

**Counseling Psychology and Special Education 601  
Winter 2020**

<b><u>Course &amp; Title:</u></b>	CPSE 601—Section 001: Principles of Behavior
<b><u>Course Credit:</u></b>	CPSE 601: 3 hours
<b><u>Time:</u></b>	Thursdays 4:30-7:20 PM.
<b><u>Location:</u></b>	343 MCKB
<b><u>Instructors:</u></b>	Blake D. Hansen, PhD, BCBA-D
<b><u>Office Hours:</u></b>	By appointment
<b><u>Required Texts:</u></b>	Baum, W. M. (2017). <i>Understanding Behaviorism</i> . Malden, MA: John Wiley & Sons. (available to read online at BYU library)  Skinner, B. F. (2005). <i>Science and Human Behavior</i> . Cambridge, MA: B.F. Skinner Foundation. (available as a PDF)

In addition, we will have readings and materials posted on Learning Suite.

**Course Description:** This course will introduce students to the current issues and research behind the principles, concepts, and experimental foundation of behavior analysis. Philosophical foundations 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. **This course is a part of the BCBA Verified Course Sequence.**

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

**Course Objectives:**

*(Knowledge-based objectives)*

1. Describe the philosophical foundations of behavior analysis including determinism, pragmatism, empiricism, and selectionism.
2. Describe the experimental foundations of reinforcement.
3. Describe the factors that impact the relative value of reinforcement including motivating operations and schedules of reinforcement.
4. Describe the role of aspects of stimulus control, including complex stimulus relations (i.e., stimulus equivalence).
5. Describe principles, concepts, and experimental foundation of verbal behavior.
6. Describe the matching law and the impact of the matching law on choice and decision making.
7. Describe the experimental foundations of punishment and extinction.
8. Describe behavioral momentum.

*(Skill-based objectives)*

1. Use principles of operant conditioning to complete simulations.
2. Use principles of respondent conditioning to complete simulations.

**Course Expectations:**

1. Observe the BYU Honor Code.
2. Attend all class sessions.
3. Come to class prepared having read the assigned readings and completed the assigned projects.
4. Actively participate in all learning activities.
5. Actively participate in your learning team.
6. Hand in all assignments on time.

**How to study and be successful in this class:** It is important to complete all of the assignments in this class. Anyone can do that. Real success will be evident in your ability to internalize the content and generalize it to your role as a practitioner. There are many definitions, etc. to learn in this class. I care more that you look for connections to the content in your personal life and interactions with others. Study tips:

- 1) Read the chapters as assigned.
- 2) Observe your environment to see how the topics in the chapters connect.
- 3) Consider the material in a gospel context.
- 4) Discuss what you have learned and connected with your classmates and your professor.

**Methodologies/Teaching Strategies:** The instructor will use a variety of teaching approaches including discussion, recitation, small group problem solving, and out of class application activities using simulations for conditioning.

**Assignments:**

*Readings:* Several readings will be assigned each week. Read them and be prepared to discuss in class.

*Discussion:* We will discuss the readings each week in class. Students are required to come prepared to discuss readings in class. Please come prepared with a question about the readings. 3 points will be given for each class attendance and discussion participation.

*Review of literature:* You will select a topic that you would like to research more in depth that draws on current research in behavior analysis. You search for research literature that addresses your topic and you will write a summary of the literature on that topic. You may also do an operant analysis of a behavioral phenomenon. The literature review should be a minimum of six pages and is worth 25 points.

*Quizzes:* We will have weekly quizzes based on the course content. Quizzes will have several questions related to the readings and will be completed at the end of each class. Quizzes are worth 5 points each.

*Tests:* We will have a midterm and final exam that will be completed online. Each is worth 100 points.

**Assignment Policy:**

Assignments are to be handed in on learning suite before class on the due date designated by the instructor. This also applies in case of absences.

Assignments will be lowered 10% for *each day* late. In line with University policy, no assignments will be accepted after the last day of class.

The candidate has the option to revise for partial credit. The score will be lowered 10%.

**Please refer to learning suite for your grading scale, assignment schedule, and other evaluation information.**

**Grading:** Evaluating your performance is a complex process. As your instructor, I consider myself a mentor, but as your evaluator, I must be as impartial and objective as possible. Your grades reflect both effort and achievement!

**Professionalism:** You are expected to conduct yourself in a professional manner, especially when entering the schools. Dress like the teachers at the school, wear your badges that indicate you've received a background check, and talk and interact in a professional manner. You must maintain confidentiality at all times. Do not talk about teachers or students in public areas. In addition, please come to class on time, be courteous and respectful at all times. I don't think I need to define what this means for a group of adults.

**Other Critical Information:** Please be courteous to all members of the class by turning off cell phone ringer. Your instructor will be communicating with you via e-mail this semester. You are also expected to learn how to use Learning Suite to access information for this course. Information will follow. ***THANK YOU!***

**Honor Code Standards:** 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 the expectation of your instructor 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:**

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of “Sexual Misconduct” prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at [titleix.byu.edu](http://titleix.byu.edu).

**Students With Disabilities:** Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center located in 1520 WSC (422—2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the University Accessibility Center. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-82 ASB.

**BYU Special Education Mission Statement:** We maximize the potential of learners with individualized educational needs to elevate their quality of life. We accomplish this by supporting the mission and aims of a BYU education as we integrate teaching, research, and service. We specifically:

- Prepare competent and moral educators who select, implement, and evaluate research-based effective teaching practices and appropriate curriculum for learners with special needs.
- Prepare master special educators who provide leadership in problem solving and collaborative relationships with professionals and families.
- Add to the knowledge base of special education and related disciplines through research.
- Serve and advocate for learners with individualized educational needs and others who support them.

**Note About Schedule:** It is anticipated that we will follow this schedule, however over the course of the semester we may elect to make changes to the schedule in order to better address the needs of the class. We reserve the right to make changes to the schedule and will do our best to keep you apprised of any changes as they come up.

Date	BCBA Tasks	Content	Readings	Assignments/Tests
1/9/2020		Course Overview Review Syllabus		
1/16/2020	BCBA-FK-08, FK-09, FK-13- FK-20	Early behaviorism	Baum Chapter 1 Watson (1913), pp. 158-177 Skinner (1959), pp. 197-198 Duke et al. (1989)	Quiz #1
1/23/2020	BCBA-FK-01 – FK-08, FK-42,	Introduction to behavior analysis, the science of human behavior. Philosophical and conceptual foundations of behaviorism.	Baum Chapters 2-3 Skinner (1981), pp. 501-504	Quiz #2
1/30/2020	BCBA-FK-13- FK14, FK-17, FK-19	Classical conditioning	Baum Chapter 4 SAHB Chapter 4 pp. 45-58 Rescorla (1988) pp. 151-160	Quiz #3
2/6/2020	BCBA-FK-07, FK-10, FK-15, FK-18, FK-20, FK-23, FK-31, FK-33, FK-41	Operant conditioning Part 1: reinforcement and philosophical foundations of Skinner's science.	Baum Chapter 5 SAHB Chapter 5 pp. 59-90 Delprato & Midgley (1992), pp. 1507-1520	Quiz #4
2/13/2020	BCBA-FK-08- FK-09, FK-21, FK-38	Operant conditioning Part 2: Schedules of reinforcement, the experimental analysis of behavior.	SAHB Ch. 6 pp.91-106 Skinner (1966), pp. 213-218	Quiz #5
2/20/2020	BCBA-FK-24- FK-25, FK-32	Discrimination and stimulus control Part 1.	Baum Chapter 6 SAHB Chapter 7 (Understand) Baer & Sherman (1967), pp. 37-49	Quiz #6
2/27/2020	BCBA-FK-34- FK-35, FK-37	Discrimination and stimulus control Part 2.	SAHB Chapters 8 pp.129-140 & 14 pp. 204-226	<b>Midterm Opens</b>
3/5/2020	BCBA-FK-26- FK-30	Conditions that effect reinforcement: Motivating operations	Cooper, Heron, & Heward Ch. 16 SAHB Chapter 9 pp.141-159 Laraway et al. (2003), pp. 407-414.	Quiz #7 <b>Midterm closes at 4:30 PM.</b>
3/12/2020	BCBA-FK-19- FK-21, FK-23	Punishment	Baum Chapter 11 SAHB Chapter 12 pp.182-193 Kanter et al. (2005) Cordova & Scott (2001)	Quiz #8
3/19/2020	BCBA-FK-36,	Education & Ontogenetic perspectives: Child development	SAHB Chapter 26, pp.402-414 Hart & Risley (1992) Hart & Risley (2003) Baum 9-10	Quiz #9
3/26/2020	BCBA-FK-12	Stimulus equivalence	Sidman 1971 Devany et al., (1986), pp. 243-257 (Understand) Sidman & Tailby (1982), pp. 5-22	Quiz #10
4/2/2020	BCBA FK-39 BCBA FK-40	Behavioral momentum Matching Law	Nevin (1996) Nevin & Shahan (2011) Reed & Kaplan (2011) Herrnstein (1970)	Quiz #11
4/9/2020	BCBA-FK-43- 46	Verbal Behavior	Baum Chapters 7-8 Skinner (1957), Chapter 1 (Understand) Barnes-Holmes et al. (2000), pp. 69-84	Quiz #12 Final available after class. <b>Due 4/15 10:00 PM.</b>

## **BACB 4<sup>th</sup> Edition Task List Items Covered**

- FK-01 Lawfulness of behavior
- FK-02 Selectionism (phylogenic, ontogenic, cultural)
- FK-03 Determinism
- FK-04 Empiricism
- FK-05 Parsimony
- FK-06 Pragmatism
- FK-07 Environmental (as opposed to mentalistic) explanations of behavior
- FK-08 Distinguish between radical and methodological behaviorism
- FK-09 Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery
- FK-10 behavior, response, response class
- FK-11 environment, stimulus, stimulus class
- FK-12 stimulus equivalence
- FK-13 reflexive relations (US-UR)
- FK-14 respondent conditioning (CS-CR)
- FK-15 operant conditioning
- FK-16 respondent-operant interactions
- FK-17 unconditioned reinforcement
- FK-18 conditioned reinforcement
- FK-19 unconditioned punishment
- FK-20 conditioned punishment
- FK-21 schedules of reinforcement and punishment
- FK-22 extinction
- FK-23 automatic reinforcement and punishment
- FK-24 stimulus control
- FK-25 multiple functions of a single stimulus
- FK-26 unconditioned motivating operations
- FK-27 conditioned motivating operations
- FK-28 transitive, reflexive, surrogate motivating operations
- FK-29 distinguish between the discriminative stimulus and the motivating operation
- FK-30 distinguish between motivating operation and reinforcement effects
- FK-31 behavioral contingencies
- FK-32 contiguity
- FK-33 functional relations
- FK-34 conditional discriminations
- FK-35 stimulus discrimination
- FK-36 response generalization
- FK-37 stimulus generalization
- FK-38 behavioral contrast
- FK-39 behavioral momentum
- FK-40 matching law
- FK-41 contingency-shaped behavior
- FK-42 rule-governed behavior
- FK-43 Echoics
- FK-44 Mands
- FK-45 Tacts

## Readings

- Baer, D. M., & Sherman, J. A. (1964). Reinforcement control of generalized imitation in young children. *Journal of Experimental Child Psychology, 1*(1), 37-49.
- Barnes-Holmes, D., Barnes-Holmes, Y., & Cullinan, V. (2000). Relational frame theory and Skinner's Verbal Behavior: A possible synthesis. *The Behavior Analyst, 23*(1), 69.
- Cordova, J. V., & Scott, R. L. (2001). Intimacy: A behavioral interpretation. *The Behavior Analyst, 24*(1), 75-86.
- Delprato, D. J., & Midgley, B. D. (1992). Some fundamentals of BF Skinner's behaviorism. *American Psychologist, 47*(11), 1507-1520.
- 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.
- Duke, C., Fried, S., Pliley, W., & Walker, D. (1989). Rosalie Rayner Watson: The mother of a behaviorist's sons. *Psychological Reports, 1989, 65*, 163-169.
- Hart, B., & Risley, T. R. (1992). American parenting of language-learning children: Persisting differences in family-child interactions observed in natural home environments. *Developmental Psychology, 28*(6), 1096.
- Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator, 27*(1), 4-9.
- Herrnstein, R. J. (1970). On the law of effect. *Journal of the Experimental Analysis of Behavior, 13*(2), 243-266.
- Kanter, J. W., Cautilli, J. D., Busch, A. M., & Baruch, D. E. (2005). Toward a comprehensive functional analysis of depressive behavior: Five environmental factors and a possible sixth and seventh. *The Behavior Analyst Today, 6*(1), 65-81.
- Laraway, S., Snyckerski, 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.
- Nevin, J. A. (1996). The momentum of compliance. *Journal of Applied Behavior Analysis, 29*(4), 535-547.
- Nevin, J. A., & Shahan, T. A. (2011). Behavioral momentum theory: Equations and applications. *Journal of Applied Behavior Analysis, 44*(4), 877-895.
- Reed, D. D., & Kaplan, B. A. (2011). The matching law: A Tutorial for practitioners. *Behavior Analysis in Practice, 4*(2), 15.
- Rescorla, R. A. (1988). Pavlovian conditioning: It's not what you think it is. *American Psychologist, 43*(3), 151-160.
- Sidman, M. (1971). Reading and auditory-visual equivalences. *Journal of Speech & Hearing Research, 14*(1), 5-13.
- 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.
- Skinner, B. F. (1957). *Verbal behavior*. Englewood Cliffs, NJ: Prentice Hall.
- Skinner, B. F. (1966). What is the experimental analysis of behavior? *Journal of the Experimental Analysis of Behavior, 9*(3), 213-218.
- Skinner, B.F. (1981). Selection by consequences. *Science, 213*(4507), 501-504.
- Sundberg, M. L., & Michael, J. (2001). The benefits of Skinner's analysis of verbal behavior for children with autism. *Behavior Modification, 25*(5), 698-724.
- Watson, J. B. (1913). Psychology as the behaviorist views it. *Psychological Review, 20*(2), 158.