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A Bibliography (minus book reviews) with Selected Annotation by C. Binder

Those interested in the principles of functional behavior analysis would be well-advised to acquire and study some of the timeless publications in this bibliography. At least a few of them, in the reviewer's opinion, should be included in current-day graduate training syllabi.

Barrett, B. H. (1958). The role of insight. In J. M. Hadley (Ed.), *Clinical and counseling psychology* (pp. 62-120). New York: Knopf.

Zuckerman, M., Barrett-Ribback, B., Monashkin, I., & Norton, J. A., Jr. (1958) Normative data and factor analysis on the Parental Attitude Research Instrument. *Journal of Consulting Psychology*, 22, 165-171.

Zuckerman, M., Barrett, B. H., & Bragiel, R. M. (1960). The parental attitudes of parents of child guidance cases: I. Comparisons with normals, investigations of socioeconomic and family constellation factors, and relations to parents' reactions to the clinics. *Child Development*, 31, 401-417.

Note: One can see the origins of Barrett's enduring interest in identifying individual differences and using data for diagnosis and prescription in these early publications in clinical assessment and evaluation, pre-dating her work in laboratory operant conditioning using response rate measures.

Barrett, B. H. (1962). Reduction in rate of multiple tics by free operant conditioning methods. *Journal of Nervous and Mental Disease*, 135, 187-195.

Reprinted in

- Eysenck, H. J. (Ed.). (1964). *Experiments in behaviour therapy* (pp. 237-248). Elmsford, NY: Pergamon.
- Franks, C. M. (Ed.). (1964). *Conditioning techniques in clinical practice and research* (pp. 303-314). New York: Springer.
- Ullman, L., & Krasner, L. (Eds.). (1965). *Case studies in behavior modification* (pp. 255-263). New York: Holt, Rinehart, & Winston.
- Ulrich, R., Stachnik, T., & Mabry, J. (Eds.). (1966). *The control of human behavior* (pp. 143- 150). Chicago: Scott, Foresman.
- Wenrich, W. W., Shellenberger, F. F., & Strahan, R. J. (Eds.). (1968). *Conditioning and the modification of behavior*. New York: Selected Academic Readings.
- Edwards, D. DeA. (Ed.). (1970). *The experimental analysis of behavior*. New York: Selected Academic Readings.
- Kleinmuntz, B. (Ed.). (1974). *Readings in the essentials of abnormal psychology* (pp. 349-355). New York: Harper & Row.

Note: This widely reprinted case study reflects the influence of Ferster, Skinner, and Lindsley. It involved automated transduction and management of tic frequency in the laboratory.

Barrett, B. H., & Lindsley, O. R. (1962). Deficits in acquisition of operant discrimination and differentiation shown by institutionalized retarded children. *American Journal of Mental Deficiency*, 67, 424-435.

Reprinted in:

- Ullman, L., & Krasner, L. (Eds.). (1965). *Case studies in behavior modification* (pp. 348-358). New York: Holt, Rinehart & Winston.
- Edwards, D. DeA. (Ed.). (1970). *The experimental analysis of behavior*. New York: Selected Academic Readings.

Note: This groundbreaking study took advantage of an elegant laboratory paradigm developed by Lindsley and Skinner in their work with institutionalized psychotics. By functionally defining stages in acquisition of simultaneous stimulus discrimination and response differentiation using multiple channel cumulative recording and response rate measures, it was possible to conduct diagnosis and prescription in the laboratory. What stage of acquisition did each individual achieve under “standard” contingencies, and what changes in the functionally defined ingredients of the “operant equation” allowed each individual to move further toward full acquisition? This model defined in unmistakable terms the features of data-based functional behavior analysis as it relates to clinically defined behavior deficits and excesses. Any behavior analyst unfamiliar with this work would be well advised to find and study a copy of this article.

Zuckerman, M., Nurnberger, J. I., Gardiner, S. H., Vandiveer, J. M., Barrett, B. H., & den Breeijen, A. (1963). Psychological correlates of somatic complaints in pregnancy and difficulty in childbirth. *Journal of Consulting Psychology*, 27, 324-329.

Asano, S., & Barrett, B. H. (1964). A periscope for behavior observation. *Journal of the Experimental Analysis of Behavior*, 7, 430.

Barrett, B. H. (1965). Acquisition of operant differentiation and discrimination by institutionalized retarded children. *American Journal of Orthopsychiatry*, 35, 862-885.

Note: This paper continued the work reported in Barrett and Lindsley (1962). Another must-read publication for the current-day behavior analyst.

Barrett, B. H. (1969). Behavioral individuality in four cultural-familially retarded brothers. *Behaviour Research and Therapy*, 7, 79-91.

Reprinted in:

- Erickson, M. T., & Williams, B. (Eds.). (1973). *Readings in behavior modification research with children*. New York: MSS Information Corporation.

Note: This report demonstrates the sensitivity of operant conditioning methods and response rate measurement for clinical diagnosis. It explicitly connects Barrett’s early interest in clinical diagnosis and prescription with her later discoveries in the laboratory.

Barrett, B. H. (1969). Behavior modification in the home: Parents adopt laboratory-developed tactics to bowel-train a 5 1/2-year-old. *Psychotherapy: Theory, Research and Practice*, 6, 172-176.

Reprinted in:

- Zlutnick, S., & Katz, R. (Eds.). (1975). *Behavior therapy and health care: Principles and applications* (pp. 161-168). Elmsford, NY: Pergamon.
- LeBow, M. D. (Ed.). (1976). *Approaches to modifying behavior* (pp. 312-319). New York: Appleton-Century-Crofts.

Note: This was one of the first reported cases of teaching parents to apply behavioral methods at home.

Barrett, B. H. (1971). Behavioral differences among an institution's back ward residents. *Mental Retardation*, 9(1), 4-9.

Note: This report further demonstrated and showed refinement of laboratory methods for distinguishing among individuals based on functional analysis and response rate measurement.

Barrett, B. H., & McCormack, J. E., Jr. (1973). Varied-teacher tutorials: A tactic for generating credible behavior in severely retarded children. *Mental Retardation*, 11(6), 14-19.

Note: This paper describes a remarkably efficient process developed in Barrett's laboratory classroom for using minimally trained student volunteers to deliver and measure the results of instructional programs with a large number and range of institutional residents. An important effect of using multiple tutors for students was greater likelihood of learning and behaving appropriately with different people (generalization), confirming a hunch derived from lab studies showing faster acquisition and higher response rates in residents of a ward with greater staff turnover.

Barrett, B. H. (1977). The social worker as a facilitator of behavior change. *Social Work Focus*, 3(9), 5. (Abstract)

Barrett, B. H. (1977). Behavior analysis. In J. Wortis (Ed.), *Mental retardation and developmental disabilities: Vol. 9* (pp. 141-202). New York: Brunner/Mazel.

Note: This chapter – a comprehensive review of the literature in its field published over 25 years ago – stands today as one of the clearest, most elegant and thorough explications of functional analysis and its applications to behavioral instruction and “habilitation.” I have spoken with graduate students and faculty members in recent years who thanked me for referring them to this “old” publication and said that they wished they had read it earlier in their careers. This article can serve as a cornerstone for any course in behavior analysis for applied settings, or for Precision Teaching.

Barrett, B. H. (1979). Communitization and the measured message of normal behavior. In R. York & E. Edgar (Eds.), *Teaching the severely handicapped: Vol. 4* (pp. 301-318). Columbus, OH: Special Press.

Note: The data presented in this chapter have probably been shared publicly in the last 20 years by Carl Binder, Kent Johnson, and others more than virtually any other data set in existence. They illustrate the sensitivity of response rate measures and support the conclusion that only by including the time dimension in our instructional measures can we hope to “normalize” behavior.

Barrett, B. H., Johnston, J. M., & Pennypacker, H. S. (1986). Behavior: Its units, dimensions, and measurement. In R. O. Nelson & S. C. Hayes (Eds.), *Conceptual foundations of behavioral assessment* (pp. 156-200). New York: Guilford, Press.

Note: This co-publication with two of Barrett's most esteemed colleagues communicated important issues regarding the analysis and measurement of behavior at a time when Barrett's concern for the neglect of Skinner's measurement and analysis principles was accelerating. This chapter was written during the era in which Johnston and Pennypacker's groundbreaking book, *Strategies and Tactics of Human Behavioral Research*, was growing in its influence on our field, and is a timeless contribution that should be read by any serious behavior analyst.

Barrett, B. H. (1987). Drifting? Course? Destination? A review of Research methods in applied behavior analysis: Issues and advances. *The Behavior Analyst*, 10, 253-276.

Note: The one exception to my exclusion of book reviews from this list, this publication offered Barrett another avenue for expressing concern and providing an incisive analysis about the state of our field with respect to methods of analysis and measurement.

Barrett, B. H., Beck, R., Binder, C., Cook, D. A., Engelmann, S., Greer, R. D., Kyrklund, S. J., Johnson, K. R., Maloney, M., McCorkle, N., Vargas, J. S., Watkins, C. L. (1991). The right to effective education. *The Behavior Analyst*, 14, 79-82.

Note: Barrett chaired an ABA committee of colleagues representing important segments of "behavioral education." The committee produced this still-relevant summary of those features that behavioral research has shown to be effective, and therefore to be rightful and necessary elements of any optimally effective educational program. This document is well worth circulating to parents, educators, and colleagues involved in education, educational policy, or consumption of educational services. (The original paper is available for downloading at www.Binder-Riha.com/publications.htm)

Barrett, B.H. (2002). *The technology of teaching revisited: A reader's companion to B. F. Skinner's book*. Concord, MA: Cambridge Center for Behavioral Studies.

Note: This book, and Barrett's introduction to the new edition of Skinner's book (below), summarize both the history of Skinner-inspired educational efforts and, with timeless elegance, the ingredients of functional behavior analysis as they apply to educational programming. We hope this little book will become a staple in behavior analysis and education programs everywhere.

Barrett, B.H. (2003). Foreward. In B.F. Skinner (1968). Reprinting of *The Technology of Teaching*. Cambridge, MA: B.F. Skinner Foundation.