

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

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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. 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](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. (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.✻