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NCJ-001176

By Richard C. Pooley

The Control of Human Behavior in a Correctional Setting

Center for the Study of
Crime, Delinquency, and
Corrections
Southern Illinois Univ.
Carbondale, Illinois

CORRECTIONAL STAFF TRAINING OFFICER INSTITUTES

A cooperative program,
with support from the
Office of Law Enforcement
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Acknowledgements

Any piece of work is, in part, the product of one's exposure to a variety of significant people and experiences. This work is largely indebted to such events and it would take pages to cite them all. However, certain experiences helped to shape this work in a fundamental way. My understanding of the principles presented here is the result of my experience with H. Colen, I. Goldiamond and J. Filipczak and our work in the CASE Training Institute, a project which they created and initiated.

This writing resulted from continuing work in a training project directed by Robert Brooks at the Center for the Study of Crime, Delinquency and Corrections, Southern Illinois University. The Correctional Staff Training Officers' Institutes are a cooperative program with support from the Office of Law Enforcement Assistance, U. S. Department of Justice (OLEA Grant #241).

The Control of Human Behavior

In A Correctional Setting

by R. C. Pooley

In our day by day interactions with people, we are constantly entering into subtle transactions with others. The degree to which such transactions run smoothly and are effective is a significant determining factor in our choice of friends and associates. Furthermore, our interpersonal skills are an indicator of our ability to deal effectively with our environment. Skills in interpersonal relationship involve a variety of control procedures which range from very common acts of self-control to almost dictatorial demands on others. The correctional officer relies heavily on his interpersonal skills and his ability to control the behavior of the inmates in his charge. The methods he employs to exert such control are varied and sometimes not clearly understood by the correctional officer himself. His methods are often responses that he has learned through experience and that have worked in the past. Sometimes, however, something goes wrong and there are outbursts of temper, and disruptions of the environment that may result in a serious riot. It has been demonstrated that violent or aggressive acts are the result of antecedent

events present in the environment. Violent and aggressive behavior is deemed to be undesirable. We would assume that the environment was not intentionally programmed to produce undesirable behavior. We therefore conclude that aggressive and/or violent behavior occurs because of a misunderstanding and misapplication of the principles that govern human behavior. The concern of this paper is to discuss some basic principles that govern human behavior and to present six procedures that are effective in controlling the frequency of a specified behavior.

A correctional officer is expected to function in an environment that works at cross-purposes to many of the positive traits of humanness such as growth. A prison is designed to limit the inmate's freedom, options, and his behavioral repertoire. The prison limits, rather than expands, the offender's world. In short, confinement is a bizarre and unnatural state. It is a natural inclination of living organisms to react to unnatural states in a variety of ways in order to survive. Consequently, the inmate may react to confinement in a submissive way, an arrogant way, a rebellious way, a subversive way, or in a cooperative way. Inmates who are cooperative are probably keenly aware of the reality of the situation. They know the deck is stacked against them and that the best

they can do is to bring all of their skills to bear in order to make the ordeal as painless as possible and perhaps even productive to some degree. The cooperative inmate normally does not present any problems.

The submissive inmate does not directly present the problems either; however, he may serve to stimulate deviant or undesirable behaviors on the part of others. For example, he may elicit varying degrees of brutality from some inmates and staff. He is on the bottom of the pecking order and is always available as a scapegoat. In this regard, his very presence may encourage and elicit deviant behavior from others.

The subversive inmate is a clever one. He is the manipulator. He often operates through a network of controls not easily observable in the environment. Others usually do his dirty work and take his punishment. He is a very skillful and perverse agent of behavioral control.

The arrogant inmate and the rebellious inmate are the most open in the behavioral patterns. Their behavior is both irritating and disruptive and can trigger violent behavior in others in an instant.

Over the years, experienced correctional officers discover ways to deal effectively with this curious mixture of behavioral patterns. He becomes extremely sensitive

to subtle cues that are present in the environment and learns to respond appropriately. Consequently, he maintains a reasonable degree of control.

What is the strategy of the effective correctional officer? What methods does he use? What resources does he bring to bear to the situation? These are some of the questions that will be discussed in this paper.

Previously, I spoke of inmates as being either cooperative, rebellious, arrogant, subversive or submissive. These are traits not only of inmates but of people in general. We all possess these traits in varying degrees. The question, then, is not whether or not a person is strictly a rebellious type or cooperative type and so forth, but rather the degree to which he uses various modes of behavior in his interpersonal relationships. Some of these modes are less effective in dealing with the environment than others. Some are "trouble-making" modes of behavior. The problem arises when we are expected to deal with a person who frequently engages in troublesome behavior or one who is intensely frustrated and inept. Consequently, our concern with behavioral control should not be directed so much at the kind of behavior, but rather at the intensity and frequency of specific behavioral events. For example, if one day an otherwise cooperative

individual suddenly talks back in a disrespectful way, this is no reason to categorize him as a rebellious individual. He may be temporarily irritated for a variety of very good reasons. On the other hand, if an individual is constantly disruptive, annoying, and insulting, he is emphasizing an undesirable mode of behavior too frequently and perhaps we should consider bringing this mode of behavior under control.

The reason for an individual's frequent use of inappropriate behavior may be attributed to his lack of awareness of alternative methods. Or, his past experience with alternative methods did not result in whatever goals he was seeking. Consequently he dropped them from his behavioral repertoire. I am reminded of the inmate who constantly acted up and consequently was frequently put into solitary confinement. This punishment procedure was ineffective in attenuating the inmate's inappropriate behavior. In fact, the punishment seemed to strengthen his inappropriate behavior on future occasions. Upon close examination it was discovered that the inmate was receiving a great deal of social approval and respect from his peers because he had demonstrated his ability to "take it" so well. The more frequently the subject was put into solitary confinement, the more frequently he would receive

admiration and respect from his peers. Consequently, he would engage in disruptive behavior more frequently in order to be put in solitary confinement. This is a pure example of how a procedure designed to weaken a specific behavior resulted in strengthening that specific behavior. And it takes precisely such a clear understanding of the dynamics of the events in order to correct the situation. Let us examine the variables that govern human behavior.

The functional vs. the topographic description of events. The functional definition of behavior refers to how one defines the behavior under investigation. It is to be distinguished from a topographic definition, the more conventional approach. When behavior is defined topographically, it is defined by applying some kind of criteria for classification. These may be terms such as "nouns" or "verbs" in language. The topographic definition defines an event in terms of how it appears and not in terms of what it does to the environment. In a functional definition, on the other hand, the behaviors are classified according to the effects they have on the environment. They are classified according to what they do rather than how they look. Therefore, two topographically dissimilar behaviors, pulling the hand-brake, and pushing the foot-brake, are functionally similar, in that they both can be

defined and by the common consequence of stopping the car. In analyzing human behavior, it is crucial that the behavioral events be defined functionally rather than topographically. Topographically dissimilar events may be functionally similar in that they are maintaining the same behavior. The importance of this concept cannot be over-emphasized. In order to bring a behavior under control we must first discover what events are maintaining the behavior.

Behavior is maintained by its consequences. Loosely speaking, reinforcement refers to strengthening behavior by attaching a consequence to it, and punishment refers to weakening a behavior by attaching a consequence to it. Behavior so strengthened or weakened will tend to return to its prior level if these consequences are no longer applied. This is referred to as extinction.

Operant behavior is behavior whose rate or form is governed by its consequences. Operant behavior is defined functionally by what it does in the environment, the changes it produces in the environment, and the effects it has on the environment. For the purposes of building a model, let us say that a specific behavior is observable in terms of a response (R).

In a functional analysis, a behavior (R), is functionally related to other events and conditions. This principle can

be expressed by the equation:

$$R = f(E) \text{ under } c.$$

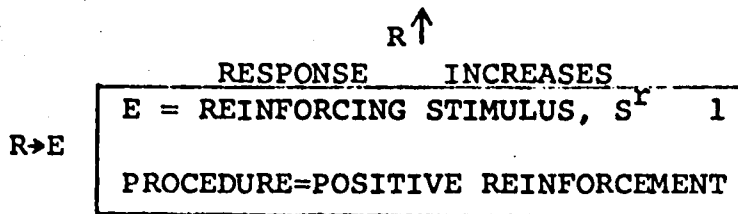
This equation divides the elements into two explicit domains. The specific behavior (R), that we are concerned with is one domain. The events (E), under certain conditions, (c), is the other domain. Each domain is related to the other and this relationship is symbolized by (f). In an experimental setting, the behavior (R), is the domain of the subject, and the events (E), under certain conditions (c), is the domain of the experimenter. In a correctional setting the behavior (R), is the domain of the inmate and the events (E), under certain conditions (c), is the domain of the correctional or professional staff. This distinction is crucial and it will be well to engrave it into your memory. Such an awareness may have profound effects on the way one handles a given situation. For example, as a correctional practitioner with these facts in mind, one should not demand specific changes in the behavior of inmates. Far better results will occur by altering the events and conditions within the institution in such a way as to make the occurrence of the desired behavior highly probable. Then, when the desired behavior does occur, it should be reinforced so that the probability of it occurring again in the future is even more likely. Consequently, desired

behaviors are occurring more and more frequently and undesirable behaviors are appearing less frequently in the inmate's repertoire. This, in brief, is the strategy of behavioral control.

Presented here are six procedures for altering the frequency of a response. A behavior (R) which leads to or results in an event (E) is diagrammed thus (R→E). The expected change in the behavior under a specific procedure is diagrammed (R↑), if the behavior increases, and (R↓), if the behavior decreases in frequency or intensity. The type of event and the procedure is defined in the box of the diagrams that follows.

POSITIVE REINFORCEMENT - If a response (R), is followed by the presentation of an event (E), and the response rate then increases or is maintained, then; the event (E), is called a reinforcing stimulus (abbreviated S^r), and the use of S^r to increase or maintain behavior is called positive reinforcement.

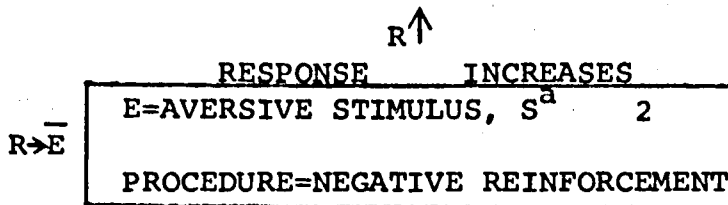
A MODEL OF THE POSITIVE REINFORCEMENT PROCEDURE



THIS PROCEDURE INVOLVES THE PRESENTATION OF A REINFORCING STIMULUS FOLLOWING THE RESPONSE, CAUSING THE RESPONSE TO INCREASE IN FREQUENCY OR TO BE MAINTAINED.

NEGATIVE REINFORCEMENT - If a response (R), is followed by the withdrawal (-), or postponement of an event (E), and the response rate then increases or is maintained, then the event (E), withdrawn or postponed is called an aversive stimulus (abbreviated S^a), and the use of S^a withdrawal or postponement to maintain behavior is called negative reinforcement.

A MODEL OF THE NEGATIVE REINFORCEMENT PROCEDURE

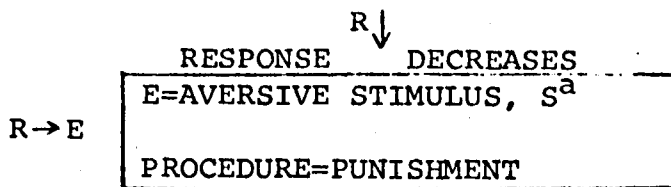


THIS PROCEDURE INVOLVES WITHDRAWAL OF AN AVERSIVE STIMULUS FOLLOWING THE RESPONSE, CAUSING THE RESPONSE TO INCREASE IN FREQUENCY OR BE MAINTAINED.

PUNISHMENT is the converse of the reinforcement procedures and therefore has two forms. The two forms, however, are not referred to as positive and negative punishment; they are just punishment. If a response (R), is followed by

presentation of an aversive stimulus (S^a), the behavior is attenuated; the procedure is called punishment.

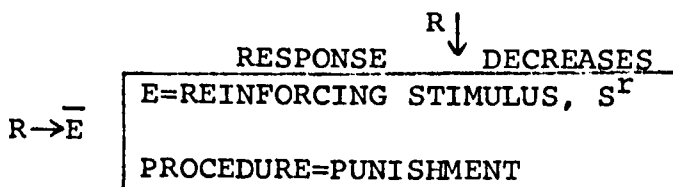
A MODEL OF THE PUNISHMENT PROCEDURE INVOLVING (S^a)



THIS PROCEDURE INVOLVES THE PRESENTATION OF AN AVERSIVE STIMULUS FOLLOWING THE RESPONSE, CAUSING THE RESPONSE TO DECREASE IN FREQUENCY.

If a response (R), is followed by withdrawal, (-), of a reinforcing stimulus (S^r), the behavior is attenuated, and the procedure is called punishment.

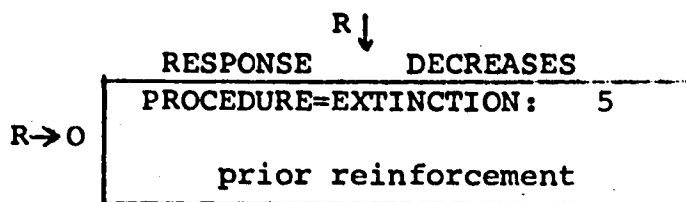
A MODEL OF THE PUNISHMENT PROCEDURE INVOLVING (S^r)



THIS PROCEDURE INVOLVES WITHDRAWAL OF A REINFORCING STIMULUS FOLLOWING THE RESPONSE, CAUSING THE RESPONSE TO DECREASE IN FREQUENCY.

EXTINCTION involves attaching no consequence to the behavior, ($R \rightarrow 0$). EXTINCTION can be used to increase or decrease the frequency of response; consequently there are two EXTINCTION procedures. If a previously reinforced response (positively or negatively), is now no longer followed by presentation of S^r or withdrawal of S^a , then extinction ($R \rightarrow 0$) occurs, and response rate will decrease.

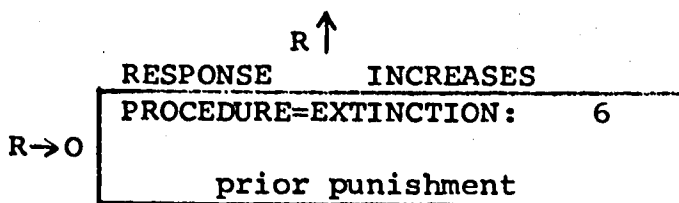
A MODEL OF THE EXTINCTION PROCEDURE INVOLVING PRIOR REINFORCEMENT



NO CONSEQUENCE IS ATTACHED TO THE BEHAVIOR

If a previously punished response (either way), is now no longer followed by presentation of S^a or withdrawal of S^r , then extinction ($R \rightarrow 0$) occurs, and the response rate will increase.

A MODEL OF THE EXTINCTION PROCEDURE INVOLVING PRIOR PUNISHMENT



NO CONSEQUENCE IS ATTACHED TO THE BEHAVIOR

SUMMARY --

Behavior whose frequency or form is governed by its consequences is called operant behavior. Operant behavior is defined, functionally, by its consequences - by what it does in the environment, the changes it produces in the environment, or the effects it has on the environment. These consequences can be classified into six categories, as charted in the following matrix and bar (Cohen, Goldiamond, Filipczak and Pooley, 1968, p. 25).

	R ↑		R ↓	
	RESPONSE	INCREASES	RESPONSE	DECREASES
R → E	E=REINFORCING STIMULUS, S ^r	1	E=AVERSIVE STIMULUS, S ^a	3
	PROCEDURE=POSITIVE REINFORCEMENT		PROCEDURE=PUNISHMENT	
R → \bar{E}	E=AVERSIVE STIMULUS, S ^a	2	E=REINFORCING STIMULUS, S ^r	4
	PROCEDURE=NEGATIVE REINFORCEMENT		PROCEDURE PUNISHMENT	

	R ↓		R ↑	
	RESPONSE	DECREASES	RESPONSE	INCREASES
R → O	PROCEDURE=EXTINCTION:	5	PROCEDURE=EXTINCTION:	6
	prior reinforcement		prior punishment	

One of the most effective control procedures is positive reinforcement. What reinforcers, one might ask, are available for the correctional officer's use in a correctional setting? Upon a superficial examination, it would seem that there are no reinforcers available in a correctional setting. Certainly there are fewer reinforcers in a prison because such severe limitations are placed on inmate behavior. However, a closer look at the environment reveals that there are numerous reinforcers available for the correctional officer to use. There are hundreds of reinforcers appearing and disappearing every moment of the day within the correctional setting, or any other setting for that matter. The question of, "What are the reinforcers?" now can be restated in terms of "How do I sharpen my perception to recognize a reinforcing event when I see one?"

In order to perceive something, to measure it or to weigh it, for example, we must be aware of it through one or more of our physical senses. In the study of behavior, we sometimes find reference to inner states of the organism such as drive and motivation. In setting up procedures to control human behavior, these terms are useless because one cannot normally see "inner-states" or measure them in any way. If you don't believe me, then show me a drive, measure some motivation, or define accurately the feelings of another. These, of course, are impossible tasks. Consequently, nothing presented here will refer to inner-states of the organism or to concepts of drive or motivation. The strategy outlined in this booklet is presented in terms of what we can do as controlling agents to make the occurrence of desired patterns of behavior more probable. These patterns of behavior are increased or maintained by measurable events which we systematically design into the environment.

In a series of experiments, David Premack has found evidence to support the position that there is no need to invoke a drive concept in explaining why certain events function as reinforcers. In an experimental setting, if an event is reinforcing, it is so simply because matters have been arranged, such that the event has a higher probability of occurring than the response we are attempting to strengthen.

(Homme and Tosti, 1965) In view of this, a reinforcing event is not defined in terms of its topography or how it looks, but rather how it functions and its frequency of occurrence. In short, events that appear in the repertoire of an individual more frequently can be used to strengthen events which appear in his repertoire less frequently. This is the Premack principle (Premack, 1965). In general, the Premack hypothesis can be stated thus: If behavior "B" is of higher probability than behavior "A", then behavior "A" can be strengthened by making behavior "B" contingent upon the occurrence of behavior "A". This procedure is referred to as contingency management.

This strategy can be applied in the correctional institution with varying degrees of sophistication. These methods have been used successfully in a special project (CASE project), conducted in recent years at the National Training School for Boys in Washington, D. C. (Cohen, et. al., 1967-1968). For a number of years, the Draper Correctional Institution in Elmore, Alabama, has been using principles of behavioral control in their program. (Clements and McKee, 1967). A primary concern of both projects is to increase learning of adaptive behavior among the inmates by applying the system of contingencies in an environment specifically designed for the purpose of shaping behavior (Shah, 1966).

Literature on these "total design" projects is available. (See Bibliography) However, at this point in time, the majority of correctional workers are not working in such specifically designed environments. Consequently, some general statements should be made regarding the use of these procedures in a more conventional correctional setting.

Human beings signal, in a variety of ways, when certain behaviors may be reinforcing ones. For example, an inmate may say, "I'd rather work at that job than this one". Translated, he is saying, "That" job is a reinforcing event for him. Accordingly, the correctional officer using contingency management, may say to him, "All right, when you demonstrate that you have learned to behave appropriately (specify "appropriate" behavior), then I will see to it that you are transferred to the job you desire." (It must be pointed out that at this point, the correctional officer has made a contract with the inmate and consequently, the correctional officer must be in a position to hold up his end of the bargain. The whole system falls apart if the controller doesn't keep his promises.) Another signal of reinforcing behavior, as Premack points out, is its frequency of occurrence. As a matter of fact, the inmate may give the signal often enough and intensely enough for it to be distinctly annoying. The adaptive thing

to do is to use, rather than be annoyed by high probability behavior. Use the high probability behaviors to reinforce low probability behaviors which need strengthening.

For example, an inmate may frequently approach a correctional officer by asking trivial questions, by asking for help with a personal problem, or by just making small talk. Translated, the inmate may be saying that he wants the companionship of the correctional officer, that he sincerely has a personal problem that he wants to discuss, or that he just wants to make small talk; he wants to talk to somebody. In this case, the correctional officer may respond in the following way: "All right, we will discuss this matter, but first let me point out something to you. This morning, I asked you to stop arguing (or whatever), with your fellow inmate. You ignored me and continued to argue until I had to physically separate you. In the future, I want you to stop arguing when I ask you. If you cooperate with me in the future, I will be only too glad to discuss matters at a convenient time."

These two examples serve to illustrate two methods whereby events may be recognized as being reinforcing to an individual. There are other ways to recognize such events. In his day-by-day work, the correctional officer should sharpen his perception regarding reinforcing events.

He should continually observe inmate behavior and determine the acceptable behaviors that are in the inmate repertoire. He should use these events to strengthen other desirable behavioral patterns that are less frequent in the inmate repertoire. The correctional officer should use contingency management.

A second class of reinforcers available to the correctional officer is social approval. All human beings have a need for a certain amount of social approval. Frequently, inmates look to the correctional officer as a source of social approval. At every opportunity, the correctional officer should make the practice of consistently and subtly approving the appropriate behavior emitted by the inmates. By showing approval for appropriate behavior, and ignoring, as much as possible, inappropriate behavior, the correctional officer is accomplishing two things. He is increasing the frequency of the appropriate behavior through the procedure of positive reinforcement. He is decreasing the probability of inappropriate behavior by the use of extinction. Furthermore, he is teaching the inmate to deal with his environment more competently. He does this by causing the offender to engage in behaviors that are incompatible with behavioral patterns which would probably lead him into future trouble. The correctional officer

is thereby subtly and consistently modifying the inmate's behavioral repertoire. Consequently, the inmate may recognize his successful behavioral patterns, engage in them more frequently, and be rewarded, accordingly, by fulfilling his needs. All this can be accomplished without the use of punishment.

The philosophy of punishment is a complex one. It is true that punishment will bring certain behaviors under control. It is also true that punished behaviors will tend to return to their former frequency when the punishment is removed. Consequently, any lasting behavioral change through the procedure of punishment will probably not be maintained in a non-punishing environment. Punishment, therefore, is not a realistic rehabilitative procedure. Furthermore, punishment carries with it certain side effects that may tend to intensify the punished response when the punishment is removed. In other words, if a response is punished, it may be temporarily attenuated, only to return more intensely when the punishment procedure is stopped. I am sure that any experienced correctional officer has seen this phenomenon occur. In view of the complex dimensions inherent in the philosophy of punishment, the use of punishment should be minimized. It should be used only when the punishment procedure is thoroughly understood, and only as a temporary

procedure to be followed by other more productive corrective measures such as positive reinforcement and extinction.

The following example is a behavioral analysis where punishment (a form of aversive control) is used. There is no doubt that this procedure brought the inappropriate behavior under control. However, there is no guarantee that the inappropriate behavior will not occur in the future. Certain undesirable side effects may also occur as is pointed out in the final comment of this analysis. Included in this analysis are other comments which are references to defining the environment functionally. The events are analyzed in terms of what they do in the environment and what other behaviors are maintaining such events. I hope you find this a useful and informative analysis which will guide you toward viewing your environment in functional terms, thereby enabling you to modify events so that desirable behavior occurs more frequently. It's like this! We shape the environment and the environment, in turn, shapes us.

Environmental and behavioral control are used by all of us more frequently than we realize. We don't, however, recognize such events as control procedures. In a correctional setting it is beneficial to be acutely aware of such

A BEHAVIORAL ANALYSIS :



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"FANTASTIC" BEHAVIOR (ie. DOG BEHAVING LIKE A MAN-EATING FISH) IS MAINTAINED BY THE CONTROL THAT SUCH BEHAVIOR EXERTS ON THE ENVIRONMENT, (ie. BOY STAYS INSIDE; THE CONSEQUENCE OF "GOING OUTSIDE" IS "GETTING CHOMPED.")

THE THERAPIST STARTS WITH THE CURRENT RELEVANT REPERTOIRE, (ie. "O.K. YOU'RE A FISH.")

CONTINGENCY RULES ARE STATED IN STEP #2 OF THE PROGRAM.



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THE AVERSIVE CONSEQUENCE OF "FISH-BEHAVIOR" IS STATED. (ie. $R \rightarrow S^a$, A FORM OF AVERSIVE CONTROL.)

APPROPRIATE BEHAVIOR IS REINSTATED. THIS BEHAVIOR IS BEING MAINTAINED BY AVOIDANCE. (ie. REMOVAL OF THE S^a , "POUNDING".)

HOWEVER, THIS AVOIDANCE SCHEDULE MAY RESULT IN SOME SIDE EFFECT. (ie. FIRST CHANCE HE GETS, THE DOG MAY "BITE THE THERAPIST IN THE LEG"). USING POSITIVE REINFORCEMENT OR EXTINCTION, THE THERAPIST RUNS NO SUCH RISK.

procedures and to apply them appropriately in order to obtain desired results.

The following examples are actual incidents which occurred within a correctional context. The brief analysis of these incidents include some examples of behavioral control procedures, their use, and misuse. Perhaps such examples will help to sharpen your perception regarding methods of environmental and behavioral control which may be used effectively in a correctional setting.

1. At a correctional institution in the East it was decided that attending church would probably be beneficial to the inmates. Consequently the objective was stated: "To increase church attendance among the inmates". Accordingly, a transaction was made with the inmates that went something like this: "All inmates who attend church may have an extra hour of visiting privilege during their next regularly scheduled visit". Guess what happened? The Sunday following, each church service was filled to capacity. There was an immediate increase in church attendance and this attendance has been maintained ever since the transaction was initiated.

The procedure employed is, clearly, positive reinforcement. The behavior under investigation is "church attendance". The reinforcing event is, "an extra hour of

visiting privilege". The extra hour of visiting privilege was made contingent upon church attendance. Consequently, church attendance increased.

Now, contrast the above procedure with a punishment procedure that may have been used to increase the same behavior. For example, let us say that the directive was issued: "If you don't attend church, then you can't have visiting privileges". One can imagine the numerous undesirable side-effects that such a procedure would invoke. How much better it is, by utilizing the same variable, (visiting privilege) to increase the behavior (church attendance), with the procedure of positive reinforcement.

2. At another Eastern institution, the punishment procedure of segregation (solitary confinement), began to take on some reinforcing properties for some inmates. This phenomenon was discussed earlier in this paper. Briefly, the phenomenon is as follows. Some inmates receive a great deal of recognition and praise for being able to take the punishment of solitary confinement. They are praised for their "toughness" by their fellow inmates.

Consequently, the event of solitary confinement takes on reinforcing properties for that particular inmate. In other words, the praise he receives from his peers is worth more to him than the inconvenience of time spent in solitary

confinement. Therefore, behavior which results in solitary confinement, will increase in order to attain recognition and praise as a result of the confinement. The institution solved this problem in a novel way. The staff began to casually refer to the isolation unit as a "loony bin". By doing this, they succeeded in attaching an aversive identification to the segregation block. Consequently, the inmates who were sent there were regarded, by their peers, as somewhat crazy rather than tough. Being crazy carries with it no praise or positive recognition whereas "toughness" does. By pairing the segregation block with a "loony bin" concept the correctional institution succeeded in attenuating behavior that usually resulted in segregation or solitary confinement.

Analysis: This is a somewhat sophisticated and intelligent use of aversive control. The "loony bin" concept attached aversive consequences to the event of spending time in segregation. When inmates return to the population from the segregation unit, instead of being praised by their peers for their toughness, they were regarded as somewhat odd and perhaps unreliable. This aversive consequence succeeded in attenuating behavior that would otherwise lead to segregation.

3. Some prisons still use the "dog boy". The "dog boy" is an inmate who cares for dogs who are used to track runaways. The use of inmates to care for the tracking dogs creates a serious social problem. The "dog boy" is identified with the security unit by his fellow inmates. He is regarded as somewhat of a "turncoat". Consequently, the "dog boy" is in constant danger from his fellow inmates. It is not uncommon that "dog boys" are brutally beaten and sometimes even killed. The solution to this problem is, clearly, not to use inmates for "dog boys". A staff member should be hired to care for and to train the dogs.

Analysis: The inmate "dog boy" is a target for aggressive behavior. He becomes a scapegoat and his very presence is a constant stimulus which elicits aggressive and deviant behavior on the part of his fellow inmates. The only solution, clearly, is to eliminate the concept of an inmate "dog boy".

4. A training officer at a midwestern prison was faced with the following problem.

At the institution there are gun towers that are to be manned at all times. There are regular people assigned to the gun tower positions. However, there is also a need for regular temporary replacements for the positions to

accomodate days off and sick leave for the regulars. A pre-requisite to qualify for duty in the gun tower is to qualify on the rifle range. It is the training officers' responsibility to train people to qualify on the rifle range. The gun tower assignment was deemed an undesirable position by most of the correctional staff. Concurrently, the training officer was having difficulty in training his men to qualify on the rifle range. There never were enough qualified riflemen for replacements in the gun towers. The training officer also became concerned about his ability as a trainer. His men were simply not learning to qualify with the rifle. This situation presented a continuing and very annoying problem.

Analysis: This problem has two distinct elements. They are (1) There is an undesirable job that needs to be done continuously and (2) there is a pre-requisite to qualify for the undesirable job. It doesn't take a genius to figure out that he can avoid the undesirable job by merely not becoming competent in the pre-requisite skill. (e.g., If he doesn't qualify with the rifle, he will never be assigned the gun tower job.) The gun tower assignment is contingent upon qualifying with the rifle. Consequently, anyone who wishes to avoid the assignment has a perfectly acceptable "out" merely by not qualifying on the rifle range.

By attaching meaningful consequences, such as reward, recognition or promotion, to "qualifying with the rifle", or by incorporating some merit system for "hours spent in the gun tower", or both would probably solve this problem.

This is an outstanding example of how meaningful consequences were not attached to specific behaviors and the continuing problems that resulted from this oversight.

In our work we must examine the environment, consider the alternatives, and make use of the environment in accordance with the laws that govern behavior. It's important. Remember, 'We shape our environment, and the environment, in turn, shapes us'.

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