will mount in the silence period so the silence will be longer. Being animals with constant reaction anotherly, the reinforcement diminishes.

Hence, these kinds of reactions which belong to immediate reinforcement will decrease.

Some of the immediate reinforcement regimes will cause obey and behaviors followed. They wish exist more to the silence than the others. Dependence to the individualism then the individualism, all the immediate reinforcement regimes compared with those with constant reinforcement will vanish in the case of silence and is obvious that if one observe such a silence.

One kind of behaviors without immediate reinforcement does prevail a silence. It will make

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کنترل عرض‌پذیری ویژوالساینسیک لایسنس‌زدن

گری به‌دست آمده تک‌پایه، معمولاً به عنوان پاسخ به مشکل‌های جمع‌آوری اطلاعات از آژانس‌ها و دریافت آژانس‌ها باشد، و در مورد سایر

اطلاع‌رسانی‌ها به‌طور کامل می‌تواند کم‌آیندیک شده یا مانند شده باشد. نمونه‌ای از مواردی که در این مورد می‌تواند تأثیر گذار باشد، این موارد می‌توانند شامل تعدادی از این‌چنینی باشند و در نهایت این موارد می‌توانند باعث شود که در نهایت این موارد می‌توانند باعث شود که

در مورد سایر نیز، می‌تواند در کلیه شرایط این موارد می‌تواند باعث شود که در نهایت این موارد می‌توانند باعث شود که

رایج‌ترین نوع این موارد می‌تواند در کلیه شرایط این موارد می‌تواند باعث شود که در نهایت این موارد می‌توانند باعث شود که

جن وچ بای گفت‌ و گذش مفس‌باشد.
I saw a Jews about the Jews eyes and it was a story about appearance of Jews in the head of New York. The movie showed a fighting between the Jews and man trying to catch it. The movie was exciting and interesting.
There are two kinds of cry. Respondent or operant. The respondent cry caused by physical irritation and there is no relation exist. With special or any special condition, operant cry caused by special person and there is no relation between this and any injury or turn. Usually the child begin starting to cry mostly around the sense of not existence.

Both cry is changeable under special condition. But we cannot tell the operant cry exactly on full treatment. The ingredients did not stop the treatment with exact that expressed in the promise. Although there was ending.
Ours was that of four in last five days but there was still doubt that
the omitting of attention was the cause.

It was thought that the other events and any change in the child's
condition, if omitting of attention had might
be the real cause in reducing of the
crying.

For showing that omitting attention from
the related changeable factor the experience
became reversed and they put original events
that was observed before experience.

Consequently the number of cry got
and reach to a high point and this
showed that omitting attention was the important
Course Description

Psy 150  Elementary Principle of Behavior  Spring 78

Course goals

This course is designed for two reasons: 1) roughly to evaluate the adequacy of translation; and 2) to teach you the Elementary Principles of Behavior in the Persian language.

This book seeks to teach principles of Psychology to ordinary people and beginning college students. The style of the book differs from the typical general Psychology text and is intentionally informal and more closely resembles that of popular magazines than an introductory text book. Most of the studies reported are concerned with the application of the analysis of behavior to human affairs. And, also some animal studies are noted which have obvious immediate relevance to human behavior. The book is arranged in this manner: start with simple concepts and terms and later grow in complexity according to the rate at which the student learns.

Physically, the course is divided into reading assignments in Persian. Each assignment consists of text material in Persian, a set of questions pertaining to the text in Persian. The material will be given to the student and the student will be required to take the test on the material in Persian.

Grading:

There are seven units, each unit consists of two chapters. We
will have a total of (7) exams on *Elementary Principles of Behavior*. There are 20 possible points on each exam. That yields a total of 140 possible points. To get an "A" you will need 90% of that or about 120 points; that means you can miss 20 points. A "B" will require 80% of the total or about 112 points and a "C" is a minimum of 70% or 98 points. There will be an opportunity for a make-up exam at the end of seven weeks. The students will be assigned to read some chapters to prepare for the make-up exam.

**Objective:**

The students will master the following basic principles of behavior:

- Positive reinforcement
- Conditioning
- Extinction
- Response differentiation and superstitious behavior
- Shaping, the method of successive approximations
- Schedules of reinforcement
- Time dependent schedules of reinforcement
- Stimulus discrimination
- Stimulus generalization and concept formation
- Fading
- Techniques involving gradual change (shaping, fading and attenuation of reinforcement)
- Imitation
- Stimulus control and verbal behavior
- Generalization of reinforcement therapy
1. a. Do you have any background in Psychology?
   
   b. If you do, what is your orientation?

2. Explain briefly what kind of psychology is being taught at W.M.U.

3. What is behavior theory?

4. a. Have you ever heard the name "Skinner"?

   b. Explain briefly his contribution in the field of psychology.

5. What is Skinner's model of behavior theory?

6. What is operant behavior?

7. What is respondent behavior?

8. What is reinforcement?

9. What is negative reinforcement?
10. What is positive reinforcement?

11. What is a stimulus?

12. What is a response?

13. What is behavior modification?

14. What is behavior analysis?

15. What is a discriminative stimulus ($S^D$ and $S^A$)?

16. What is stimulus generalization?

17. What is continuous reinforcement?

18. What is intermittent reinforcement?

19. What are the different schedules of reinforcement?

20. What is shaping?
21. What is fading?

22. a. What is an independent variable? (Example)
   b. What is a dependent variable? (Example)

23. What is a conditioned reinforcer?

24. What is a generalized conditioned reinforcer?

25. What is DRI?

26. What is stimulus-response chaining?

27. What is token economy?

28. What is imitation?

29. Explain superstitious behavior.

30. Explain adventitious reinforcement.
Elementary Principles of Behavior

Unit 1 Objectives Chapter 2 -- Spring '78

1. After years of experimentation and observation, what do the psychologists feel is the most important factor in the behavior of organisms?

2. Why was the term 'reward' discarded by scientific psychology?

3. What term is roughly equivalent to 'reward' and in what important properties does its definition differ from that of 'reward'?

4. Describe the work of Dr. Fuller, the researcher who was among the first to demonstrate the effects of positive reinforcement on a profoundly retarded individual. Approximately how long did he do this study?

5. Describe the behavior which caused the subject in Dr. Fuller's experiment to be labeled a vegetative idiot?

6. Describe briefly the procedure used and what response did Dr. Fuller and his assistants condition and what was the positive reinforcement.

7. Sugar-milk solution can be called a reinforcer in this case. Is it true of other cases?

8. What is conditioning?

9. What is the psychologist's preference to use the term 'conditioning' or 'learning'?


11. What is the difference between these two terms?

12. What is the use of the terms 'learning' and 'conditioning' today?

13. Explain what is little or no conditioning.

14. In the section entitled 'The Importance of Immediacy in Positive Reinforcement', what was the common feeling of most people about conditioning infants?

15. What response was conditioned in the study with the infants and what reinforcer was employed? What was the result of comparison?
1. In the study of psychology, years of observation and experimentation led us to believe the determining factor in the behavior of an individual is what follows the behavior. If the behavior yields a reward for an individual, the behavior will be retained and increased in frequency.

2. An object, privilege or dispensation offered by a giver as a reward may not be viewed in the same manner by the recipient.

3. In order to avoid a difference of opinion between a giver and receiver as to what constitutes a reward, psychologists use the term 'positive reinforcement.' For one individual, things may work as a reinforcer and for another, not. A candy bar, also a gold piece or a ticket may be a reinforcer but not for everybody. The thing which is given is a positive reinforcer only if it increases the frequency of a response or behavioral act it follows.

4. The first important study of the efficiency of positive reinforcement in the modification of retardate behavior was conducted by Dr. Paul Fuller as late as 1949.

5. The boy lay constantly on his back and was unable to roll over. He could hardly open his mouth, blink his eyes, manipulate his head and shoulders. His trunk and legs were entirely immobile. He was never heard to make a sound and could not chew food that was placed in his mouth. Now you know why the term 'vegetable' was often applied to him.

6. After observing the subject closely, Dr. Fuller and his assistants finally noticed that the retardate raised his right arm from a horizontal to a vertical position from time to time. The frequency at which he raised his arm for 20 minutes was recorded. The average number of times was once every minute. During the observations, they found that a syringe filled with a warm sugar-milk solution appeared to be enjoyable to him. It would serve as a positive reinforcer. Each time the boy raised his arm, a small amount of sugar-milk solution was squirted into his mouth. The solution was delivered to him reliably and consistently. If we assume that the solution of sweetened and warmed milk was a positive reinforcer, the frequency of arm raising should have increased and it did exactly that. The response that they were conditioning was arm raising. The positive reinforcer was the syringe filled with a warm sugar-milk solution.

7. For another individual, sweetened and warmed milk may prove to be far from a reinforcer; perhaps you would prefer other things.

8. The procedure of introducing a positive reinforcer immediately following a response with a resultant increase in the frequency of that response is called conditioning. The response rate was increased in this manner and is said to be conditioned.
9. They prefer to use the term 'conditioning' to describe what happens under these conditions and to reject the older and less explicit term 'learning'.

10. The term 'learning' is roughly defined as a change in behavior brought about by experience. It can be seen that 'learning' is a much broader term than 'conditioning'.

11. The meaning of conditioning is much more specific and exact than learning. Conditioning is easier to understand. It's the increase in the frequency of a response which has been recently associated with a positive reinforcer under explicit conditions. 'Learning' is a much broader term than 'conditioning'.

12. What is the use of the terms 'learning' and 'conditioning' today? Today, psychologists still use the term 'learning' when behavioral changes due to unknown or undefined experience occur. But, when scientific explicitness and rigor are sought, they employ the more restrictive term 'conditioning'.

13. Failure to present the potential reinforcer closely after the response will result in little or no increase in the frequency of the response, that is, in little or no conditioning.

14. Most people believe that infants cannot be taught directly although they develop on their own.

15. Head-turning response, bottles of milk. Three groups were in an experiment for head-turning on the left and on the right. For the first two groups, the milk served as a positive reinforcer to great effectiveness. It was served right after the response occurred. Right head-turning and left head-turning increased tremendously in respective groups. Introducing the milk failed to condition head-turning behavior where milk was randomly presented. In the third group, milk was randomly presented. The milk did serve as a positive reinforcer for this third group.
Student Exam Samples

1 - Why was the term "reward" discarded by scientific psychology?
This answer was given to the question by Mina Saeri.
The term "reward" can't be defined precisely. It is mostly interpreted as pleasure and satisfaction. The layman usually uses the term "reward". The term "reward" psychologically is not technical. The "reward" might increase the frequency of particular individual but that does not have the same effect for other individuals.

2 - What is conditioning?
If we introduce a positive reinforcer immediately after a response and the result is an increase in the frequency of the response this is called conditioning, and that response which its frequency increased is to be conditioned.

The same questions were answered by Farhad Sohrab.

1 - The term "reward" we know that any one response to a "reward" reaction in different people is different for example it may be gold medal for someone "reward" and for other not reward, or it may be cocacola for someone reward and for other not reward.

2 - Conditioning means when someone given response to us that immediately must be reinforced.
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