

REHB 503 Basic Behavior Analysis
Spring 2014 Course Syllabus and Calendar

Instructor Information

Instructor: Amy K. Loukus, M.S., BCBA
Office: 311 Rehn Hall
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Credit Hours: 3
Online Chat (via D2L): TR 7:30 pm – 8:30 pm

Course Times: F 5:30P – 10:30 P
Sat 7:30A-1:30P
Location: Trinity Services
301 Veteran's Parkway
New Lenox, IL 60451

Course Materials

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

1. Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied Behavior Analysis* (2nd ed). Upper Saddle River, NJ: Pearson Prentice Hall
2. Additional readings will be provided via email as .PDF attachments, or accessible online through the library's website at <http://lib.siu.edu>
3. Download: A (free) Dropbox cloud-based file sharing account (register and download at www.dropbox.com). Supplemental readings, student assignments, and instructor feedback on papers/grades will be exchanged via personal student folders Dropbox created and shared by the instructor.
4. Download: Microsoft Visual Basic 2005 or later (best option VB 2008 Express Edition) available on Microsoft.com

Course Description

Behavior Analysis is a field comprised of three main arenas (theoretical/conceptual behavior analysis, the experimental analysis of behavior (EAB) and applied behavior analysis (ABA)) whose roots stem from the broader principles of learning and behavior of the late 19th and early 20th centuries. With over 70 years of research and application specifically devoted to the science of behavior, professionals operating within the EAB and ABA have contributed a wealth of literature in an effort to improve and enhance behavioral relations in a variety of settings and with a broad range of populations. This course will provide students with an introduction to the specific foundations upon which ABA is built and will expose students to the literature outlining the application of principles established in the EAB by clinicians and other professionals in ABA that have led the field toward the goal of wide-scale socially-significant behavior change. Students will read and discuss early studies that have defined the field, and later, those that have led to more recent advancements responsible for the continued growth and shifting research paradigm. In addition to adopting the skills necessary to change behavior, students will practice their analysis of basic principles through completion of an independent project programmed using Visual Basic, and two scholarly essays related to the advancement of the field based on relevant course materials.

Course Objectives and Learning Objectives

The primary course objective is for students to understand and be capable of correctly identifying and applying basic behavior analytic principles to varying domains and populations. To attain this objective, students will be required to (1) read each of the assigned chapter(s) and research articles, (2) be able to discuss the points of each assigned chapter/article during class, (3) respond appropriately to questions provided on examinations and reading objectives based on the text and class discussion, and (4) complete assignments relevant to class material and present the findings using behavioral language.

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

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

- × Develop an ethic of social responsibility and citizenship

General Course Format

In-person meetings: Each class period will begin with a review of the primary concepts and principles from the assigned lecture material and will end with an exam that covers all reading and lecture materials to date.

When not in session, students will be responsible for reading the assigned material according to the syllabus and completing reading objectives. Assignments will demonstrate the student's ability to analyze, discuss, and utilize the concepts from the reading and lecture materials.

Grades

Course grades will be calculated based on the number of points that can be earned on the examinations, essays, reading objectives, and Visual Basic Project. Points cannot be earned by doing alternative or extra activities, unless otherwise specified throughout the course of the semester. The total number of possible points is thus 540, broken down as follows:

Exams (3 @ 100 pts)	300 points
Reading Objectives (10 @ 10 pts)	100 points
Essays (2 @ 30 pts)	60 points
Visual Basic Project (1 @ 50 pts)	50 points
In-class Participation (3 @ 10 pts)	30 points

Grades will be determined according to the following point distribution:

	A	B	C	F
Percent	90	80	70	<70
Points	486+	432-485	378-431	<378

Exams

There will be 3 exams given during the course of the semester. Each exam will be worth 100 points and will cover the material presented in class and within the assigned readings indicated for the face-to-face session (color coded) in the course calendar. Occasionally, there will be information from an earlier session as well. Questions will consist of a variety of short answers and brief essays. If you are not going to be in class for any given reason, you must notify me **prior to** the start of the class period and provide official documentation regarding your absence. If I do not receive a message regarding your absence before class, you will receive a 0 for that exam. No exceptions.

Reading Objectives

To ensure ongoing comprehension of assigned reading materials, students will submit responses to any 10 of 15 weekly reading objective question sets (and other related discussion questions). Questions will be provided by the instructor a minimum of one week in advance of their due dates. The first will be due the second Friday of the course. To submit, students should upload the document to their student assignment folder in Dropbox (or, in the event that Dropbox experiences a malfunction, via email). Objectives are due at or before 11:59 pm on the dates specified in the course calendar. Late submissions will not be accepted.

Note: Students will see reading objectives due after the last date the course meets. Readings are optional, and are provided as a way for students to earn points, who might have experienced an issue with meeting due dates on previous objectives.

Essay Assignment

Students will submit two research papers that report findings from hypothetical research related to the class material. Topics will be chosen by the student but must relate to the materials discussed in the course. Essays must

be formatted and structured to meet current publication standards for the *Journal of Applied Behavior Analysis (JABA)* or the *Journal for the Experimental Analysis of Behavior (JEAB)* – Submission requirements available online at [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1938-3703](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1938-3703) – and must be formatted according to the 2009 American Psychological Association Publication Standards. Papers must meet a minimum of 15 pages of text (not including title page, abstract, references, figures, or appendices). Assignments must be uploaded to Dropbox on or before the date indicated in the course calendar for full credit. Late papers will result in deducted points (10% per day late).

Completed papers must include the following sections (in this order) for full credit:

- × Title page
- × Abstract
- × Introduction: Including a thorough review of the published literature on your chosen topic/procedures
- × Methods: Must contain information on the procedures
- × Results
- × Discussion: This should tie together the overall findings of the research
- × Limitations and considerations for future research
- × References
- × Figures & Tables
- × Appendices: Students must provide a copy of all data sheets you would use to observe and record behavior if this study were to be conducted, and must include an outline of instructions for observers in a comprehensive task analysis (Note: data sheets and task analyses are mandatory for full credit). Any other relevant materials created for the study (i.e., instructional scripts for participants, if applicable) would be included here, but are not mandatory if they are not used.

Visual Basic Presentation

Students will create and present a working program in Visual Basic using procedures from Maclin, Dixon, & Jackson (2007) Chapters 1-5. Students should submit a 1-3 page APA formatted summary explaining the program's use and applicability to the study of behavior, and must attach and submit an appendix containing all code used in the making of the program. Students will video tape a demonstration of their working project, and include spoken introduction outlining the function and purpose of the program. Projects should be saved and uploaded to Dropbox assignment folder on or before the date indicated in the course calendar. Late assignments will result in deducted points (-10% per day late).

Participation

The in-class portion of this course is meant to function as a seminar, and your participation during class sessions is imperative. A total of 30 points will be awarded for in-class participation (5 points per session), and will be awarded on an all-or-nothing basis (if absent or silent throughout the course of a session, points will be lost for that day).

APA Tutorials and Reference Materials:

If you are not currently familiar with the latest requirements, I suggest you refer to www.apa.org to obtain a copy of the current publication standards or review the free online reference materials provided by the Purdue Online Writing Lab at <https://owl.english.purdue.edu/owl/resource/560/01>

Up to 10 points will be deducted from your overall grade on each of the research papers for neglecting to properly format your work.

Students with Disabilities

If you have a documented disability and need reasonable accommodations, please contact me during the first week of class so that I can ensure that your needs are met in a timely manner. Students with disabilities must contact the Southern Illinois University's Disability Support Services at the beginning of the semester to inform them of the

disability and obtain information about services that can facilitate learning. Please refer to the DSS website for further information: <http://disabilityservices.siuc.edu/>.

How to Succeed in this Course

Read the materials before coming to class. Some material may be difficult to understand. If you have read through the materials, you will know what you have questions over and I can answer those questions during class, through email, or during my chat hours if class discussion is not sufficient to clarify your issues.

Write out difficult concepts from the readings before class, based on the readings. Use lecture notes to clarify any confusing points and to answer other relevant questions that arise while reading.

Many people find that using index cards to study helps them to do well on quizzes. Write out the term/objective on one side of the index card and write the answer on the other side. For long or complex objectives, it is helpful to break the objective into manageable pieces, using multiple index cards. Quiz yourself by reading through the objectives and seeing if you can respond to them without flipping the index card over to look at the answer. Begin with the first objective. When you can respond to it correctly without looking at the answer, add the next objective. When you can answer that objective without looking at the answer, go back and answer the first, and then the second objective. If you can answer both without looking at the answer, move on to the third objective, repeating the order of operations until you can answer all of the objectives. When you can get through all of the objectives without looking at the answers, shuffle the index cards and go through them again (so you don't rely on the order of the topics to come up with the answers). Make sure that you can respond to the objectives precisely and completely without looking at the answers. This will help you greatly on the exams.

Cell Phones

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

Academic Dishonesty

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

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

Cheating consists of, but is not limited to, looking at another student's exam, using external aids (such as books, notes, conversation with others) when taking the exam, or plagiarizing the work of another person and submitting it as your original work. No course books or materials should be within the student's view during exams.

Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the Emergency Response Plan for your location (on and off campus meetings apply) and know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the event of an

emergency. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

Other Relevant Information

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

Course Calendar – January 13, 2014 to May 9, 2014

Week	Date/Due	Topic	Required Readings
Introduction to Behaviorism and Basic Principles of Behavioral Science			
WEEK 1 Dates: 2/14 & 2/15	1/24 Reading Objectives #1 Due	An Abbreviated History of Behavior Analysis Ivan Pavlov John B. Watson Watson's Behaviorism	Windholz (1997) Watson (1919) Ch. 1: Visit: http://www.questia.com/read/5978366/psychology-from-the-standpoint-of-a-behaviorist Watson (1913) Watson & Rayner (2000) Beck, Levinson, & Irons (2009) Cooper, Heron, & Heward Ch 1 & 2 BACB Fourth Edition Task List
	1/31 Reading Objectives #2 Due	Radical Behaviorism of B. F. Skinner Proposed Domains of Behavior Analysis Basic Dimensions of Applied Behavior Analysis Behaviorism	Skinner (1944) Skinner (1950) Skinner (1953) Skinner (1969) Baer, Wolf, & Risley (1968) Moore & Cooper (2003) Moore (2011) Cooper, Heron, & Heward Ch 3, 4, & 5 Wilson, Iwata, & Bloom (2012) Thomason-Sassi, Iwata, Neidert, & Roscoe (2011) Behaviorism Tutorial http://psych.athabascau.ca/html/Behaviorism/
	2/7 Reading Objectives #3 Due	Graphic Displays of Behavioral Data Analyzing Behavior Change Single-case Designs Standard Celeration Charts	Cooper, Heron, & Heward Ch. 6 & 7 Fahmie & Hanley (2008) Fisher, Kelley, & Lomas (2003) Calkin (2005) Dozier, Iwata, Thomason-Sassi, Worsdell, & Wilson (2012) Stansbury, Haley, & Lee (2012) Maclin, Dixon, & Jackson Ch 1 & 2
	Basic Principles of Behavior		
WEEK 2 Dates:	2/14 Reading Objectives #4 Due	Reversal and Alternating Treatments Designs Multiple Baseline and Changing Criterion Designs Planning and Evaluating Research Schedules of Reinforcement	Cooper, Heron, & Heward Ch. 8, 9, & 10 Smith (2012) Hammond, Iwata, Fritz, & Dempsey (2011) Fryling (2011) Beaulieu, Hanley, & Roberson (2012) Lydon, Rohmeier, Yi, Mattaini & Williams (2011) Maclin, Dixon, & Jackson Ch. 3 & 4
	2/21	Positive Reinforcement Negative Reinforcement Schedules of Reinforcement	Cooper, Heron, & Heward Ch. 11, 12, & 13 Tutorial: Basic Principles of Behavior http://psych.athabascau.ca/html/prtut/pr.cgi

3/21 & 3/22	Reading Objectives #5 Due		Miller, Lund, & Weatherly (2012) Sellers, Bloom, Samaha, & Dayton (2013) Call, Trosclair-Lasserre, Findley, Reavis, & Shillingsburg (2012) Sy & Vollmer (2012) Maclin, Dixon, & Jackson Ch. 5
	2/28 Reading Objectives #6 Due	Punishment by Stimulus Presentation Punishment by Removal of a Stimulus	Cooper, Heron, & Heward Ch. 14 & 15 Donaldson & Vollmer (2011) Donaldson, Vollmer, Yakich, & Camp (2013) Capriotti, Brandt, Ricketts, Espil, & Woods (2012) Heal & Hanley (2011)
	Behavioral Application for Meaningful Change		
		Motivating Operations Stimulus Control	Cooper, Heron, & Heward Ch. 16 & 17 Tomina & Takahata (2012) Van der Velden, Zheng, Patullo, & Macmillan (2008) Doughty & Hopkins (2011) Fragale et al. (2012) Howlett, Sidener, Progar, & Sidener (2011)
	3/7 Reading Objectives #7 Due	Imitation Shaping Chaining	Cooper, Heron, & Heward Ch. 18, 19, & 20 Slocum & Tiger (2011) Imam (2009) Pelaez, Virues-Ortega, & Gewirtz (2011) Bancroft, Weiss, & Ahearn (2011)
3/21 Reading Objectives #8 Due	Extinction Differential Reinforcement Antecedent Interventions Functional Analysis Overview of FBA Methods	Cooper, Heron, & Heward Ch. 21, 22, 23, & 24 Wallace, Iwata, Hanley, Thompson, & Roscoe (2012) Falcomata, Wacker, Ringdahl, Vinqvist, & Dutt (2013) Lambert, Bloom, & Irvin (2012) Paden, Kodak, Fisher, Gawley-Bullington, & Bouxsein (2012) LaRue, Stewart, Piazza, Volkert, Patel, & Zeleny (2011) Iwata, Dorsey, Slifer, Bauman, & Richman (1984/1994)	
Verbal Behavior and Introduction to Complex Behavior Analysis			
WEEK 3 Dates: 4/25 & 4/26	3/28 Reading Objectives #9 Due	Verbal Behavior Properties of Language	Cooper, Heron, & Heward Ch. 25 Coon & Miguel (2012) Sanguinetti & Reyes (2011) Smith, Houmanfar, & Louis (2011) Sautter, LeBlanc, Jay, Goldsmith, & Carr (2011) Valentino, Shillingsburg, & Call (2012)
	4/4 Reading Objectives #10 Due	Contingency Contracting Token Economy Group Contingencies Self-Management	Cooper, Heron, & Heward Ch. 26 & 27 Morford & Cihon (2013) Soreth (2011) Skinner (1974) Ch. 2, 4, 5, 7, 9, & 10 Calkin (2002)

4/11 Reading Objectives #11 Due	Generalization Maintenance Ethical Considerations for Behavior Analysts Guidelines for Responsible Conduct	Cooper, Heron, & Heward Ch. 28 & 29 Adkins (1997) Fraley (1994) Bannerman, Sheldon, Sherman, & Harchik (1990) Mesmer, Duhon, & Dodson (2007) Lima & Abreu-Rodrigues (2010) BACB Guidelines for Responsible Conduct
4/18 Reading Objectives #12 Due	Stimulus Equivalence Naming Theory Relational Frame Theory Acceptance and Commitment Therapy Visual Basic Project Due × Project × Appendix with code × Video Demonstration	Sidman & Tailby (1982) Horne & Lowe (1996) Newsome & Alvosius (2011) Barnes-Holmes, Barnes-Holmes, McHugh, & Hayes (2004) Rosales & Rehfeldt (2007) Barnes-Holmes, Murtagh, Barnes-Holmes, & Stewart (2010) Hayes (2004)
4/25 Reading Objectives #13 Due	Dixon et al.	Nastally, Dixon, McKeel, & Fleming (2010) Dixon & Tibbets (2009) Johnson & Dixon (2009) Dixon, Bihler, & Nastally (2011) Waldvogel & Dixon (2008) Dwyer-Moore & Dixon (2007)
5/2 Reading Objectives #14 Due	Optional: Resources for Practicing Behavior Analysts	Wright, Mayer, & Saren (2006) Evaluating BSPs BACB ASD Treatment Guidelines. Review the BACB Fourth Edition Task List Review
5/9 Reading Objectives #15 Due	FINALS WEEK	

Supplemental Reading List

- Adkins, V. K. (1997). Social validity and naturalistic ethics: World and Quine. *Behavior and Social Issues*, 7(2), 152-157.
- Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1, 91-97.
- Bancroft, S. L., Weiss, J. S., Libby, M. E., & Ahearn, W. H. (2011). A comparison of procedural variations in teaching behavior chains: Manual guidance, trainer completion, and no completion of untrained steps. *Journal of Applied Behavior Analysis*, 44, 559-569.
- Bannerman, D. J., Sheldon, J. B., Sherman, J. A., & Harchik, A. E. (1990). Balancing the rights to habilitation with the right to personal liberties: The right of people with developmental disabilities to eat too many doughnuts and take a nap. *Journal of Applied Behavior Analysis*, 23, 79-89.

- Barnes-Holmes, Y., Barnes-Holmes, D., McHugh, L., & Hayes, S. C. (2004). Relational frame theory: Some implications for understanding and treating human psychopathology. *International Journal of Psychology and Psychological Therapy*, 4(2), 355-375.
- Barnes-Holmes, D., Murtagh, L., Barnes-Holmes, Y., & Stewart, I. (2010). Using the implicit association test and the implicit relational assessment procedure to measure attitudes toward meat and vegetables in vegetarians and meat-eaters. *The Psychological Record*, 60, 287-306.
- Beaulieu, L., Hanley, G. P., Roberson, A. A. (2012). Effects of responding to a name and group call on preschoolers' compliance. *Journal of Applied Behavior Analysis*, 45, 685-707.
- Beck, H. P., Levinson, S., Irons, G. (2009). Finding little Albert: A journey to John B. Watson's infant laboratory. *American Psychologist*, 64, 605-614.
- Behavior Analyst Certification Board, Inc. (2010). Guidelines for Responsible Conduct. Retrieved from www.bacb.com/Downloadfiles/BACBguidelines/BACB_Conduct_Guidelines.pdf
- Behavior Analyst Certification Board, Inc. (2012). Fourth Edition Task List. Retrieved from www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf
- Calkin, A. B. (2005). Precision teaching: The standard celebration charts. *The Behavior Analyst Today*, 6(4), 207-213.
- Call, N. A., Trosclair-Lasserre, N. M., Findley, A. J., Reavis, A. R., & Shillingsburg, M. A. (2012). Correspondence between single versus daily preference assessment outcomes and reinforcer efficacy under progressive-ratification schedules. *Journal of Applied Behavior Analysis*, 45, 763-777.
- Capriotti, M. R., Brandt, B. C., Ricketts, E. J., Espil, F. M., & Woods, D. W. (2012). Comparing the effects of differential reinforcement of other behavior and response-cost contingencies on tics in youth with Tourette syndrome. *Journal of Applied Behavior Analysis*, 45, 251-263.
- Carr, E. G., & Durand, V. M. (1985). Reducing behavior problems through functional communication training. *Journal of Applied Behavior Analysis*, 18, 111-126.
- Coon, J. T., & Miguel, C. F. (2012). The role of increased exposure to transfer-of-stimulus-control procedures on acquisition of intraverbal behavior. *Journal of Applied Behavior Analysis*, 45, 657-666.
- Dixon, M. R., Bihler, H. L., & Nastally, B. L. (2011). Slot machine preferences of pathological and recreational gamblers are verbally constructed. *The Psychological Record*, 61, 93-112.
- Dixon, M. R., & Tibbets, P. (2009). The effects of self-choice on self-control. *Journal of Applied Behavior Analysis*, 42, 243-252.
- Donaldson, J. M., & Vollmer, T. R. (2011). An evaluation and comparison of time-out procedures with and without release contingencies. *Journal of Applied Behavior Analysis*, 44, 693-705.
- Donaldson, J. M., Vollmer, T. R., Yakich, T. M., & Van Camp, C. (2013). Effects of a reduced time-out interval on compliance with the time-out instruction. *Journal of Applied Behavior Analysis*, 46, 369-378.
- Doughty, A. H., & Hopkins, M. N. (2011). Reducing stimulus overselectivity through an increased observing-response requirement. *Journal of Applied Behavior Analysis*, 44, 653-657.
- Dozier, C. L., Iwata, B. A., Thomason-Sassi, J., Worsdell, A. S. (2012). A comparison of two pairing procedures to establish praise as a reinforcer. *Journal of Applied Behavior Analysis*, 45, 721-735.
- Dwyer-Moore, K. J., & Dixon, M. R. (2007). Functional analysis and treatment of problem behavior in elderly adults in long-term care. *Journal of Applied Behavior Analysis*, 40, 679-683.
- Fahmie, T. A., & Hanley, G. P. (2008). Progressing toward data intimacy: A review of within-session data analysis. *Journal of Applied Behavior Analysis*, 41, 319-331.
- Falcomata, T. S., Wacker, D. P., Ringdahl, J. E., Viquist, K., & Dutt, A. (2013). An evaluation of generalization of mands during functional communication training. *Journal of Applied Behavior Analysis*, 46, 444-454.

- Fisher, W. W., Kelley, M. E., & Lomas, J. E. (2003). Visual aids and structured criteria for improving visual inspection and interpretation of single-case designs. *Journal of Applied Behavior Analysis, 36*, 387-406.
- Fragale, C. L., O' Reilly, M. F., Aguilar, J., Pierce, N., Lang, R., Sigafoos, J., & Lancioni. (2012). The influence of motivating operations on generalization probes of specific mands by children with autism. *Journal of Applied Behavior Analysis, 45*, 565-577.
- Fraley, L. E. (1994). Behaviorological corrections: A new concept of prison from a natural science discipline. *Behavior and Social Issues, 4*, 3-33.
- Fryling, M. J. (2011). The impact of applied behavior analysis on the science of behavior. *Behavior and Social Issues, 19*, 24-31.
- Hammond, J. L., Iwata, B. A., Fritz, J. N., & Dempsey, C. M. (2011). Evaluation of fixed momentary DRO schedules under signaled and unsignaled arrangements. *Journal of Applied Behavior Analysis, 44*, 69-81.
- Hayes, S. C. (2004). Acceptance and commitment therapy, relational frame theory, and the third wave of behavioral and cognitive therapies. *Behavior Therapy, 35*, 639-665.
- Heal, N. A., & Hanley, G. P. (2011). Embedded prompting may function as embedded punishment: Detection of unexpected behavioral processes within a typical preschool teaching strategy. *Journal of Applied Behavior Analysis, 44*, 127-131.
- Horne, P. J., & Lowe, C. F. (1996). On the origins of naming and other symbolic behavior. *Journal of the Experimental Analysis of Behavior, 65*, 185-241.
- Howlett, M. A., Sidener, T. M., Progar, P. R., & Sidener, D. W. (2011). Manipulation of motivating operations and use of a script-fading procedure to teach mands for location to children with language delays. *Journal of Applied Behavior Analysis, 44*, 943-947.
- Imam, A. A. (2009). The shaping of a saint-president: Latent clues from Nelson Mandela's autobiography. *Behavior and Social Issues, 18*, 99-135.
- Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis, 27*, 197-209.
- Johnson, T. E., & Dixon, M. R. (2009). Influencing children's pre-gambling game playing via conditional discrimination training. *Journal of Applied Behavior Analysis, 42*, 73-81.
- Lambert, J. M., Bloom, S. E., & Irvin, J. (2012). Trial-based functional analysis and functional communication training in an early childhood setting. *Journal of Applied Behavior Analysis, 45*, 579-584.
- LaRue, R. H., Stewart, V. S., Piazza, C. C., Volkert, V. M., Patel, M. R., & Zeleny, J. (2011). Escape as reinforcement and escape extinction in the treatment of feeding problems. *Journal of Applied Behavior Analysis, 44*, 719-735.
- Lima, E. L., & Abreu-Rodrigues, J. (2010). Verbal mediating responses: Effects on generalization of say-do correspondence and noncorrespondence. *Journal of Applied Behavior Analysis, 43*, 411-424.
- Lydon, C. A., Rohmeier, K. D., Yi, S. C., Mattaini, M. A., & Williams, W. L. (2011). How far do you have to go to get a cheeseburger around here? The realities of an environmental design approach to curbing the consumption of fast-food. *Behavior and Social Issues, 20*, 6-23.
- Maclin, O. H., Dixon, M. R., & Jackson, J. W. (2007). *Visual Basic 2005 for psychologists*. Reno, NV: Context Press.
- Mesmer, E. C., Duhon, G. J., & Dodson, K. G. (2007). The effects of programming common stimuli for enhancing stimulus generalization of academic behavior. *Journal of Applied Behavior Analysis, 40*, 553-557.
- Miller, K. B., Lund, E., & Weatherly, J. (2012). Applying operant learning to the stay-leave decision in domestic violence. *Behavior and Social Issues, 21*, 135-151.
- Moore, J. (2011). Behaviorism. *The Psychological Record, 61*, 449-464.

- Moore, J., & Cooper, J. O. (2003). Some proposed relations among the domains of behavior analysis. *The Behavior Analyst, 26*, 69-84.
- Morford, Z. H. & Cihon, T. M. (2013). Developing an experimental analysis of metacontingencies: considerations regarding cooperation in a four-person prisoner's dilemma game. *Behavior and Social Issues, 22*, 5-20.
- Nastally, B. L., Dixon, M. R., McKeel, A., & Fleming, M. (2010). Teaching healthy food choices through stimulus equivalence. *Journal of Behavioral Health and Medicine, 1*, 118-125.
- Newsome, W. D., & Alavosius, M. P. (2011). Toward the prediction and influence of environmentally relevant behavior: Seeking practical utility in research. *Behavior and Social Issues, 20*, 44-71.
- Paden, A. R., Kodak, T., Fisher, W. W., Gawley-Bullington, E. M., & Bouxsein, K. J. (2012). Teaching children with autism to engage in peer-directed mands using a picture exchange communication system. *Journal of Applied Behavior Analysis, 45*, 425-429.
- Pelaez, M., Virues-Ortega, J., & Gewirtz, J. L. (2011). Reinforcement of vocalizations through contingent vocal imitation. *Journal of Applied Behavior Analysis, 44*, 33-40.
- Rosales, R., & Rehfeldt, R. A. (2007). Contriving transitive conditioned establishing operations to establish derived manding skills in adults with severe developmental disabilities. *Journal of Applied Behavior Analysis, 40*, 105-121.
- Sanguinetti, A., & Reyes, W. (2011). Functional assessment of drug trafficking terms: A substantive and methodological expansion of a verbal behavior research program. *Behavior and Social Issues, 20*, 102-117.
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