

The International Behaviorology Institute Syllabus for BEHG 512 Advanced Behaviorology I

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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 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. 📖