

# Instructor/TA Info

## Instructor Information

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## Course Information



### Description

This course will introduce students to the foundational concepts and principles of behavior analysis. The conceptual foundations for the field include determinism, pragmatism, empiricism, and selectionism will be introduced. The historical development and experimental foundation of behavior analysis will be covered thoroughly through lectures, readings, discussion, and hands-on activities. This course will cover the historical and contemporary scientific contributions to our understanding of operant conditioning and verbal behavior. The foundational principles of the matching law, stimulus equivalence, and behavioral momentum will be covered. The basics of scientific research will be introduced in the context of behavior analysis.

### Prerequisites

Admission to graduate study in special education or instructor's permission.

### Materials

Item	Price (new)	Price (used)
 <u>Understanding Behaviorism - Required</u> by Baum, W	50.70	38.00
 <u>Science And Human Behavior - Required</u> by Skinner, B	23.00	17.25

### Learning Outcomes

#### Interpretation

Interpret the results and quality of simple group and single case design studies related to the current issues.

#### Issue Identification

Identify current concepts, principles, and philosophical issues in the field of behavior analysis.

#### Viewpoint Synthesis & Analysis

Synthesize and analyze varying viewpoints regarding current issues in behavior analysis.

#### Defense

Defend their personal opinion on current issues based on research.

### Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%

B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

### Grading Policy

All late work will receive a 20% penalty. The instructor may waive this penalty for any reason if the student notifies the instructor prior to the deadline posted on Learning Suite.

## Assignments

### Assignment Descriptions

#### Placement Test

Jan  
06

Due: Thursday, Jan 06 at 11:59 pm

Please complete this ungraded test. This "quiz" is worth 10 points. Points will be awarded based on completion rather than performance. The quiz covers content in Chapters 1-5 of the Cooper text and should be completed without notes. Please do your best as this test will help me determine which concepts we need to cover in greater detail.

#### Foundations of Behavior Analysis

Jan  
13

Due: Thursday, Jan 13 at 4:30 pm

Questions 1. What does Skinner mean by the phrase, "selection by consequences." Give at least one example from the reading and one from your personal/professional experience to support your explanation. 2. What is the role of language and culture in selection? Consider Skinner's comments on the third type of selection as critical to your answer. 3. Compare and contrast the terms behavior analysis and behaviorism. 4. What is Radical Behaviorism?

#### Early Behaviorism Quiz

Jan  
20

Due: Thursday, Jan 20 at 4:30 pm

Questions 1. Dr. Watson emphasizes the word objective in his definition of psychology. Provide some historical and contemporary examples of subjectivity in the field of psychology or education. How does Watson increase objectivity in his methods? 2. In Watson's psychology, he identifies heredity and stimulus/response relationships as two critical aspects to behaviorism. Using his bird example or the wildly culturally-insensitive discussion of indigenous peoples in Australia, highlight examples of these two components and how they provide a better approach to psychology. 3. What problems do you see in Watson's attempt to discard mental states completely from psychology? Given his arguments and any concerns you have identified, do you agree with him? Why or why not? 4. What can we learn from the Columbian Simulations? Consider their implications for universal principles of behavior and our understanding of other complex human behaviors.

#### Classical Conditioning

Jan  
27

Due: Thursday, Jan 27 at 4:59 pm

Questions 1. According to Rescorla, what is the relationship between the unconditioned and conditioned stimulus and response in Pavlovian conditioning. Support your explanation with an applied example from your work. 2. Please identify and describe one way in which the traditional interpretation of Pavlovian conditioning is incorrect or incomplete. 3. Skinner suggested that behavior is an evolutionary phenomenon, as a result what are the influences that alter the effects of classical conditioning? 4. Natural selection and behavioral evolution require three conditions to bring about phylogenetic

and behavior change. List the three and explain how these factors relate to the concept of fitness. Use examples to support your explanation.

### Operant Conditioning 1

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Feb  
03

Due: Thursday, Feb 03 at 4:30 pm

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### Operant Conditioning 2

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Feb  
10

Due: Thursday, Feb 10 at 4:30 pm

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Questions 1. Explain the concept of differential reinforcement. Include in your definition the basic principles at play and an example to illustrate the principles and their effect on behavior. 2. What is intermittent reinforcement and what are its most noticeable effects on behavior? 3. List and explain the various schedules of reinforcement identified by Skinner in this section. Provide at least two practical examples of how these different schedules impact behavior. 4. Much of this chapter is devoted to arranging schedules of reinforcement in the laboratory. What types of schedules are used in your classroom/clinic? Could these be improved upon as Skinner suggests? If so, how?

### Discrimination and Stimulus Control 1

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Feb  
17

Due: Thursday, Feb 17 at 4:30 pm

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Questions 1. Baer & Sherman (1964) state, "a generalized similarity of responding between puppet and child could be a reinforcing stimulus dimension in the child's behavior." Explain what this means and summarize the evidence used by the authors to support this statement. 2. What is discrimination and what does it have to do with discriminative stimuli? How is our understanding of the behavior of scientists informed by these concepts? 3. What is rule-governed behavior? Provide an explanation based on behavioral principles about how we learn to engage in rule-governed behaviors. 4. What are discriminative repertoires?

### Discrimination and Stimulus Control 2

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Feb  
24

Due: Thursday, Feb 24 at 4:30 pm

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1. Sidman summarizes his research questions by writing, "would teaching him auditory-visual suffice to establish reading comprehension? Also, would teaching him auditory-visual word matching suffice for oral reading to emerge?" (p. 9-10). In your own words, how would you answer these questions based on Sidman's findings? Remember to support your answers with specific data from the article. 2. What is induction and how does it influence behavior in the presence of stimuli that share relevant characteristics of the SD? Provide an example of induction in the behavior of a student or client. 3. What is abstraction and why is it uniquely related to verbal behavior? Provide examples from your classroom or clinic to support your answer. 4. Is relational responding a problem or an advantage? Explain the concept based on skinner's introduction and then explain your point of view.

### Midcourse Evaluation

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Mar  
02

Due: Wednesday, Mar 02 at 11:59 pm

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### Midterm

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Mar  
03

Due: Thursday, Mar 03 at 4:30 pm

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### Research Paper

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Mar  
03

Due: Thursday, Mar 03 at 11:59 pm

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This paper will focus on the integration of behavior analytic theory into your thesis research. Your task is to explicitly identify the concepts, theories, and principles of behavior analysis that are woven into your research.

Standard formatting conventions (APA)

10 p. Max

Must contain at least 10 unique citations of primary research

### Intensification Paper

Apr  
07

Due: Thursday, Apr 07 at 11:59 pm

Now that you have a growing understanding of the fundamental concepts and principles of behavior analysis. I want you to identify a specific classroom practice/intervention and develop a conceptually consistent approach to intensification using the Lemmon intensification framework. You may want to begin by summarizing the logic of intensification and then examining the recommendations for intensification from a behavior analytic viewpoint. Then suggest alterations to the framework that are consistent with your selected practice and relevant given the concepts and principles we have discussed.

Standard conventions (APA)

10 p. Max

10 citations to support your claims

### Discussion Leader

Apr  
15

Due: Friday, Apr 15 at 11:59 pm

Discussion leaders (DLs) will post questions on the Digital Dialog at least 1 week before their selected discussion. They will monitor any comments or questions on the discussion board and come to class prepared to share a summary of the online discussion and facilitate the in depth discussion among their peers. The accuracy of the discussion and the breadth of participation is the responsibility of the discussion leader.

DLs in the past have prepared ppt presentations to summarize the questions and content from the online asynchronous chat. This is not a requirement but it does aid clarity.

### Final Exam

Apr  
20

Due: Wednesday, Apr 20 at 11:59 pm

### Point Breakdown

Categories	Percent of Grade
Applications	30.91%
Quizzes	29.09%
Exams	40%
Extra Credit	0%

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062

(24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the

university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

### Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

### Schedule

Date	Content & Standards	Assignments
Week 1		
T Jan 04 Tuesday	<b>President Kevin J Worthen and Peggy S. Worthen</b>	<b>Placement Test Opens</b>
Th Jan 06 Thursday	<u>Prayer and Spiritual Thought Signup</u> <u>Discussion Leader Signup</u> Course Introduction	<b>Placement Test Closes</b> <b>Foundations of Behavior Analysis Opens</b>
Week 2		
Th Jan 13 Thursday	Introduction to behavior analysis, the science of human behavior. Philosophical and conceptual foundations of behaviorism. Attitudes of Science.pdf <a href="#">Download</a>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Baum (2017) Part 1: What is Behaviorism p. 1-55</li> <li>• Skinner, B. F. (1984). Selection by consequences. <i>Behavioral and brain sciences</i>, 7(4), 477-481. <a href="https://www.jstor.org/stable/1686399">https://www.jstor.org/stable/1686399</a></li> </ul> <b>Foundations of Behavior Analysis Closes</b> <b>Early Behaviorism Quiz Opens</b>
Week 3		
Th Jan 20 Thursday	Early Behaviorism	<b>Read:</b> <ul style="list-style-type: none"> <li>• Watson, J. B. (1913). Psychology as the behaviorist views it. <i>Psychological review</i>, 20(2), 158-177. <a href="https://doi.org/10.1037/h0074428">https://doi.org/10.1037/h0074428</a></li> </ul> <b>Watch:</b> <ul style="list-style-type: none"> <li>• Columban Simulations P1 <a href="https://youtu.be/QKSvu3mj-14">https://youtu.be/QKSvu3mj-14</a></li> <li>• Columban Simulations P2 <a href="https://youtu.be/erhmslcHvaw">https://youtu.be/erhmslcHvaw</a></li> </ul> <b>Early Behaviorism Quiz Closes</b> <b>Classical Conditioning Opens</b>
Week 4		

Th Jan 27 Thursday	Classical Conditioning	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• SAHB Chapter 4 pp. 45-58</li> <li>• Baum (2017) Ch 4-5 p. 57-96</li> <li>• Rescorla, R. A. (1988). Pavlovian conditioning: It's not what you think it is. <i>American psychologist</i>, 43(3), 151. <a href="https://doi.org/10.1037/0003-066X.43.3.151">https://doi.org/10.1037/0003-066X.43.3.151</a></li> </ul> <p><b>Classical Conditioning Closes</b> <b>Operant Conditioning 1 Opens</b></p>
Week 5		
Th Feb 03 Thursday	Operant conditioning Part 1: reinforcement and philosophical foundations of Skinner's science.	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• SAHB Chapter 5 pp. 59-90</li> <li>• Delprato, D. J., &amp; Midgley, B. D. (1992). Some fundamentals of BF Skinner's behaviorism. <i>American psychologist</i>, 47(11), 1507–1520. <a href="https://doi.org/10.1037/0003-066X.47.11.1507">https://doi.org/10.1037/0003-066X.47.11.1507</a></li> </ul> <p><b>Operant Conditioning 1 Closes</b> <b>Operant Conditioning 2 Opens</b></p>
Week 6		
Th Feb 10 Thursday	Operant conditioning Part 2: Schedules of reinforcement, the experimental analysis of behavior.	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• SAHB Ch. 6 pp.91-106</li> </ul> <p><b>Operant Conditioning 2 Closes</b> <b>Discrimination and Stimulus Control 1 Opens</b></p>
Week 7		
Th Feb 17 Thursday	Discrimination and stimulus control Part 1	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• SAHB Chapter 7</li> <li>• Baum Ch 6, 8</li> <li>• Baer, D. M., &amp; Sherman, J. A. (1964). Reinforcement control of generalized imitation in young children. <i>Journal of Experimental Child Psychology</i>, 1(1), 37-49. <a href="https://doi.org/10.1016/0022-0965(64)90005-0">https://doi.org/10.1016/0022-0965(64)90005-0</a></li> </ul> <p><b>Discrimination and Stimulus Control 1 Closes</b> <b>Discrimination and Stimulus Control 2 Opens</b></p>
Week 8		

Th Feb 24 Thursday	Discrimination and stimulus control Part 2.	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• SAHB Chapters 8 pp.129-140 &amp; 14 pp. 204-226</li> <li>• Sidman, M. (1971). Reading and auditory-visual equivalences. <i>Journal of Speech &amp; Hearing Research</i>, 14(1), 5-13.</li> </ul> <p><b>Midterm Opens Discrimination and Stimulus Control 2 Closes</b></p>
Week 9		
W Mar 02 Wednesday	<b>Midcourse Evaluation</b>	
Th Mar 03 Thursday	Motivating Operations	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• SAHB Chapter 9 pp.141-159</li> <li>• Baum Ch 9-10 161-186</li> <li>• Laraway, S., Snyckerski, S., Michael, J., &amp; Poling, A. (2003). Motivating operations and terms to describe them: Some further refinements. <i>Journal of Applied Behavior Analysis</i>, 36(3), 407-414. <a href="https://doi.org/10.1901/jaba.2003.36-407">https://doi.org/10.1901/jaba.2003.36-407</a></li> </ul> <p><b>Midterm Closes Research Paper</b></p>
Week 10		
Th Mar 10 Thursday	Punishment	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• SAHB Chapter 12 pp.182-193</li> <li>• Baum Ch 11-12 p.187-226</li> </ul>
Week 11		
Th Mar 17 Thursday	Education	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• SAHB Chapter 26, pp.402-414</li> <li>• Baum Ch 13-14 p. 227-273</li> </ul>
Week 12		
Th Mar 24 Thursday	Stimulus Equivalence	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Sidman, M., &amp; Tailby, W. (1982). Conditional discrimination vs. matching to sample: An expansion of the testing paradigm. <i>Journal of the Experimental Analysis of Behavior</i>, 37(1), 5-22. <a href="https://doi.org/10.1901/jeab.1982.37-5">https://doi.org/10.1901/jeab.1982.37-5</a></li> <li>• Devany, J. M., Hayes, S. C., &amp; Nelson, R. O. (1986). Equivalence class formation in language-able and language-disabled children. <i>Journal of the Experimental Analysis of Behavior</i>, 46(3), 243-257. <a href="https://doi.org/10.1901">https://doi.org/10.1901</a></li> </ul>

		<a href="https://doi.org/10.1901/jeab.1986.46-243">/jeab.1986.46-243</a>
Week 13		
Th Mar 31 Thursday	Behavioral Momentum	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Nevin, J. A., &amp; Shahan, T. A. (2011). Behavioral momentum theory: Equations and applications. <i>Journal of Applied Behavior Analysis</i>, 44(4), 877-895. <a href="https://doi.org/10.1901/jaba.2011.44-877">https://doi.org/10.1901/jaba.2011.44-877</a></li> </ul>
Week 14		
Th Apr 07 Thursday	Matching Law	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Reed, D. D., &amp; Kaplan, B. A. (2011). The matching law: A Tutorial for practitioners. <i>Behavior Analysis in Practice</i>, 4(2), 15. <a href="https://doi.org/10.1007/BF03391780">https://doi.org/10.1007/BF03391780</a></li> <li>• Herrnstein, R. J. (1970). On the law of effect. <i>Journal of the Experimental Analysis of Behavior</i>, 13(2), 243-266. <a href="https://doi.org/10.1901/jeab.1970.13-243">https://doi.org/10.1901/jeab.1970.13-243</a></li> </ul> <p><b>Final Exam Opens Intensification Paper</b></p>
Week 15		
Th Apr 14 Thursday	<b>Winter Exam Preparation (04/14/2022 - 04/14/2022)</b>	
F Apr 15 Friday	<p><b>First Day of Winter Final Exams (04/15/2022 - 04/20/2022)</b></p> <p>Final Exam: 343 MCKB 7:00pm - 10:00pm</p>	<b>Discussion Leader</b>
Week 16		
W Apr 20 Wednesday		<b>Final Exam Closes</b>