Instructor/TA Info

Instructor Information

Name: Cade Charlton
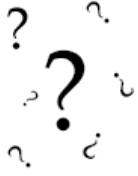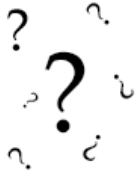**Office Location**: 340-N MCKB
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Course Information

Materials

Item	Price (new)	Price (used)
Understanding Behaviorism 3e - *Required* by Baum, W	53.35	40.00
Science And Human Behavior - *Required* 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%

Assignments

Assignment Descriptions

Foundations of Behavior Analysis

Jan 19 Due: Thursday, Jan 19 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?

Placement Test

Jan 20 Due: Friday, Jan 20 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.

Early Behaviorism Quiz

Jan 26 Due: Thursday, Jan 26 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 Columban Simulations? Consider their implications for universal principles of behavior and our understanding of other complex human behaviors.

Classical Conditioning

Feb

02

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 phylogenic 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

Feb

09 Due: Thursday, Feb 09 at 4:30 pm

1. Skinner's understanding of the role of operant behavior led him to depart from environmentalism (i.e, antecedent – response models) in two important ways. Explain these departures and how they both integrate our understanding of the role of genetics and encourage skepticism of mentalistic explanations. Where appropriate, provide examples to support your explanation. 2. Explain Delprato and Midgley's comments on reductionism. What behaviors do you think are better explained by reductionism? Conversely, what behaviors seem to be better understood through a nonreductionist approach. 3. In Delprato and Midgley's summary of Skinner's comments on language/thinking /consciousness, what did you find most interesting and why? 4. Skinner introduces two important concepts in Chatper 5. First, the variables that are related to the control of operant conditioning and second the variables related to reinforcer effectiveness (e.g., why is a reinforcer reinforcing). Explain these two concepts in your own words and identify ways in which these have enhanced your understanding of operant conditioning.

Operant Conditioning 2

Feb

16 Due: Thursday, Feb 16 at 4:30 pm

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

Feb

23 Due: Thursday, Feb 23 at 4:30 pm

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

Mar 02   Due: Thursday, Mar 02 at 4:30 pm

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

Mar 09   Due: Thursday, Mar 09 at 11:59 pm

Midterm

Mar 09   Due: Thursday, Mar 09 at 11:59 pm

Punishment

Mar 16   Due: Thursday, Mar 16 at 4:30 pm

1. Does punishment work? Be sure to include a clear definition of punishment, a summary of Skinner's arguments, and your own experiences. 2. What does Skinner identify as the effects of punishment? How does this effect how and when you will use punishment in your practice? 3. What is mutual reinforcement? 4. Explain the concept of counter-control and its relationship to punishment. Provide examples to support your explanation. 5. Explain Baum's scientific approach to exploitation. How does it help us think about our responsibility to promote equity.

Research Paper

Mar 16   Due: Thursday, Mar 16 at 11:59 pm

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
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DLL9-lPP2-v613ïôûb900ï&pubñasñ=QïZûp8ûôpF7ZE3c-
yuCd442Ohd65Yb_m3DnNgCWbvKVHdDINzxf53CFKjSIH9XDTCIq4bTycc4-HLFlWmogSFQ==)

Education

Mar	
23	Due: Thursday, Mar 23 at 4:30 pm

1. What is educational reinforcement and what are the conditions necessary to establish this kind of reinforcer as effective? 2. Explain Skinner's arguments about knowledge and how they might be similar to or different from our contemporary arguments. 3. What is creativity and how can we shape it in our clients? 4. What are the objections to Skinner's notion of an experimental society/the design of culture? How can these ideas inform our work as behavior analysts?

Stimulus Equivalence

Mar	
30	Due: Thursday, Mar 30 at 4:30 pm

1. What is conditional discrimination or conditional relations? 2. What is an equivalence class? Describe the three necessary conditions using examples. 3. What happened to teaching efficiency as the size of the stimulus group increased? Why does this matter? 4. What are the differences in performance between the "language-able" and "no-language" groups in Devany et al. (1986)? How do they explain these differences and what can we do to eliminate those differences? Remember to use data to support your conclusions.

Behavioral Momentum

Apr	
06	Due: Thursday, Apr 06 at 4:30 pm

Explain Newton's Second Law of Motion. How is Behavioral Momentum related to that law? Explain the findings from Mace et al. (1990) and Parry-Cruwys et al. (2011). Identify the disrupters and reinforcement rates used in these studies and explain their findings. The authors suggest that there are negative side effects of DRA and NCR. Explain their argument and how it is related to Behavioral Momentum. What is the effect of higher rates of reinforcement during DRA? Provide an example of how you might apply this finding to your classroom/clinic.

Matching Law

Apr	
13	Due: Thursday, Apr 13 at 4:30 pm

1. What is choice? Provide an example from your professional work of choice, preference, and relative schedules of reinforcement. 2. What is the matching law? Explain the equation using an example from your work. 3. Explain Herrnstein's comments about response strength and explain the empirical research he summarizes on his key points. 4. Herrnstein suggests that the matching law also explains the absolute rate of responding. Explain his argument and how this might apply to your work.

Discussion Leader

Apr	
19	Due: Wednesday, Apr 19 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

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.

Intensification Paper

Apr 19	Due: Wednesday, Apr 19 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 /intervention and develop a conceptually consistent approach to intensification using the 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

Final Exam

Apr 26	Due: Wednesday, Apr 26 at 11:59 pm

Point Breakdown

Categories	Percent of Grade
Applications	25.37%
Quizzes	38.81%
Exams	35.82%
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 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, or visit https://hrs.byu.edu/equal-opportunity (https://hrs.byu.edu/equal-opportunity) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a

fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1	Column 2
Week 1		
Th Jan 12 Thursday	Prayer and Spiritual Thought Signup Discussion Leader Signup Course Introduction	**Placement Test Opens** **Foundations of Behavior Analysis Opens** **Classical Conditioning Opens**
Week 2		
Th Jan 19 Thursday	**Introduction to Behavior Analysis, the Science of Human Behavior: Philosophical and Conceptual Foundations of Behaviorism** A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control). A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism). A-5 Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968). Attitudes of Science.pdf Download	**Read:** • Baum (2017) Part 1: What is Behaviorism p. 1-55 • Skinner, B. F. (1984). Selection by consequences. Behavioral and brain sciences, 7(4), 477-481. https://www.jstor.org/stable/1686399 **Foundations of Behavior Analysis Closes** **Early Behaviorism Quiz Opens**
F Jan 20 Friday		**Placement Test Closes**
Week 3		

Th Jan 26 Thursday	**Early Behaviorism** A-4 Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis. B-1 Define and provide examples of behavior, response, and response class. B-2 Define and provide examples of stimulus and stimulus class.	**Early Behaviorism Quiz Closes** **Read:** • Watson, J. B. (1913). Psychology as the behaviorist views it. *Psychological review*, 20(2), 158-177. https://doi.org/10.1037/h0074428 Watch: • Columban Simulations P1 https://youtu.be/QKSvu3mj-14 • Columban Simulations P2 https://youtu.be/erhmslcHvaw
Week 4		
Th Feb 02 Thursday	**Classical/Respondent Conditioning** B-3 Define and provide examples of respondent and operant conditioning.	**Read:** • SAHB Chapter 4 pp. 45-58 • Baum (2017) Ch 4-5 p. 57-96 • Rescorla, R. A. (1988). Pavlovian conditioning: It's not what you think it is. *American psychologist, 43*(3), 151. https://doi.org/10.1037/0003-066X.43.3.151 **Classical Conditioning Closes** **Operant Conditioning 1 Opens**
Week 5		
Th Feb 09 Thursday	**Operant Conditioning I: Reinforcement and Philosophical Foundations of Skinner's Science** A-3 Describe and explain behavior from the perspective of radical behaviorism. B-4 Define and provide examples of positive and negative reinforcement contingencies.	**Read:** • SAHB Chapter 5 pp. 59-90 • Delprato, D. J., & Midgley, B. D. (1992). Some fundamentals of BF Skinner's behaviorism. *American psychologist, 47*(11), 1507–1520. https://doi.org/10.1037/0003-066X.47.11.1507 **Operant Conditioning 1 Closes** **Operant Conditioning 2 Opens**
Week 6		

Th Feb 16 Thursday	**Operant Conditioning II: Schedules of Reinforcement, the Experimental Analysis of Behavior** B-5 Define and provide examples of schedules of reinforcement.	**Read:** • SAHB Ch. 6 pp.91-106 **Operant Conditioning 2 Closes Discrimination and Stimulus Control 1 Opens**
Week 7		
Th Feb 23 Thursday	**Discrimination and Stimulus Control I** B-11 Define and provide examples of discrimination, generalization, and maintenance.	**Read:** • SAHB Chapter 7 • Baum Ch 6, 8 • Baer, D. M., & Sherman, J. A. (1964). Reinforcement control of generalized imitation in young children. *Journal of Experimental Child Psychology, 1*(1), 37-49. https://doi.org/10.1016/0022-0965(64)90005-0 **Discrimination and Stimulus Control 1 Closes Discrimination and Stimulus Control 2 Opens**
Week 8		
Th Mar 02 Thursday	**Discrimination and Stimulus Control II** B-11 Define and provide examples of discrimination, generalization, and maintenance.	**Read:** • SAHB Chapter 8 • Sidman, M. (1981). Reading and Auditory-Visual Equivalences. *Journal of Speech and Hearing Research, 14*(1), 5-13. **Midterm Opens Discrimination and Stimulus Control 2 Closes**
Week 9		

Th Mar 09 Thursday	**Motivating Operations** B-12 Define and provide examples of motivating operations.	**Read:** - SAHB Chapter 9 pp.141-159 - Baum Ch 9-10 161-186 - Horner, R. H., Day, H. M., & Day, J. R. (1997). Using neutralizing routines to reduce problem behaviors. *Journal of Applied Behavior Analysis*, 30(4), 601-614. https://doi.org/10.1901/jaba.1997.30-601 **Midterm Closes** **Punishment Opens** **Midcourse Evaluation**
Week 10		
Th Mar 16 Thursday	**Punishment** B-6 Define and provide examples of positive and negative punishment contingencies. B-8 Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers.	**Read:** - Laraway, S., Snycerski, S., Michael, J., & Poling, A. (2003). Motivating operations and terms to describe them: Some further refinements. *Journal of Applied Behavior Analysis, 36*(3), 407-414. https://doi.org/10.1901/jaba.2003.36-407 - SAHB Chapter 12 - Baum Ch 11 p.187-206 **Research Paper** **Punishment Closes** **Education Opens**
Week 11		

Th Mar 23 Thursday	**Education & Creativity** B-7 Define and provide examples of automatic and socially mediated contingencies.	**Read:** - SAHB Chapter 26, pp.402-414 - Baum Ch 13-14 p. 227-273 - Page & Neuringer (1985). Variability is an Operant. Journal of Experimental Psychology Animal Behavior Processes, 11(3), 429-452. https://www.researchgate.net/publication/232488201 - Pryor, K. W., & Chase, S. (2014). Training for variability and innovative behavior. International Journal of Comparative Psychology, 27(2). https://escholarship.org/uc/item/9cs2q3nr **Education Closes** **Stimulus Equivalence Opens**
Week 12		
Th Mar 30 Thursday	**Stimulus Equivalence** B-2 Define and provide examples of stimulus and stimulus class. B-15 Define and provide examples of derived stimulus relations.	**Read:** - Sidman, M., & Tailby, W. (1982). Conditional discrimination vs. matching to sample: An expansion of the testing paradigm. Journal of the Experimental Analysis of Behavior, 37(1), 5-22. https://doi.org/10.1901/jeab.1982.37-5 - Devany, J. M., Hayes, S. C., & Nelson, R. O. (1986). Equivalence class formation in language-able and language-disabled children. Journal of the Experimental Analysis of Behavior, 46(3), 243-257. https://doi.org/10.1901/jeab.1986.46-243 **Stimulus Equivalence Closes** **Behavioral Momentum Opens**
Week 13		

Th Apr 06 Thursday	CLASS SESSION WILL BE HELD ON ZOOM **Behavioral Momentum** B-11 Define and provide examples of discrimination, generalization, and maintenance. B-13 Define and provide examples of rule-governed and contingency-shaped Behavior	**Read:** - Nevin, J. A., & Shahan, T. A. (2011). Behavioral momentum theory: Equations and applications. *Journal of Applied Behavior Analysis, 44*(4), 877-895. https://doi.org/10.1901/jaba.2011.44-877 - Behavior Momentum MiMTSS ○ Did the video get it right? Hint: Yes and No **Behavioral Momentum Closes Matching Law Opens**
Week 14		
Th Apr 13 Thursday	**Matching Law** B-13 Define and provide examples of rule-governed and contingency-shaped behavior. B-5 Define and provide examples of schedules of reinforcement.	**Read:** - Reed, D. D., & Kaplan, B. A. (2011). The matching law: A Tutorial for practitioners. *Behavior Analysis in Practice, 4*(2),15. https://doi.org/10.1007/BF03391780 - Herrnstein, R. J. (1970). On the law of effect. *Journal of the Experimental Analysis of Behavior, 13*(2), 243-266. https://doi.org/10.1901/jeab.1970.13-243 **Matching Law Closes**
F Apr 14 Friday		**Final Exam Opens**
Week 15		
T Apr 18 Tuesday		
W Apr 19 Wednesday	**Last Day of Class** Final Exam: 343 MCKB 7:00pm - 10:00pm	**Discussion Leader Intensification Paper**
Th Apr 20 Thursday	**Exam Preparation Day**	
F Apr 21 Friday	**Final Exam Day**	
Week 16		
T Apr 25 Tuesday	**Final Exam Day**	

W Apr 26 Wednesday	**Final Exam Closes**