

REHB 503: Basic Behavior Analysis

Fall 2015 Course Syllabus and Calendar

Instructor Information

Instructor: Mark R. Dixon, PhD
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Office Location: 336A Rehn Hall
Office Hours: M 8am – 2pm
Course Time: M 5pm – 7:50pm

Teaching Assistant: Kyle Rowsey, MS
Email: rowsey27@siu.edu
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Office Hours: M 3:30pm – 4:30pm or by appt.
Course Location: 0302 Wham Hall

Course Materials

Texts can be purchased at the Southern Illinois University Campus Bookstore located in the Student Center, at 710 Bookstore located on US 51, on Amazon, or directly from the publisher's website.

1. Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied Behavior Analysis* (2nd ed). Upper Saddle River, NJ: Pearson Prentice Hall. This book is required for several courses and is beneficial when studying for the BACB exams.
2. Behavior Development Solutions' BCBA Exam Prep program. This will be offered to you through BDS. Please ensure that your instructors have a correct email address as you will be contacted by BDS with ordering information. Extensions for this program can be purchased once the license is about to expire.
3. Dixon, M. R. (2014). *PEAK Relational Training System: Direct Training Module*. Carbondale, IL: Shawnee Scientific Press, LLC.
4. Additional readings will be provided via D2L as PDF attachments, or accessible online through the library's website at <http://lib.siu.edu> or online at <http://seab.envmed.rochester.edu/jaba/>
5. Invertebrate Lab Products List: (Please bring these items to Rehn Hall 307A prior to your first invertebrate project)
 - a. Box of Plastic Gloves (Latex Style is fine)
 - b. Bottle of Hand Sanitizer
 - c. Two Rolls of Paper Towels
 - d. Zip locking sandwich bags
 - e. Bottle of rubbing alcohol
 - f. Cotton balls
 - g. Various materials used for experiments as specified.

Course Description and Objectives

The primary course objective is for you to understand and be capable of correctly identifying and applying basic behavior analytic principles to varying domains and populations. To attain this objective, you will be required to (1) read each of the assigned chapter(s) and research articles each week, (2) be able to discuss the points of each assigned chapter/article during class, (3) respond appropriately to questions provided on examinations based on the text and class discussion, (4) conduct and present basic behavioral research in the invertebrate behavior lab, and (5) complete BDS modules based on the materials covered in class.

Upon *successful* completion of this class, you will know how to:

- Describe the assumptions, characteristics, and goals of applied behavior analysis
- Apply behavior-analytic procedures derived from basic learning principles to solve problems of social importance or improve conditions for dependent, or at-risk populations
- Become a more competent consumer of behavioral research
- Appreciate the complexity of causes and consequences
- Develop an ethic of social responsibility and citizenship

General Course Format

Each class period will begin with lecture and discussion over the materials indicated in the course calendar (approximately 2hr 20min.), and will end with an examination on the materials covered in the readings and lecture for that day (approximately 30min.). A brief break half way through each class period will be provided. Make plans to arrive on time. If you are late, you may miss out on pertinent information presented in class that may be covered on the exam.

Course Grades

Your course grade will be calculated based on the number of points that you can earn on the examinations, scholarly essays, and participation. The total number of possible points is thus 480, broken down as follows:

Exams (13 @ 20pts)	260 points
Participation (awarded during class)	20 points
Invertebrate Lab Assignments (3 @ 50pts)	150 points
BDS Homework Assignments (3 @ 40pts)	120 points
Final Project	50 points
Total:	600 Points

Grades will be determined according to the following point distribution:

	A	B	C	D	F
Percent	90	80	70	60	50
Points	540	480	420	360	300

Note: A grade of an 80% or higher is considered passing for this course. A grade of a 79% or lower is not considered passing for this course.

Students with Disabilities

If you have a documented disability and need reasonable accommodations, please contact me during the first week of class so that I can ensure that your needs are met in a timely manner. Students with disabilities must contact the University's Disability Support Services at the beginning of the semester to inform them of the disability and obtain information about services that can facilitate learning. Please stop by their office in Woody Hall B-150, or refer to the DSS website for further information: <http://disabilityservices.siu.edu/>.

Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or providing shelter within the facility.

Other Relevant Information

1. If you wish to drop this course for any reason, SIUC designates a final date by which you can do this. It is your responsibility to ensure that the drop process is officially completed.
2. A grade of incomplete will be given only under the conditions specified in the Undergraduate Catalog. That is, a grade of incomplete can only be given if a student has completed more than HALF of the semester and is PASSING the course. An incomplete exists to help those students who would have passed the course had they been able to continue, but EXTREME circumstances exist such that the student cannot continue.
3. Re-grade requests: If you receive a grade that you believe to be incorrect for any reason, I will be glad to review the grade to allot additional points, under the following conditions:
 - a. You have 1 week after the work has been returned to you to submit a re-grade request to me.
 - b. Requests should include the original work, a written explanation of why you think the grade you received was inaccurate, and specific evidence from class materials to support your original response.

Examinations

There will be 14 exams given during the course of this semester. Each exam will be worth 20 points. Each exam will cover the material presented that day in class and over the materials within the readings assigned for that class. Occasionally, there will be information on an exam from an earlier week as well. Exams will consist of essay questions. *NO MAKE-UP EXAMS WILL BE PROVIDED.* If you are not going to be in class for any given reason, you must notify Dr. Dixon or Kyle **prior to** the start of the class period so you can take the exam before the rest of the class. If there is an unexpected absence, we will need medical documentation in order for it to be excused. If we do not receive a message regarding your absence before class, you will receive a 0 for that exam. No exceptions. Your lowest single exam grade will be dropped from your final grade calculation.

Participation

This class will often be conducted as a seminar. Therefore, you are encouraged *and* expected to speak in class; indeed your contributions (or lack thereof) will be graded. We will discuss questions that you have about the text and any related issues. If you are silent or absent for an entire class period, you will not earn a point for participation that day.

Invertebrate Lab

This semester, you will be provided with the opportunity to conduct research projects with Madagascar Hissing Cockroaches. There will be three (3) invertebrate assignments throughout the semester, as indicated on the course calendar. Lab manuals and task analyses regarding the assignments will be distributed in class prior to the start of the research projects. For each of these projects, you will be expected to following a lab task analysis, collect and analyze data, and write a JABA brief report (outlined in the subsequent paragraph). You will be working on these assignments in groups of 3; once your groups are selected they will remain constant throughout the semester unless otherwise noted by the instructor. Lab hours will be posted in which you will have access to your subject and related materials. It is important that you choose a time to run your subjects and make it a priority to attend your allotted timeslot. Make-up times will not be given. A calendar will be distributed to allow for lab sign up times. You are only allowed to work with your subjects during the assigned lab times and under the supervision of Dr. Dixon and/or Kyle Rowsey or an assigned current member of the Cockroach Invertebrate Lab. The Cockroach Invertebrate Lab is located in Rehn Hall 307A and is only accessible via the persons listed above.

Jaba Brief Report for Invertebrate Assignments:

For each of these assignments a JABA brief report will be due. The JABA website (<http://seab.envmed.rochester.edu/jaba/>) gives a detailed description of what should be included in a JABA brief report (number of words/lines, number of images, etc.). All brief reports must be written according to APA format; purchasing the APA formatting book will be beneficial to you throughout your graduate career as well as in this class. A template will be e-mailed out for you to write up your brief report in. A list of general formatting guidelines will also be provided. Each brief report will be due on the day indicated on the course calendar. *No late assignments will be accepted.*

BDS BCBA Exam Prep Homework Assignments

The Behavior Development Solutions BCBA Exam Prep program allows students to access additional support materials and reinforces the topics being presented in class. You will be required to do 3 homework assignments throughout the course of this semester. To receive full credit for this assignment you must complete all assigned modules to 100% prior to the deadline. For any assignments where the criterion is not met you will receive 0pts. You will be allowed to take these modules as many times as necessary to meet this criterion before the assignment is due. *No late assignments will be accepted.* Each assigned module will coincide with the materials being covered in class.

Final Project

One final project will be due during this semester. Your job will be to implement one of the 184 PEAK programs with an individual determined by your instructors and then present this project and the results to the class. This assignment will be due the last week of class. You will be placed into groups of 3. Each presentation should be approximately 10min in

length. Each partner should participate in some aspect of the presentation to receive credit. *No late assignments will be accepted.*

Cell Phones

Cell phones and other electronic devices not used for note taking must be turned off during all class periods. Students caught texting during class will be asked to leave. No exceptions.

Academic Dishonesty

You are responsible for making yourself aware of understanding the policies and procedures in the University Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is a reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Judicial Affairs. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

If I have evidence of any form of academic dishonesty, I will charge the student with violating the Academic Honesty Policy of the University in a report to the Office of Student Judicial Affairs. A student who is found responsible for an act of academic dishonesty will receive a failing grade in the course.

Cheating consists of, but is not limited to, looking at another student's quiz/exam, using external aids (such as books, notes, conversation with others) when taking a test, or plagiarizing the work of another person and submitting it as your original work. No course books or materials should be within the student's view during quizzes or exams. NOTE: Changing the size of characters and/or spacing between paragraphs to make your paper appear longer is WIDELY APPARENT to those grading them. Do NOT attempt to do so or your efforts will be publicly acknowledged.

Course Calendar

Unit 1: Introduction and Abbreviated History of Behaviorism		
8/24	Syllabus	Introduction to 503 No assigned readings
8/31	Readings:	Cooper, Heron, & Heward Ch. 1 & 2 Baer, Wolf, & Risley (1968) Watson (1919) Ch. 1 Watson (1913) Watson & Rayner (2000)
	Exam 1	Handbook of Invertebrate Operant Conditioning (HIOC) Ch. 1, 2, & 3
9/7	No Class—Labor Day	No assigned readings
9/14	Readings:	Cooper, Heron, Heward Ch. 3, 4, & 5 Skinner (1944) Skinner (1950) Skinner (1953) Skinner (1969) Beck (2009) Windholz (1997)
	Exam 2	
Unit 2: Basic Principles of Behavior Analysis		
9/21	Readings:	Cooper, Heron, & Heward Ch. 6 & 7 Dozier, Iwata, Sasi, Worsdell, & Wilson (2012) Abramson, C. I. (1990) Sokolowski, Disma, & Abramson (2010) Crancher, King, Bennett, & Montgomery (1972) HIOC Ch. 4, 5, Invertebrate Lab Manual – Preference Assessment Ch.
	Exam 3	
9/28	Readings:	Cooper, Heron, & Heward Ch. 8, 9, 10 Hammond, Iwata, Fritz, Dempsey (2011) Fryling (2011) Beaulieu, Hanley, Roberson (2012) Lydon, Rohmeier, Yi, Mattanini, & Williams (2011)
	Invert. assignment 1 due	
	Exam 4	
10/5	Readings:	Cooper, Heron, & Heward Ch. 11, 12, & 13 Miller, Lund, & Weatherly (2012) Sellers, Bloom, Samaha, & Dayton (2013) Phillips, Philips, Fixsen, & Wolf (1971) DeLuca & Holburn (1992) Roane (2008) Tiger, Hanley, & Hernandez (2006) Lerman, Iwata, Rainville et al. (1997) HIOC Ch. 6
	Exam 5	
10/12	No Class—Fall Break	No assigned readings
10/19	Readings:	Cooper, Heron, & Heward Ch. 14 & 15 Donaldson, Collmer, Yakich, & Camp (2013) Heal & Hanley (2011) Capriotti, Brandt, Ricketts, Espil, & Woods (2013) Van Houten, Nau, MacKenzie-Keating, Sameoto, & Colavecchia (1982)

		Linschid, Iwata, Ricketts, Williams, Griffin (1990) Rolider, Cummings, & Van Houten (1991) HIOC Ch. 7 Invertebrate Lab Manual – Reinforcer Assessment Ch.
	Exam 6	
	BDS HW due by 11:59pm: Foundational Know. unit modules FK-10, 11, 13-21,23- 25; Basic BA Skills unit C all modules Basic BA Skills unit D 1-2, 15-21	
Unit 3: Applications of Basic Principles for Behavior Change		
10/26	Readings:	Cooper, Heron, & Heward Ch. 16 & 17 O’Neil, Blanck, & Joyner (1980) Vollmer & Iwata (1991) Davis & Heslop (2004) Sato, Matsumoto, Sakura, & Mizunami (2006) Durier & Rivault (2000) Walker & Rehfeldt (2012) Fragale, et al. (2012) Doughy & Hopkins (2011)
	Exam 7	
11/2	Readings:	Cooper, Heron, & Heward Ch. 18, 19, & 20 Slocum & Tiger (2011) Imam (2009) Pelaez, Virues-Ortega, & Gewitz (2011) Cuvo, Leaf, & Borakove (1978) Dowrick & Dove (1980)
	Invert. assignment 2 due	
	Exam 8	
11/9	Readings:	Cooper, Heron, & Heward Ch. 21, 22, & 23 Wallace, Iwata, Hanley, Thompson, & Roscoe (2012) Falcomata, Wacker, Rindahl, Vinquist, & Dutt (2013) Lerman & Iwata (1996) Vollmer, Iwata, Zarcone, Smith, & Mazaleski (1993) LaRue, Stewart, Piazza, Volkert, Patel, & Zeleny (2011) Lambert, Bloom, & Irvin (2012)
	Exam 9	
	BDS HW due by 11:59pm: FK unit modules 22, 26-30; Basic BA Skills unit D 3-8; Basic BA Skills unit E all modules	
Unit 4: Basic Principles of Complex Behavior		
11/16	Readings:	Cooper, Heron, & Heward Ch. 24 & 25 Iwata, Dorsey, Slifer, Bauman, & Richman (1984) Carr & Durand (1985) Kennedy & Souza (1995) Coon & Miguel (2012) Smith, Houmanfar, & Louis (2011) Sanguinetti & Reyes (2011) Valentino, Shillingsburg, & Call (2012)

Exam 10		
11/23	Readings:	Cooper, Heron, & Heward Ch. 26 & 27 Morford & Cihon (2013) Skinner (1974) Ch. 2, 4, 5, 7, 9, & 10 PEAK Intro HIOC Ch. 8, 9, & 10
Exam 11		
11/30	Readings:	Cooper, Heron, & Heward Ch. 28 & 29 Visual Basic Ch. 1, 2, 3, 4, & 5 Adkins (1997) Fraley (1994) Mesmer, Duhon, Dodson (2007) Lima & Abreu-Rodrigues (2010)
Exam 12		
12/7	Readings:	Barnes-Holmes, Barnes-Holmes, McHugh, & Hayes (2004) Newsome & Alavosius (2011) Rosales & Rehfeldt (2007) Barnes-Holmes, Murtagh, Barnes-Holmes, & Stewart (2010) Hayes (2004) Nastally, Dixon, McKeel, & Fleming (2010) Dixon, Bihler, & Nastally (2011)
Exam 13		
Student Presentations		
Review for Final		
BDS HW due by 11:59pm: Foundational Know. unit modules FK 31-37, 43-46 Basic BA Skills unit D 9-14; Basic BA Skills Unit F 1-2		
Finals Week		
12/14	Invert. Assignment 3 is due	Final Exam Location, Time, and Date TBA
Exam 14		

Supplemental Reading List

- Abramson, C. I. (1990). Operant conditioning. In , Invertebrate learning: A laboratory manual and source book (pp. 41-72). Washington, DC US: American Psychological Association. doi:10.1037/10078-005
- Adkins, V. K. (1997). Social validity and naturalistic ethics: World and Quine. *Behavior and Social Issues*, 7(2), 152-157.
- Analysis*, 46, 369-378.
- Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1, 91-97.
- Bancroft, S. L., Weiss, J. S., Libby, M. E., & Ahearn, W. H. (2011). A comparison of procedural variations in teaching behavior chains: manual guidance, trainer completion, and no completion of untrained steps. *Journal of Applied Behavior Analysis*, 44, 559-569.
- Barnes-Holmes, D., Murtagh, L., Barnes, Holmes, Y., & Stewart, I. (2010). Using the implicit association test and the implicit relational assessment procedure to measure attitudes toward meat and vegetables in vegetarians and meat-eaters. *The Psychological Record*, 60, 287-306.
- Barnes-Holmes, Y., Barnes-Holmes, D., McHugh, L., & Hayes, S. C. (2004). Relational frame theory: Some implications for understanding and treating human psychopathology. *International Journal of Psychology and Psychological Therapy*, 4(2), 355-375.

- Bealieu, L., Hanley, G. P., Roberson, A. A. (2012). Effects of responding to a name and group call on preschoolers' compliance. *Journal of Applied Behavior Analysis, 45*, 685-707.
- Beck, H. P., Levinson, S., Irons, G. (2009). Finding little Albert: A journey to John B. Watson's infant laboratory. *American Psychologist, 64*, 605-614.
- Capriotti, M. R., Brandt, B. C., Ricketts, E. J., Espil, F. M., & Woods, D. W. (2012). Comparing the effects of differential reinforcement of other behavior and response-cost contingencies on tics in youth with Tourette syndrome. *Journal of Applied Behavior Analysis, 45*, 251-263.
- Crancher, P., King, M. G., Bennett, A., & Montgomery, R. B. (1972). Conditioning of a free operant in *Octopus cyaneus* Gray. *Journal Of The Experimental Analysis Of Behavior, 17*(3), 359-362. doi:10.1901/jeab.1972.17-359
- Cuvo, A. J., Leaf, R. B., & Borakove, L. S. (1978). Teaching janitorial skills to the mentally retarded: Acquisition, generalization, and maintenance. *Journal of Applied Behavior Analysis, 11*, 345-355.
- Davis, H., & Heslop, E. (2004). Habituation of hissing by Madagascar hissing cockroaches (*Gromphadorhina portentosa*): Evidence of discrimination between humans?. *Behavioural Processes, 67*(3), 539-543. doi:10.1016/j.beproc.2004.08.003
- Dixon, M. R., Bihler, H. L., & Nastally, B. L. (2011). Slot machine preferences of pathological and recreational gamblers are verbally constructed. *The Psychological Record, 61m* 93-112.
- Donaldson, J. M., Vollmer, T. R., Yakich, T. M., & Van Camp, C. (2013). Effects of a reduced time-out interval on compliance with the time-out instruction. *Journal of Applied Behavior*
- Doughty, A. H., & Hopkins, M. N. (2011). Reducing stimulus overselectivity through an increased observing-response requirement. *Journal of Applied Behavior Analysis, 44*, 653-657.
- Dowrick, P. W., & Dove, C. (1980). The use of self-modeling to improve the swimming performance of spina bifida children. *Journal of Applied Behavior Analysis, 13*, 51-56.
- Dozier, C. L., Iwata, B. A., Thomason-Sassi, J., Worsdell, A. S. (2012). A comparison of two pairing procedures to establish praise as a reinforcer. *Journal of Applied Behavior Analysis, 45*, 721-735.
- Durier, V., & Rivault, C. (2000). Learning and foraging efficiency in German cockroaches, *Blattella germanica* (L.) (Insecta: Dictyoptera). *Animal Cognition, 3*(3), 139-145. doi:10.1007/s100710000065
- Falcomata, T. S., Wacker, D. P., Ringdahl, J. E., Vinqvist, K., & Dutt, A. (2013). An evaluation of generalization of mands during functional communication training. *Journal of Applied Behavior Analysis, 46*, 444-454.
- Fragale, C. L., O' Reilly, M. F., Aguilar, J., Pierce, N., Lang, R., Sigafos, J., & Lancioni. (2012). The influence of motivating operations on generalization probes of specific mands by children with autism. *Journal of Applied Behavior Analysis, 45*, 565-577.
- Fraley, L. E. (1994). Behavioralogical Corrections: A new concept of prison from a natural science discipline. *Behavior and Social Issues, 4*(1,2), 3-33.
- Fryling, M. J. (2011). The impact of applied behavior analysis on the science of behavior. *Behavior and Social Issues, 19*, 24-31.
- Hammond, J. L., Iwata, B. A., Fritz, J. N., & Dempsey, C. M. (2011). Evaluation of fixed momentary DRO schedules under signaled and unsignaled arrangements. *Journal of Applied Behavior Analysis, 44*, 69-81.
- Hayes, S. C. (2004). Acceptance and commitment therapy, relational frame theory, and the third wave of behavioral and cognitive therapies. *Behavior Therapy, 35*, 639-665.
- Heal, N. A., & Hanley, G. P. (2011). Embedded prompting may function as embedded punishment: Detection of unexpected behavioral processes within a typical preschool teaching strategy. *Journal of Applied Behavior Analysis, 44*, 127-131.
- Imam, A. A. (2009). The shaping of a saint-president: Latent clues from Nelson Mandela's autobiography. *Behavior and Social Issues, 18*, 99-135.
- Lambert, J. M., Bloom, S. E., & Irvin, J. (2012). Trial-based functional analysis and functional communication training in an early childhood setting. *Journal of Applied Behavior Analysis, 45*, 579-584.
- LaRue, R. H., Stewart, V. S., Piazza, C. C., Volkert, V. M., Patel, M. R., & Zeleny, J. (2011). Escape as reinforcement and escape extinction in the treatment of feeding problems. *Journal of Applied Behavior Analysis, 44*, 719-735.
- Lerman, D. C., & Iwata, B. A. (1996). Developing a technology for the use of operant extinction in clinical settings: An examination of basic and applied research. *Journal of Applied Behavior Analysis, 29*, 345-382.
- Lieberman, R. P., Teigen, J., Patterson, R., & Baker, V. (1973). Reducing delusional speech in chronic paranoid schizophrenics. *Journal of Applied Behavior Analysis, 6*, 57-64.
- Lima, E. L., & Abreu-Rodrigues, J. (2010). Verbal mediating responses: Effects on generalization of say-do correspondence and noncorrespondence. *Journal of Applied Behavior Analysis, 43*, 411-424.

- Linscheid, T. R., Iwata, B. A., Ricketts, R. W., Williams, D. E., Griffin, J. C. (1990). Clinical evaluation of the Self-Injurious Behavior Inhibiting System (SIBIS). *Journal of Applied Behavior Analysis, 23*, 53-78.
- Lydon, C. A., Rohmeier, K. D., Yi, S. C., Mattaini, M. A., & Williams, W. L. (2011). How far do you have to go to get a cheeseburger around here? The realities of an environmental design approach to curbing the consumption of fast-food. *Behavior and Social Issues, 20*, 6-23.
- Mesmer, E. C., Duhon, G. J., & Dodson, K. G. (2007). The effects of programming common stimuli for enhancing stimulus generalization of academic behavior. *Journal of Applied Behavior Analysis, 40*, 553-557.
- Miller, K. B., Lund, E., & Weatherly, J. (2012). Applying operant learning to the stay-leave decision in domestic violence. *Behavior and Social Issues, 21* 135-151.
- Morford, Z. H. & Cihon, T. M. (2013). Developing an experimental analysis of metacontingencies: considerations regarding cooperation in a four-person prisoner's dilemma game. *Behavior and Social Issues, 22*, 5-20.
- Nastally, B. L., Dixon, M. R., McKeel, A., & Fleming, M. (2010). Teaching healthy food choices through stimulus equivalence. *Journal of Behavioral Health and Medicine, 1*, 118-125.
- Newsome, W. D., & Alavosius, M. P. (2011). Toward the prediction and influence of environmentally relevant behavior: Seeking practical utility in research. *Behavior and Social Issues, 20*, 44-71.
- O'Neil, G. W., Blanck, L. S., & Joyner, M. A. (1980). The use of stimulus control over littering in a natural setting. *Journal of Applied Behavior Analysis, 13*, 379-381.
- Pelaez, M., Virues-Ortega, J., & Gewirtz, J. L. (2011). Reinforcement of vocalizations through contingent vocal imitation. *Journal of Applied Behavior Analysis, 44*, 33-40.
- Phillips, E. L., Phillips, E. A., Fixsen, D. L., & Wolf, M. M. (1971). Achievement place: Modification of the behaviors of pre-delinquent boys within a token economy. *Journal of Applied Behavior Analysis, 4*, 45-59.
- Roane, H. S. (2008). On the applied use of progressive-ratio schedules of reinforcement. *Journal of Applied Behavior Analysis, 41*, 155-161.
- Rolider, A., Cummings, A., & Van Houten, R. (1991). Side effects of therapeutic punishment on academic performance and eye contact. *Journal of Applied Behavior Analysis, 24*, 763-773.
- Rosales, R., & Rehfeldt, R. A. (2007). Contriving transitive conditioned establishing operations to establish derived manding skills in adults with severe developmental disabilities. *Journal of Applied Behavior Analysis, 40*, 105-121.
- Sato, C., Matsumoto, Y., Sakura, M., & Mizunami, M. (2006). Contextual olfactory learning in cockroaches. *Neuroreport: For Rapid Communication Of Neuroscience Research, 17*(5), 553-557. doi:10.1097/01.wnr.0000209002.17610.79
- Sellers, T. P., Bloom, S. E., Samaha, A. L., Dayton, E., Lambert, J. N., & Keyl-Austin, A. A. (2013). Evaluation of some components of choice making. *Journal of Applied Behavior Analysis, 46*, 455-464.
- Skinner, B. F. (1953). Operant behavior. In *Science and Human Behavior*. New York, NY: Macmillan.
- Skinner, B. F. (1944). A review of Hull's Principles of Behavior. *The American Journal of Psychology, 57*, 276-281.
- Skinner, B. F. (1950). Are theories of learning necessary? *Psychological Review, 57*, 193-216.
- Skinner, B. F. (1969). The experimental analysis of behavior. In *Contingencies of Reinforcement*. Appleton Century Croft: New York, NY.
- Skinner, B. F. (1974) *About behaviorism*. (Ch. 2, 4, 5, 7, 9 & 10: The World Within the Skin, Operant Behavior, Perceiving, Thinking, Knowing, The Inner World of Motivation and Emotion)
- Slocum, S. K., & Tiger, J. H. (2011). An assessment of the efficiency of and child preference for forward and backward chaining. *Journal of Applied Behavior Analysis, 44*, 793-805.
- Smith, G. S., Houtmanfar, R., & Louis, S. J. (2011). The participatory role of verbal behavior in an elaborated account of metacontingency: From conceptualization to investigation. *Behavior and Social Issues, 20*, 122-146.
- Sokolowski, M. C., Disma, G., & Abramson, C. I. (2010). A paradigm for operant conditioning in blow flies (*Phormia terrae novae* Robineau-Desvoidy, 1830). *Journal Of The Experimental Analysis Of Behavior, 93*(1), 81-89. doi:10.1901/jeab.2010.93-81
- Tiger, J. H., Hanley, G. P., & Hernandez, E. (2006). An evaluation of the value of choice with preschool children. *Journal of Applied Behavior Analysis, 39*, 1-16.
- Valentino, A. L., Shillingsburg, M. A., & Call, N. A. (2012). Comparing the effects of echoic prompts and echoic prompts plus modeled prompts on intraverbal behavior. *Journal of Applied Behavior Analysis, 45*, 431-435.
- Van Houten, R., Nau, P. A., MacKenzie-Keating, S. E., Sameoto, D., & Colavecchia, B. (1982). An analysis of some variables influencing the effectiveness of reprimands. *Journal of Applied Behavior Analysis, 15*, 65-83.

- Vollmer, T. R., & Iwata, B. A. (1991). Establishing operations and reinforcement effects. *Journal of Applied Behavior Analysis, 24*, 279-291.
- Vollmer, T. R., Iwata, B. A., Zarcone, J. R., Smith, R. G., & Mazaleski, J. L. (1993). The role of attention in the treatment of attention-maintained self-injurious behavior: Noncontingent reinforcement and differential reinforcement of other behavior. *Journal of Applied Behavior Analysis, 26*, 9-21.
- Walker, B. D., & Rehfeldt, R. A. (2012). An evaluation of the stimulus equivalence paradigm to teach single-subject design to distance education students via blackboard. *Journal of Applied Behavior Analysis, 45*, 329-344.
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IMPORTANT DATES *

<u>Semester Class Begins</u>	08/24/2015
<u>Last day to add a class</u> (without instructor permission):.....	08/30/2015
<u>Last day to withdraw completely and receive a 100% refund</u> :.....	09/06/2015
<u>Last day to drop a course using SalukiNet</u> :.....	11/01/2015
<u>Last day to file diploma application</u> (for name to appear in Commencement program):.....	09/18/2015
<u>Final examinations</u> :.....	12/14–12/18/2015

Note: For outreach, internet, and short course drop/add dates, visit Registrar's Academic webpage <http://registrar.siu.edu/>

FALL SEMESTER HOLIDAYS

Labor Day Holiday 09/07/2015
Fall Break 10/10—10/13/2015
Veterans Day Holiday 11/11/2015
Thanksgiving Vacation 11/25—11/29/2015

WITHDRAWAL POLICY ~ Undergraduate only

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit <http://registrar.siu.edu/pdf/ugradcatalog1314.pdf>

INCOMPLETE POLICY~ Undergraduate only

An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or *graduation*, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of *F* and the grade will be computed in the student's grade point average. For more information please visit: <http://registrar.siu.edu/grades/incomplete.html>

REPEAT POLICY

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at <http://registrar.siu.edu/pdf/ugradcatalog1314.pdf>

GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit <http://gradschool.siu.edu/about-us/grad-catalog/index.html>

DISABILITY POLICY

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. <http://disabilityservices.siu.edu/>

PLAGIARISM CODE

http://pvcaa.siu.edu/_common/documents/Plagiarism/Guide%20to%20Preventing%20Plagiarism.pdf

MORRIS LIBRARY HOURS

<http://www.lib.siu.edu/about>

SAFETY AWARENESS FACTS AND EDUCATION

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://safe.siu.edu>

SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, <http://salukicare.siu.edu/index.html>

EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU **Emergency Response Plan** and **Building Emergency Response Team (BERT)** programs. Please reference the **Building Emergency Response Protocols for Syllabus** attachments on the following pages. *It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.*

INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: <http://www.inclusiveexcellence.siu.edu/>

LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

Tutoring : <http://tutoring.siu.edu/>

Math Labs http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit <http://write.siu.edu/>

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit:

<http://diversity.siu.edu/#>

Additional Resources Available:

SALUKINET: <https://salukinet.siu.edu/cp/home/displaylogin>

ADVISEMENT: <http://advisement.siu.edu/>

SIU ONLINE: <http://online.siu.edu/>