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NOTE: Prior to Volume 16, Number 1 (Spring 2013) the *Journal of Behaviorology* went by the name of *Behaviorology Today*, which occasionally published fully peer-reviewed articles, explicitly so labeled. Beginning with Volume 15, Number 1, in January 2012, *all* material receives full peer review. See the "Submission Guidelines" for details.

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* This issue contains many updated TIBI course syllabi. New syllabi, or updates of previous syllabi, may appear in future issues. (See the *Syllabus Directory* for details.)

Editorial

James O’Heare

Companion Animal Science Institute—Ottawa, Canada

This special issue of *Journal of Behaviorology* contains syllabi for the foundational 13 courses available through The International Behaviorology Institute (TIBI).

TIBI course syllabi appear in the *Journal of Behaviorology* when previous syllabi receive substantial revisions or new courses are added. By 2007, all the revised syllabi for TIBI’s 13 online courses had appeared in issues of this journal (then called *Behaviorology Today*).

In 2015, due to the appearance of several relevant, explicitly behaviorology textbooks in the preceding few years, a project to update all of TIBI’s syllabi began, prior to adding new courses. The syllabi contained within this issue are part of that project.

A directory of current TIBI syllabi may be found at the back of the most recent issue of the *Journal of Behaviorology*.

One major change to the presentation of TIBI syllabi is the separation of parameters and guidelines for taking TIBI courses, which was published in the Fall 2015 issue of the *Journal of Behaviorology* (Volume 13, Number 2)

under the title “General parameters and procedures for courses from The International Behaviorology Institute.” The course-specific content, alone, is now found in each syllabus. This allows for a major reduction in redundantly published material and a more concise, user-friendly, syllabus.

TIBI takes the unusual approach of publishing its syllabi in its journal after full peer review, as opposed to simple Board of Directors approval. This helps ensure that the syllabi have some consensus as strong behaviorology courses at this time, while also ensuring that a record of TIBI courses—regularly and carefully reconsidered with respect to content—remains publicly accessible.

Thanks are due to Bruce Hamm for serving as Action Editor for the syllabi found in this issue. With Bruce Hamm acting as Action Editor, I acted as both author and Managing Editor.☺☺

James O’Heare, DLBC,
Editor, *Journal of Behaviorology*

The International Behaviorology Institute Syllabus for BEHG 100 Child Rearing Principles and Practices

James O’Heare

This syllabus provides course-specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see “General parameters and procedures for courses from The International Behaviorology Institute” available online at www.behaviorology.org or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2004).

Course Title: BEHG 100 Child Rearing Principles and Practices

Credits: 3 TIBI credits

Prerequisites: None

Course Format: Distance (online and offline options)

Time Frame: Commences upon enrollment. Self-paced within specified limits (estimated 150 hours; 3–15 weeks)

Professor: Assigned upon enrollment, with contact information

Required Resources

Latham, G. I. (1994). *The Power of Positive Parenting*. Logan, UT: P & T ink. (ISBN 1-56713-175-1)

Ledoux, S. F. (2001). *Study Questions for Glen Latham’s The Power of Positive Parenting*. Canton, NY: ABCs. (ISBN 1-882508-15-7)

Latham, G. I. (1999). *Parenting with Love: Making a Difference in a Day*. Logan, UT: P & T ink. (ISBN 1-57008-661-3)

O’Heare, J. (Forthcoming). *Study Questions for “Parenting with Love” by Glen Latham*. Ottawa, Canada: BehaveTech Publishing.

Course Description

BEHG 100 Child Rearing Principles and Practices provides students of any age and interest (such as child care or parenting) with the scientific contributions of behaviorology that can instill or enhance the knowledge and skills for caring for (i.e., conditioning) children in effective, pro-active, non-coercive, positive, and loving ways. Behavior management related skills for application in everyday public and personal situations involving children are included.

Broadly, BEHG 100 covers the following topic areas:

- ❧ How behavior develops, that is, is conditioned;
- ❧ The application of behaviorological principles to the home environment and family life;
- ❧ Advantageous use of time in managing behavior;
- ❧ Proactive and reactive responding to, particularly adolescent, behavior;
- ❧ Questioning children about their behavior;
- ❧ Dealing with hate and anger;
- ❧ Building “self-esteem”;
- ❧ Fussy infants;
- ❧ Avoiding spanking;
- ❧ Using time-outs effectively;
- ❧ Eliminating tantrums, tattling, lying, stealing, and thumb sucking;
- ❧ Toilet training;
- ❧ Oppositional behaviors;
- ❧ Sibling rivalry;
- ❧ Strategies for parenting teenagers;
- ❧ Managing television viewing;
- ❧ Helping children achieve success in school;
- ❧ Dealing with substance abuse; and
- ❧ Strategies for severe problematic behavior when proactive strategies have failed.

Course Objectives

The primary objective of this course is to expand the student’s repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

- ❧ Describe the challenge faced by parents in the 1940s compared to subsequent times and explain why parents must now possess specific parenting skills;
- ❧ Explain why managing the consequences that behavior generates is to manage the behavior;
- ❧ Describe the four basic principles dealing with how behavior is conditioned and how these principles apply within the home and family environment;
- ❧ Describe the five basic rules of parenting and relate them to specific circumstances;






- ✧ Describe the “code for parent.”
- ✧ Define reactive versus proactive parental responding, and contrast and compare the common outcomes of each approach;
- ✧ Analyze behavioral events in terms of the three-term contingency;
- ✧ Describe how to identify effective reinforcers for individuals;
- ✧ Categorize behaviors in terms of their controls, and applying the appropriate behavior management practices;
- ✧ Identify the criteria for effective consequences;
- ✧ Identify and describe the various ways in which the passage of time may be used adventitiously;
- ✧ Explain how problematic behavior may be anticipated, and describe proactive behavior management practices;
- ✧ Differentiate between effective and appropriate questioning of children about their behavior versus ineffective and inappropriate questioning;
- ✧ Describe productive versus unproductive ways to deal with hate and anger;
- ✧ Define self esteem in a behaviorological context and describe ways in which to promote it;
- ✧ Identify common problematic infant behaviors and apply basic behaviorological principles and strategies to address them;
- ✧ Describe the dangers of spanking and hence why it is inadvisable, and relate more effective alternatives;
- ✧ Differentiate between ineffective time-out procedures and effective time-out procedures, including the criteria for effectiveness, and describe circumstances in which it may be applied;
- ✧ Apply behaviorological principles to eliminate common problematic behaviors including tantrums, tattling, lying, stealing, and thumb-sucking;
- ✧ Describe effective toilet training practices under different circumstances;
- ✧ Describe how to effectively deal with children not doing as they are told;
- ✧ Relate when it is appropriate to intervene in sibling rivalry and describe effective intervention strategies;
- ✧ Describe common challenges of living with teenagers and how to apply elementary behaviorological principles to promote desirable behavior;
- ✧ Describe how to limit television watching and use it as an effective reinforcer for desirable behaviors;
- ✧ Describe and relate effective strategies and practices for promoting scholastic achievement;
- ✧ Discuss the problem of substance abuse and describe effective and ineffective strategies for resolving the problem;
- ✧ Describe what constitutes thus far intractable and persistent, severely problematic behavior, and describe last-ditch strategies and practices that will stand the best chance of succeeding in the long run; and
- ✧ Describe effective support practices for the relationship between parents in the face of managing their child’s behavior.

Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15-week semester time frame. Progressing more slowly than this schedule, assignments could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner. Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9–10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the weeks to come. Students may check the box next to each assignment as they complete and submit it.

Check Week Resource Component

Check	Week	Resource	Component
<input type="checkbox"/>	1	<i>The Power of Positive Parenting (PPP)</i> and related Study Questions (SQs)	<i>Chapter 1</i>
<input type="checkbox"/>	2	PPP and related SQs	<i>Chapter 2</i>
<input type="checkbox"/>	3	PPP and related SQs	<i>Chapter 3</i>
<input type="checkbox"/>	4	PPP and related SQs	<i>Chapter 4</i>
<input type="checkbox"/>	5	PPP and related SQs	<i>Chapter 5</i>
<input type="checkbox"/>	6	PPP and related SQs	<i>Chapter 6</i>
<input type="checkbox"/>	7	PPP and related SQs	<i>Chapters 7–9</i>
<input type="checkbox"/>	8	PPP and related SQs	<i>Chapters 10–13</i>
<input type="checkbox"/>	9	PPP and related SQs	<i>Chapters 14–16</i>
<input type="checkbox"/>	10	PPP and related SQs	<i>Chapters 17–20</i>

	11	PPP and related SQs	<i>Chapters 21–22</i>
	12	PPP and related SQs	<i>Chapters 23–24</i>
	13	PPP and related SQs	<i>Chapters 25–27</i>
	14	<i>Parenting with Love</i> (PL) and related SQs	<i>Chapters 1–3</i>
	15	PL and related SQs	<i>Chapter 4</i>

Please contact TIBI at www.behaviorology.org with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.

References

- Ledoux, S. F. (2004). TIBI online syllabus for BEHG 201: Non-coercive child rearing principles and practices. *Behaviorology Today*, 7 (2), 53–59.
- Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314–326). Ottawa, Canada: BehaveTech Publishing. 🌐

The International Behaviorology Institute Syllabus for BEHG 210 Introduction to Behaviorology I

James O’Heare

This syllabus provides course-specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see “General parameters and procedures for courses from The International Behaviorology Institute” available online at www.behaviorology.org or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2004).

Course Title: BEHG 210 Introduction to Behaviorology I

Credits: 3 TIBI credits

Prerequisites: None (BEHG 110 Introduction to Behaviorology Terminology recommended if updated text available)

Course Format: Distance (online and offline options)

Time Frame: Commences upon enrollment. Self-paced within specified limits (estimated 150 hours; 3–15 weeks)

Professor: Assigned upon enrollment, with contact information

Required Resources

Ledoux, S. F. (2014). *Running Out of Time—Introducing Behaviorology to Help Solve Global Problems* (Part I). Ottawa, Canada: BehaveTech Publishing. (ISBN 978-1-927744-02-4)

Ledoux, S. F. (2014). *Study Questions for Running Out of Time—Introducing Behaviorology to Help Solve Global Problems* (Part I). Canton, NY: ABCs. (ISBN 1-882508-34-1)

Students. (2013). *Behaviorology Majors Make a Difference* (Chapters 1 & 2). Canton, NY: ABCs. (ISBN 1-882508-39-6)

Course Description

BEHG 210 Introduction to Behaviorology I is the first of a two-course sequence (BEHG 210 & BEHG 211) that begins to provide both majors and non-major students with an initial introduction to various interrelated components of the natural science of behavior, behaviorology. Going beyond basic terminology, these components involve the interrelations between and among the antecedent and postcedent variables controlling behavior, the range of processes involved in environment-behavior relationships, and the various components of interventions that change and expand behavior repertoires through contingency engineering. These interrelated components include relations with physiology, elaboration of basic research methods, fundamental principles and concepts, and elementary practices, as well as historical and philosophical perspectives and trends.

Broadly, BEHG 210 covers the following topic areas:

- ❖ Fundamental principles include the antecedent and postcedent relations between behavior and its controlling variables (e.g., respondent and operant conditioning, evocative and function-altering stimulus controls, added and subtracted (and unconditioned and conditioned) reinforcement and punishment, plus extinction, and simple reinforcement schedules;

- ❖ Fundamental concepts include a range of processes involved in environment-behavior relationships (e.g., emotions and feelings, stimulus and response generalization, overt and covert stimuli and responses, generalized and coincidental reinforcers, superstitious behavior, escape and avoidance, and establishing operations such as deprivation and satiation);

- ❖ Elementary practices include various components of interventions that change and expand behavior repertoires through contingency engineering (e.g., differential reinforcement, shaping, fading, chaining, modeling and imitation, and time-out); and

- ❖ Basic research methods include laboratory equipment, single-subject designs (ABAB and Multiple Baselines), and measurement protocols.

Course Objectives

The primary objective of this course is to expand the student's repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

- ❖ Differentiate between sciences, natural sciences, and non-sciences;
- ❖ Compare philosophical perspectives on behavior, relating radical behaviorism to other approaches;
- ❖ Describe and relate fundamental principles of behavior;
- ❖ Analyze episodes of behavior in terms of the three-term contingency and relate each of the functional relations within it;
- ❖ Relate basic laboratory and practical methods and measurement systems;
- ❖ Describe behavior and postcedent behavior change procedures including reinforcement and the range of reinforcer types, plus extinction, and punishment; and
- ❖ Describe stimulus control, function-altering stimulation, and rule-governed behavior.

Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15-week semester time frame. Progressing more slowly than this schedule, assignments could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner. Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9-10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the weeks to come. Students may check the box next to each assignment as they complete and submit it.

Check	Week	Resource	Component
<input type="checkbox"/>	1	<i>Running Out of Time</i> (ROOT) and related Study Questions (SQs)	<i>Preface & First half of Chapter 1</i>
<input type="checkbox"/>	2	ROOT and related SQs	<i>Second half of Chapter 1</i>
<input type="checkbox"/>	3	ROOT and related SQs	<i>Chapter 2</i>
<input type="checkbox"/>	4	ROOT and related SQs	<i>Chapter 3</i>
<input type="checkbox"/>	5	ROOT and related SQs	<i>Chapter 4</i>
<input type="checkbox"/>	6	ROOT and related SQs	<i>Chapter 5</i>
<input type="checkbox"/>	7	ROOT and related SQs	<i>Chapter 6</i>
<input type="checkbox"/>	8	ROOT and related SQs	<i>Chapter 7</i>
<input type="checkbox"/>	9	ROOT and related SQs	<i>Chapter 8</i>
<input type="checkbox"/>	10	ROOT and related SQs	<i>Chapter 9</i>
<input type="checkbox"/>	11	ROOT and related SQs	<i>Chapter 10</i>
<input type="checkbox"/>	12	ROOT and related SQs	<i>Chapter 11</i>
<input type="checkbox"/>	13	ROOT and related SQs	<i>Chapter 12</i>
<input type="checkbox"/>	14	<i>Behaviorology Majors Make a Difference</i> and related SQs on the inside front cover	<i>Chapter 1</i>
<input type="checkbox"/>	15	<i>Behaviorology Majors Make a Difference</i> and related SQs on the inside front cover	<i>Chapter 2</i>

Please contact TIBI at www.behaviorology.org with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.

References

- Ledoux, S. F. (2004). TIBI online syllabus for BEHG 101: Introduction to Behaviorology I. *Behaviorology Today*, 7 (2), 41-49.
- Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314–326). Ottawa, Canada: BehaveTech Publishing. ☪

The International Behaviorology Institute Syllabus for BEHG 2II Introduction to Behaviorology II

James O’Heare

This syllabus provides course-specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see “General parameters and procedures for courses from The International Behaviorology Institute” available online at www.behaviorology.org or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2004).

Course Title: BEHG 2II Introduction to Behaviorology II

Credits: 3 TIBI credits

Prerequisites: BEHG 2IO Introduction to Behaviorology I

Course Format: Distance (online and offline options)

Time Frame: Commences upon enrollment. Self-paced within specified limits (estimated 150 hours; 3–15 weeks)

Professor: Assigned upon enrollment, with contact information

Required Resources

Ledoux, S. F. (2014). *Running Out of Time—Introducing Behaviorology to Help Solve Global Problems* (Part II). Ottawa, Canada: BehaveTech Publishing. (ISBN 978-1-927744-02-4)

Ledoux, S. F. (2014). *Study Questions for Running Out of Time—Introducing Behaviorology to Help Solve Global Problems* (Part II). Canton, NY: ABCs. (ISBN 1-882508-34-1)

Students. (2013). *Behaviorology Majors Make a Difference* (Chapters 3–10). Canton, NY: ABCs. (ISBN 1-882508-39-6)

Course Description

BEHG 2II Introduction to Behaviorology II is the second of a two-course sequence (BEHG 2IO & BEHG 2II) that provides both majors and non-major students with a continuing introduction to various interrelated components of the natural science of behavior, behaviorology, and represents a minimum prerequisite for all higher level behaviorology courses. The content covered, some through the repetitious expansion typical of natural-science education, includes general applications of the principles and practices of behaviorology focusing on a range of problem prevention and intervention techniques and considerations (e.g., differential reinforcement, shaping, chaining, fading, schedules of reinforcement, and problems with aversive controls) in a range of settings, along with an introduction to advanced topics such as equivalence relations, the value/rights/ethics/morals continuum, verbal behavior, consciousness, personhood, life, death, and reality.

Broadly, BEHG 2II covers the following topic areas:

- ❧ Differential reinforcement, shaping, forward and backward chaining, and fading procedures, including analysis of contingencies involved in these procedures;
- ❧ Basic schedules of reinforcement, including continuous and intermittent schedules, and among the intermittent schedules, both fixed and variable ratio, and fixed and variable interval schedules, as well as common schedule effects on behavior. Other schedules are addressed, including time-based schedules, duration schedules, and DRL/DRH schedules. Compound schedules are introduced along with other schedule considerations;

- ❖ Aversive stimulation and the various problematic effects of its use in changing behavior, including a review of punitive contingencies and escape/avoidance behaviors, and an outline of the most common contingencies that result in the utilization of aversive teaching or training practices, as well as an introduction to alternative added reinforcement-based approaches to changing behavior;
- ❖ Some applied behaviorological research topics, including the General Level of Reinforcement (GLR), Progressive Neural Emotional Therapy (PNET) and, to exemplify the process of developing behaviorological therapies, a comprehensive smoking cessation therapy;
- ❖ Stimulus equivalence, including the three properties of equivalence relations (i.e., reflexive, symmetric, and transitive) and current and potential applications of equivalence relations, particularly in education;
- ❖ As behavioral phenomena, the interrelation of values, rights, ethics, and morals, along with attitudes and beliefs, including an historical review of such notions, and the benefits of framing such phenomena in behaviorological terms;
- ❖ Verbal behavior, including its history, definition, analysis characteristics, and elementary verbal operant relations, including mands, tacts, intraverbals, codics, and duplcs, as well as the teaching of language, and an introduction to some advanced topics in verbal behavior, including covert verbal behaviors like thinking;
- ❖ Consciousness, including the evolution of the study of consciousness, culminating in the natural–science study as behavior, including covert respondent and operant relations, and the sequence, and chaining, of consciousness–related behaviors;
- ❖ Cultural concerns of life, personhood, and death, including considerations and implications of the definition of such terms and a behaviorological treatment of the concept of dignified dying;
- ❖ Reality as a behaved phenomenon (“green is a behavior”), including the implications of a natural–science perspective on reality; and

- ❖ Problems facing the world, such as the sustainability of the environment, and how behavior is a major component in such problems and their potential solutions, plus the value, among all the natural sciences working to solve these problems, of the natural–science behaviorology discipline, with its demonstrably effective and efficient technology for changing behavior, so important to the continued existence of a human community on the planet Earth.

Course Objectives

The primary objective of this course is to expand the student’s repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

- ❖ Define, contrast, and compare differential reinforcement and shaping procedures, describe circumstances in which one is more appropriate than the other, and discuss how to apply these procedures to achieve specific behavior objectives;
- ❖ Define and contrast forward and backward chaining, discussing under which circumstances each is the most appropriate procedure;
- ❖ Analyze and diagram behavior chains, including the conditioning process that establishes them;
- ❖ Define and differentiate among the various schedules of reinforcement, including their common effects on behavior, and discuss the conditions under which each might be the most useful, as well as define some compound and more complex schedules of reinforcement utilized in research settings;
- ❖ Define coercion and aversion, and describe the contingencies under which aversive procedures are utilized, and the common side effects of such procedures/practices, plus identify behavior change strategies that minimize coercive practices;

❧ Describe the notion of General Level of Reinforcement and relate that to response depression, plus describe Progressive Neural Emotional Therapy and its application, and describe the process of developing a behaviorological therapy, perhaps using a comprehensive approach to smoking cessation as an example;

❧ Define stimulus equivalence relations, describe its properties, and relate the procedures to potentially useful conditioning environments and objectives;

❧ Describe the behaviorological interrelations among values, rights, ethics, and morals, plus define and relate attitudes and beliefs from a behaviorological perspective;

❧ Define verbal behavior, including overt and covert varieties, plus relate its characteristics, and describe the elementary verbal operant relations;

❧ Identify and relate the behaviors that make up consciousness;

❧ Define and relate cultural concerns of life, personhood, and death (including the dignified dying movement) from a behaviorological perspective, and contrast this with various, prevalent “folk” perspectives;

❧ Define and relate the notion of reality from three fundamentally different perspectives, describe what can and cannot be known of reality, and describe reality as a sequence of behaved events;

❧ Relate the three kinds of evolution (i.e., biological, repertoire, and cultural) and the disciplines that study each kind;

❧ Describe the value of applying behaviorological principles to resolving globally significant problems; and

❧ Relate some of the difficulties students (perhaps like you) faced while successfully applying behaviorological procedures, in methodologically sound ways, to everyday problems.

Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15-week semester time frame. Progressing more slowly than this schedule, assignments could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner. Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9–10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the weeks to come. Students may check the box next to each assignment as they complete and submit it.

Check	Week	Resource	Component
<input type="checkbox"/>	1	<i>Running Out of Time</i> (ROOT) and related Study Questions (SQs)	Chapters 13–14
<input type="checkbox"/>	2	ROOT and related SQs	Chapter 15
<input type="checkbox"/>	3	ROOT and related SQs	Chapter 16
<input type="checkbox"/>	4	ROOT and related SQs	Chapter 17
<input type="checkbox"/>	5	ROOT and related SQs	Chapter 18
<input type="checkbox"/>	6	ROOT and related SQs	Chapter 19
<input type="checkbox"/>	7	ROOT and related SQs	Chapter 20 (pp. 439–455)
<input type="checkbox"/>	8	ROOT and related SQs	Chapter 20 (pp. 455–471)
<input type="checkbox"/>	9	ROOT and related SQs	Chapter 21
<input type="checkbox"/>	10	ROOT and related SQs	Chapter 22
<input type="checkbox"/>	11	ROOT and related SQs	Chapter 23
<input type="checkbox"/>	12	ROOT and related SQs	Chapter 24
<input type="checkbox"/>	13	<i>Behaviorology Majors Make a Difference</i> and related SQs on the inside front cover	Chapters 3–5
<input type="checkbox"/>	14	<i>Behaviorology Majors Make a Difference</i> and related SQs on the inside front cover	Chapters 6–8
<input type="checkbox"/>	15	<i>Behaviorology Majors Make a Difference</i> and related SQs on the inside front cover	Chapters 9–10

Please contact TIBI at www.behaviorology.org with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.

References

- Ledoux, S. F. (2004). TIBI online syllabus for BEHG 102: Introduction to Behaviorology II. *Behaviorology Today*, 7 (2), 49–53.
- Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314–326). Ottawa, Canada: BehaveTech Publishing.✻

The International Behaviorology Institute Syllabus for BEHG 330 Companion Animal Training

James O’Heare

This syllabus provides course-specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see “General parameters and procedures for courses from The International Behaviorology Institute” available online at www.behaviorology.org or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2007).

Course Title: BEHG 330 Companion Animal Training

Credits: 3 TIBI credits

Prerequisites: BEHG 210 Introduction to Behaviorology I

Course Format: Distance (online and offline options)

Time Frame: Commences upon enrollment. Self-paced within specified limits (estimated 150 hours; 3–15 weeks)

Professor: Assigned upon enrollment, with contact information

Required Resources

O’Heare, J. (2015). *The Science and Technology of Animal Training*. Ottawa, Canada: BehaveTech Publishing. (ISBN 978-1-927744-06-2)

O’Heare, J. (2015). *The Science and Technology of Animal Training Study Questions*. Ottawa, Canada: BehaveTech Publishing. (ISBN 978-1-927744-07-9)

Course Description

BEHG 330 Companion Animal Training applies behaviorology in the field of companion animal training. BEHG 330 addresses (a) successful, non-coercive animal

training practices, derived from basic principles, that are used by professional animal trainers, and (b) how to teach companion animal owners how to train their companion animal. After reviewing basic principles of behavior within the context of working with non-human animals, relevant practices are differentially applied to the effective training of commonly required behaviors for four representative species: (a) dogs; (b) cats; (c) birds; and (d) horses. The application of these principles, strategies, and practices may be applied to other species of companion animal and indeed non-companion animals with minor variation.

Broadly, BEHG 330 covers the following topic areas:

❧ Definition and history of behaviorology, including an examination of radical behaviorism and natural science as opposed to pseudoscience and the different perspectives on behavior, including behaviorology, psychology, behavior analysis, ethology, and the medical-model approach;

❧ Principles of behavior, including analysis of contingencies, and operant and respondent conditioning processes;

❧ The problems associated with aversive conditioning practices and the use of constructional rather than eliminative approaches, including a strategy and set of guidelines for avoiding the use of aversive stimulation;

❧ Training strategy and training project management;

❧ Advanced training techniques including shaping and chaining; and

❧ Training practices applied to dogs, cats, birds, and horses.

Course Objectives

The primary objective of this course is to expand the student’s repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

❧ Differentiate (a) between natural sciences and pseudoscience, and (b) among behaviorology, psychology, ethology, and the medical-model approach to behavior;

❧ Define and relate elementary terms such as behavior, antecedent and postcedent stimulation, conditioning, response, response class, response class form, functional relation, contingency, added and subtracted and conditioned and unconditioned reinforcement and punishment, plus extinction, and provide unique examples of each;

- ✧ Describe how to establish and use a conditioned reinforcer;
- ✧ Define, contrast, and compare operant and respondent conditioning processes, including the procedures used to achieve each, and provide unique examples;
- ✧ Define the basic and compound schedules of reinforcement, including the different kinds of differential reinforcement;
- ✧ Define and relate methods of transferring stimulus control via prompt fading and prompt delay procedures, and discuss generating behavior via prompts;
- ✧ Define function-altering stimulation, including motivating operations;
- ✧ Explain the importance of quantifying behavior, and define and relate measures of behavior, including count, rate, relative frequency, duration, and magnitude/intensity, as well as graphing methods;
- ✧ Define aversive stimulation and describe the problematic side effects it can generate, and describe strategies for avoiding the use of aversive training methods;




Formulate training plans, including identification of the behavior of concern and a quantified goal as part of a formal behavior objective, and the strategy and procedures for training it;

- ✧ Describe how to use and then fade prompts, change and thin schedules of reinforcement, train for distance, duration, and distraction, carry out discrimination and generalization training, establish a cue to meet behavior objectives, and then work toward maintenance of the training;
- ✧ Plan and execute advanced shaping and chaining training plans; and
- ✧ Describe how to apply behaviorological principles, strategies, and procedures to training common behaviors for dogs, cats, birds, and horses.

Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15-week semester time frame. Progressing more slowly than this schedule, assignments could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner. Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9–10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the weeks to come. Students may check the box next to each assignment as they complete and submit it.

Check	Week	Resource	Component
<input type="checkbox"/>	1	<i>The Science and Technology of Animal Training</i> and related Study Questions (SQs)	Chapters 1–2
<input type="checkbox"/>	2	<i>The Science and Technology of Animal Training</i> and related SQs	Chapters 3–4
<input type="checkbox"/>	3	<i>The Science and Technology of Animal Training</i> and related SQs	Chapter 5
<input type="checkbox"/>	4	<i>The Science and Technology of Animal Training</i> and related SQs	Chapter 6
<input type="checkbox"/>	5	<i>The Science and Technology of Animal Training</i> and related SQs	Chapter 7
<input type="checkbox"/>	6	<i>The Science and Technology of Animal Training</i> and related SQs	Chapter 8
<input type="checkbox"/>	7	<i>The Science and Technology of Animal Training</i> and related SQs	Chapter 9
<input type="checkbox"/>	8	<i>The Science and Technology of Animal Training</i> and related SQs	Chapter 10
<input type="checkbox"/>	9	<i>The Science and Technology of Animal Training</i> and related SQs	Chapter 11
<input type="checkbox"/>	10	<i>The Science and Technology of Animal Training</i> and related SQs	Appendix Exercises 1–4
<input type="checkbox"/>	11	<i>The Science and Technology of Animal Training</i> and related SSQs	Appendix Exercise 5
<input type="checkbox"/>	12	<i>The Science and Technology of Animal Training</i> and related SQs	Appendix Exercise 6

- | | | | |
|---|----|--|---------------------------|
|  | 13 | <i>The Science and Technology of Animal Training and related SQs</i> | Appendix
Exercise 7 |
|  | 14 | <i>The Science and Technology of Animal Training and related SQs</i> | Appendix
Exercises 8–9 |
|  | 15 | <i>The Science and Technology of Animal Training and related SQs</i> | Appendix
Exercise 10 |

Please contact TIBI at www.behaviorology.org with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.

References

- Ledoux, S. F. (2007). TIBI online syllabus for BEHG 120: Non-coercive Companion Animal Behavior Training. *Behaviorology Today*, 10 (1), 10–14.
- Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314–326). Ottawa, Canada: BehaveTech Publishing. 📖

The International Behaviorology Institute Syllabus for BEHG 340 Introduction to Verbal Behavior

James O’Heare

This syllabus provides course-specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see “General parameters and procedures for courses from The International Behaviorology Institute” available online at www.behaviorology.org or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2004).

Course Title: BEHG 340 Introduction to Verbal Behavior

Credits: 3 TIBI credits

Prerequisites: BEHG 211 Introduction to Behaviorology II

Course Format: Distance (online and offline options)

Time Frame: Commences upon enrollment. Self-paced within specified limits (estimated 150 hours; 3–15 weeks)

Professor: Assigned upon enrollment, with contact information

Required Resources

Peterson, N. & Ledoux, S. F. (2014). *An Introduction to Verbal Behavior—Second Edition*. Canton, NY: ABCs. (ISBN 978-1-882508-38-9)

O’Heare, J. (Forthcoming). *Supplemental Study Questions for “An Introduction to Verbal Behavior—Second Edition” by Peterson and Ledoux*. Ottawa, Canada: BehaveTech Publishing.

Ledoux, S. F. (2014). *Running Out of Time—Introducing Behaviorology to Help Solve Global Problems* (Chapter 20). Ottawa, Canada: BehaveTech Publishing. (ISBN 978-1-927744-02-4)

Course Description

BEHG 340 Introduction to Verbal Behavior builds, using a programmed instruction format, on the basic coverage of verbal behavior that was covered in BEHG 211. The course introduces students to the behaviorological analysis of language as verbal behavior. Covered topics include such fundamental concepts as (a) differentiating verbal and non-verbal behavior, (b) the verbal community, (c) mediated reinforcement, (d) the basic verbal behavior relations called mands, tacts, intraverbals, and codics and duplcs (and the subtypes of these last two), (e) various extensions of these elementary verbal operants, (f) the most common variables of which verbal operants are a function, (g) some of the ways these variables combine in the multiple control of complex verbal behaviors, (h) response products, (i) point-to-point correspondence, (j) formal similarity, (k) thematic and formal controls over verbal behavior, and (l) the ways the verbal community conditions verbal responding under the control of covert stimuli.

Broadly, BEHG 340 covers the following topic areas:

- ❖ Verbal behavior as distinguished from non-verbal behavior;
- ❖ The conditioning of verbal behavior within a verbal community;
- ❖ Verbal operant relations called mands, tacts, intraverbals, and codics and duplcs (and subtypes of these last two) and extensions of these relations;
- ❖ Common variables of which verbal operants are a function, the ways these variables combine in the multiple control of complex verbal behaviors; and
- ❖ Other fundamental concepts in the analysis of verbal behavior including respondent products, point-to-point correspondence, formal similarity, thematic and formal controls over verbal behavior, and the ways the verbal community conditions verbal responding under the control of covert (“private”) stimuli.

Course Objectives

The primary objective of this course is to expand the student’s repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

- ❖ Differentiate between verbal and non-verbal behavior;
- ❖ Describe the role of the verbal community in the conditioning of verbal behavior;
- ❖ Define and differentiate among the basic verbal operant relations: mands, tacts, intraverbals, and codics and duplcs (and subtypes of these last two);

- ❧ Identify and define various extensions of elementary verbal operants;
- ❧ Identify the most common variables of which verbal operants are a function and describe some of the ways these variables combine in the multiple control of complex verbal behaviors;
- ❧ Describe the respondent products of verbal behavior;
- ❧ Define point-to-point correspondence and explain how and where it applies;
- ❧ Define formal similarity and explain how and where it applies;
- ❧ Define, describe, and relate thematic and formal controls over verbal behavior; and
- ❧ Describe, and explain the use of, several types of access that enable the verbal community to condition adequate verbal responding to stimuli that only affect the speaker (i.e., covert stimuli).

Written Assignment

Having worked through the Peterson and Ledoux text, including correctly completing all of the study frames in that book, plus the relevant supplemental study questions, the student should be prepared to consider the application of this content further. Read Chapter 20, “Language is Verbal Behavior,” in *Running Out of Time...* by Ledoux, which will comprise a concise review of the Peterson and Ledoux text. In this Chapter 20, Ledoux touches on a number of considerations related to verbal behavior including the teaching of language, verbal behavior and covert events, humor, non-human verbal behavior, etc. Select one of these topics as described by Ledoux (or one of your own for which you first obtain your professor’s permission) and write a ten page essay on that topic (double spaced, one-inch margins), applying to your selected topic (a) the content from the current course, (b) the content from any previous behaviorology courses and, if you run across some, (c) any relevant, independent research. The essay may review the content but then must demonstrate the application of the course content to the topic in some manner that extends consideration of that topic beyond the mentioned texts.

Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15-week semester time frame. Progressing more slowly than this schedule, assignments could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner.

Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9–10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the weeks to come. Students may check the box next to each assignment as they complete and submit it.

Special note: Students may *either* complete the coursework for the assigned page ranges of the main Peterson and Ledoux textbook at the same time as they complete the corresponding page ranges of the supplemental study Questions, *or* they may complete the main textbook first and then work to complete the supplemental study Questions. In the latter case, get a week or two ahead on the main Peterson and Ledoux textbook so that you have that week or two, at the end of the time frame, in which to complete the supplemental study Questions once you have completed the main textbook.

Check Week Resource Component

<input type="checkbox"/>	1	<i>An Introduction to Verbal Behavior—Second Edition</i> and related Supplemental Study Questions (SSQs)	<i>pp. 5–9 & pp. 1–8 of Chapter 1</i>
<input type="checkbox"/>	2	<i>An Introduction to Verbal Behavior—Second Edition</i> and related SSQs	<i>pp. 9–20 of Chapter 1</i>
<input type="checkbox"/>	3	<i>An Introduction to Verbal Behavior—Second Edition</i> and related SSQs	<i>pp. 21–32 of Chapter 2</i>
<input type="checkbox"/>	4	<i>An Introduction to Verbal Behavior—Second Edition</i> and related SSQs	<i>pp. 33–42 of Chapter 2</i>
<input type="checkbox"/>	5	<i>An Introduction to Verbal Behavior—Second Edition</i> and related SSQs	<i>pp. 43–54 of Chapter 2</i>

- 6 *An Introduction to Verbal Behavior—Second Edition* and related SSQs pp. 55–62 of Chapter 2
- 7 *An Introduction to Verbal Behavior—Second Edition* and related SSQs pp. 63–71 of Chapter 2
- 8 *An Introduction to Verbal Behavior—Second Edition* and related SSQs pp. 73–84 of Chapter 3
- 9 *An Introduction to Verbal Behavior—Second Edition* and related SSQs pp. 85–98 of Chapter 3
- 10 *An Introduction to Verbal Behavior—Second Edition* and related SSQs pp. 99–108 of Chapter 4
- 11 *An Introduction to Verbal Behavior—Second Edition* and related SSQs pp. 109–120 of Chapter 4
- 12 *An Introduction to Verbal Behavior—Second Edition* and related SSQs pp. 121–132 of Chapter 4
- 13 *An Introduction to Verbal Behavior—Second Edition* and related SSQs pp. 133–146 of Chapter 5
- 14 *Running Out of Time ...* and written assignment Chapter 20
- 15 *Running Out of Time ...* and written assignment (to completion) Chapter 20

Please contact TIBI at www.behaviorology.org with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.

References

- Ledoux, S. F. (2004). TIBI online syllabus for BEHG 355: Verbal Behavior I. *Behaviorology Today*, 7 (2), 59–63.
- Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314–326). Ottawa, Canada: BehaveTech Publishing.

The International Behaviorology Institute Syllabus for BEHG 405 Basic Autism Intervention Methods

James O’Heare

This syllabus provides course-specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see “General parameters and procedures for courses from The International Behaviorology Institute” available online at www.behaviorology.org or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2005).

Course Title: BEHG 405 Basic Autism Intervention Methods

Credits: 3 TIBI credits

Prerequisites: BEHG 211 Introduction to Behaviorology II

Course Format: Distance (online and offline options)

Time Frame: Commences upon enrollment. Self-paced within specified limits (estimated 150 hours; 3–15 weeks)

Professor: Assigned upon enrollment, with contact information

Required Resources

Maurice, C., Green, G., & Luce, S. (Eds.). (1996). *Behavioral Intervention for Young Children with Autism*. Austin, TX: Pro-Ed. (ISBN 978-08907996832)

Ledoux, S. F. (2003). *Study Questions for Maurice et al’s Behavioral Intervention for Young Children with Autism*. Canton, NY: ABCs. (ISBN 978-1-882508-18-1)

Maurice, C. (1993). *Let Me Hear Your Voice—A Family’s Triumph Over Autism*. New York: Ballantine Books. (ISBN 978-0449906644)

NYS Department of Health—Early Intervention Program. (1999). *Clinical Practice Guideline: Autism / Pervasive Developmental Disorders, Assessment and Intervention for Young Children (Age 0–3 Years) Quick Reference Guide*. Albany, NY: NYS Department of Health

(Publication No. 4216). Available at <http://www.health.ny.gov/publications/4216.pdf>

Recommended Resources

Sidman, M. (2001). *Coercion and its Fallout—Revised Edition*. Boston, MA: Authors Cooperative. (ISBN 978-1-888830-01-8)

Course Description

BEHG 405 Basic Autism Intervention Methods provides students with basic contingency engineering practices and skills needed for successful interventions with autistic and other developmentally disabled individuals. Topics include (a) the evaluation of different approaches for effectiveness, (b) effective training curricula and programs, (c) home-based and center-based settings, (d) the different roles of professionals, para-professionals, and school systems involved in autism intervention efforts, (e) the organizational and legal supports available to autistic children and their families, (f) the roles of different autism treatment team members, (g) the organizational and legal interactions between families with autistic children and their local schools, and (h) some answers to the most common questions asked by parents of autistic children. Examination of actual autism training curricula, programs, practices, data sheets, settings, and case histories are integral parts of the course.

Broadly, BEHG 405 covers the following topic areas:

- ❧ Comparative effectiveness of different approaches for working with autistic children;
- ❧ Successfully demonstrated and replicated training programs and curricula;
- ❧ The roles of professionals, para-professionals, and school systems involved in home-based and center-based autism treatment teams and intervention efforts;
- ❧ The organizational and legal supports and interactions between autistic children, their families, and their local schools; and
- ❧ Details regarding actual autism training practices, data sheets, and case histories.

Course Objectives

The primary objective of this course is to expand the student’s repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

- ❖ Compare autism intervention approaches and strategies, and evaluate their relative effectiveness;
- ❖ Analyze the range and depth of the behavior skills to be taught to children with autism by autism intervention personnel;
- ❖ Apply the contingency engineering practices and skills that autism intervention personnel develop to conduct autism intervention programs in the standard settings (i.e., center-based and home-based programs) in a professional and effective way;
- ❖ Compare the depth and range of the differing contingency engineering activities, roles, and qualifications of both professionals and para-professionals involved in effective autism intervention;
- ❖ Analyze the benefits of the variety and sources of organizational and legal supports available for families with autistic children;
- ❖ Evaluate the roles of the various professionals who are members of autism intervention teams, such as speech-language pathologists;
- ❖ Interpret the organizational and legal considerations relevant to the interactions between families with autistic children and their local schools; and
- ❖ Synthesize comprehensive and professional answers to the common and difficult questions asked by parents of autistic children.

Book Report

Read *Let Me Hear Your Voice* and then write a five to ten page report of this book (double spaced with one-inch margins) that focuses on the author's search for effective help for her children. You may begin this assignment any time after completing Chapters 1 through 4 of the Maurice et al textbook. You should submit this assignment before you finish Chapter 17 of the Maurice et al book (a period of eight weeks at most).










Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15-week semester time frame. Progressing more slowly than this schedule, assignments could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner. Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9–10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and

plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the weeks to come. Students may check the box next to each assignment as they complete and submit it.

Check Week Resource Component

- | Check | Week | Resource | Component |
|--------------------------|------|---|---|
| <input type="checkbox"/> | 1 | <i>Behavioral Intervention Chapter 1 for Young Children with Autism</i> and related | Study Questions (SQs)
Begin reading <i>Clinical Practice Guideline ... Quick Reference Guide ...</i> ; and finish it by Week 4, and use it as a resource throughout the course to support the course content |
| <input type="checkbox"/> | 2 | <i>Behavioral Intervention Chapter 2 for Young Children with Autism</i> and related SQs | |
| <input type="checkbox"/> | 3 | <i>Behavioral Intervention Chapter 3 for Young Children with Autism</i> and related SQs | |
| <input type="checkbox"/> | 4 | <i>Behavioral Intervention Chapter 4 for Young Children with Autism</i> and related SQs | Finish reading <i>Clinical Practice Guideline ... Quick Reference Guide ...</i> ; and start the Book Report assignment |
| <input type="checkbox"/> | 5 | <i>Behavioral Intervention Chapter 5 for Young Children with Autism</i> and related SQs | |
| <input type="checkbox"/> | 6 | <i>Behavioral Intervention Chapter 6 for Young Children with Autism</i> and related SQs | |

-  7 *Behavioral Intervention Chapter 7 for Young Children with Autism and related SQs*
-  8 *Behavioral Intervention Chapters 8–9 for Young Children with Autism and related SQs*
-  9 *Behavioral Intervention Chapters 10–11 for Young Children with Autism and related SQs*
-  10 *Behavioral Intervention Chapters 12–13 for Young Children with Autism and related SQs*
-  11 *Behavioral Intervention Chapters 14–15 for Young Children with Autism and related SQs*
-  12 *Behavioral Intervention Chapters 16–17 for Young Children with Autism and related SQs and finish and submit the Book Report assignment*
-  13 *Behavioral Intervention Chapters 18–19 for Young Children with Autism and related SQs*
-  14 *Behavioral Intervention Chapter 20 for Young Children with Autism and related SQs*
-  15 *Behavioral Intervention Chapter 21 for Young Children with Autism and related SQs*

References

- Ledoux, S. F. (2005). TIBI online syllabus for BEHG 415: Basic Autism Intervention Methods. *Behaviorology Today*, 8 (1), 32–36.
- Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314–326). Ottawa, Canada: BehaveTech Publishing. 📄 📄

Please contact TIBI at www.behaviorology.org with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.

The International Behaviorology Institute Syllabus for BEHG 425 Classroom Management and Preventing School Violence

James O’Heare

This syllabus provides course-specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see “General parameters and procedures for courses from The International Behaviorology Institute” available online at www.behaviorology.org or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2005).

Course Title: BEHG 425 Classroom Management and Preventing School Violence

Credits: 3 TIBI credits

Prerequisites: BEHG 211 Introduction to Behaviorology II

Course Format: Distance (online and offline options)

Time Frame: Commences upon enrollment. Self-paced within specified limits (estimated 150 hours; 3–15 weeks)

Professor: Assigned upon enrollment, with contact information

Required Resources

Sidman, M. (2001). *Coercion and its Fallout Revised Edition*. Boston, MA: Authors Cooperative. (ISBN 978-1-888830-01-8)

(In progress). *Study Questions for Sidman’s Coercion and its Fallout (Revised Edition)*. Ottawa, Canada: BehaveTech Publishing.

Latham, G. I. (1998). *Keys to Classroom Management*. Logan, UT: Parents & Teachers ink (P&T ink). (ISBN 097257421-2)

Ledoux, S. F. (2000). *Study Questions for Glenn Latham’s Keys to Classroom Management*. Canton, NY: ABCs. (ISBN 978-1-882508-14-9)

Zinna, K. A. (1999). *After Columbine*. Silverthorne, CO: Spectra Publishing. (ISBN 978-0915667253)

Ledoux, S. F. (2000). *Study Questions for Kelly Zinna’s After Columbine*. Canton, NY: ABCs. (ISBN 978-1-882508-13-0)

Course Description

BEHG 425 Classroom Management and Preventing School Violence covers the application of behaviorology to non-coercive classroom management skills and their relation to preventing school violence. After reviewing the role that punishment and coercion play in prompting violence of all types through all levels of society, the course focuses on the use of effective, non-coercive behaviorological skills for classroom management that school teachers and staff can personally implement—especially in the classroom, but also in the cafeteria and gym, and on the bus and playground—to reduce and prevent the occurrence of all kinds and levels of school violence while also enhancing the effectiveness of instruction. These skills replace the unscientific emphasis on coercive “discipline” practices, thereby *preventing* the violence that such practices may themselves induce. Then, the course focuses on the various recommended school-wide policies and procedures for *detering* the actual occurrence of school violence in situations where violence has become likely.

Broadly, BEHG 425 covers the following topic areas:

- ✂ The reasons for reducing punishment and coercion across society in general and in education specifically;
- ✂ Applications of basic laws of behavior in school settings;
- ✂ Maintaining and increasing on-task and successful behavior;
- ✂ Improving the quality of teacher to pupil interactions (and traps to avoid);
- ✂ Controlling classroom distractions;
- ✂ Instructional advantages of prevention strategies;
- ✂ The origin, dynamics, and evolution of violence in schools;
- ✂ Profiling perpetrators of school place violence; and
- ✂ Administrative procedures dealing with incipient or actual violence.

Course Objectives

The primary objective of this course is to expand the student’s repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

- ✦ Summarize the behavior engineering analysis of the scientific foundations of coercion and punishment, especially as related to school violence;
- ✦ Demonstrate behavior engineering in classroom management knowledge and skills especially as relevant to changing the circumstances and conditions that lead to school violence, and thereby *prevent* such violence; and
- ✦ Incorporate behavior engineering in the understanding of school violence and in the policies and procedures to deter its occurrence.

weeks to come. Students may check the box next to each assignment as they complete and submit it.

Topic Paper

This assignment pertains to students who are in TIBI's records as having already satisfactorily completed the *Coercion and its Fallout* text, and either its study questions or book review assignment, in another course: Start with the *Keys* text assignments, and continue on with the *After Columbine* text assignments, and then proceed with this written assignment: The course texts raise numerous topics that may evoke interest in the student, and the topic paper assignment provides the student an opportunity to explore one of these topics in greater depth. Get approval for your topic preference by discussing it with your professor, which also provides you the opportunity to review your thesis statement, and even outline, before you begin writing.

Prepare an essay of no fewer than ten pages and no greater than 15 pages, not including front matter and references, double spaced with one-inch margins, on the agreed upon topic. It may be argumentative or expository and should explore the issue in a depth beyond that which was presented in the course. This will require research beyond the course texts. Cite at least five sources, two of which may be the course materials and at least one of the others must be a primary source.

Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15-week semester time frame. Progressing more slowly than this schedule, assignments could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner. Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9–10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the

Check	Week	Resource	Component
<input type="checkbox"/>	1	<i>Coercion and its Fallout</i> and related Study Questions (SQs)	Intro & Chapters 1–2
<input type="checkbox"/>	2	<i>Coercion and its Fallout</i> and related SQs	Chapters 3–6
<input type="checkbox"/>	3	<i>Coercion and its Fallout</i> and related SQs	Chapters 7–9
<input type="checkbox"/>	4	<i>Coercion and its Fallout</i> and related SQs	Chapters 10–13
<input type="checkbox"/>	5	<i>Coercion and its Fallout</i> and related SQs	Chapters 14–16
<input type="checkbox"/>	6	<i>Coercion and its Fallout</i> and related SQs	Chapters 17–19
<input type="checkbox"/>	7	<i>Keys to Classroom Management</i> and related SQs	Preface & Chapter 1
<input type="checkbox"/>	8	<i>Keys to Classroom Management</i> and related SQs	Chapter 2
<input type="checkbox"/>	9	<i>Keys to Classroom Management</i> and related SQs	Chapter 3
<input type="checkbox"/>	10	<i>Keys to Classroom Management</i> and related SQs	Chapter 4
<input type="checkbox"/>	11	<i>Keys to Classroom Management</i> and related SQs	Chapter 5
<input type="checkbox"/>	12	<i>Keys to Classroom Management</i> and related SQs (& if Topic Paper assignment applies, then:)	Chapter 6 (Topic/Thesis approval)



1

Coercion and its Fallout and related Study Questions (SQs)

Intro & Chapters 1–2



2

Coercion and its Fallout and related SQs

Chapters 3–6



3

Coercion and its Fallout and related SQs

Chapters 7–9



4

Coercion and its Fallout and related SQs

Chapters 10–13



5

Coercion and its Fallout and related SQs

Chapters 14–16



6

Coercion and its Fallout and related SQs

Chapters 17–19



7

Keys to Classroom Management and related SQs

Preface & Chapter 1



8

Keys to Classroom Management and related SQs

Chapter 2



9

Keys to Classroom Management and related SQs

Chapter 3



10

Keys to Classroom Management and related SQs

Chapter 4



11

Keys to Classroom Management and related SQs


Chapter 5





12

Keys to Classroom Management and related SQs (& if Topic Paper assignment applies, then:)

Chapter 6
(Topic/Thesis approval)

- | | | | |
|---|----|---|--|
|  | 13 | <i>After Columbine</i>
and related SQs
(& if Topic Paper
assignment applies,
then:) | <i>Chapters 1–3</i>

<i>(Research)</i> |
|  | 14 | <i>After Columbine</i>
and related SQs
(& if Topic Paper
assignment applies,
then:) | <i>Chapters 4–6</i>

<i>(Research
& draft)</i> |
|  | 15 | <i>After Columbine</i>
and related SQs
(& if Topic Paper
assignment applies,
then:) | <i>Chapters 7–9</i>

<i>(Refine for
final product)</i> |

Please contact TIBI at www.behaviorology.org with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.

References

- Ledoux, S. F. (2005). TIBI online syllabus for BEHG 425: Non-Coercive Classroom Management and Preventing School Violence. *Behaviorology Today*, 8 (1), 41–46.
- Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314–326). Ottawa, Canada: BehaveTech Publishing. ☺

The International Behaviorology Institute Syllabus for BEHG 435 Performance Management and Preventing Workplace Violence

James O’Heare

This syllabus provides course-specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see “General parameters and procedures for courses from The International Behaviorology Institute” available online at www.behaviorology.org or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2005).

Course Title: BEHG 435 Performance Management and Preventing Workplace Violence

Credits: 3 TIBI credits

Prerequisites: BEHG 211 Introduction to Behaviorology II

Course Format: Distance (online and offline options)

Time Frame: Commences upon enrollment. Self-paced within specified limits (estimated 150 hours; 3–15 weeks)

Professor: Assigned upon enrollment, with contact information

Required Resources

Sidman, M. (2001). *Coercion and its Fallout Revised Edition*. Boston, MA: Authors Cooperative. (ISBN 978-1-888830-01-8)

(In progress). *Study Questions for Sidman’s Coercion and its Fallout (Revised Edition)*. Ottawa, Canada: BehaveTech Publishing.

Daniels, J. E. & Daniels, A. C. (2014). *Performance Management: Changing Behavior that Drives Organizational Effectiveness (Fifth Edition)*. Pittsford: Performance Management Publications. (ISBN 978-0937100257); Available at <http://aubreydaniels.com/performance-management>

(In progress). *Study Questions for Daniels and Daniels’ Performance Management (Fifth Edition)*. Ottawa, Canada: BehaveTech Publishing.

Recommended Resources

Mountain States Employers Council (MSEC) & Nicoletti-Flater Associates. (1994). *Violence Goes to Work*. Denver, CO: MSEC.

Course Description

BEHG 435 Performance Management and Preventing Workplace Violence covers the application of behaviorology to non-coercive workplace management skills and their relation to preventing workplace violence. After reviewing the role that punishment and coercion play in prompting violence of all types throughout society, the course focuses on the effectiveness of the non-coercive skills that performance management applies in the full range of workplace settings to replace the unscientific emphasis on coercive management practices thereby *preventing* the violence such practices may themselves induce. The course also compares, applies, and evaluates various recommended policies and procedures for *detering* the actual occurrence of workplace violence in various workplaces (e.g., industrial, manufacturing, organizational, marketing, financial, institutional, or retail business settings).

Broadly, BEHG 435 covers the following topic areas:

- ❧ Problems generated by coercive methods present anywhere, including in workplaces;
- ❧ Basic laws of behavior and their applications that manage performance in workplace settings while also preventing violence in the workplace; and
- ❧ Replacing coercive practices with effective, comprehensive, and systematic science-based practices for more productive and safe workplace operation.

Course Objectives

The primary objective of this course is to expand the student’s repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

- ❧ Summarize the scientific analysis of punishment and coercion, and its implications for contingency engineering efforts, especially as related to workplace violence;

- ✦ Demonstrate the behaviorological knowledge and skills relevant to changing the circumstances that lead to workplace violence so as to prevent its occurrence;
- ✦ Compare the range of best practices available to resolve problems in particular cases;
- ✦ Apply appropriate strategies for similar cases in different settings;
- ✦ Evaluate the outcomes of various violence-prevention methods;
- ✦ Analyze the dynamics, indicators, types, and triggers of workplace violence;
- ✦ Adapt or develop appropriate policies and procedures for a particular type of workplace setting;
- ✦ Evaluate the effectiveness of various policies and procedures in deterring imminent workplace violence in a range of settings; and
- ✦ Incorporate contingency engineering into the policies and procedures to deter the imminent occurrence of workplace violence.

Topic Paper

This assignment pertains to students who are in TIBI's records as having already satisfactorily completed the *Coercion and its Fallout* text, and either its study questions or book review assignment, in another course: Complete the *Performance Management* text assignments, then proceed with this written assignment: The course texts raise numerous topics that may evoke interest in the student, and the topic paper assignment provides the student an opportunity to explore one of these topics in greater depth. Get approval for your topic preference by discussing it with your professor, which also provides you the opportunity to review your thesis statement, and even outline, before you begin writing.

Prepare an essay of no fewer than ten pages and no greater than 15 pages, not including front matter and references, double spaced with one-inch margins, on the agreed upon topic. It may be argumentative or expository and should explore the issue in a depth beyond that which was presented in the course. This will require research beyond the course texts. Cite at least five sources, two of which may be the course materials and at least one of the others must be a primary source.

Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15-week semester time frame. Progressing more slowly than this schedule, assignments

could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner. Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9–10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the weeks to come. Students may check the box next to each assignment as they complete and submit it.

Check Week Resource Component

<input type="checkbox"/>	1	<i>Coercion and its Fallout</i> and related Study Questions (SQs)	Intro & Chapters 1–2
<input type="checkbox"/>	2	<i>Coercion and its Fallout</i> and related SQs	Chapters 3–6
<input type="checkbox"/>	3	<i>Coercion and its Fallout</i> and related SQs	Chapters 7–9
<input type="checkbox"/>	4	<i>Coercion and its Fallout</i> and related SQs	Chapters 10–13
<input type="checkbox"/>	5	<i>Coercion and its Fallout</i> and related SQs	Chapters 14–16
<input type="checkbox"/>	6	<i>Coercion and its Fallout</i> and related SQs	Chapters 17–19
<input type="checkbox"/>	7	<i>Performance Management</i> and related SQs	Preface & Chapter 1
<input type="checkbox"/>	8	<i>Performance Management</i> and related SQs	Chapters 2–5
<input type="checkbox"/>	9	<i>Performance Management</i> and related SQs	Chapters 6–8
<input type="checkbox"/>	10	<i>Performance Management</i> and related SQs	Chapters 9–11

☐	11	<i>Performance Management and related SQs</i>	<i>Chapters 12–14</i>
☐	12	<i>Performance Management and related SQs (& if Topic Paper assignment applies, then:)</i>	<i>Chapters 15–17 (Topic/Thesis approval)</i>
☐	13	<i>Performance Management and related SQs (& if Topic Paper assignment applies, then:)</i>	<i>Chapters 18–20 (Research)</i>
☐	14	<i>Performance Management and related SQs (& if Topic Paper assignment applies, then:)</i>	<i>Chapters 21–22 (Research & draft)</i>
☐	15	<i>Performance Management and related SQs (& if Topic Paper assignment applies, then:)</i>	<i>Chapter 23 (Refine for final product)</i>

Please contact TIBI at www.behaviorology.org with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.

References

Ledoux, S. F. (2005). TIBI online syllabus for BEHG 420 Performance Management and Preventing Workplace Violence. *Behaviorology Today*, 8 (1), 37–41.

Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314–326). Ottawa, Canada: BehaveTech Publishing. 📖

The International Behaviorology Institute Syllabus for BEHG 455 Behaviorological Thanatology and Dignified Dying

James O’Heare

This syllabus provides course-specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see “General parameters and procedures for courses from The International Behaviorology Institute” available online at www.behaviorology.org or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2005).

Course Title: BEHG 455 Behaviorological Thanatology and Dignified Dying

Credits: 3 TIBI credits

Prerequisites: BEHG 211 Introduction to Behaviorology II

Course Format: Distance (online and offline options)

Time Frame: Commences upon enrollment. Self-paced within specified limits (estimated 150 hours; 3–15 weeks)

Professor: Assigned upon enrollment, with contact information

Required Resources

Sidman, M. (2001). *Coercion and its Fallout Revised Edition*. Boston, MA: Authors Cooperative. (ISBN 978-1-888830-01-8)

(In progress). *Study Questions for Sidman’s Coercion and its Fallout (Revised Edition)*. Ottawa, Canada: BehaveTech Publishing.

Fraley, L. E. (2012). *Dignified Dying—A Behaviorological Thanatology*. Canton, NY: ABCs. (ISBN 978-1-882590-16-7)

Raymond, L. (2015). *Study Questions for Fraley’s Dignified Dying—A Behaviorological Thanatology*. Canton, NY: ABCs. (ISBN 978-1-882508-17-4)

Course Description

After reviewing the roll that punishment and coercion play in prompting violence of all types throughout society, *BEHG 455 Behaviorological Thanatology and Dignified Dying* focuses on the scientific knowledge and skills needed to replace some subtle, residual violence, visited on society members suffering terminal illness, with scientifically informed practices that allow retention of human dignity for all parties in these circumstances, but especially for the dying individual, during the social death, person death, and body death of the terminal-illness process. Answering the question of how we can improve end-of-life interactions between the dying and society, between the increasing numbers of the terminally ill and their survivors, between ourselves and our loved ones in these difficult times, is an integral course component, as is a range of scientifically grounded alternative, proactive, dignity maintaining practices. Which professional group (e.g., medical doctors or nurses, hospice personnel, funeral directors, and/or behaviorologists) might best organize these improvements and new practices is explored, along with some problematic medical ethics. The historical context, and social contingencies affecting new practices, are included in the consideration of how to move from old to new practices.

Broadly, BEHG 455 covers the following topic areas:

- ✂ The problematic outcomes of coercive practices affecting society in general and dying individuals in particular;
- ✂ The unaddressed side-effects of the unrecognized coercive treatment of the terminally ill;
- ✂ Foundations and implications of the discipline of behaviorology applied to field of thanatology;
- ✂ A natural science perspective on the ethics of relevant medical practices with respect to protracted dying;
- ✂ The implications of naturalistic philosophy and science in place of the values associated with other epistemologies;

- ❧ A behaviorological analysis of the bereavement of surviving social partners;
- ❧ Economic realities and the cultural practices of welfare; and
- ❧ Behavior, death, and life in relation to persons.

- ❧ Apply contingency engineering to help survivors through the bereavement process;
- ❧ Explain the myth of personal responsibility; and
- ❧ Describe economic realities and the cultural practices of welfare.

Course Objectives

The primary objective of this course is to expand the student's repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

- ❧ Analyze punishment and coercion scientifically;
- ❧ Apply the behaviorological analysis of punishment and coercion to past and current problematic cultural practices in end-of-life situations;
- ❧ Evaluate the implications of that analysis and application for successful contingency engineering of more proactive practices for end-of-life situations;
- ❧ Describe the difference between persons and bodies, and analyze the concept of person and the person/body dichotomy, explaining how the behaviorological definition of personhood impacts the topic of death;
- ❧ Analyze the implications of sudden versus slow death;
- ❧ Differentiate social death, person death, and body death;
- ❧ Describe the scientifically uninformed patterns in which the dying are currently treated by both themselves and others, and the historical context from which these patterns derive;
- ❧ Describe the role of medical professionals in end-of-life issues;
- ❧ Define values, rights, and ethics from a behaviorological (i.e., natural science) perspective;
- ❧ Analyze the ethics of managing death and dying;
- ❧ Describe the role of superstitiously conditioned cultural practices;
- ❧ Apply contingency engineering design principles to the scientific development of new, more proactive patterns that increase and maintain the dignity of the dying;
- ❧ Summarize the effects of cultural contingencies on society's acceptance of scientifically sound practices promoting dignified dying;
- ❧ Define bereavement, analyze its aversive nature, and list and describe the bereavement processes;

Summary Written Assignment

Sidman's *Coercion and its Fallout* addresses the problematic effects of aversive stimulation and coercion in general. Consider the content of Sidman's book as applied to the topics in the primary (Fraleay) text, in anticipation of this assignment. (If you are on TIBI's records as having already covered Sidman's book, then complete both this Summary Written assignment and the Topic Paper assignment described in the next section.) The repertoire that the primary text and study questions will have conditioned provides a solid foundation on which to consider, in more depth, the ethics of current and potential practices in dealing with end-of-life issues, including laws and cultural policies and practices, with respect to how society treats the dying and their loved ones, and how all these treat each other.

Prepare an essay of no fewer than five pages and no greater than ten pages, not including front matter and references, double spaced with one-inch margins. In your paper relate, to the content of the Sidman text, an *important-to-you* aspect of current law, policy, and cultural attitudes and practices with respect to end-of-life issues, particularly as these relate to coercive treatment of those dying or "wishing" (i.e., under contingencies) to die, and to their loved ones. Then, to that, relate a summary discussion of the differing perspective that natural science provides and the changes that could be made that would result in a greater respect for liberty and dignity, and mitigation of the behavioral fallout resulting from coercive practices.

Topic Paper

This assignment pertains to students who are in TIBI's records as having already satisfactorily completed the *Coercion and its Fallout* text, and either its study questions or book review assignment, in another course:

Complete the *Dignified Dying...* text assignments, and the Summary Written Assignment, then proceed with this Topic Paper assignment: The course texts raise numerous topics that may evoke interest in the student, and the topic paper assignment provides the student an opportunity to explore one of these topics in greater depth. Get approval for your topic preference by discussing it with your professor, which also provides you the opportunity to review your thesis statement, and even outline, before you begin writing.

Prepare an essay of no fewer than ten pages and no greater than 15 pages, not including front matter and references, double spaced with one-inch margins, on the agreed upon topic. It may be argumentative or expository and should explore the issue in a depth beyond that which was presented in the course. This will require research beyond the course texts. Cite at least five sources, two of which may be the course materials and at least one of the others must be a primary source.

Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15-week semester time frame. Progressing more slowly than this schedule, assignments could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner. Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9-10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the weeks to come. Students may check the box next to each assignment as they complete and submit it.

Check Week Resource Component

<input type="checkbox"/>	1	<i>Coercion and its Fallout</i> and related Study Questions (SQs)	<i>Intro & Chapters 1-2</i>
<input type="checkbox"/>	2	<i>Coercion and its Fallout</i> and related SQs	<i>Chapters 3-6</i>

<input type="checkbox"/>	3	<i>Coercion and its Fallout</i> and related SQs	<i>Chapters 7-9</i>
<input type="checkbox"/>	4	<i>Coercion and its Fallout</i> and related SQs	<i>Chapters 10-13</i>
<input type="checkbox"/>	5	<i>Coercion and its Fallout</i> and related SQs	<i>Chapters 14-16</i>
<input type="checkbox"/>	6	<i>Coercion and its Fallout</i> and related SQs	<i>Chapters 17-19</i>
<input type="checkbox"/>	7	<i>Dignified Dying</i> and related SQs	<i>Preface & Chapter 1</i>
<input type="checkbox"/>	8	<i>Dignified Dying</i> and related SQs	<i>Chapter 2</i>
<input type="checkbox"/>	9	<i>Dignified Dying</i> and related SQs	<i>Chapter 3</i>
<input type="checkbox"/>	10	<i>Dignified Dying</i> and related SQs (& if Topic Paper assignment applies, then:)	<i>Chapter 4 (Topic/Thesis approval)</i>
<input type="checkbox"/>	11	<i>Dignified Dying</i> and related SQs (& if Topic Paper assignment applies, then:)	<i>Chapter 5 (Research)</i>
<input type="checkbox"/>	12	<i>Dignified Dying</i> and related SQs (& if Topic Paper assignment applies, then:)	<i>Chapter 6 (Research & draft)</i>
<input type="checkbox"/>	13	<i>Dignified Dying</i> and related SQs (& if Topic Paper assignment applies, then:)	<i>Chapters 7-9 (Refine for final product)</i>
		Summary Written Assignment	<i>Begin</i>
<input type="checkbox"/>	14	Summary Written Assignment	<i>Draft</i>



15

Summary Written Assignment *Refine for final product*

Please contact TIBI at www.behaviorology.org with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.

References

- Ledoux, S. F. (2005). TIBI online syllabus for BEHG 410 Behaviorological Thanatology and Dignified Dying. *Behaviorology Today*, 8 (2), 18–22.
- Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314–326). Ottawa, Canada: BehaveTech Publishing.

The International Behaviorology Institute Syllabus for BEHG 465 Behaviorological Rehabilitation

James O’Heare

This syllabus provides course-specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see “General parameters and procedures for courses from The International Behaviorology Institute” available online at www.behaviorology.org or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2005).

Course Title: BEHG 465 Behaviorological Rehabilitation

Credits: 3 TIBI credits

Prerequisites: BEHG 211 Introduction to Behaviorology II

Course Format: Distance (online and offline options)

Time Frame: Commences upon enrollment. Self-paced within specified limits (estimated 150 hours; 3–15 weeks)

Professor: Assigned upon enrollment, with contact information

Required Resources

Sidman, M. (2001). *Coercion and its Fallout Revised Edition*. Boston, MA: Authors Cooperative. (ISBN 978-1-888830-01-8)

(In progress). *Study Questions for Sidman’s Coercion and its Fallout (Revised Edition)*. Ottawa, Canada: BehaveTech Publishing.

Cohen, H. L. & Filipczak, J. (1989). *A New Learning Environment*. Boston, MA: Authors Cooperative. (ISBN 978-0962331138)

(In progress). *Study Questions for Cohen and Filipczak’s A New Learning Environment*. Ottawa, Canada: BehaveTech Publishing.

Fraley, L. E. (2013). *Behaviorological Rehabilitation and the Criminal Justice System*. Canton, NY: ABCs. (ISBN 978-1-882590-20-4)

Raymond, L. (2015). *Study Questions for Fraley’s Behaviorological Rehabilitation and the Criminal Justice System*. Canton, NY: ABCs. (ISBN 978-1-882590-21-1)

Course Description

BEHG 465 Behaviorological Rehabilitation provides students with the application of behaviorological considerations to help improve human interactions and success rates in institutional rehabilitation settings such as prisons. After reviewing the problems generated by the, sometimes unnecessary, coercion that too often informs many practices in such settings, the course examines the value of replacing the unscientific emphasis on coercive practices with effective, comprehensive, and systematic science-based practices for more successful rehabilitation of both adult and youth offenders. The course takes a data-based orientation to the general design and management of correctional institutions, and the training and professionalism of staff in those settings, as an integral course component.

Broadly, BEHG 465 covers the following topic areas:

- ✦ The problematic outcomes of coercive practices affecting society in general and penal rehabilitation in particular;
- ✦ Foundations and implications of the discipline of behaviorology applied to field of rehabilitation;
- ✦ Application of basic laws of behavior to practices utilized in rehabilitation institutional settings, and the outcomes thereof; and
- ✦ Replacing unscientific and coercive practices with comprehensive, effective and systematic science-based practices in youth and adult rehabilitation settings.

Course Objectives

The primary objective of this course is to expand the student’s repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

- ❖ Analyze punishment and coercion scientifically;
- ❖ Apply the behaviorological analysis of punishment and coercion to past and current problematic cultural practices in penal rehabilitation settings;
- ❖ Evaluate the implications of that analysis and application for successful contingency engineering of more proactive practices in penal rehabilitation settings;
- ❖ Summarize the contingency engineering analysis of the scientific basis of violence and rehabilitative failure in rehabilitation settings, and the implications of that analysis for successful contingency engineering efforts in those settings;
- ❖ Incorporate behavior engineering design and practices into client/offender rehabilitation settings for youth;
- ❖ Incorporate behavior engineering design and practices into client/offender rehabilitation settings for adults; and
- ❖ Summarize the behavior engineering analysis of the relevant legal contingencies in rehabilitation settings.

Summary Written Assignment

Sidman's *Coercion and its Fallout* addresses the problematic effects of aversive stimulation and coercion in general. Consider the content of Sidman's book as applied to the topics in the both of the other texts as you work through them in anticipation of this assignment. (If you are on TIBI's records as having already covered Sidman's book, then complete both this Summary Written assignment and the Topic Paper assignment described in the next section.) The repertoire that the primary texts and study questions will have conditioned provides a solid foundation on which to consider, in more depth, the applications of behaviorological principles and practices to adult and youth penal rehabilitation settings.

Prepare an essay of no fewer than five pages and no greater than ten pages, not including front matter and references, double spaced with one-inch margins. In your paper relate, to the content of the Sidman text, an *important-to-you* aspect of current law, policy, and cultural attitudes and practices with respect to applying behaviorological principles and practices to adult or youth penal rehabilitation programs or settings. Then, to that, relate a summary discussion of the differing perspective that natural science provides and some of the changes that could be made that should result in a greater rehabilitation success.
















Topic Paper

This assignment pertains only to students who are in TIBI's records as having already satisfactorily completed the *Coercion and its Fallout* text, and either its study questions or book review assignment, in another course: Complete the assignments for the *New Learning Environment* text and the *Behaviorological Rehabilitation...* text, as well as preparation for the Summary Written Assignment, and then proceed with this Topic Paper assignment: The course texts raise numerous topics that may evoke interest in the student, and the topic paper assignment provides the student an opportunity to explore one of these topics in greater depth. Get approval for your topic preference by discussing it with your professor, which also provides you the opportunity to review your thesis statement, and even outline, before you begin writing.

Prepare an essay of no fewer than ten pages and no greater than 15 pages, not including front matter and references, double spaced with one-inch margins, on the agreed upon topic. It may be argumentative or expository and should explore the issue in a depth beyond that which was presented in the course. This will require research beyond the course texts. Cite at least five sources, two of which may be the course materials and at least one of the others must be a primary source.

Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15-week semester time frame. Progressing more slowly than this schedule, assignments could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner. Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9–10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the weeks to come. Students may check the box next to each assignment as they complete and submit it.

Check Week	Resource	Component				
				12	<i>Behaviorological Rehabilitation</i> and related SQs (& if Topic Paper assignment applies, then:)	Chapter 5 pp. 103-140 (Research & draft)
	1	<i>Coercion and its Fallout</i> and related Study Questions (SQs)			Intro & Chapters 1-3	
	2	<i>Coercion and its Fallout</i> and related SQs		13	<i>Behaviorological Rehabilitation</i> and related SQs (& if Topic Paper assignment applies, then:)	Chapter 5 pp. 140-161 (Refine for final product)
	3	<i>Coercion and its Fallout</i> and related SQs			Chapters 8-11	
	4	<i>Coercion and its Fallout</i> and related SQs			Chapters 12-15	Summary Written Assignment Begin
	5	<i>Coercion and its Fallout</i> and related SQs		14	Summary Written Assignment	Draft
	6	<i>New Learning Environment</i> and related SQs			Foreword & Preface & Chapters 1-3	
	7	<i>New Learning Environment</i> and related SQs		15	Summary Written Assignment	Refine for final product
	8	<i>New Learning Environment</i> and related SQs			Chapters 4-6	
	9	<i>Behaviorological Rehabilitation</i> and related SQs			Chapter 7 & both Appendices	
	10	<i>Behaviorological Rehabilitation</i> and related SQs (& if Topic Paper assignment applies, then:)			Chapters 1-2	
	11	<i>Behaviorological Rehabilitation</i> and related SQs (& if Topic Paper assignment applies, then:)			Chapter 3 (Topic/Thesis approval)	

Please contact TIBI at www.behaviorology.org with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.

References

- Ledoux, S. F. (2005). TIBI online syllabus for BEHG 400 Behaviorological Rehabilitation. *Behaviorology Today*, 8 (1), 28-32.
- Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990-2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314-326). Ottawa, Canada: BehaveTech Publishing.

The International Behaviorology Institute Syllabus for BEHG 512 Advanced Behaviorology I

James O’Heare

This syllabus provides course-specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see “General parameters and procedures for courses from The International Behaviorology Institute” available online at www.behaviorology.org or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2006).

Course Title: BEHG 512 Advanced Behaviorology I

Credits: 3 TIBI credits

Prerequisites: BEHG 211 Introduction to Behaviorology II

Course Format: Distance (online and offline options)

Time Frame: Commences upon enrollment. Self-paced within specified limits (estimated 150 hours; 3–15 weeks)

Professor: Assigned upon enrollment, with contact information

Required Resources

Fraley, L. E. (2008). *General Behaviorology: The Natural Science of Human Behavior* (Chapters 1–19). Canton, NY: ABCs. (ISBN 978-1-882590-28-0)

O’Heare, J. (2013). *Study Questions for General Behaviorology: The Natural Science of Human Behavior by Lawrence E. Fraley*. Ottawa, Canada: BehaveTech Publishing. (ISBN 978-1-927744-09-3)

Course Description

BEHG 512 Advanced Behaviorology I is the first course of a two-course sequence (BEHG 512 & BEHG 513) covering, in detail, the variables of which the behavior of humans and other animals is a function, as discovered

from the natural science perspective and with emphasis on increasingly complex human behavior. Included is not only a range of pertinent and accessible environment–behavior functional relations, but also the naturalistic philosophical foundations of the behaviorology discipline (i.e., the natural science and technology of environment–behavior relations) as well as the research methodology involved in discovering the independent variables in these relations and engineering them into sophisticated applications and interventions beneficial to humanity and other animals.

Broadly, BEHG 512 covers the following topic areas:

- ❧ Classifying behavior;
- ❧ Avoiding explanatory fictions and analytical fallacies;
- ❧ Experimentally manipulating independent variables of behavior;
- ❧ Measuring, recording, graphing, and interpreting behavior–related data; and
- ❧ Turning the experimentation–based prediction and control of behavior into beneficial behavior engineering practices emphasizing antecedent and postcedent control processes.

Course Objectives

The primary objective of this course is to expand the student’s repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

- ❧ Differentiate between sciences, natural sciences, and non–sciences, and compare philosophical perspectives on behavior, relating radical behaviorism to other approaches;
- ❧ Classify behavior, including the two most fundamentally distinct functional classes of behavior—operant or respondent;
- ❧ Define explanatory fictions and analytical fallacies, particularly the difficulties that these pose to explaining behavior, and explain how to avoid these traps when explaining behavior;
- ❧ Define and differentiate among different measures of behavior, including counts, rates, relative frequencies, durations, extensities, and magnitudes;
- ❧ Describe the goals and structure of behavior change projects;
- ❧ Apply graphing methods;
- ❧ Interpret graphic representations of behavior–related data;
- ❧ Analyze and describe antecedent and postcedent behavior change processes;

- ✧ Analyze episodes of behavior in terms multi-term contingencies of reinforcement;
- ✧ Analyze and define function-altering stimulation and differentiate it from evocative stimulation, the other major class of antecedent stimulation;
- ✧ Define stimulus equivalence, including the various kinds of equivalence relations, and describe potential applications particularly in teaching;
- ✧ Define basic and compound schedules of added reinforcement, describe the schedule effects that they generate and identify appropriate uses;
- ✧ Examine adjunctive behavior, as differentiated from other behavior, including how it intrudes in episodes of behavior as a schedule effect, and describe how to control for it; and
- ✧ Analyze aversive stimulation, describe aversive controls of behavior, and identify less problematic alternatives to it.

Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15-week semester time frame. Progressing more slowly than this schedule, assignments could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner. Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9–10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the weeks to come. Students may check the box next to each assignment as they complete and submit it.

Special Note. Some weeks contain one chapter and some contain two. An effort was made to distribute whole chapters among the full weeks. In weeks with one chapter, consider trying to finish a day or two earlier, and in weeks with two chapters, you may need to go a day or two over, but if you keep generally on this schedule, you will be on track to finish on time. The last three weeks include one chapter each in case you require some time for catch up work.

Check	Week	Resource	Component
<input type="checkbox"/>	1	<i>General Behaviorology</i> and related Study Questions (SQs)	<i>Preface & Chapter 1</i>
<input type="checkbox"/>	2	<i>General Behaviorology</i> and related SQs	<i>Chapter 2</i>
<input type="checkbox"/>	3	<i>General Behaviorology</i> and related SQs	<i>Chapters 3–4</i>
<input type="checkbox"/>	4	<i>General Behaviorology</i> and related SQs	<i>Chapter 5</i>
<input type="checkbox"/>	5	<i>General Behaviorology</i> and related SQs	<i>Chapter 6</i>
<input type="checkbox"/>	6	<i>General Behaviorology</i> and related SQs	<i>Chapters 7–8</i>
<input type="checkbox"/>	7	<i>General Behaviorology</i> and related SQs	<i>Chapter 9</i>
<input type="checkbox"/>	8	<i>General Behaviorology</i> and related SQs	<i>Chapter 10</i>
<input type="checkbox"/>	9	<i>General Behaviorology</i> and related SQs	<i>Chapters 11–12</i>
<input type="checkbox"/>	10	<i>General Behaviorology</i> and related SQs	<i>Chapter 13</i>
<input type="checkbox"/>	11	<i>General Behaviorology</i> and related SQs	<i>Chapter 14</i>
<input type="checkbox"/>	12	<i>General Behaviorology</i> and related SQs	<i>Chapters 15–16</i>
<input type="checkbox"/>	13	<i>General Behaviorology</i> and related SQs	<i>Chapter 17</i>
<input type="checkbox"/>	14	<i>General Behaviorology</i> and related SQs	<i>Chapter 18</i>
<input type="checkbox"/>	15	<i>General Behaviorology</i> and related SQs	<i>Chapter 19</i>

Please contact TIBI at www.behaviorology.org with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.

References

- Ledoux, S. F. (2006). TIBI online syllabus for BEHG 365 Advanced Behaviorology I. *Behaviorology Today*, 9 (1), 18–21.
- Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314–326). Ottawa, Canada: BehaveTech Publishing. 📄

The International Behaviorology Institute Syllabus for BEHG 513 Advanced Behaviorology II

James O’Heare

This syllabus provides course-specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see “General parameters and procedures for courses from The International Behaviorology Institute” available online at www.behaviorology.org or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2006).

Course Title: BEHG 513 Advanced Behaviorology II

Credits: 3 TIBI credits

Prerequisites: BEHG 512 Advanced Behaviorology I

Course Format: Distance (online and offline options)

Time Frame: Commences upon enrollment. Self-paced within specified limits (estimated 150 hours; 3–15 weeks)

Professor: Assigned upon enrollment, with contact information

Required Resources

Fraley, L. E. (2008). *General Behaviorology: The Natural Science of Human Behavior* (Chapters 20–30). Canton, NY: ABCs. (ISBN 978-1-882590-28-0)

O’Heare, J. (2013). *Study Questions for General Behaviorology: The Natural Science of Human Behavior by Lawrence E. Fraley*. Ottawa, Canada: BehaveTech Publishing. (ISBN 978-1-927744-09-3)

Recommended Resources

Fraley, L. E. (2015a). [Part I] What is reality to an organic unit of matter? Some physics of behavior with implications for sentience and sociality. *Journal of Behaviorology*, 18 (1), 13–25.

Ledoux, S. F. (2015). In Response to Fraley (2015). *Journal of Behaviorology*, 18 (1), 27–28.

Fraley, L. E. (2015b). Part II. Further applications of behaviorological principles to probe the implications of traditional reality and explore its alternatives. *Journal of Behaviorology*, 18 (2), 7–23.

Fraley, L. E. (2016). Part III. Comparing the implications of the new internal perspective with those of the traditional perspective. *Journal of Behaviorology*, 19 (1), 27–51.

Course Description

BEHG 513 Advanced Behaviorology II is the second course of a two-course sequence (BEHG 512 & BEHG 513) covering, in detail, more of the variables of which the behavior of humans and other animals is a function, as discovered from the natural science perspective and with emphasis on increasingly complex human behavior. Included is not only more of the range of pertinent and accessible environment–behavior functional relations, but also more of the naturalistic philosophical foundations of the behaviorology discipline as well as the research methodology involved in discovering the independent variables in these relations and engineering them into sophisticated applications and interventions beneficial to humanity and other animals.

Broadly, BEHG 513 covers the following topic areas:

- ⌘ Gradual change in both stimuli and responses;
- ⌘ Some complex cases including values, rights, ethics, and morals;
- ⌘ Verbal behavior and consciousness;
- ⌘ Personhood and culture;
- ⌘ Application of behaviorological principles to reality as a behaved phenomenon; and
- ⌘ Intellectual evolution (biological and cultural).

Course Objectives

The primary objective of this course is to expand the student's repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

- ❧ Define and differentiate among antecedent behavior-controlling relations and behavior change processes;
- ❧ Describe research strategies and methodologies utilized with behaviorology and describe and differentiate among the various within-subject experimental designs;
- ❧ Define behavior objective and describe the importance of clarity, accessibility, and the quantification of behavior and fluency;
- ❧ Define shaping and describe the procedure and how it is applied to produce new response class forms;
- ❧ Define and describe fading procedures and processes;
- ❧ Define and describe values, rights, ethics, morals, and their interrelations, along with attitudes and beliefs, as completely natural behavioral phenomena, and analyze related sociocultural implications;
- ❧ Define verbal behavior and analyze elementary verbal operant relations such as mands, tacts, and autoclitics, and explain consciousness in terms of covert verbal behavior;
- ❧ Apply principles and strategies of natural science to questions about consciousness, personhood, life processes and culture, including the implications of superstitious behavior within verbal communities;
- ❧ Describe reality from a natural science orientation as a behaved phenomenon and contrast and compare traditional and robotic perspectives and the internal versus external environment issue; and
- ❧ Explore the natural science of behavior as applied to various topics of intellectual evolution, both biological, technological and cultural, including potential future advancements for humanity when a natural science approach becomes as embraced as the other three basic natural sciences (physics, chemistry, and biology).

Written Assignment

This course will expose the student to a number of advanced topics in natural science, and in particular, the natural science of behavior. By the time students have completed their coursework through the primary textbook and its study questions, they will have been introduced to topics that invariably prompt the student's further interest-related behaviors. This written

assignment will provide students the opportunity to expand their repertoire with respect to a topic of interest raised within the coursework.

The student will prepare a paper in which they explore their selected topic (after receiving approval for the topic from the professor). They will take their coverage of the topic, either in depth or in application, beyond that which was covered in the course itself. The student may generate an explicative or argumentative essay. It should explore the topic beyond the depth with which the topic was presented in the coursework or apply it in a unique way. This may require conducting further independent research (literature searches) or analysis, or theoretical work and argumentation. Discussing your general strategy or approach to your approved topic with your professor will ensure that you avoid pursuing a path that later experience would show to be untenable.
















The paper should be ten to 20 pages, double spaced with one-inch margins, not including references and any front matter pages, or figures, tables, and diagrams. This paper should follow all appropriate guidelines for graduate level papers, including being consistent with the formatting, style, and usage guidelines followed in the *Journal of Behaviorology*. It should include a minimum of eight reference citations, three of which must be to primary sources.

Although three weeks is allocated within the time management recommendations below, students are urged to consider their choice of topics throughout their coursework and take notes or collect materials on topics of early interest.

Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15-week semester time frame. Progressing more slowly than this schedule, assignments could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner. Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9–10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the weeks to come. Students may check the box next to each assignment as they complete and submit it.

Check Week Resource Component

	1	General Behaviorology and related Study Questions (SQs)	Chapter 20
	2	General Behaviorology and related SQs	Chapter 21
	3	General Behaviorology and related SQs	Chapter 22
	4	General Behaviorology and related SQs	Chapter 23
	5	General Behaviorology and related SQs	Chapter 24
	6	General Behaviorology and related SQs	Chapter 25
	7	General Behaviorology and related SQs	Chapter 26
	8	General Behaviorology and related SQs	Chapter 27
	9	General Behaviorology and related SQs	Chapter 28
	10	General Behaviorology and related SQs	Chapter 29
	11	General Behaviorology and related SQs	Chapter 30
	12	Written assignment	Idea & Thesis statement
	13	Written assignment continued	Research
	14	Written assignment continued	Draft
	15	Written assignment continued	Final Product

Please contact TIBI at www.behaviorology.org with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.

References

- Ledoux, S. F. (2006). TIBI online syllabus for BEHG 470 Advanced Behaviorology II. *Behaviorology Today*, 9 (2), 9–12.
- Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314–326). Ottawa, Canada: BehaveTech Publishing. & &

The International Behaviorology Institute Syllabus for BEHG 54I Advanced Verbal Behavior

James O’Heare

This syllabus provides course-specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see “General parameters and procedures for courses from The International Behaviorology Institute” available online at www.behaviorology.org or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2005).

Course Title: BEHG 54I Advanced Verbal Behavior

Credits: 3 TIBI credits

Prerequisites: BEHG 340 Introduction to Verbal Behavior

Course Format: Distance (online and offline options)

Time Frame: Commences upon enrollment. Self-paced within specified limits (estimated 150 hours; 3–15 weeks)

Professor: Assigned upon enrollment, with contact information

Required Resources

Skinner, B. F. (1957). *Verbal Behavior*. New York: Appleton–Century–Crofts. Reprinted, 1992, Cambridge, MA: The B. F. Skinner Foundation.

(In progress). *Study Questions for Skinner’s Verbal Behavior*. Ottawa, Canada: BehaveTech Publishing.

Chomsky, N. (1959). Review of B. F. Skinner’s *Verbal Behavior*. *Language*, 35, 26–58. Available at <http://www.chomsky.info/articles/1967----.htm> or https://chomsky.info/1967____/ or <http://cogprints.org/1148/1/chomsky.htm>

MacCorquodale, K. (1970). On Chomsky’s review of Skinner’s *Verbal Behavior*. *Journal of the Experimental Analysis of Behavior*, 13 (1), 83–99. Available at <http://www.behavior.org/resources/324.pdf>

Course Description

BEHG 54I Advanced Verbal Behavior, based on the principles and practices of the natural science of behavior, takes students through the full range and depth of verbal behavior analysis especially as presented by B. F. Skinner in his original book on the topic. It also takes the student through the most notable critique of Skinner’s work on verbal behavior and through the most notable response to that critique, providing the student with a comprehensive exposure to the topic of verbal behavior, studied from a natural science perspective. With the textbook featuring extensive examples, applications to literature concerns, and detailed explanations of exceptions, ambiguities, controversies, and implications (all with further comprehensive sets of examples) this course covers five areas:

- ❧ The functional analysis of verbal behavior (including the unit of verbal behavior, vocal behavior, the listener, and the verbal episode);
- ❧ Basic variables controlling verbal behavior (including the audience relation and those that produce the elementary verbal operants of mands, tacts, etc.);
- ❧ Multiple variables controlling verbal behavior (including multiple audiences, contingencies, stimuli, formal and thematic variables, supplementary stimulation, fragments, and blends);
- ❧ The manipulation of verbal behavior (including autoclitics, grammar, syntax, and composition); and
- ❧ The production of verbal behavior (including self-editing, scientific and logical verbal behavior, and thinking).

Course Objectives

The primary objective of this course is to expand the student’s repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

- ❧ Compare the behaviorological perspective on behavior with the traditional perspective;
- ❧ Define verbal behavior and describe the scope of verbal behavior beyond simply vocal behavior;
- ❧ Describe the basic units of verbal behavior;
- ❧ Analyze independent variables and behavior-controlling processes;
- ❧ Analyze the difference between the role of the speaker (i.e., verbalizer) and the listener (i.e., mediator);
- ❧ Define and differentiate among the elementary verbal operant relations;

- ✦ Analyze contingencies involving simple and complex verbal behaviors;
- ✦ Define abstractions;
- ✦ Explain the problems of “meaning” and “referents”;
- ✦ Differentiate between overt and covert (i.e., “private”) behavior and explain how covert verbal behavior functions as verbal behavior;
- ✦ Discuss the role of the audience in verbal behavior including the speaker acting also as the audience;
- ✦ Define and differentiate between the six types of verbal operant relations;
- ✦ Discuss dynamic properties in operant verbal relations;
- ✦ Explain the role of emotional behaviors and other motivating operations in verbal operant relations;
- ✦ Describe the multiple causation of verbal behavior and analyze these complexities;
- ✦ Explain supplementary stimulation in complex behavioral episodes;
- ✦ Define and relate “understanding”;
- ✦ Explain fragmentary and distorted verbal responses in terms of operant processes including the multiple causation of the behavior and recombination;
- ✦ Analyze grammar and syntax as autoclitic processes;
- ✦ Describe composition and self-editing behaviors and their effects;
- ✦ Discuss instruction and knowledge in terms of the conditioning of verbal operant relations;
- ✦ Discuss logical and scientific verbal behaviors; and
- ✦ Define and discuss thinking as verbal behavior.

Written Assignment

The student will previously have covered the verbal behavior chapter (Chapter 20) of Ledoux, 2014, as well as all of Peterson and Ledoux, 2014. The student may also have already covered the verbal behavior chapter (Chapter 26) of Fraley, 2008. Now, having studied Skinner’s *Verbal Behavior* in depth, and having then read Chomsky’s critique and MacCorquodale’s reply, the student is well prepared, with careful consideration of their “debate,” to evaluate the relative merits of these two reviews.









Write an essay, summarizing and evaluating the relative merits of the differing positions of those two review authors. The paper should be no fewer than five pages and no more than ten pages, double spaced with one-inch margins, not including any front matter pages or references. This paper should follow all appropriate guidelines for graduate level papers, including being

consistent with the formatting, style, and usage guidelines followed in the *Journal of Behaviorology* (e.g., see the “submission” Guidelines in any recent issue).

Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15-week semester time frame. Progressing more slowly than this schedule, assignments could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner. Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9–10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the weeks to come. Students may check the box next to each assignment as they complete and submit it.

Check	Week	Resource	Component
<input type="checkbox"/>	1	<i>Verbal Behavior</i> and related Study Questions (SQs)	<i>Both Introductions & Preface</i>
<input type="checkbox"/>	2	<i>Verbal Behavior</i> and related SQs	<i>Chapters 1–2</i>
<input type="checkbox"/>	3	<i>Verbal Behavior</i> and related SQs	<i>Chapters 3–4</i>
<input type="checkbox"/>	4	<i>Verbal Behavior</i> and related SQs	<i>Chapter 5</i>
<input type="checkbox"/>	5	<i>Verbal Behavior</i> and related SQs	<i>Chapters 6–7</i>
<input type="checkbox"/>	6	<i>Verbal Behavior</i> and related SQs	<i>Chapters 8–9</i>
<input type="checkbox"/>	7	<i>Verbal Behavior</i> and related SQs	<i>Chapters 10–11</i>

	8	<i>Verbal Behavior</i> and related SQs	<i>Chapters 12–13</i>
	9	<i>Verbal Behavior</i> and related SQs	<i>Chapters 14–15</i>
	10	<i>Verbal Behavior</i> and related SQs	<i>Chapters 16–17</i>
	11	<i>Verbal Behavior</i> and related SQs	<i>Chapters 18–19</i>
	12	<i>Verbal Behavior</i> and related SQs	<i>Epilogues & Appendix</i>
	13	<i>Chomsky article</i> Written assignment	<i>All</i> <i>Begin Outline</i>
	14	<i>MacCorquodale</i> <i>article</i> Written assignment continued	<i>All</i> <i>Organize</i> <i>& draft</i>
	15	Written Assignment continued	<i>Final</i> <i>Product</i>

Please contact TIBI at www.behaviorology.org with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.

References

- Fraley, L. E. (2008). *General Behaviorology: The Natural Science of Human Behavior*. Canton, NY: ABCs.
- Ledoux, S. F. (2005). TIBI online syllabus for BEHG 475 Verbal Behavior II. *Behaviorology Today*, 8 (1), 46–50.
- Ledoux, S. F. (2014). *Running Out of Time—Introducing Behaviorology to Help Solve Global Problems*. Ottawa, Canada: BehaveTech Publishing.
- Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314–326). Ottawa, Canada: BehaveTech Publishing.
- Peterson, N. & Ledoux, S. F. (2014). *An Introduction to Verbal Behavior—Second*. Canton, NY: ABCs. ☺

Submission Guidelines

Journal of Behaviorology (previously known as *Behaviorology Today*) is the fully peer-reviewed Journal of TIBI (*The International Behaviorology Institute*) and is published in the spring and fall of each year.

To submit items, contact the Editor:

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The Journal entertains experimental or applied research papers and theoretical or conceptual or literature review articles (all of which will have at least three reviewers) as well as Book Reviews, On Terms, In Response, and program descriptions (two reviewers) plus letters, memorials, etc. The members of the TIBI Board of Directors constitute the basic Editorial Review Board (ERB) on which others can serve as members or guests. Authors will not be identified to reviewers and reviewers will not be identified to authors, except when they opt to sign their reviews. (Some reviewers prefer to sign, usually in acknowledgement of the additional assistance that they are prepared to offer the author.) Each reviewer will provide constructive feedback as well as a recommendation: accept, or accept with revisions, or revise and resubmit, or reject.

Based on the set of reviewer recommendations and comments, the Editor will convey the feedback and summary decision to the author(s). With assistance from members of the ERB, the Editor will also provide authors with guidance to shape the best manuscripts possible in a reasonable time frame.

All accepted pieces must contribute to the behaviorology discipline (e.g., by relating to or clarifying or expanding some aspect of the discipline such as the philosophical, conceptual, theoretical, experimental, applied, or interdisciplinary aspects). Accepted pieces must also be crafted in ways that convey as much consistency as possible with the principles, concepts, practices, philosophy, and terminology of the discipline.

Research paper authors (a) must obtain any necessary permissions or approvals from the Human-Subjects Review Committee of their affiliated campus or agency,

and (b) must comply with the usual ethical standards relating to all research and experimental subjects. All authors are required to disclose for publication any possible conflicts of interest. Also, congruent with past practice, exclusions of important or relevant content for length reduction will be resisted as much as possible.

Mechanics

Authors are encouraged to contact the editor to discuss their manuscript prior to submission and to answer questions and clarify procedures and processes. Initially, a paper should be submitted to the editor by email as a PDF attachment.

The email will contain a cover letter. This letter should describe the article, and the work or history behind it, and will include the author name(s), affiliation(s), addresses, phone numbers, paper title, footnotes (e.g., acknowledgements, disclosures, and email or other contact information for publication) as well as comprehensive contact information on up to six suggestions for possible reviewers.

The PDF document (a) should have *only* the author’s name in the file name (which the Editor will record with the assigned manuscript number while replacing the name *with* the number in the file name before sending the manuscript PDF file out to reviewers), (b) should *use the standard style exemplified by papers in past issues* of the journal (as TIBI is uncommitted to any particular, formal “style”), and (c) should come from a Word-format document set in 12 point type on 24 point leading (i.e., double spaced) with 1.25 inch side margins and 0.75 inch top and bottom margins, excluding the title header and page-number footer (i.e., all text parts of the piece—including tables, figures, photos, etc.—fit in text blocks that are 6.0 inches wide and 9.5 inches tall, with the title header just above this block and the page-number footer just below this block). These measurements are for US letter size paper; for other paper sizes, the text block size and top margin remain the same while the other margins will change as needed. The text parts of the paper start with the title, then an abstract, and a list of “Key Words” for indexing purposes, followed by the body of the piece plus references and figures or tables. *Work all footnote material into the text.* Upon acceptance, papers should be provided to the editor as a Word-format document along with a new PDF of the Word file (to verify the accuracy of content transfers during page-layout operations).

Note: Authors’ views need not coincide with official positions of TIBI, and authors retain copyrights.☺

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You can find a wide selection of useful articles, many from *Behaviorology Today / Journal of Behaviorology*, in Adobe PDF format. (If you need it, you will find a button to click, for a free download of Adobe's Acrobat Reader software, in the "First 10-years Archive" part of the site.) Also in the "First 10-years Archive," the articles are organized on several topical category pages (e.g., contributions to parenting and education, book reviews, and behaviorology around the world). The rest of the site features a single PDF for each full issue of both *Behaviorology Today* and *Journal of Behaviorology*. Other selections feature descriptions of numerous behaviorology texts and study-question books, TIBI's certificate programs, course syllabi, and links to some other helpful related web sites. Explore! ❧

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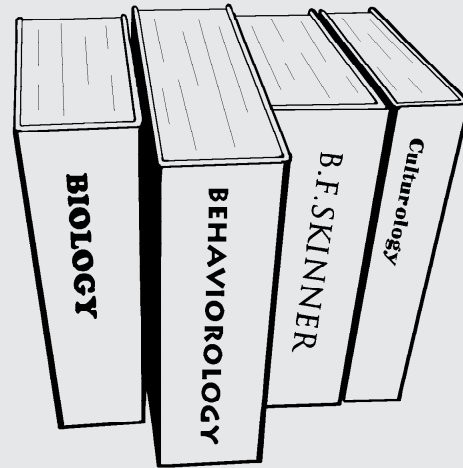
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TIBI, AND
Journal of Behaviorology



BEHAVIOROLOGY IS AN INDEPENDENTLY ORGANIZED DISCIPLINE FEATURING THE NATURAL SCIENCE OF BEHAVIOR. BEHAVIOROLOGISTS STUDY THE FUNCTIONAL RELATIONS BETWEEN BEHAVIOR AND ITS INDEPENDENT VARIABLES IN THE BEHAVIOR-DETERMINING ENVIRONMENT. BEHAVIOROLOGICAL ACCOUNTS ARE BASED ON THE BEHAVIORAL CAPACITY OF THE SPECIES, THE PERSONAL HISTORY OF THE BEHAVING ORGANISM, AND THE CURRENT PHYSICAL AND SOCIAL ENVIRONMENT IN WHICH BEHAVIOR OCCURS. BEHAVIOROLOGISTS DISCOVER THE NATURAL LAWS GOVERNING BEHAVIOR. THEY THEN DEVELOP BENEFICIAL BEHAVIOROLOGICAL-ENGINEERING TECHNOLOGIES APPLICABLE TO BEHAVIOR-RELATED CONCERNS IN ALL FIELDS INCLUDING CHILD REARING, EDUCATION, EMPLOYMENT, ENTERTAINMENT, GOVERNMENT, LAW, MARKETING, MEDICINE, AND SELF-MANAGEMENT.

BEHAVIOROLOGY FEATURES STRICTLY NATURAL ACCOUNTS FOR BEHAVIORAL EVENTS. IN THIS WAY BEHAVIOROLOGY DIFFERS FROM DISCIPLINES THAT ENTERTAIN FUNDAMENTALLY SUPERSTITIOUS ASSUMPTIONS ABOUT HUMANS AND THEIR BEHAVIOR. BEHAVIOROLOGY EXCLUDES THE MYSTICAL NOTION OF A RATHER SPONTANEOUS ORIGINATION OF BEHAVIOR BY THE WILLFUL ACTION OF ETHEREAL, BODY-DWELLING AGENTS CONNOTED BY SUCH TERMS AS *mind*, *psyche*, *self*, *muse*, OR EVEN PRONOUNS LIKE *I*, *me*, AND *you*.

AS PART OF THE ORGANIZATIONAL STRUCTURE OF THE INDEPENDENT NATURAL SCIENCE OF BEHAVIOR, *The International Behaviorology Institute* (TIBI), A NON-PROFIT ORGANIZATION, EXISTS (A) TO ARRANGE PROFESSIONAL ACTIVITIES FOR BEHAVIOROLOGISTS AND SUPPORTIVE OTHERS, AND (B) TO FOCUS BEHAVIOROLOGICAL PHILOSOPHY AND SCIENCE ON A BROAD RANGE OF CULTURAL CONCERNS. AND *Journal of Behaviorology* IS THE REFERRED JOURNAL OF THE INSTITUTE. JOURNAL AUTHORS WRITE ON THE FULL RANGE OF DISCIPLINARY TOPICS INCLUDING HISTORY, PHILOSOPHY, CONCEPTS, PRINCIPLES, AND EXPERIMENTAL AND APPLIED RESEARCH. JOIN US AND SUPPORT BRINGING THE BENEFITS OF BEHAVIOROLOGY TO HUMANITY. (CONTRIBUTIONS TO TIBI OR TIBIA—THE PROFESSIONAL ORGANIZATION ARM OF TIBI—ARE TAX DEDUCTIBLE.)

TIBI/TIBIA Purposes*

TIBI, as a non-profit educational corporation, is dedicated to many concerns. TIBI is dedicated to teaching behaviorology, especially to those who do not have university behaviorology departments or programs available to them. TIBI is also dedicated to expanding and disseminating the behaviorological literature at least through the fully peer-reviewed *Journal of Behaviorology* (originally called *TIBI News Time* and then *Behaviorology Today*) with editors being appointed by the TIBI Board of Directors, usually from among the TIBIA Advocate members. TIBI is a professional organization also dedicated to organizing behaviorological scientists and practitioners into an association (The International Behaviorology Institute Association—TIBIA) so they can engage in coordinated activities that carry out the purposes of TIBI/TIBIA. These activities include (a) encouraging and assisting members to host visiting scholars who are studying behaviorology as well as holding conventions and conferences; (b) enabling TIBI faculty to arrange or provide training for behaviorology students; and (c) providing TIBI certificates to students who successfully complete specified behaviorology curriculum requirements). And TIBI is a professional organization dedicated to representing and developing the philosophical, conceptual, analytical, experimental, and technological components of the discipline of behaviorology, the comprehensive natural science discipline of the functional relations between behavior and independent variables including determinants from the environment, both socio-cultural and physical, as well as determinants from the biological history of the species. Therefore, recognizing that behaviorology's principles and contributions are generally relevant to all cultures and species, the purposes of TIBI and TIBIA are:

A. to foster the philosophy of science known as radical behaviorism;

- B. to nurture experimental and applied research analyzing the effects of physical, biological, behavioral, and cultural variables on the behavior of organisms, with selection by consequences being an important causal mode relating these variables at the different levels of organization in the life sciences;
- C. to extend technological application of behaviorological research results to areas of human concern;
- D. to interpret, consistent with scientific foundations, complex behavioral relations;
- E. to support methodologies relevant to the scientific analysis, interpretation, and change of both behavior and its relations with other events;
- F. to sustain scientific study in diverse specialized areas of behaviorological phenomena;
- G. to integrate the concepts, data, and technologies of the discipline's various sub-fields;
- H. to develop a verbal community of behaviorologists;
- I. to assist programs and departments of behaviorology to teach the philosophical foundations, scientific analyses and methodologies, and technological extensions of the discipline;
- J. to promote a scientific "Behavior Literacy" graduation requirement of appropriate content and depth at all levels of educational institutions from kindergarten through university;
- K. to encourage the full use of behaviorology as the essential scientific foundation for behavior related work within all fields of human affairs;
- L. to cooperate on mutually important concerns with other humanistic and scientific disciplines and technological fields where their members pursue interests overlapping those of behaviorologists; and
- M. to communicate to the general public the importance of the behaviorological perspective for the development, well-being, and survival of humankind.

*Adapted from the 2017–updated TIBI By-Laws. ☺

Syllabus Directory*

The most recent issue of *Journal of Behaviorology* that features a Syllabus Directory contains two lists of TIBI's current course syllabi. These lists show where to find the most up-to-date versions of these syllabi in number, title, and content. The first list organizes the syllabi by numerical course number. The second list organizes the syllabi by the chronological volume, number, and pages where you can find each course syllabus.

Each of these syllabi contain only information explicit to a particular course. You will find all the relevant generic information in the article, *General Parameters & Procedures for Courses from The International Behaviorology Institute*, in *Journal of Behaviorology*, Volume 18, Number 2 (Spring, 2015) pp. 3-6.

Current Syllabi by Course Number

- BEHG 100: *Child Rearing Principles and Practices*;
Volume 19, Number 2 (Fall 2016) 3-5.
- BEHG 210: *Introduction to Behaviorology I*;
Volume 19, Number 2 (Fall 2016) 6-8.
- BEHG 211: *Introduction to Behaviorology II*;
Volume 19, Number 2 (Fall 2016) 9-12.
- BEHG 330: *Companion Animal Training*;
Volume 19, Number 2 (Fall 2016) 13-15.
- BEHG 340: *Introduction to Verbal Behavior*;
Volume 19, Number 2 (Fall 2016) 16-18.
- BEHG 405: *Basic Autism Intervention Methods*;
Volume 19, Number 2 (Fall 2016) 19-21.
- BEHG 425: *Classroom Management and Preventing School Violence*;
Volume 19, Number 2 (Fall 2016) 22-24.
- BEHG 435: *Performance Management and Preventing Workplace Violence*;
Volume 19, Number 2 (Fall 2016) 25-27.
- BEHG 455: *Behaviorological Thanatology and Dignified Dying*;
Volume 19, Number 2 (Fall 2016) 28-31.
- BEHG 465: *Behaviorological Rehabilitation*;
Volume 19, Number 2 (Fall 2016) 32-34.
- BEHG 512: *Advanced Behaviorology I*;
Volume 19, Number 2 (Fall 2016) 35-37.
- BEHG 513: *Advanced Behaviorology II*;
Volume 19, Number 2 (Fall 2016) 38-40.
- BEHG 541: *Advanced Verbal Behavior*;
Volume 19, Number 2 (Fall 2016) 41-43.♣

Current Syllabi by Volume & Number

- BEHG 100: *Child Rearing Principles and Practices*;
Volume 19, Number 2 (Fall 2016) 3-5.
- BEHG 210: *Introduction to Behaviorology I*;
Volume 19, Number 2 (Fall 2016) 6-8.
- BEHG 211: *Introduction to Behaviorology II*;
Volume 19, Number 2 (Fall 2016) 9-12.
- BEHG 330: *Companion Animal Training*;
Volume 19, Number 2 (Fall 2016) 13-15.
- BEHG 340: *Introduction to Verbal Behavior*;
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Volume 19, Number 2 (Fall 2016) 38-40.
- BEHG 541: *Advanced Verbal Behavior*;
Volume 19, Number 2 (Fall 2016) 41-43.♣

*All of these TIBI course syllabi were updated in 2016. All have older version appearing in earlier issues under different course numbers and/or titles; see the *Syllabus Directory* in Volume 18, Number 1 (Spring 2015) for details. (Some new courses will appear in 2017.)

TIBIA Membership Costs & Criteria & Benefits

The intrinsic value of TIBIA membership rests on giving the member status as a contributing part of an organization helping to extend and disseminate the findings and applications of the natural science of behavior, behaviorology, for the benefit of humanity. The levels of TIBIA membership include one “free” level and four paid levels, which have increasing amounts of basic benefits. The four annual paid membership levels are Student, Affiliate, Associate, and Advocate. The Student and Affiliate are non-voting categories, and the Associate and Advocate are voting categories. All new members are admitted provisionally to TIBIA at the appropriate membership level. Advocate members consider each provisional member and then vote on whether to elect each provisional member to the full status of her or his membership level or to accept the provisional member at a different membership level. Here are all the membership levels and their criteria and basic benefits (with dues details under *TIBIA Membership Cost Details* on the application-form page):

Free-online membership. Online visitors receive access (a) to past *Behaviorology Today* and *Journal of Behaviorology* articles and issues, (b) to accumulating news items, (c) to Institute information regarding TIBI Certificates and course syllabi, (d) to selected links of other organizations, and (e) to other science and organization features.

\$20 Behaviorology Student membership (requires completed paper application, co-signed by department chair or advisor, and annual dues payment). Admission to TIBIA in the Student membership category is open to all undergraduate or graduate students in behaviorology or in an acceptably appropriate area. Benefits include *all* those from the previous membership level plus these: (a) a subscription to—and thus immediate postal delivery of—each new paper-printed issue of *Journal of Behaviorology* (ISSN 1536-6669), (b) access to special organizational activities (e.g., invitations to attend and participate in, and present at, TIBI conferences, conventions, workshops, etc.) and (c) access to available TIBIA member contact information.

\$40 Affiliate membership (requires completed paper application and annual dues payment). Admission to TIBIA in the Affiliate membership category is open to all who wish to follow disciplinary developments, maintain

contact with the organization, receive its publications, and participate in its activities, but who are neither students nor professional behaviorologists. Benefits include *all* those from the previous levels plus these: Access both to additional activity options at the interface of their interests and behaviorology, and to advanced membership levels for those acquiring the additional qualifications that come from pursuing behaviorology academic training. On the basis of having earned an appropriate degree or TIBI Certificate, Affiliate members may apply for, or be invited to, Associate membership.

\$60 Associate membership (requires completed paper application and annual dues payment). This level is only available to qualifying individuals. Admission to TIBIA in the Associate membership category is open to all who are not students, who *document a behaviorological repertoire at or above the masters level* (such as by attaining a masters-level TIBI Certificate or a masters degree in behaviorology or in an accepted area) and who maintain a good record—often typical of “early-career” professionals—of professional activities or accomplishments of a behaviorological nature that support the integrity of the organized, independent discipline of behaviorology including its organizational manifestations such as TIBI and TIBIA. Benefits include *all* those from the previous levels plus TIBIA voting rights, and access to contributing by accepting appointment to a TIBIA or TIBI position of interest. On the basis of documenting a behaviorological repertoire at the doctoral level, an Associate member may apply for, or be invited to, Advocate membership.

\$80 Advocate membership (requires completed paper application and annual dues payment). This level is only available to qualifying individuals. Admission to TIBIA in the Advocate membership category is open to all who are not students, who *document a behaviorological repertoire at the doctoral level* (such as by attaining a doctoral-level TIBI Certificate or a doctoral degree in behaviorology or in an accepted area), who maintain a good record of professional activities or accomplishments of a behaviorological nature, and who demonstrate a significant history—usually typical for experienced professionals—of work supporting the integrity of the organized, independent discipline of behaviorology including its organizational manifestations such as TIBI and TIBIA. Benefits include *all* those from the previous levels plus access to contributing by accepting election to a TIBIA or TIBI position of interest.☺

TIBIA Membership Cost Details

Establishing the annual dues structure for the different membership categories takes partially into account, by means of percentages of annual income, the differences in income levels and currency values among the world's various countries and economies. Thus, the annual dues for each membership (or other) category are:

Affiliate member	The lesser of 0.2% of annual income, or \$40.00
Associate member	The lesser of 0.3% of annual income, or \$60.00
Advocate member	The lesser of 0.4% of annual income, or \$80.00

CATEGORY	DUES (in US dollars)*
Student member	The lesser of 0.1% of annual income, or \$20.00

Member of Board of Directors:
The lesser of 0.6% of annual income, or \$300.00

*Minimums: \$20 Board Member; \$10 others

(Retired Associate, Advocate, or Board Members: ... 50% less)

TIBIA MEMBERSHIP APPLICATION FORM

(FOR CONTRIBUTIONS, A FORM ENSURES ACKNOWLEDGEMENT BUT IS NOT REQUIRED.)

Copy and complete this form (please type or print)—for membership, contributions, back issues, or subscriptions—and send it with your check (made payable to TIBIA in US dollars) to the TIBIA treasurer at this address:

Mr. Chris Cryer
TIBIA Treasurer
406 North Meadow Drive
Ogdensburg NY 13669
USA

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*Subscriptions are US\$40 annually, the same as affiliate membership. **Back issues: US\$20 each.

***For Student Membership:
I verify that the above person is enrolled as a student at: _____

Name & Signature of advisor or Dept. Chair: _____

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