

**COURSE APPROVAL DOCUMENT**  
Southeast Missouri State University

**Department:** College of Education, Departments of Elementary, Early, Special Ed

**Course No.** AB 531

**Title of Course:** Basic Principles in Applied Behavior Analysis

**Date:** Fall 2015

**Please check:** New

- I. **Catalog Description (3 Credit Hours of Course):** Surveys the concepts and principles of operant and respondent conditioning, and applications and research from the science of Applied Behavior Analysis. (3)
- II. **Prerequisite(s):**  
60 undergraduate credit hours or the permission of the instructor
- III. **Purposes or Objectives of the Course (optional):**
1. Explain behavior in accordance with the philosophical assumptions of behavior analysis.
  2. Define and distinguish among the basic principles and concepts of behavior analysis
  3. Provide examples of the basic principles and concepts of behavior analysis.
  4. Describe and synthesize how learning occurs within both operant and respondent conditioning models.
  5. Provide examples of both operant and respondent behaviors.
  6. Diagram behavioral contingencies and explain the principles of behavior illustrated in the diagram.
  7. Present topics using appropriate terminology from behavior analysis.
  8. Distinguish among the verbal operants and provide examples of each.

IV. **Student Learning Outcomes (Minimum of 3):**

<b>SLO</b>	<b>Measurement Tool</b>
1. Define and distinguish among the basic principles and concepts of behavior analysis	Average Score of 80% for <b>Terms &amp; Definitions quizzes</b>
2. Provide original examples of the basic principles and concepts of behavior analysis.	Average Score of 80% for <b>Original Examples Assignments</b>
3. Identify examples of the basic principles and concepts of behavior analysis.	Average Score of 80% on 4 <b>Identifying Concepts and Principles Exams</b>
4. Present topics using appropriate terminology from behavior analysis.	Score of 80% on <b>Final Project: Using Appropriate Terminology</b>

**V. Behavior Analysis Certification Board (BACB) Alignment:**

<b>Course Objectives</b>	<b>BACB</b>
1. Explain behavior in accordance with the philosophical assumptions of behavior analysis.	FK 01-FK 09
2. Define and distinguish among the basic principles and concepts of behavior analysis	FK 10 – FK 27 FK 29 – FK 32 FK 34 – FK 38 FK 40 – FK 42
3. Provide examples of the basic principles and concepts of behavior analysis.	FK 10 – FK 27 FK 29 – FK 32 FK 34 – FK 38 FK 40 – FK 42
4. Describe and synthesize how learning occurs within both operant and respondent conditioning models	FK 13 – FK16
5. Provide examples of both operant and respondent conditioning.	FK 13 – FK 20
6. Diagram behavioral contingencies and explain the principles of behavior illustrated in the diagram.	FK 15, FK 24, FK 26, FK 27, FK 31
7. Distinguish among the verbal operants and provide examples of each.	FK 43 – FK 46
8. Present topics using appropriate terminology from behavior analysis.	

**VI. Course Content or Outline (Indicate number of class hours per unit or section):**

<b>Unit Topics</b>	<b>Class Hours</b>	<b>Objectives</b>
Introduction to behavior analysis	6	1, 8
Reflexive Behavior & Respondent Conditioning	3	1-6,8
Operant Conditioning	4	1-6,8
Reinforcement (positive, negative, automatic)	4	1-6,8
Extinction & Differential Reinforcement	3	1-6,8
Motivating Operations	3	1-6,8
Schedules of Reinforcement (and Punishment)	3	1-6,8
Punishment (positive, negative, automatic)	4	1-6,8
Stimulus Control	3	1-6,8
Conditioned Reinforcement and Punishment	3	1-6,8
Imitation & Rule Governed Behavior	3	1-6,8
Complex Stimulus Control (Stimulus Equivalence & Matching-to-Sample)	3	1-6,8
Verbal Behavior & Private Events	3	1-6,8
<b>Total</b>	<b>45</b>	

*This course satisfies the 45 required hours in the BACB's Content Area B: Concepts and Principles in Behavior Analysis*

**Please Attach copy of class syllabus and schedule as an example**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Chair

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dean

*Approved by Academic Council, April 1, 2014 Revision: April 1, 2014*

**SOUTHEAST MISSOURI STATE UNIVERSITY  
COURSE SYLLABUS**

**AB 531: BASIC PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS  
SPRING 2015 SEMESTER: OFFERED ONLINE**

**Instructor:** Dr. Jamie Severtson  
**Phone:** 573-986-6982  
**Office:** Scully 401F  
**E-Mail:** [jsevertson@semo.edu](mailto:jsevertson@semo.edu) (please include "AB 531" in the subject of your emails to me)

**Office Hours:** Tuesday: 10:00am – 11:30 am (401F Scully)  
Wednesday: 1:30pm – 3:00 pm (401F Scully)  
7:30pm – 8:30pm (Online using Google Chat: jamie.severtson)  
Also available by appointment

*I want you to be successful in this class. My wish for you is that you begin to love Behavior Analysis as much as I do. I am here to help you in any way I can, so please do not hesitate to come to office hours, chat with me online during online office hours, call or email. I am happy to meet with students outside of normal office hours.*

**Questions, Comments, Requests** regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Julie Ray, Chair of the Elementary, Early and Special Education Department.

**Course Purpose:**

The purposes of this course are to familiarize you with the basic behavioral principles, teach you how to speak about topics in a behaviorally consistent manner, and illustrate how the knowledge of behavioral principles can enhance application. The course will be primarily devoted to the study of operant and respondent conditioning and their application to and interpretation of human behavior. This is a rigorous graduate level course and is reading intensive. If this is your first graduate course, you should consider meeting the instructor to help ensure your success! Success in this course depends on: (a) thoroughly reading the course materials, (b) careful studying and memorizing the key terms, and (c) actively participating in the online discussions.

This is the first course in a series of courses designed for students who are interested in learning about Applied Behavior Analysis (ABA) and/or becoming Board Certified Behavior Analysts (BCBAs) / Board Certified Associate Behavior Analysts (BCaBAs). For more information about becoming a BCBA or BCaBA, please see your instructor, and go to <http://www.bacb.com/index.php?page=4>

I. **Catalog Descriptions and Credit Hours of Course:**

**AB 531. Basic Principles of Applied Behavior Analysis.** Surveys the concepts and principles of operant and respondent conditioning, and applications and research from the science of Applied Behavior Analysis. (Required for BCBA/BCaBA certification). (3 Credits)

II. **Prerequisite(s):**

- a. 60 undergraduate credit hours or the permission of the instructor

III. **Objectives of the Course:**

- a. Explain behavior in accordance with the philosophical assumptions of behavior analysis.
- b. Define and distinguish among the basic principles and concepts of behavior analysis
- c. Provide examples of the basic principles and concepts of behavior analysis.
- d. Describe and synthesize how learning occurs within both operant and respondent conditioning models.
- e. Provide examples of both operant and respondent behaviors.
- f. Diagram behavioral contingencies and explain the principles of behavior illustrated in the diagram.
- g. Present topics using appropriate terminology from behavior analysis.
- h. Distinguish among the verbal operants and provide examples of each.

IV. **Student Learning Outcomes (Notations in Course Content & Schedule)**

1. Define and distinguish among the basic principles and concepts of behavior analysis (S1)
2. Provide original examples of the basic principles and concepts of behavior analysis (S2)
3. Identify examples of the basic principles and concepts of behavior analysis (S3)
4. Present topics using appropriate terminology from behavior analysis (S4)

V. **Expectations of the Student**

- a. Read the assigned chapters in the text books as well as assigned readings from scientific journals.
- b. Participate in online forum discussions.
- c. Successfully complete all quizzes, exams, and assignments.
- d. Check the website twice per week for new materials and course updates.
- e. Respond to emails within 48 hours (except on weekends and holidays).
- f. Questions regarding the course in the course Q & A Forum(s).
- g. Complete all assignments, quizzes, discussion posts by 11:59pm on the date that they are due unless otherwise noted in the instructions. ***Late assignments will not be.***

## VI. **Expectations of the Instructor**

Your instructor will:

- a. Respond to emails within 48 hours (except on the weekends and holidays).
- b. Participate in online forum discussions.
- c. Post grades for a given forum, quiz, exam, or assignment within 2 weeks following the due date.
- d. Not grade late assignments.
- e. Provide all updates regarding the course (e.g., cancelation off office hours) via the course News Forum.
- f. Maintain office hours and also meet with students outside of office hours as arranged by the students.

## VII. **Textbook(s) and Other Required Materials:**

### **Required Textbooks:**

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis* (2<sup>nd</sup> ed). Upper Saddle, NJ: Pearson Prentice Hall.

### **Supplemental Readings:**

- Journal articles and other readings will be provided throughout the semester and are noted in the Course Content & Schedule, and a list of references are provided at the end of the syllabus.

### **Required Technology:**

A webcam or smart device with video capabilities is required for this course. You will be required to post videos of yourself for various assignments and forums (e.g., responses to readings, discussion questions). You will be required to upload videos to YouTube and save them as “Unlisted” Videos.

- If you do not have access to a webcam, you should contact or stop by the [Multimedia Center at Kent Library](#)

You may wish to purchase a webcam if you do not have one. You should be able to find a variety of webcams for under \$20.00. Here are some options to consider:

- **Webcam:** [click here to view options](#)

A microphone is not a requirement, but some students may find that a microphone helps produce a better sound quality.

- **Microphone:** [click here to view options](#)

## VIII. **Accessibility Statement:**

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the

student's responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: <http://www.semo.edu/ds/>

#### **IX. Civility Statement**

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

#### **X. Academic Honesty Statement:**

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the [STUDENT HANDBOOK](#). The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

**Plagiarism.** In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

**Cheating.** Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

**XI. Basis for Student Evaluations:**

**a. For all students:**

**i. First Week questionnaire, syllabus quiz, and video greeting**

On the first week of class, each student is required to complete an informational questionnaire, which is used by the instructor to help improve students' experiences in the course. Additionally, a quiz is provided over the syllabus content, and each student is required to post a video greeting to the class in a forum and respond to at least 2 other student videos.

**ii. Weekly Terms & Definitions Quizzes**

All quizzes will be timed (30 minutes). In the first half of the quiz, students are required to provide the definition of 10 terms from the unit. In the second half of the quiz, students are required to match the term to the definition. Once a question is answered (or skipped), students will not be able to go back to the question.

**iii. Weekly Forum Discussions (with original examples) – Video and Text**

Students are required to participate in weekly forum discussions. Students will be able to provide original examples of concepts and principles in the unit either through written description or video presentation. At least half of the forums will require video presentations. Students will receive feedback from each other as well as the instructor. Original example posts are required by Friday at 11:55pm each week, and students are required to respond to at least 2 posts by the following Monday at 11:55pm.

**iv. Original Example Assignments**

Students are required to demonstrate their understanding of the concepts and principles in the course by completing assignments that require them to provide original examples. Students are encouraged to use the forum discussion to receive feedback on their examples before submitting them for assignments.

**v. Identifying Concepts and Principles Exams**

Students will complete 4 exams over the course of the semester. Each exam will focus on having students identify the principles and concepts from the course in a variety of examples.

**vi. Final Project: Presentation Using Appropriate Terminology**

Students demonstrate their knowledge of the topics covered in the course by presenting original examples using appropriate terminology from behavior analysis. Presentations should be about 10 minutes in duration. Students are required to watch each other's presentations, provide feedback, and submit a rating form for each presentation to the instructor. Presentations will be

graded based on student and instructor ratings. A grading rubric will be provided.

**b. For Graduate Students Only:**

**i. Journal Article Quizzes**

Students enrolled in the course for graduate credit will be required to read supplemental journal articles and complete a quiz over the article. All quizzes will be timed, and once a question is answered (or skipped), students will not be able to return to the question.

**ii. Final Project: Paper Using Appropriate Terminology**

Graduate Students will be required to complete a 6-8 page, double spaced, paper that corresponds with their final presentations. The purpose of this assignment is for students to demonstrate that they can use appropriate terminology from behavior analysis to discuss various topics.

**COMPONENT EVALUATION CHART ABF 531**

*This is a tentative plan for the semester; however, your instructor has the right to add, remove, or change assignments throughout the semester.*

Component Description	Points	Due Date
<b>First Week:</b>		
<b>Student Questionnaire</b>	<b>5</b>	January 26
<b>Syllabus Quiz</b>	<b>20</b>	January 26
<b>Video Greeting Forum</b>	<b>10</b>	Jan 23: Greeting Jan 26: 2 Replies
<b>Forum Discussions (13 total X 10 points each)</b>	<b>130</b>	Fri: Original Post Mon: 2 Replies
<b>Terms and Definitions Quizzes (14 total X 10 points each)</b>	<b>140</b>	Mondays 11:55pm
<b>Original Example Assignments (8 total X 20 points)</b>	<b>160</b>	Mondays 11:55pm
<b>Identifying Concepts and Principles Exams (4 total X 50 points)</b> Open during week indicated on course schedule	<b>200</b>	Weeks 5, 8, 12, 17
<b>Final Project: Presentation Using Appropriate Terminology</b>	<b>100</b>	May 3: Original Post May 10: Feedback Posts, Ratings
<b>Total Points for Undergraduate Students:</b>	<b>765</b>	
<b>Graduate Students:</b>		
<b>Journal Article Quizzes (8 total X 10 points)</b>	<b>80</b>	Mondays 11:55pm
<b>Final Project: Paper Using Appropriate Terminology</b>	<b>100</b>	May 3
<b>Total Points for Graduate Students:</b>	<b>945</b>	



c. **Undergraduate Student Evaluation\*\*\*:**

<b>Grading Scale:</b> 90-100%=A 80-89% = B 70-79% = C 60-69% = D 59 or less=F
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\*\*\* **Important:** If you are interested in becoming a BCaBA, taking this course at the undergraduate level is appropriate. If you are interested in becoming a BCBA, please speak with your instructor about taking this course at the Graduate Level. Please read the FAQ from the BACB about becoming a BCaBA and then “upgrading” to a BCBA to avoid needing to retake courses. <http://www.bacb.com/index.php?page=6#43>

d. **Basis for Graduate Student Evaluation:**

<b>Grading Scale:</b> 90-100%=A 80-89% = B 70-79% = C 69 or less=F
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## XII. Course Content and Schedule

Week	Topic	Readings/Videos G = Graduate Students Only O = Optional (Recommended)	Assignments/ Quizzes/Exams/Forums S=SLO Measurement G = Graduate Students Only O = Optional	BACB Objective
1	Course introduction, Introduction to Behavior Analysis	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• chapter 1 (p.7-9)</li> <li>• What's a behavior analyst? Presentation</li> <li>• History of ABA Presentation</li> <li>• <a href="#">BACB 4th ed task list</a></li> <li>• <a href="#">BACB Coursework Requirements</a> (O)</li> <li>• <a href="#">BACB Autism Task List</a> (O)</li> <li>• Ayllon &amp; Michael (1959) (G)</li> </ul>	<input type="checkbox"/> Greetings Video Forum <input type="checkbox"/> Student Questionnaire <input type="checkbox"/> Syllabus & BACB Quiz <input type="checkbox"/> Terms Quiz (S1) <input type="checkbox"/> Article Quiz (G)	FK 09
2	Introduction to Behavior Analysis	<ul style="list-style-type: none"> <li>• Chapter 1 (1-7; 10-23)</li> <li>• Chapter 2 (p.25-28)</li> <li>• Philosophical Assumptions in Behaviors Analysis Presentation</li> <li>• Characteristics of ABA Presentation</li> <li>• Basic Concepts Presentation</li> <li>• <a href="#">Baer, Wolf, &amp; Risley (1968)</a> (O)</li> </ul>	<input type="checkbox"/> Terms Quiz (S1) <input type="checkbox"/> Philosophical Assumptions & Characteristics of ABA Forum <input type="checkbox"/> Baer, Wolf, & Risley Extra Credit Quiz (O)	FK-01 - FK 08; FK-10 - 11
3	Reflexive Behavior, Respondent Conditioning,	<ul style="list-style-type: none"> <li>• Chapters 2 (p. 29-31)</li> <li>• <a href="#">Classical Conditioning Video</a></li> <li>• <a href="#">Classical Conditioning Tutorial</a></li> <li>• Respondent Conditioning Presentation</li> <li>• Gorn (1982) (G)</li> </ul>	<input type="checkbox"/> Terms Quiz (S1) <input type="checkbox"/> Classical Conditioning Video Forum <input type="checkbox"/> Classical Conditioning Assignment (S2) <input type="checkbox"/> Article Quiz (G)	FK-13, FK-14, FK-32
4	Operant Behavior	<ul style="list-style-type: none"> <li>• Chapter2 (31-45)</li> <li>• Operant Conditioning Presentation</li> <li>• <a href="#">Operant Conditioning Pigeon Video</a></li> <li>• <a href="#">Pigeon's playing ping pong</a></li> <li>• Operant vs. Respondent Conditioning Presentation</li> <li>• Capshew (1993) (G)</li> </ul>	<input type="checkbox"/> Terms Quiz (S1) <input type="checkbox"/> Operant Conditioning Video Forum <input type="checkbox"/> Operant Conditioning Assignment (S2) <input type="checkbox"/> Article Quiz (G)	FK-15, FK-16, FK-31, FK-32, FK-41
5	Reinforcement (positive, negative, & automatic reinforcement)	<ul style="list-style-type: none"> <li>• Chapter 11 (p. 256-269)</li> <li>• Chapter 12 (p. 291-303)</li> <li>• Positive Reinforcement Presentation</li> <li>• Negative Reinforcement Presentation</li> <li>• Automatic Reinforcement Presentation</li> <li>• <a href="#">Dolphin Training</a></li> <li>• <a href="#">Big Bang Theory</a></li> <li>• <a href="#">Borrero, Vollmer, &amp; Wright (2002)</a> (G)</li> <li>• Cipani (1995) (O)</li> </ul>	<input checked="" type="checkbox"/> Exam 1 (weeks 1-4) (S3) <input type="checkbox"/> Terms Quiz (S1) <input type="checkbox"/> Forum: Reinforcement Examples <input type="checkbox"/> Article Quiz (G) <input type="checkbox"/> Cipani (1995) EC Quiz (O)	FK-17, FK-18, FK-23, FK-41
6	Extinction & Differential Reinforcement	<ul style="list-style-type: none"> <li>• Chapter 21 (p. 456-463; p.164¶3-5)</li> <li>• Extinction Presentation</li> <li>• Chapter 22 (<i>Not required to know guidelines for using each DR Procedure or how to change DR Intervals</i>)</li> <li>• Differential Reinforcement Presentation</li> </ul>	<input type="checkbox"/> Terms Quiz (S1) <input type="checkbox"/> Forum: Extinction & Differential Reinforcement <input type="checkbox"/> Reinforcement & Extinction Assignment (S2)	D-21 (intro), FK-17, FK-18, FK-22, FK-36
7	Motivating Operations	<ul style="list-style-type: none"> <li>• Chapter 16 (p. 374-384)</li> <li>• Motivating Operations</li> <li>• <a href="#">Laraway et al. (2003)</a> (G)</li> <li>• Chapter 16 (CMO's p.384-389) (O)</li> </ul>	<input type="checkbox"/> Terms Quiz (S1) <input type="checkbox"/> Forum: Motivating Operations <input type="checkbox"/> Motivating Operations Assignment (S2) <input type="checkbox"/> Article Quiz (G) <input type="checkbox"/> CMO Extra Credit Quiz (O)	FK-26, FK-27, FK-29, FK-30

8	Schedules of Reinforcement (and punishment)	<ul style="list-style-type: none"> <li>Chapter 13 (Basics: p. 305-314¶1)</li> <li>Basic Schedules of Reinforcement Presentation (part 1)</li> <li><a href="#">Lerman, Iwata, Shore, &amp; DeLeon (1997)</a> (G)</li> </ul>	<input type="checkbox"/> Midterm Exam 2 (weeks 5-7)(S3) <input type="checkbox"/> Terms Quiz (S1) <input type="checkbox"/> Forum: Schedules of Reinforcement <input type="checkbox"/> Article Quiz (G)	FK-21, FK-22, FK-38, FK-40
9	Spring Break			
10	Punishment (Positive, Negative, and Automatic)	<ul style="list-style-type: none"> <li>Chapter 14 (p. 326-338)</li> <li>Chapter 15 (p. 357)</li> <li>Punishment Presentation</li> </ul>	<input type="checkbox"/> Terms Quiz (S1) <input type="checkbox"/> Forum: Punishment <input type="checkbox"/> Punishment & Schedules of Reinforcement Assignment (S2)	FK-26, FK-27, FK-21, FK-23, FK-38
11	Stimulus Control	<ul style="list-style-type: none"> <li>Chapter 17 (p. 393-396¶1-3)</li> <li>Stimulus Control Presentation (Part 1)</li> <li>Stimulus Control Presentation (Part 2)</li> <li><a href="#">Sidener, Shabani, Carr, &amp; Roland (2006)</a> (G)</li> </ul>	<input type="checkbox"/> Terms Quiz (S1) <input type="checkbox"/> Forum: Stimulus Control <input type="checkbox"/> Article Quiz (G) <input type="checkbox"/> Stimulus Control Assignment (S2)	FK-24, FK-25, FK-29, FK-34, FK-35, FK-37
12	Conditioned Reinforcement/Punishment	<ul style="list-style-type: none"> <li>Conditioned Reinforcement Presentation</li> <li>Chapter 13 (Variations: p.314-323)</li> <li>Variations of Schedules of Reinforcement Presentation (part 2)</li> <li>Moher, Gould, Hegg, &amp; Mahoney(2008) (O)</li> </ul>	<input type="checkbox"/> Exam 3 (weeks 8-11) (S3) <input type="checkbox"/> Terms Quiz (S1) <input type="checkbox"/> Forum: Conditioned Reinforcement/Punishment <input type="checkbox"/> Article Extra Credit Quiz (O)	FK-16 - FK20, FK-21, FK-25,
13	Imitation and Rule Governed Behavior	<ul style="list-style-type: none"> <li>Imitation &amp; Rule Governed Behavior Presentation</li> <li>Readings TBA</li> <li><a href="#">Cerutti (1989)</a> (G)</li> <li><a href="#">Tarbox et al. (2011)</a> (O)</li> </ul>	<input type="checkbox"/> Terms Quiz (S1) <input type="checkbox"/> Forum: Imitation & Rule Governed Behavior <input type="checkbox"/> Article Quiz: Cerutti (G) <input type="checkbox"/> Article Extra Credit Quiz: Tarbox et al. (O)	FK-41, FK-42
14	Complex Stimulus Control (Stimulus Equivalence & Matching-to-Sample)	<ul style="list-style-type: none"> <li>Chapter 17 (P.396¶4- p.400)</li> <li>Complex Stimulus Control Presentation (Part 1)</li> <li>Complex Stimulus Control: Stimulus Equivalence &amp; Matching-to-Sample (Part 2)</li> <li><a href="#">Keintz, Miguel, Kao, &amp; Finn</a> (2011) (G)</li> <li>LeBlanc et al. (2003) (O)</li> </ul>	<input type="checkbox"/> Terms Quiz (S1) <input type="checkbox"/> Forum: Complex Stimulus Control <input type="checkbox"/> Assignment: Complex Stimulus Control (S2) <input type="checkbox"/> Article Quiz: Keintz et al. (G) <input type="checkbox"/> Article Extra Credit Quiz: LeBlanc et al. (O)	E-13 (intro), FK-12, FK-34-FK-37,
15	Verbal Behavior & Private Events	<ul style="list-style-type: none"> <li>Chapter 25</li> <li>Verbal Behavior &amp; Private Events Presentation</li> <li><a href="#">Verbal Behavior FREE Web Tutorial (Foxy Learning)</a></li> <li><a href="#">Petursdottir, Carr, &amp; Michael (2005)</a> (O)</li> <li><a href="#">Gross, Fuqua, &amp; Merritt (2013)</a> (O)</li> </ul>	<input type="checkbox"/> Terms Quiz (S1) <input type="checkbox"/> Forum: Verbal Behavior <input type="checkbox"/> Assignment: Verbal Behavior (S2) <input type="checkbox"/> Article Extra Credit Quiz: either Petursdottir et al (2005) OR Gross et al. (2013) (O) <input type="checkbox"/> Upload final presentations (S4) <input type="checkbox"/> Upload final paper (G) (S4)	FK-43 – FK-46
16	Final Presentations	<ul style="list-style-type: none"> <li>Watch the presentations of your classmates</li> </ul>	<input type="checkbox"/> Respond in Final Presentations Forum (S4) <input type="checkbox"/> Submit ratings for presentations (S4)	
17	FINALS WEEK	No new material	<input type="checkbox"/> Final Exam 4 (12-15) (S3)	

### **XIII. References**

- Allyon, T. & Michael, J. (1959). The psychiatric nurse as a behavioral engineer. *Journal of the Experimental Analysis of Behavior*, 2, 323-334.
- Baer, D. M., Wolf, M. W., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1, 91-97.
- Borrero, J. C., Vollmer, T. R., & Wright, C. S. (2002). An evaluation of contingency strength and response suppression. *Journal of Applied Behavior Analysis*, 35, 337-347.
- Capshew, J. H. (1993). Engineering behavior: Project Pigeon, World War II, and the conditioning of B.F. Skinner. *Technology & Culture*, 34, 835-857.
- Cerutti, D. T. (1989). Discrimination theory of rule-governed behavior. *Journal of Experimental Analysis of Behavior*, 51, 259-276.
- Cipani, E.C. (1995). Be aware of negative reinforcement. *Teaching Exceptional Children*, 27, 36-40.
- Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis* (2nd ed). Upper Saddle, NJ: Pearson Prentice Hall.
- Gorn, J. G. (1982). The effects of music in advertising on choice behavior: A classical conditioning approach. *Journal of Marketing*, 46, 94-101.
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