

Instructor/TA Info

Instructor Information

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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

Material information is currently unavailable due to problems with the byustore web site.

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
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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

Apr 29 Due: Thursday, Apr 29 at 11:59 pm

Be prepared to give a detailed written response to the prompts below. Write two examples of verbal and nonverbal behavior. Be sure to include a conceptually systematic explanation for why these behaviors fit Skinner's definition and Michael's clarification. Explain the concept of a verbal community. Give at least 2 examples of how a verbal community can shape "increasingly complex verbal interactions" over time through experience. Give an example of a nonverbal 3-term contingency and the potentially more complex 4-term verbal contingency. Explain the key differences and why these issues are relevant for language instruction.

Understanding VB Quiz

04

Mand

May
06

Due: Thursday, May 06 at 4:30 pm

Intraverbals Ch 4

May
11

Due: Tuesday, May 11 at 4:30 pm

Please read the questions carefully as they may have been adjusted from the items posted on the schedule.

Tact Ch 5

May
13

Due: Thursday, May 13 at 4:30 pm

Special Conditions Ch 6-7

May
18

Due: Tuesday, May 18 at 4:30 pm

Midcourse Evaluation

May
18

Due: Tuesday, May 18 at 11:59 pm

Complete the midcourse evaluation for extra credit. Points will be awarded based on the percentage of students who complete the evaluation.

The Verbal Operant Ch 8-9

May
20

Due: Thursday, May 20 at 4:30 pm

The Autoclitic Ch 12-14 + Hart & Risley 1

May
27

Due: Thursday, May 27 at 4:30 pm

Manipulation of VB

Jun
01

Due: Tuesday, Jun 01 at 4:30 pm

VB-MAPP

Jun

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=61b2683b-ASQ4-Ge2t-IJm1-65e2ce063f40&pubhash=o_yo4T4Y2_6BgeZSQASmwv6NEb2rVLjXszPk_KLuFg6iZmFH2Iklyc2ONID3InZAFNfWBkPSP7tfjuU9SHFHc](#))

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.

Logical Thinking

Jun
03

Due: Thursday, Jun 03 at 4:30 pm

RFT +

Jun
08

Due: Tuesday, Jun 08 at 4:30 pm

ACT

Jun
10

Due: Thursday, Jun 10 at 4:30 pm

Discussion Leader

Jun
10

Due: Thursday, Jun 10 at 11:59 pm

TBA

VB Training

Jun
11

Due: Friday, Jun 11 at 11:59 pm

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 literature review 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

Jun
17

Due: Thursday, Jun 17 at 11:59 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

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

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	Content & Standards	Readings & Assignments
Week 1		
T Apr 27 Tuesday	Course Introduction	<u>Prayer and Inspirational Thought Sign-Up</u> Quiz 1 Opens
Th Apr 29 Thursday	Introduction <ul style="list-style-type: none"> • Write two examples of verbal and nonverbal behavior. Be sure to include a conceptually systematic explanation for why these behaviors fit Skinner's definition and Michael's clarification. • Explain the concept of a verbal community. Give at least 2 examples of how a verbal community can shape "increasingly complex verbal interactions" over time through experience. • Give an example of a nonverbal 3-term contingency and the potentially more complex 4-term verbal contingency. 	Read: <ul style="list-style-type: none"> • Michael (1992) Forward I • Vargas (1992) Forward II Quiz 1 Closes Understanding VB Quiz Opens
Week 2		

<p>T May 04 Tuesday</p>	<p>Devotional: Niwako Yamawaki, Professor of Psychology</p> <p>Understanding Verbal Behavior</p> <ul style="list-style-type: none"> • Explain Skinner's approach to the behavior of the listener. • What is the nature and size of a unit of verbal behavior? Is it defined formally (i.e., topographically), functionally, or both. • How could a classroom teacher make use of Skinner's analysis? Provide at least two specific examples. 	<p>Read:</p> <ul style="list-style-type: none"> • Skinner (1957) Chapters 1 & 2 • 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. <p>Understanding VB Quiz Closes Mand Opens</p>
<p>Th May 06 Thursday</p>	<p>Mand</p> <ul style="list-style-type: none"> • Explain Skinner's definition of the mand using the technical vocabulary of Behavior Analysis and then provide a simplified explanation for a parent/caregiver. • Provide 2 examples and non-examples of a mand. • What are the potential applications of contriving MOs in your work? Provide specific examples. 	<p>Read:</p> <ul style="list-style-type: none"> • Skinner (1957), Chapter 3 • 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. • Endicott, K., & Higbee, T. S. (2007). Contriving motivating operations to evoke mands for information in preschoolers with autism. Research in Autism Spectrum Disorders, 1(3), 210-217. <p>Mand Closes Intraverbals Ch 4 Opens</p>
<p>Week 3</p>		

<p>T May 11 Tuesday</p>	<p>Verbal Behavior Under the Control of Verbal Stimuli: Echoic, Intraverbal, Textual, Transcription</p> <ul style="list-style-type: none"> • Give an example and a nonexample of an intraverbal and explain why these fit the definitions provided by Skinner. • What is a generalized conditioned reinforcer and why is it important for verbal behavior? • What do we know about the development of an intraverbal repertoire in typically developing individuals and those who have autism? What are compound verbal conditional discriminations and how do they impact development? 	<p>Read:</p> <ul style="list-style-type: none"> • Skinner (1957), Chapter 4 • Sundberg, M. L., & Sundberg, C. A. (2011). Intraverbal behavior and verbal conditional discriminations in typically developing children and children with autism. <i>The Analysis of Verbal Behavior</i>, 27(1), 23-44. <p>Intraverbals Ch 4 Closes Tact Ch 5 Opens</p>
<p>Th May 13 Thursday</p>	<p>Tact: Verbal Behavior Under the Control of Public & Private Stimuli</p> <ul style="list-style-type: none"> • Define the concept of tact and explain it in terms understandable to a non-technical audience. Include an example and several non-examples. • Give an example of: (a) generic, (b) metaphorical extension, (c) metonymical extension, and (d) abstraction. • What is an arbitrary stimulus class? Give examples and then explain why this is important to the development of complex verbal behavior. 	<p>Read:</p> <ul style="list-style-type: none"> • Skinner (1957), Chapter 5 • Lowe, C. F., Horne, P. J., Harris, F. D., & Randle, V. R. (2002). Naming and categorization in young children: Vocal tact training. <i>Journal of the Experimental Analysis of Behavior</i>, 78(3), 527-549. • Wallace, M. D., Iwata, B. A., & Hanley, G. P. (2006). Establishment of mands following tact training as a function of reinforcer strength. <i>Journal of Applied Behavior Analysis</i>, 39(1), 17-24. <p>Tact Ch 5 Closes Special Conditions Ch 6-7 Opens</p>
<p>Week 4</p>		

<p>T May 18 Tuesday</p>	<p>Controlling Variables: Stimulus Control, Reinforcement, Punishment. Impact on the Listener, Audience, and Reader</p> <ul style="list-style-type: none"> • A tact is a verbal response that is controlled by a nonverbal discriminative stimulus and receives generalized conditioned reinforcement. Are tacts generally 'pure' examples of this definition? List and briefly explain the kinds of variables that account for the purity (or impurity) of tacts. • Explain the concept of audience (including negative audience) and describe its three main functions. Illustrate your explanation with novel examples. • Skinner says, "an important fact about verbal behavior is that the speaker and listener may reside within the same skin." What does this mean and what could reinforce these behaviors? 	<p>Read:</p> <ul style="list-style-type: none"> • Skinner (1957) Chapters 6-7 <p>DISCUSSION LEADER:</p> <hr/> <p>Special Conditions Ch 6-7 Closes Midcourse Evaluation The Verbal Operant Ch 8-9 Opens</p>
<p>Th May 20 Thursday</p>	<p>The Verbal Operant</p> <ul style="list-style-type: none"> • Explain Skinner's refinement of his definition of verbal behavior. What kinds of behavior are included and excluded by the refinement? Give examples. • Explain how multiple audiences affect verbal behavior. Use several examples in your explanation. Your examples should illustrate different effects of multiple audiences. • What are the three criteria that Skinner indirectly identified as useful in evaluating his definition of verbal behavior? In your answer be sure to accurately recall Palmers points and include your own thoughts on the degree to which Skinner's definition met these criteria. 	<p>Read:</p> <ul style="list-style-type: none"> • Skinner (1957) Chapter 8-9 • Palmer, D. C. (2008). On Skinner's definition of verbal behavior. International Journal of Psychology and Psychological Therapy, 8(3), 295-307. <p>The Verbal Operant Ch 8-9 Closes</p>
<p>Week 5</p>		

T May 25 Tuesday

Multiple Causation

- Explain Skinner's point about listening (or reading) strengthening certain verbal behaviors in the listener's (or reader's).
- Give an example of a new combination of fragmentary responses, and explain its multiple control.

Read:

- Skinner (1957) Selections from Chapters 10-11
 - Strengthening Verbal Behavior in the Listener (10)
 - Mechanics of Blending, Sources of the Fragments..., and Results of Recombination (11)
- Hart & Risley (1995) Chapter 1

DISCUSSION LEADER: Jola

- Mason, L.L., Andrews, A. Referent-Based Instruction to Strengthen the Verbal Behavior of Early Learners with Autism and Related Language Disorders. Behav Analysis Practice (2020).
<https://doi.org/10.1007/s40617-020-00491-2>

**The Autoclitic Ch 12-14 +
Hart & Risley 1 Opens**

Th May 27 Thursday	<p>Manipulation of Verbal Behavior</p> <ul style="list-style-type: none"> • What is an autoclitic? • Explain Hart & Risley's (1995) approach to data collection and what it means to collect everything. Identify another variable of interest that you could collect in a systematic replication. • Identify three ways in which the families studied by Hart & Risley (1995) differed. Do you believe these differences are important? 	<p>Read:</p> <ul style="list-style-type: none"> • Skinner (1957) Chapters 12-14 <ul style="list-style-type: none"> ◦ All of Chapter 12 ◦ Relational Autoclitics in 13 ◦ Conditioning the Behavior of the Listener & Instruction & Knowledge in 14 • Hart & Risley (1995) Chapters 2-3 <p>DISCUSSION LEADER: Tawni</p> <ul style="list-style-type: none"> • Lopez, A. R., & Wiskow, K. M. (2019). Teaching Children With Autism to Initiate Social Interactions Using Textual Prompts Delivered via Apple Watches®. Behavior analysis in practice, 13(3), 641–647. https://doi.org/10.1007/s40617-019-00385-y <p>The Autoclitic Ch 12-14 + Hart & Risley 1 Closes Manipulation of VB Opens</p>
Week 6		
M May 31 Monday	Memorial Day	

T Jun 01 Tuesday

The Production of Verbal Behavior: Self Editing and Self Strengthening

- How do we typically speak about thinking? In what ways is skinner's discussion of utilizing motivation, emotional, and physical variables similar and distinct from this?
- In what ways did parents use listening and providing choices to shape specific verbal operants?
- Compare and contrast discourse functions and adjacency conditions with Skinner's analysis.

Read:

- Skinner (1957), Chapters 15-17
 - Positive consequence leading to the release of a verbal response, The process of editing Ch. 15
 - Editing as a function of special audiences Ch. 16
 - Techniques Ch. 17
- Hart & Risley (1995) Chapters 4-5
- Epling, L. K., & Critchfield, T. S. (2006). Self-editing: On the relation between behavioral and psycholinguistic approaches. *The Behavior Analyst*, 29(2), 211-234.

DISCUSSION LEADER: Patsy

- Tarbox, J., Szabo, T.G. & Aclan, M. Acceptance and Commitment Training Within the Scope of Practice of Applied Behavior Analysis. *Behav Analysis Practice* (2020). <https://doi.org/10.1007/s40617-020-00466-3>

**VB-MAPP
Manipulation of VB Closes
Logical Thinking Opens**

Th Jun 03 Thursday

The Production of Verbal Behavior:
Logical, Scientific, and Thinking

- What does Skinner mean by the term confirmation and how is it related to increasingly complex and relevant VB?
- Based on Skinner's arguments here, how do we think and in what way is this related to VB?
- What mechanisms did Hart and Risley credit for the intergenerational transmission of language and culture in young children? What are the implications of these findings for your practice?

Read:

- Skinner (1957) Chapters 18-19
 - Constructing new verbal behavior Ch18
 - The speaker as his own listener Ch19
- Hart & Risley (1995) Chapters 6-8

**Logical Thinking Closes
RFT + Opens**

Week 7

T Jun 08 Tuesday

Relational Frame Theory

- Define stimulus equivalence and give novel examples of symmetry, transitivity, and reflexivity.
- What is relational frame theory? Why is an integration of Skinner's VB and RFT necessary and to what degree are these concepts similar and dissimilar?
- How could these contemporary contributions (e.g., stimulus equivalence, derived stimulus relations) to a behavior analytic account of VB be applied in schools and clinics?

Read:

- Hall, G. A., & Chase, P. N. (1991). The relationship between stimulus equivalence and verbal behavior. *The Analysis of Verbal Behavior*, 9(1), 107-119.
- 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), 69-84.

DISCUSSION LEADER: Jesse

- Gilmour, M. F. (2015). Comparing the Teaching Efficacy of Two Video Modeling Programs Delivered in a Group Format in Special Education Classrooms to Improve Expressive Language. *Journal of Special Education Technology*, 30(2), 112–121. <https://doi.org/10.1177/0162643415617377>

RFT + Closes

ACT Opens

Th Jun 10 Thursday	<p>Theory in ACTion: Acceptance and Commitment Therapy</p> <ul style="list-style-type: none"> Imagine a scenario where you want to help a colleague find an ACT therapist or receive ACT training. How would you persuasively explain ACT to this individual? What are the potential pros and cons of linking ACT with CBT? (this will require understanding Hayes et al.'s (2013) arguments but generously supplementing them with your own ideas) In what ways are parents who have children with Autism at risk? What are the effects of receiving ACT on participating parents? Be sure to identify and define the constructs that improved (hint: explain cognitive fusion). 	<p>Read:</p> <ul style="list-style-type: none"> Hayes, S. C., Levin, M. E., Plumb-Villardaga, J., Villatte, J. L., & Pistorello, J. (2013). Acceptance and commitment therapy and contextual behavioral science: Examining the progress of a distinctive model of behavioral and cognitive therapy. <i>Behavior Therapy, 44</i>(2), 180-198. Blackledge, J. T., & Hayes, S. C. (2006). Using acceptance and commitment training in the support of parents of children diagnosed with autism. <i>Child & Family Behavior Therapy, 28</i>(1), 1-18. <p>DISCUSSION LEADER: Christine</p> <p>Discussion Leader ACT Closes</p>
F Jun 11 Friday		VB Training CPSE 603 Final Opens
Week 8		
T Jun 15 Tuesday	Spring Exam Preparation (06/15/2021 - 06/15/2021)	
W Jun 16 Wednesday	First Day of Spring Final Exams (06/16/2021 - 06/17/2021)	
Th Jun 17 Thursday	Final Exam: TBA TBA 5:00pm - 6:50pm	CPSE 603 Final Closes