

# *The International Behaviorology Institute Syllabus for BEHG 110 Introduction to Behaviorology Terminology*

## **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](http://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.

**Course Title:** BEHG 110 Introduction to Behaviorology Terminology

**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**

Holland, J. & Skinner, B. F. (1961). *The Analysis of Behavior*. New York: McGraw-Hill. (This is a programmed textbook.)

Shuler, M. & Ledoux, S. F. (2017). Behaviorology terminology adjustments for *The Analysis of Behavior* by Holland and Skinner. *Journal of Behaviorology*, 20 (1), 3–15.

If an updated version of this programmed text is available through the B. F. Skinner Foundation (at [www.bfskinner.org](http://www.bfskinner.org)) then it will serve as the only required material for this course. The update involves incorporating the adjustments contained in the update

article by Shuler and Ledoux (2017). Until that time, the course requires the original book, in which the student makes the adjustments contained in the update article. The student’s assigned professor will inform the student of which edition/version to secure. Students may enquire before enrolling in order to ensure they have the appropriate material when beginning their studies. Also upon enrollment, each student will receive a guide that past students have found helped them successfully navigate the programmed text and its response requirements.

### **Course Description**

*BEHG 110 Introduction to Behaviorology Terminology* provides the student with the basic technical vocabulary of the discipline of behaviorology by *mainly conditioning terminology responses*, emphasizing its laboratory research methods and its experimentally derived principles, concepts, and practices.

Broadly, BEHG 110 covers the following topic areas:

- ❧ Methods include laboratory and single-subject designs, equipment, and measurement protocols;
- ❧ 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 reinforcement and punishment, extinction, and simple reinforcement schedules);
- ❧ 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); and
- ❧ 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).

### **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 respondents and distinguish between conditioned and unconditioned respondents;
- ✦ Describe Pavlov's experiments on respondents;
- ✦ Define operants and differentiate operants from respondents;
- ✦ Define operant conditioning;
- ✦ Describe basic experimental arrangements involved in studying operant conditioning;
- ✦ Describe basic laboratory equipment used in operant experiments, including a cumulative recorder;
- ✦ List and describe factors affecting the speed of conditioning;
- ✦ Define coincidental selection and describe how it generates superstitious behavior;
- ✦ List and describe principles of shaping new operants;
- ✦ List and categorize schedules of reinforcement, including both continuous reinforcement and various kinds of intermittent reinforcement;
- ✦ Define stimulus control, including defining and differentiating stimulus generalization and stimulus evocation;
- ✦ Define deprivation and describe its effects on behavior;
- ✦ Define avoidance and escape functional behaviors;
- ✦ Define punishment, including secondary effects on behavior;
- ✦ Discuss the interpretation of cases that include complex behaviors;
- ✦ Explore the topic of "self-control"; and
- ✦ Discuss some prevalent behaviors such as inappropriate drug consumption and aggressive behaviors, as well as the behavioral treatment of problematic behaviors.

### 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	Updated <i>The Analysis of Behavior</i> study frames	<i>Part I</i>
<input type="checkbox"/>	2	Updated <i>The Analysis of Behavior</i> study frames	<i>Part II</i>
<input type="checkbox"/>	3	Updated <i>The Analysis of Behavior</i> study frames	<i>Part III</i>
<input type="checkbox"/>	4	Updated <i>The Analysis of Behavior</i> study frames	<i>Part IV</i>
<input type="checkbox"/>	5	Updated <i>The Analysis of Behavior</i> study frames	<i>Part V</i>
<input type="checkbox"/>	6	Updated <i>The Analysis of Behavior</i> study frames	<i>Part VI</i>
<input type="checkbox"/>	7	Updated <i>The Analysis of Behavior</i> study frames	<i>Part VII</i>
<input type="checkbox"/>	8	Updated <i>The Analysis of Behavior</i> study frames	<i>Part VIII</i>
<input type="checkbox"/>	9	Updated <i>The Analysis of Behavior</i> study frames	<i>Part IX</i>
<input type="checkbox"/>	10	Updated <i>The Analysis of Behavior</i> study frames	<i>Part X</i>
<input type="checkbox"/>	11	Updated <i>The Analysis of Behavior</i> study frames	<i>Part XI</i>
<input type="checkbox"/>	12	Updated <i>The Analysis of Behavior</i> study frames	<i>Part XII</i>

-  13 Updated *The Analysis of Behavior* study frames *Part XIII*
-  14 Updated *The Analysis of Behavior* study frames *Part XIV*
-  15 Updated *The Analysis of Behavior* study frames *Finish Study Frames*

Please contact TIBI at [www.behaviorology.org](http://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. (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. 📄