



18:820:514:01 Applications of Behavior Analytic Principles: Changing Behavior  
Credits: 3  
Level: Graduate  
Thursday, 6:15 – 8:45 p.m.  
Location: SMH-200

Instructor: Sarah Weinsztok (she/her/hers), PhD, BCBA

E-mail: [s.weinsztok@rutgers.edu](mailto:s.weinsztok@rutgers.edu)

Office Hours: By appointment

I will make every reasonable effort to meet with students whenever necessary. Please reach out any time for questions or support.

**\*\* Instructor reserves the right to amend this syllabus on an as-needed basis throughout the term. Students will be notified by email or by announcement in class when revisions are made. \*\***

### **Class Format**

Changing Behavior is an in-person course. The expectation is that students will attend in person, unless there is a change made by the university and/or the instructor, which would be announced to the students in a timely fashion.

### **Course Overview**

This course provides students with a basic understanding of the fundamentals of behavior analysis and behavioral interventions designed to establish, shape, strengthen and maintain desirable behavior and reduce aberrant behavior. The course focuses on the application of behavioral principles using procedures such as differential reinforcement, extinction, antecedent interventions, and punishment. The text provides an overview of applied behavior analysis in many fields. The additional readings will focus on research and applications among specific populations (e.g., persons with developmental disabilities, substance use disorder).

### **Objectives for the course:**

Students will (a) develop an understanding of behavioral assessment, intervention, and consultation procedures through readings, lecture, discussion, and application; and (b) demonstrate the ability to develop and implement effective behavioral interventions based on objective assessment and collaborative consultation within communities of interest.

### **Readings:**

#### Required Texts:

- Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied Behavior Analysis* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Education.
- Selected chapters/articles/activities from other sources (see reading list for each week). The full-text of these additional readings will be posted in Canvas.

#### Core (optional) Texts:

American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: Author.

### Assignments and Evaluation Method:

This course has been designed to be interactive, and you are expected to be a *full contributor*. You are expected to come to each class fully prepared to contribute to the discussions/activities to help you integrate and apply the knowledge base of the course.

### Grades

Grades will be determined based on the percentage of the possible points that you have earned. Please note that extra-credit opportunities at the end of the semester will not be available. In addition, your final course grade will not be curved.

Activity	Due Date	Points/Assignment	Max Points
Discussion Questions	Weekly	13 weeks; 5 pts per Q; 10 pts per week	130
Quizzes ( <i>lowest dropped</i> )	Weekly	13 weeks; 10 pts per week	120
Participation	Weekly	14 weeks; 5 pts per week	70
Tutorial Paper	Initial submission: 11/8	100 points	100
Journal Article Review	Assigned dates	75 points	75

**Total Possible Points: 495**

The organization of the course will be as follows:

#### 1. **Assigned Readings:**

Each unit will have assigned reading(s). These will include reading(s) from the textbook and/or journal articles (posted on Canvas). The instructor may also post other required preparation activities, such as listening to a podcast on a particular topic. If you find a particular term or topic from the reading difficult, then I encourage you to post a clarification question to the designated discussion board.

#### 2. **Discussion Questions:**

Prior to each class, students will submit **2 discussion questions** via Canvas. **Collectively, both questions should cover ALL the readings for the week.** Discussion questions should be open-ended, relevant to the week's topic, and should promote discussion among peers that deepens understanding and/or brings new perspectives. Consider that the instructor will be using at least one, and possibly both, of your discussion questions in class.

These must be submitted by **Wednesday at 5 PM ET the day prior to class**. This allows the instructor sufficient time to review and embed them meaningfully into the week's lecture.

**NO discussion questions for the first day of class! ☺**

Here are some tips for what I am looking for...

Behavior that will not be reinforced:

- Writing a question concerned exclusively with a point made on the first page of the paper (your instructor will strongly suspect you did not read the entire article).
- Asking, "What has been published since this paper was published?" Professors see this question frequently so it fails to distinguish you as a thoughtful student.
- Asking exam-type questions (e.g., "What single-subject design was used?").
- Asking questions about whether or not the subjects' gender affected their behavior. These are legitimate concerns (sometimes) but it is such a common question that it fails to set you apart as a thoughtful student.

- Asking questions that have “yes” or “no” answers.
- Asking existential questions (e.g., “Why was J.B. Watson born?”).

Behavior that will be reinforced:

- Including the citation(s) [not the reference] and the page number(s) of the reading from which your question is drawn.
- Submitting discussion questions after fully completing your weekly readings. The worst thing you can do is to pose a question that is answered later in the readings
- When multiple readings are assigned, integrating these into your question.
- Integrating information from outside the readings (e.g., everyday experiences that coincide with or contradict a point made by the author(s)) or from materials covered in class.
- Writing a question that makes the reader think and want to discuss the issue you have raised.
- Running your question through a spell- and grammar-check program before submitting it. Spelling and grammar errors make you look careless because they are so easily avoided.
- Asking questions that require discussion. Said another way, your question should make the reader think and evaluate the evidence for or against a particular hypothesis, suggestion, theory, etc.

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**Discussion Questions Grading Breakdown**

0	1	2	3	4	5
Did not submit.	Submitted something that suggests only the title/abstract was read.		Submitted something that suggests minimal effort and competence.		Meets above expectations.

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**Here’s an example of a very well-written discussion question:**

*“On page 5 of Skinner’s (1981) article, he argues that fixed-ratio schedules of reinforcement produce a “snowball effect” in that “the closer one comes to finishing a piece of work, the easier it is to work on it...” (e.g., working on a paper) because the contingencies of negative reinforcement are not as strong. We know that organisms in a fixed-ratio reinforcement schedule emit high-frequency behavior, which lead to faster access to reinforcers. In some instances, students in this reinforcement schedule may write papers so fast that they sacrifice the quality of the work, just so they can complete the task. If this becomes a common occurrence in the sciences, how can we expect to get the quality required to fully achieve and appreciate the “absolute stupidity” described in Schwartz (2008) and truly advance in scientific discovery?”*

**3. Lecture/Class Activity/Discussion:**

As mentioned above, you will be required to pinpoint any topics that are challenging or unclear following completion of the readings via the weekly course evaluation. Subsequently, the instructor will allocate a portion of the following week’s class to address these specific questions that have been identified. Please be aware that there might not be a formal lecture provided each week; instead, we may engage in a group discussion of the topic or participate in an activity to role-play implementing specific strategies.

Given the graduate-level nature of this course, our objective is to delve into the more advanced nuances and issues related to the topics we are covering. Rather than a repetitive review of the readings, our emphasis will be on engaging in in-depth discussions and practical application of the subject matter within the classroom. Your active participation in this process will contribute significantly to our collective understanding of the course material.

**4. Participation:**

Everyone is responsible for all readings and contributing to class discussion/activities. You will be graded on the quantity and quality of your participation. Students must be in class or provide valid documentation for an excused absence (following which we will plan a make-up assignment) to be awarded participation points.

**5. Weekly Quiz:**

At the beginning of each class, there will be a 10-minute, 10-point quiz based on that week's reading(s). The format will be primarily open-ended questions (2-3 questions maximum). Answers should only be 2-3 sentences each. Students must be in class or provide valid documentation for an excused absence to take the quiz. I understand that everyone has an "off" week; thus, your lowest Reading Quiz score will be dropped at the end of the semester.

**NO quiz on the first day of class! ☺**

**6. Tutorial Paper:**

Each student will write one tutorial that will summarize the major research on a particular assessment/intervention and outlines a "practitioner's guide" for implementing the assessment/intervention. Tutorials will be based on the topics covered in class and will include the readings we discussed. Students will rank-order their preferred topic early on in the semester, and the instructor will assign the topics based on these rank orders (ideally, students each get a moderately- to highly-preferred topic). Students who will be preparing a tutorial on a particular topic should be especially vigilant about taking notes on all that is discussed in that class, so they can incorporate that discussion in their paper.

All papers are due by Friday, 11/8/2024, at 11:59 PM. After the initial submissions are evaluated, students will be asked to make any necessary edits and/or additions based on the instructor's feedback. Grading will occur based on the initial submission and the students' responsiveness to the instructor's remarks. Revisions will be due one week after the paper has been returned to the student.

Additional information and a detailed rubric will be provided in class.

**7. Journal Article Review:**

Each student will be responsible for selecting and presenting one research article during a class session during the second half of the semester. Each student is required to:

- Select a full-length research article from the Journal of Applied Behavior Analysis. The intent of this assignment is to use what you're learning in this course as well as your other ABA courses. Therefore, the article should use single-case experimental designs, direct observation and measurement, ABA-based interventions, etc. If you are unsure if an article fits within these guidelines, please discuss it with me.
- Distribute the article to other students and the instructor by the Friday (12 pm) the week before your assigned presentation date via Canvas (Discussion Board).
- Present the article to the class (about 10 minutes) on your assigned date using a PowerPoint (or similar presentation tool) software. The instructor will provide assistance as needed. The presentation should include the following:
  1. Rationale – What is the background that made this study "necessary?"
  2. Experimental question or, if applicable, the hypothesis – In one

statement, what is the research question that the investigators are trying to answer.

3. Experimental design – What were the experimental arrangements used to answer that question and demonstrate experimental control?
  4. Results – During presentations, show at least one graph depicting the outcome in regard to the experimental question.
  5. Take-home message – Describe briefly how this experiment has added to our knowledge base. Specifically, how should we, as applied behavior analysts, alter our professional behavior in reaction to this experiment?
  6. Limitations of the study – what procedural or conceptual difficulties were encountered that may limit how firmly we should buy into the study's results?
  7. Extension – Most studies raise more questions than they answer. As the final item, you should briefly describe what sort of follow-up experiment you might devise for the study and explain why.
- All students are expected to thoroughly read the articles. When other students are presenting, be prepared to discuss, ask, and answer questions about these articles.

### **Guidelines for Written Work**

All written work (including presentations) should be typed, using APA style (7<sup>th</sup> ed.) when citing sources within text as well as in preparing the reference list. Refer to the APA publication manual for specific guidelines.

All work should be written in your own words. There is a zero tolerance policy at Rutgers regarding plagiarism and is considered a violation of academic integrity. Plagiarism essentially means that you cannot use the words and ideas of another person without giving them credit. Therefore, "quotation marks" should be used to indicate the exact words of another. Each time you paraphrase another author you will need to credit the source in the text. If you have any questions about what constitutes cheating or plagiarism, please see me. Students who plagiarize any material will earn a grade of F for the course.

### **Policy on Late Assignments**

I take the timely completion of the course requirements to be a matter of your priorities, both academic and personal. If you foresee having difficulties, we should discuss this beforehand so we can navigate these challenges together. That said, any time momentary difficulties arise, please reach out so we can make a plan of action together. I highly encourage you to submit your assignments well in advance of the due date/time to troubleshoot technical issues. In most cases, any submission attempt after the due date will be given a 0.

### **Grades and Grading Policy**

Please note that a "B" or higher is required to pass this course.

Grade Description	Numeric Equivalent
A Outstanding	90-100 (4.0)
B+ Intermediate Grade	87-89 (3.5)
B Good	80-86 (3.0)
C Average	70-79 (2.0)
F Fail	69 or below (0.0)
INC Incomplete	

### **Attendance**

Attendance and class participation are a major part of this class. You are expected to attend all classes and arrive on time. If you are unable to attend a class due to unusual circumstances (e.g., illness, child care) or religious observance, please inform the instructor in writing as soon as possible. *Only two (2) excused/unexcused absences are permitted. Missing more than 2 classes will result in a 5-point deduction for each additional day of absence from your final grade point.* If you are forced to miss an excessive number of classes, you will be encouraged to withdraw from the class.

### **Computer/Cell Phone Use in Class**

If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. While our devices provide us with connections to friends and family (a wonderful thing!), please respect your classmates by restricting usage of your personal devices to class-related content for the entire class period, barring emergencies.

### **Academic Integrity**

All Rutgers students should review and adhere to the University principles of academic integrity, available at <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

### **Student Resources**

For more information visit <https://gsapp.rutgers.edu/current-students/important-links>.

### **Recording Policy**

Classrooms at Rutgers are considered a limited public forum and is therefore up to the instructor's discretion whether recording is allowed.

Recording in this class is **\*strictly prohibited\***. If you need the course to be recorded for accessibility purposes, please refer to the disability statement below to begin the process of receiving a Letter of Accommodation.

### **Disability Statement**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form (<https://webapps.rutgers.edu/student-ods/forms/registration>).

### **Title IX**

<http://compliance.rutgers.edu/resources/resources-for-facultystaff/>

(Please know that, by law, I am a **\*mandatory reporter\***. I am required to report to the Title IX office any disclosure of sex discrimination, including sex-based harassment.)

### **Counseling services**

Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at <http://psychologicalservices.rutgers.edu>. They also offer several useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you

privately.

**Statement on Diversity, Equity, and Inclusion (in course material & classroom):**

In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. I acknowledge that most of the readings for this course were authored by white men. Furthermore, the course often focuses on historically important behavior analytic studies which were mostly conducted by white men. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- I acknowledge that we are on the traditional homelands of the Lenni Lenape peoples.
- If you have a name and/or set of pronouns that differ from those that appear in your official Rutgers records, please let me know.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which may lead to me making a general announcement to the class, if necessary, to address your concerns).
- I (like many people) continue to grow in my understanding of diverse perspectives and identities. If something was said in class (by myself or a fellow classmate) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option).

**Email:** Each student is required to establish a Rutgers e-mail account and monitor it throughout the semester. This will allow you to contact me (and get a response) rapidly (if you use your Rutgers account). In addition, I will deliver some class announcements via e-mail. Each student is responsible for any materials or announcements delivered by e-mail. Class grades and materials can be accessed via Canvas as well.

As the primary mode of communication for this class, it is critical that students use email appropriately and check their email consistently. I recommend blocking off a brief period of time each day of the week to check your email (I do this myself!) This will help to form the habit of consistent email-checking and prevent any missed emails from me or other instructors.

All emails for this class should include:

- The course number and brief subject
- An appropriate greeting
- A thorough, but succinct message
- An appropriate sign off for the given situation  
(<https://www.forbes.com/sites/susanadams/2014/10/08/89-ways-to-sign-off-on-an-email/?sh=c1010a177e87>)
- Your name

~~Welcome to this course! I am excited to be a facilitator of continued knowledge for you, and am looking forward to what will hopefully be a fantastic semester for all.~~

### Tentative Course Schedule

\*\*\* This schedule is subject to change throughout the semester. You will be provided advanced notice when schedule changes occur\*\*\*

Week	Readings to Be Completed Before Class & Activities	Assignments Due	BCBA Task List Items
1 9/5/24	<p><b>Course Introduction and Basic Concepts</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• C, H, &amp; H, Chapt. 1 &amp; 2</li> <li>• Baer, D. M., Wolf, M. M., &amp; Risley, T. R. (1968). Some current dimensions of applied behavior analysis. <i>Journal of Applied Behavior Analysis</i>, 1, 91-97. <a href="https://doi.org/10.1901/jaba.1968.1-91">https://doi.org/10.1901/jaba.1968.1-91</a></li> <li>• Subramanyam, R. V. (2013). Art of reading a journal article: Methodically and effectively. <i>Journal of oral and maxillofacial pathology</i>, 17(1), 65-70. <a href="https://doi.org/10.4103/0973-029X.110733">https://doi.org/10.4103/0973-029X.110733</a></li> </ul> <p>Optional Readings:</p> <ul style="list-style-type: none"> <li>• Purugganan, M., &amp; Hewitt, J. (2004). How to read a scientific article. <i>Rice University</i>.</li> <li>• Heward, W. L., Critchfield, T. S., Reed, D. D., Detrich, R., &amp; Kimball, J. W. (2022). ABA from A to Z: Behavior science applied to 350 domains of socially significant behavior. <i>Perspectives on Behavior Science</i>, 45(2), 327-359.</li> </ul>		<p>A-1 thru A-5 (Ch. 1)</p> <p>A-2, B-1, B-2, B-3, B-4, B-6, B-7, B-8, B-9, B-10, B-11, B-12, B-13 (Ch. 2)</p>
2 9/12/24	<p><b>Ethics are Inherent to Effective Behavior Change</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>• Jimenez-Gomez, C. &amp; Beaulieu, L. (2022). Cultural responsiveness in applied behavior analysis: Research and practice. <i>Journal of Applied Behavior Analysis</i>, 55, 650-673. <a href="https://doi.org/10.1002/jaba.920">https://doi.org/10.1002/jaba.920</a></li> <li>• Bannerman, D. J., Sheldon, J. B., Sherman, J. A., &amp; Harchik, A. E. (1990). Balancing the right to habilitation with the right to personal liberties: the rights of people with developmental disabilities to eat too many doughnuts and take a nap. <i>Journal of Applied Behavior Analysis</i>, 23(1), 79–89. <a href="https://doi.org/10.1901/jaba.1990.23-79">https://doi.org/10.1901/jaba.1990.23-79</a></li> <li>• Wolf, M. M. (1978). Social validity: the case for subjective measurement or how applied behavior analysis is finding its heart. <i>Journal of Applied Behavior Analysis</i>, 11(2), 203-214. <a href="https://doi.org/10.1901/jaba.1978.11-203">https://doi.org/10.1901/jaba.1978.11-203</a></li> <li>• C, H, &amp; H Chapt. 10 <b>*social validity section <u>only</u>*</b></li> </ul> <p>Optional Readings:</p> <p>C, H, &amp; H Chapt. 31</p> <ul style="list-style-type: none"> <li>• Neuringer, A. (1991). Humble behaviorism. <i>The Behavior Analyst</i>, 14(1), 1-13.</li> <li>• Kirby, M. S., Spencer, T. D., &amp; Spiker, S. T. (2022). Humble behaviorism redux. <i>Behavior and Social Issues</i>, 31(1), 133-158.</li> </ul>	<ul style="list-style-type: none"> <li>• Submit 2 discussion questions</li> <li>• Prep for quiz in-class</li> </ul>	<p>F-3, H-3, H-6, H-9</p>



<p>3 9/19/24</p>	<p><b>Evidence-Based Practice of Behavior Change Procedures in ABA</b> Required Readings</p> <ul style="list-style-type: none"> <li>• C, H, &amp; H, Chapt. 3</li> <li>• Slocum, T. A., Detrich, R., Wilczynski, S. M., Spencer, T. D., Lewis, T., &amp; Wolfe, K. (2014). The evidence-based practice of applied behavior analysis. <i>The Behavior Analyst</i>, 37, 41-56. <a href="https://doi.org/10.1007/s40614-014-0005-2">https://doi.org/10.1007/s40614-014-0005-2</a></li> </ul>	<ul style="list-style-type: none"> <li>• Submit 2 discussion questions</li> <li>• Prep for quiz in-class</li> <li>• <b>Tutorial Topic Ratings in-class</b></li> </ul>	<p>C-1, F-1, F-2, F-3, F-4, H-1, H-2, H-3, H-4 (Ch. 3) H-7, H-8, H-9</p>
<p>4 9/26/24</p>	<p><b>Operant Reinforcement</b> Required Readings</p> <ul style="list-style-type: none"> <li>• C, H, &amp; H, Chapt. 11 – 12</li> <li>• Koffarnus, M. N., Bickel, W. K., &amp; Kablinger, A. S. (2018). Remote alcohol monitoring to facilitate incentive-based treatment for alcohol use disorder: a randomized trial. <i>Alcoholism Clinical &amp; Experimental Research</i>, 42(12), 2423-2431. <a href="https://doi.org/10.1111/acer.13891">https://doi.org/10.1111/acer.13891</a></li> </ul> <p>Optional Readings:</p> <ul style="list-style-type: none"> <li>• Roscoe, E. M., Iwata, B. A., &amp; Kahng, S. (1999). Relative versus absolute reinforcement effects: Implications for preference assessments. <i>Journal of Applied Behavior Analysis</i>, 32, 479-493. <a href="https://doi.org/10.1901/jaba.1999.32-479">https://doi.org/10.1901/jaba.1999.32-479</a></li> <li>• Kunze, M., Drew, C., Machalicek, W., Safer-Lichtenstein, J., &amp; Crowe, B. (2019). Language preference of a multilingual individual with disabilities using a speech generating device. <i>Behavior Analysis in Practice</i>, 12(4), 777-781. <a href="https://doi.org/10.1007/s40617-019-00379-w">https://doi.org/10.1007/s40617-019-00379-w</a></li> </ul>	<ul style="list-style-type: none"> <li>• Submit 2 discussion questions</li> <li>• Prep for quiz in-class</li> <li>•</li> </ul>	<p>B-4, B-7, B-8, F-5, G-1, G-3 (Ch. 11) B-4, G-1 (Ch. 12)</p>
<p>5 10/3/24</p>	<p><b>Schedules of Reinforcement</b> Required Readings</p> <ul style="list-style-type: none"> <li>• C, H, &amp; H, Chapt. 13</li> <li>• Andrade, L. F., Barry, D., Litt, M. D., &amp; Petry, N. M. (2014). Maintaining high activity levels in sedentary adults with a reinforcement-thinning schedule. <i>Journal of Applied Behavior Analysis</i>, 47(3), 523-536. <a href="https://doi.org/10.1002/jaba.147">https://doi.org/10.1002/jaba.147</a></li> <li>• Lattal, K. A., &amp; Neef, N. A. (1996). Recent reinforcement-schedule research and applied behavior analysis. <i>Journal of Applied Behavior Analysis</i>, 29, 213-230</li> </ul>	<ul style="list-style-type: none"> <li>• Submit 2 discussion questions</li> <li>• Prep for quiz in-class</li> </ul>	<p>B-5, G-1, G-14, G-22 (Ch. 13)</p>
<p>6 10/10/24</p>	<p><b>Punishment and Schedules of Punishment</b> Required Readings</p> <ul style="list-style-type: none"> <li>• C, H, &amp; H, Chapt. 14 &amp; 15</li> <li>• Vollmer, T. R. (2002). Punishment happens: Some comments on Lerman and Vorndran's review. <i>Journal of Applied Behavior Analysis</i>, 35, 469-473</li> <li>• Critchfield, T. S. (2014). Skeptic's corner: Punishment—destructive force or valuable social “adhesive”? <i>Behavior Analysis in Practice</i>, 7, 36-44.</li> </ul>	<ul style="list-style-type: none"> <li>• Submit 2 discussion questions</li> <li>• Prep for quiz in-class</li> </ul>	<p>B-6, B-8, G-16, H-4, H-5 (Ch. 14) B-6, B-8, G-16, H-4, H-5 (Ch. 15) B-4</p>

	<p>Additional Resources (Optional)</p> <ul style="list-style-type: none"> <li>Lerman, D. C., &amp; Vorndran, C. M. (2002). On the status of knowledge for using punishment: Implications for treating behavior disorders. <i>Journal of Applied Behavior Analysis, 35</i>, 431-464.</li> <li>Apel, A. B., &amp; Diller, J. W. (2017). Prison as punishment: A behavior-analytic evaluation of incarceration. <i>The Behavior Analyst, 40</i>(1), 243-256. <a href="https://doi.org/10.1007/s40614-016-0081-6">https://doi.org/10.1007/s40614-016-0081-6</a></li> <li>Hineline, P. N., &amp; Rosales-Ruiz, J. (2013). Behavior in relation to aversive events: Punishment and negative reinforcement. In G. J. Madden, W. V. Dube, T. D. Hackenberg, G. P. Hanley, &amp; K. A. Lattal (Eds.), <i>APA handbook of behavior analysis, Vol. 1. Methods and principles</i> (pp. 483–512). American Psychological Association. <a href="https://doi.org/10.1037/13937-021">https://doi.org/10.1037/13937-021</a></li> <li>Van Houten, R., &amp; Malenfant, J. E. L. (2004). Effects of a driver enforcement program on yielding to pedestrians. <i>Journal of Applied Behavior Analysis, 37</i>, 351-563. <a href="https://doi.org/10.1901/jaba.2004.37-351">https://doi.org/10.1901/jaba.2004.37-351</a></li> </ul>		
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7 10/17/24	<p><b>Stimulus Control and Motivating Operations</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>C, H, &amp; H, Chapt. 16-17</li> <li>Bootzin, R. R. (1972). Stimulus control treatment for insomnia. <i>Proceedings of the American Psychological Association, 7</i>, 395-396.</li> <li>Langthorne, P., &amp; McGill, P. (2009). A tutorial on the concept of the motivating operation and its importance to application. <i>Behavior Analysis in Practice, 2</i>(2), 22-31.</li> </ul> <p>Optional Readings:</p> <ul style="list-style-type: none"> <li>Lee, N., Vladescu, J. C., Reeve, K. F., Peterson, K. M., &amp; Giannakakos, A. R. (2019). Effects of behavioral skills training on the stimulus control of gun safety responding. <i>Journal of Behavioral Education, 28</i>(2), 187-203.</li> <li>Michael, J. (1982). Distinguishing between the discriminative and motivational functions of stimuli. <i>Journal of the Experimental Analysis of Behavior, 37</i>, 149–155.</li> </ul>	<ul style="list-style-type: none"> <li>Submit 2 discussion questions</li> <li>Prep for in-class quiz</li> </ul>	<p>B-12, G-2 (Ch. 16)</p> <p>B-2, B-10, B-11, G-4, G-10 (Ch. 17)</p>
8 10/24/24	<p><b>SDs and MOs Cont'd;</b></p> <p><b>Self-Management and Verbal Behavior</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>C, H, &amp; H, Chapt. 29</li> <li>Skinner, B. F. (2017). The behavior of the listener. In S. C. Hayes (Ed.), <i>Rule-governed behavior: Cognition, contingencies, and instructional control</i> (pp. 85-96). New York: Plenum Press.</li> <li>Carr, J. E., &amp; Miguel, C. F. (2013). The analysis of verbal behavior and its therapeutic applications. In G. J. Madden, W. V. Dube, T. D. Hackenberg, G. P. Hanley, &amp; K. A. Lattal (Eds.), <i>APA handbook of behavior analysis,</i></li> </ul>	<ul style="list-style-type: none"> <li>Submit 2 discussion questions</li> <li>Prep for in-class quiz</li> </ul>	<p>G-6</p>

	<i>Vol. 2. Translating principles into practice</i> (pp. 329–352). American Psychological Association.		
9 10/31/24	<p><b>Developing New Behavior: Stimulus Equivalence, Imitation, Modeling, and Observational Learning</b></p> <p>Required Readings:</p> <ul style="list-style-type: none"> <li>• C, H, &amp; H, Chapt. 19, 21</li> <li>• Matsuda, K., Garcia, Y., Catagnus, R., &amp; Brandt, J. A. (2020). Can behavior analysis help us understand and reduce racism? A review of the current literature. <i>Behavior Analysis in Practice</i>, 13(2), 336-347. <a href="https://doi.org/10.1007/s40617-020-00411-4">https://doi.org/10.1007/s40617-020-00411-4</a></li> </ul> <p>Optional Readings:</p> <ul style="list-style-type: none"> <li>• Ostrosky, B. D., Reeve, K. F., Day-Watkins, J., Vladescu, J. C., Reeve, S. A., &amp; Kerth, D. M. (2022). Comparing group-contingency and individualized equivalence-based instruction to a PowerPoint Lecture to establish equivalence classes of reinforcement and punishment procedures with college students. <i>The Psychological Record</i>, 72(3), 407-428.</li> <li>• C, H, &amp; H, Chapt. 20</li> </ul>	<ul style="list-style-type: none"> <li>• Submit 2 discussion questions</li> <li>• Prep for in-class quiz</li> </ul>	<p>B-10, B-15, G-10, G-12, G-21 (Ch. 19)</p> <p>G-5 (Ch. 21)</p>
10 11/7/24	<p><b>Developing New Behavior: Shaping and Chaining</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>• C, H, &amp; H, Chapt. 22 – 23</li> </ul> <p>Additional Resources (Optional)</p> <ul style="list-style-type: none"> <li>• Athens, E. S., Vollmer, T. R., &amp; Pipkin, C. C. S. P. (2007). Shaping academic task engagement with percentile schedules. <i>Journal of applied behavior analysis</i>, 40(3), 475-488. <a href="https://doi.org/10.1901/jaba.2007.40-475">https://doi.org/10.1901/jaba.2007.40-475</a></li> <li>• Slocum, S. K., &amp; Tiger, J. H. (2011). An assessment of the efficiency of and child preference for forward and backward chaining. <i>Journal of Applied Behavior Analysis</i>, 44(4), 793-805. <a href="https://doi.org/10.1901/jaba.2011.44-793">https://doi.org/10.1901/jaba.2011.44-793</a></li> </ul>	<ul style="list-style-type: none"> <li>• Submit 2 discussion questions</li> <li>• Prep for in-class quiz</li> </ul> <p><b>Tutorial papers – first submission (final version due one week after feedback returned)</b></p>	<p>G-7 (Ch. 22)</p> <p>G-8 (Ch. 23)</p>
11 11/14/24	<p><b>Token Economies, Group Contingencies, and Contingency Contracting</b></p> <p>Required Readings</p> <ul style="list-style-type: none"> <li>• C, H, &amp; H, Chapt. 28</li> <li>• Barrish, H. H., Saunders, M. &amp; Wolf, M. M. (1969). Good behavior game: Effects of individual contingencies for group consequences on disruptive behavior in a classroom. <i>Journal of Applied Behavior Analysis</i>, 2(2), 119-124</li> </ul>	<ul style="list-style-type: none"> <li>• Submit 2 discussion questions</li> <li>• Prep for in-class quiz</li> </ul>	<p>G-17, G-18, G-19</p>

<p>12 11/21/24</p>	<p><b>Decreasing Behavior with Nonpunishment Procedures</b> Required Readings</p> <ul style="list-style-type: none"> <li>• C, H, &amp; H, Chapt. 24 – 26</li> <li>• Iwata, B. A., Pace, G. M., Cowdery, G. E., &amp; Miltenberger, R. G. (1994). What makes extinction work: An analysis of procedural form and function. <i>Journal of Applied Behavior Analysis</i>, 27(1), 131-144. <a href="https://doi.org/10.1901/jaba.1994.27-131">https://doi.org/10.1901/jaba.1994.27-131</a></li> </ul> <p>Optional Readings:</p> <ul style="list-style-type: none"> <li>• Banerjee, I., Lambert, J. M., Copeland, B. A., Paranczak, J. L., Bailey, K. M., &amp; Standish, C. M. (2022). Extending functional communication training to multiple language contexts in bilingual learners with challenging behavior. <i>Journal of Applied Behavior Analysis</i>, 55(1), 80-100. <a href="https://doi.org/10.1002/jaba.883">https://doi.org/10.1002/jaba.883</a></li> <li>• Lipschultz, J., &amp; Wilder, D. A. (2017). Recent research on the high-probability instructional sequence: A brief review. <i>Journal of Applied Behavior Analysis</i>, 50(2), 424-428. <a href="https://doi.org/10.1002/jaba.378">https://doi.org/10.1002/jaba.378</a></li> <li>• Peterson, C., Lerman, D. C., &amp; Nissen, M. A. (2016). Reinforcer choice as an antecedent versus consequence. <i>Journal of Applied Behavior Analysis</i>, 49(2), 286-293.</li> <li>• Vollmer, T. R., Peters, K. P., Kronfli, F. R., Lloveras, L. A., &amp; Ibañez, V. F. (2020). On the definition of differential reinforcement of alternative behavior. <i>Journal of Applied Behavior Analysis</i>, 53(3), 1299-1303. <a href="https://doi.org/10.1002/jaba.701">https://doi.org/10.1002/jaba.701</a></li> </ul>	<ul style="list-style-type: none"> <li>• Submit 2 discussion questions</li> <li>• Prep for in-class quiz</li> </ul>	<p>B-9, G-15 (Ch. 24)</p> <p>G-14 (Ch. 25)</p> <p>G-2, G-13, G-14 (Ch. 26)</p>
<p>11/28/24</p>	<p><b>THANKSGIVING – NO CLASS</b></p>		
<p>12/5/24</p>	<p><b>Generalization and Maintenance</b> Required Readings</p> <ul style="list-style-type: none"> <li>• C, H, &amp; H, Chapt. 30</li> <li>• Stokes, T. F., &amp; Baer, D. M. (1977). An implicit technology of generalization. <i>Journal of Applied Behavior Analysis</i>, 10, 329-367.</li> <li>• Osnes, P. G., &amp; Lieblein, T. (2003). An explicit technology of generalization. <i>The Behavior Analyst Today</i>, 3(4), 364. <a href="https://doi.org/10.1037/h0099994">https://doi.org/10.1037/h0099994</a></li> </ul> <p>Optional Readings</p> <ul style="list-style-type: none"> <li>• Stokes, T. F., &amp; Osnes, P. G. (1989). An operant pursuit of generalization. <i>Behavior Therapy</i>, 20(3), 337-355.</li> <li>• Gunning, C., Holloway, J., Fee, B., Breathnach, Ó., Bergin, C. M., Greene, I., &amp; Ní Bheoláin, R. (2019). A systematic review of generalization and maintenance outcomes of social skills intervention for preschool children with autism spectrum disorder. <i>Review Journal of Autism and Developmental Disorders</i>, 6, 172-199</li> <li>• Wong, K. K., Fienup, D. M., Richling, S. M., Keen, A., &amp; Mackay, K. (2022). Systematic review of acquisition mastery criteria and statistical analysis of associations with response maintenance and generalization. <i>Behavioral Interventions</i>, 37(4), 993-1012. <a href="https://doi.org/10.1002/bin.1885">https://doi.org/10.1002/bin.1885</a></li> </ul>	<ul style="list-style-type: none"> <li>• Submit 2 discussion questions</li> <li>• Prep for in-class quiz</li> </ul>	<p>B-11, G-21, G-22, H-9</p>