

Instructor/TA Info

Instructor Information

Name: Blake Hansen

Office Location: 340-J MCKB

Office Phone: 801-422-4691

Email: blake_hansen@byu.edu

Course Information



Description

This course will introduce students to the conceptual, philosophical, and experimental foundations of verbal behavior. Though the purpose of this class is not to provide application of the concepts to problems of the human condition, the content will provide students with a strong conceptual foundation when they encounter applied problems. The content of this course expands on the philosophical foundation, conceptual analysis, and principles of behavior. Verbal behavior has a special meaning in terms of stimulus control, generalization, and role of the listener. **This course is a part of the BCBA Verified Course Sequence.**

Prerequisites

Admission to graduate study in special education or instructor's permission. It is strongly recommended that student complete CPSE 601 prior to enrolling in this class.

Materials

| | Item | Price (new) | Price (used) |
|---|--|-------------|--------------|
|  | <u>Meaningful Differences in the Everyday Experience of Young American Children - Required</u> by Hart, B | 49.95 | 37.50 |
|  | <u>Verbal Behavior - Required</u> by Skinner, B | 18.60 | 13.95 |

Learning Outcomes

Philosophical Foundations

Describe the philosophical foundations of behavior analysis including determinism, pragmatism, empiricism, and selectionism as they pertain to verbal behavior.

Behavior Analysis

Describe the differences between conceptual analysis, experimental analysis, and applied behavior analysis

Verbal Behavior and Operant Behavior

Describe the differences between verbal behavior and other forms of operant behavior

Verbal Behavior and Emotion

Describe the relationship between verbal behavior and emotion

Principles, Concepts, and Experimental Foundation

Describe principles, concepts, and experimental foundation of verbal behavior.

Relational Frame Theory and Acceptance and Commitment Therapy

Describe relational frame theory and acceptance and commitment therapy

Social Interactions

Analyze verbal behavior in social interactions

Verbal Behavior in People with Disabilities

Analyze common examples of verbal behavior in children and adults with disabilities

Assessing verbal operants

Analyze basic operants for assessment

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% |

Participation Policy

Examples of active participation:

- asking questions
- answering questions
- making comments (extra points for comments that relate to material in the text, and for sharing relevant experiences)
- responding to something another student says (including answering a question asked by a student)
- constructively disagreeing with something in the text or said in class by me or another student
- Showing up on time for class

Non-examples:

- staring at your computer/phone during lecture/discussions
- speaking without being recognized

- making off-topic comments during group discussions
- unjustified fault finding or negativity
- making fun or otherwise berating something said by another person

I prefer to allow students to voluntarily participate in class. So, it is your responsibility to seek opportunities for active engagement in class.

Assignments

Assignment Descriptions

Quiz 1

Oct
11

Due: Tuesday, Oct 11 at 11:59 pm

Quiz 2

Nov
01

Due: Tuesday, Nov 01 at 11:59 pm

Review for the final exam.

Midterm Part 1/2

Nov
15

Due: Tuesday, Nov 15 at 11:59 pm

Midterm Part 2/2

Nov
15

Due: Tuesday, Nov 15 at 11:59 pm

Closed book, closed notes, closed past quizzes.

Discussion Questions

Dec
06

Due: Tuesday, Dec 06 at 11:59 pm

Add your question by Monday at 6:00 PM.

Verbal Behavior Assessment

Dec
08

Due: Thursday, Dec 08 at 11:59 pm

VBMAPP Option

For this assignment you will administer the VB-MAPP (appropriate for ages 18 months to adult). You can choose a client, child, friend, or neighbor but you must have documented consent to collect the assessment.

First, Download the vbmappp app or go to vbmappp.com then register as a new user. Send me your Username (email) associated with your account and I will grant you a student license to complete the

assessment.

Second, review the attached ppt. P-NAC-2014-Sundberg-VB-MAPP-Final1.pptx [Download](#)

([plugins/Upload/fileDownload.php?fileId=d4df880f-KDwn-nw82-iRBb-LR1490340761&pubhash=-ggVAhMB5-Sgafv6yBkYd_YE5Y4RDn5rB5W-67E7fQZnvPkbqDliHNDzFqKDpKWOGjLz69uolFanATu8yYfew==](#))

After completing the assessment, you will complete a written report summarizing the results. Please identify relative strengths and weaknesses for the individual and then provide a recommended treatment plan to address the individual's needs. Your treatment plan should include a clear rationale for why these services are considered socially valid and will ultimately enhance the individual's quality of life. This report should be between 3-5 pages long and conform to all APA guidelines. However, you do not need an official cover page.

Perspective Taking Assessment

Verbal Behavior Functional Analysis Assessment

VB Training

Dec
08

Due: Thursday, Dec 08 at 11:59 pm

You can submit a powerpoint!

The purpose of this assignment is to enhance your ability to train practitioners in VB. Please create a 10-15 min long virtual presentation designed to help practitioners implement a VB strategy (matching to sample, equivalence, RFT) and record or share the training. In addition to utilizing best practices in training like behavioral skills training or [evidence-based professional development](#) (https://uen.instructure.com/courses/297394/pages/3b-delivery-model-the-how-of-professional-development?module_item_id=2021543), you should provide a annotated bibliography (3 references minimum) as an extended introduction to the training. This literature review should answer the questions: Is there empirical support for this intervention? With whom does it work?

Your training can be self-paced or a recorded lecture, but active engagement from participants is essential. Please include some measure of implementation fidelity to aid in the evaluation of practitioners efforts.

Discussion Leader

Dec
08

Due: Thursday, Dec 08 at 11:59 pm

TBA

Quiz 3 - Final Review

Dec
16

Due: Friday, Dec 16 at 10:00 pm

Final Exam

Dec
16

Due: Friday, Dec 16 at 10:00 pm

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.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or

smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

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.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"We are committed to creating a respectful and inclusive environment for all students, faculty, and staff. We encourage everyone to treat others with dignity and respect, and to report any incidents of harassment or discrimination to the appropriate authorities. We will not tolerate any form of harassment or discrimination, and we will take appropriate action to address such incidents. We are committed to creating a safe and supportive environment for all students, and we will continue to work to improve our policies and procedures to ensure that all students have the opportunity to succeed. We encourage everyone to be a part of the solution and to help create a positive and respectful environment for all. We will continue to work to improve our policies and procedures to ensure that all students have the opportunity to succeed. We encourage everyone to be a part of the solution and to help create a positive and respectful environment for all."

"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 | Topic and Readings | Assignments Due |
|------------------|---|--|
| Week 1 | | |
| T Aug 30 Tuesday | Course Introduction Syllabus Discussion about the problems in verbal behavior | Discussion Leader Sign Up https://docs.google.com/spreadsheets/d/1fChn8QzfBVLHDXNqMchqXyKaK503LcwNlIfH3cXu1/edit?usp=sharing |
| Week 2 | | |
| M Sep 05 Monday | Labor Day | |
| T Sep 06 Tuesday | Introduction Michael (1992), Forward I Vargas (1992), Forward II Skinner (1957), Preface | |
| Week 3 | | |
| T Sep 13 Tuesday | Understanding Verbal Behavior Skinner (1957), Chapter 1 Skinner (1957), Chapter 2 Sundberg & Michael (2001) | |
| Week 4 | | |

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|--------------------|---|--|
| T Sep 20 Tuesday | <p>Mand Skinner (1957), Chapter 3 Laraway & Michael (2003) (Skim) Endicott & Higbee (2007) (Skim) Hart & Risley, Chapter 1</p> | |
| Week 5 | | |
| T Sep 27 Tuesday | <p>Verbal Behavior Under the Control of Verbal Stimuli: Echoic, Intra-verbal, Textual, Transcription Skinner (1957), Chapter 4 Sundberg & Sundberg (2011) Hart & Risley, Chapter 2</p> | |
| Th Sep 29 Thursday | Quiz 1 Opens | |
| Week 6 | | |
| T Oct 04 Tuesday | <p>Tact: Verbal Behavior Under the Control of Public Stimuli Skinner (1957), Chapter 5, pp. 81-129 Hart & Risley, Chapter 3</p> | |
| Week 7 | | |

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|------------------|---|--|
| T Oct 11 Tuesday | <p>Tact: Verbal Behavior Under the Control of Private Stimuli Skinner (1957), Chapter 5, pp. 130-146. Lowe et al. (2002) (skim) Wallace et al., (2006) (skim) Hart & Risley, Chapter 4</p> <p>Quiz 1 Closes</p> | |
| Week 8 | | |
| T Oct 18 Tuesday | <p>Controlling Variables: Stimulus Control, Reinforcement, Punishment. Impact on the Listener, Audience, and Reader. Skinner (1957), Chapters 6-7. The Verbal Operant Skinner (1957), Chapter 8 Palmer (2008) (skim) Hart & Risley, Chapter 5</p> | |
| Week 9 | | |
| T Oct 25 Tuesday | <p>Multiple Causation Skinner (1957), Chapters 9-11 Hart & Risley, Chapter 6</p> <p>Quiz 2 Opens</p> | |
| Week 10 | | |

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|------------------|---|--|
| T Nov 01 Tuesday | <p>Manipulation of Verbal Behavior Skinner (1957), Chapters 12-14</p> <p>Hart & Risley, Chapter 7</p> <p>Quiz 2 Closes Midterm Part 1/2 Opens Midterm Part 2/2 Opens</p> | |
| Week 11 | | |
| T Nov 08 Tuesday | <p>The Production of Verbal Behavior: Self Editing and Self Strengthening Skinner (1957), Chapters 15-17 Epting & Critchfield (2006) (skim)</p> <p>Hart & Risley, Chapter 8-9</p> | |
| Week 12 | | |
| T Nov 15 Tuesday | <p>Relational Frame Theory</p> <p>Complete the tutorial on free/open access: https://foxylearning.com/modules/rft-oa/</p> <p>Barnes-Holmes, D., Barnes-Holmes, Y., & Cullinan (2000)</p> <p>Midterm Part 1/2 Closes Midterm Part 2/2 Closes</p> | |
| Week 13 | | |
| T Nov 22 Tuesday | Friday Instruction | |
| Week 14 | | |

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|--------------------|--|--|
| T Nov 29 Tuesday | Theory in ACTION: Acceptance and Commitment Therapy Hayes et al. (2013) Blackledge & Hayes (2006) | |
| Week 15 | | |
| T Dec 06 Tuesday | Verbal Behavior and Child Development Hart & Risley (2003) Warren & Brady (2007) Warren et al. (2010) Final Exam Opens Quiz 3 - Final Review Opens | |
| Th Dec 08 Thursday | | |
| Week 16 | | |
| M Dec 12 Monday | First Day of Fall Final Exams (12/12/2022 - 12/16/2022) | |
| T Dec 13 Tuesday | | |
| F Dec 16 Friday | Final Exam: 331 MCKB 7:00pm - 10:00pm Final Exam Closes Quiz 3 - Final Review Closes | |