

BEHV 5610: ABA Foundations, Concepts, and Principles I

Fall 2019 Course Syllabus

Instructor Information

Kenda Morrison, Ph.D., is the course moderator and instructor. To learn more about your instructor, please see the Home page in your course. Awab Abdel-Jalil, an advanced graduate student is the Teaching Assistant. Awab will answer questions about course content and technology, provide requested tutoring, and grade some assignments. All correspondence should be sent to behv5610@unt.edu. ***Include your EUID, the Week number, and the activity name in the subject field of your email when you are asking about a specific activity.*** Students can expect a response by the next business day.

Course Prerequisites

none

Course Description

The purpose of this course is to introduce students to the science and practice of applied behavior analysis by providing students with foundational knowledge about the science of behavior analysis, as well as an overview of behavioral principles and the behavior change procedures derived from these principles. Through lectures, readings, video examples, and terminology exercises, students will develop foundational knowledge of concepts and apply these concepts in various simulations meant to further understanding and prepare students for the practice of behavior analysis. The themes of this course include the dynamic interaction of behavior and environment, the identification of behavioral concepts within the student's life, and preparation for professional credentialing as a Board Certified Behavior Analyst.

Student activities include textbook and other readings, viewing lectures and other videos, answering study guide questions over individual sources, practicing key concept discriminations, and answering application questions over each weekly modules. StudyMate flashcard activities will help students to prepare for activities in which they read a definition and identify the term being described. Students will use interactive CyberRat software to demonstrate behavioral concepts. They will integrate and apply what they learn into a final project where they identify examples of behavioral principles that they have observed in everyday life. Finally, this course includes a mid-term and cumulative final exam.

Course-Level Objectives

- Identify and define basic concepts within the science and practice of behavior analysis
- Apply knowledge of behavior-analytic concepts by identifying examples in written scenarios
- Operate an electronic rat-shaping simulation to demonstrate basic concepts through experimentation and measurement of rat behavior.
- Demonstrate understanding of basic behavior-analytic concepts by describing examples from everyday life.
- Demonstrate and apply knowledge of basic concepts within the science of behavior analysis by choosing the most appropriate answers on a mid-term and final examination.

Concepts Weekly Course Objectives and Learning Competencies

Week	Topic	BACB Task List Items	Objectives	Component Assessment Activities	Integration and Application Assessments
1	Behavior Analysis as a Science	A-1	Identify the goals of behavior analysis as a science by definition and scenario examples	Study Guides StudyMate Terminology	Application Scenarios
2	Philosophical Assumptions Underlying the Science of Behavior Analysis	A-2	Identify the philosophical assumptions underlying the science of behavior analysis by definition and scenario examples	Study Guides StudyMate Terminology	Application Scenarios
3	Radical Behaviorism	A-3	Identify concepts related to Radical Behaviorism by definition and scenario examples	Study Guides Practice StudyMate Terminology	Application Scenarios
4	Radical Behaviorism				
5	Dimensions of Applied Behavior Analysis	A-5	Identify the dimensions of Applied Behavior Analysis by definition and scenario examples	Study Guides StudyMate Terminology	Application Scenarios
6	Domains of Behavior Analysis	A-4	Identify the domains of Behavior Analysis by definition and scenario examples	Study Guides StudyMate Terminology	Application Scenarios Mid-Term Exam
		Mid-Term Exam			
7	Ensuring Academic Integrity		Identify plagiarism and demonstrate original work	Study Guide	Written Assignments
	Basic Concepts: Behavior and Environment; Respondent Behavior	B-1, 2, 3, 7, 8	Identify basic behavior-analytic concepts by definition and scenario examples.	Study Guides Practice StudyMate Terminology	Application Scenarios Cyber Rat
	Basic Concepts: Operant Processes	B-3, 7, 8			Application Scenarios
9	Characteristics of ABA: Defining and Measuring Behavior		Identify concepts related to the role of assessment and accurate measurement in Applied Behavior Analysis by definition and scenario examples; demonstrate through a simulated rat operant chamber	Study Guides StudyMate Terminology	Application Scenarios Cyber Rat
10	Characteristics of ABA-Evaluating and Analyzing Behavior Change		Identify concepts related to the presentation of behavioral data, as well as the design and evaluation of experiments used in Applied Behavior Analysis by definition and scenario examples; demonstrate through a simulated rat operant chamber	Study Guides Practice StudyMate Terminology	Application Scenarios Cyber Rat
11	Positive Reinforcement	B-4, 7, 8	Identify concepts related to positive reinforcement by definition and scenario examples Demonstrate select concepts through a simulated rat operant chamber	Study Guides StudyMate Terminology	Application Scenarios Cyber Rat
12	Negative Reinforcement	B-4, 7, 8	Identify concepts related to negative reinforcement by definition and scenario examples	Study Guides StudyMate Terminology	Application Scenarios
13	Schedules of Reinforcement	B-5, B-8	Identify concepts related to schedules of reinforcement by definition and scenario examples; demonstrate through a simulated rat operant chamber	Study Guides StudyMate Terminology	Application Scenarios Cyber Rat
14	Positive and Negative Punishment	B-6, 7, 8	Identify concepts related to positive and negative punishment by definition and scenario examples	Study Guides StudyMate Terminology	Application Scenarios
15	Concepts Review	All section A and B	Identify concepts presented throughout the course by definition and scenario example; provide examples of core concepts.	Study Guides StudyMate Terminology	Application Scenarios Final Project: Guided Reflection
Cumulative Final Exam					

BACB Course Hours

Content is based on the 5th edition BACB Task List. This course specifically covers the following academic requirements for the BCBA certification exam: 18 hours of Philosophical Underpinnings and 27 hours of Concepts and Principles. For more information on the Verified Course Sequence distribution, see the [VCS Grid](#).

Instructional Allocations

A typical college graduate course requires allocations of 3 hours of contact time (e.g., course lectures and/or engagement activities) per week and about 6 hours of additional effort (e.g., reading, writing, researching, studying). This totals 45 hours of instructional time and about 90 hours of additional activities. In this course, contact time includes watching videos and answering questions. Additional effort includes reading, StudyMate, CyberRat, and the written projects.

Required Textbooks

Johnston, J. M. (2014). *Radical behaviorism for ABA practitioners*. New York, NY: Sloan.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied behavior analysis* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

CyberRat (Version 6.0) [software]. Winter Park, FL: {AI}2. Retrieved from <http://www.ai2inc.com>. You will have an opportunity to purchase CyberRat within the course modules.

Course Activities

Study Guides and Practice Activities

Modules contain readings and videos which are available in the assigned textbooks or on the Course Menu. Sources are listed at the end of this syllabus. Readings and videos have a corresponding set of study guide questions. Each study guide contains multiple-choice questions. The questions are designed to facilitate and demonstrate comprehension of the content and are not tests. *You can refer to the assigned readings and videos when answering study guide questions.*

Practice Activities give students an opportunity to learn through practicing application of a skill or concept learned during that week's activities. *You can refer to the assigned readings and videos when answering practice questions.*

Study Guide and Practice questions may have **multiple correct answers**. For each item, Canvas assigns points by dividing a point by the number of correct answers and then assigning partial credit for each correct answer chosen and subtracting partial credit for each incorrect answer. For instance, if a question has five possible answers, but only three are correct, each correct answer chosen is worth .33 points. If a student selects an incorrect answer, .33 points are deducted from the total earned. Using this example, if a student chooses two of the three correct answers and one of the incorrect answers, a total of .33 points would be awarded for this item. This reflects .66 points earned for selecting two of the three correct answers and -.33 for selecting one of the incorrect answers. For study guides, Canvas will record the highest score of your allowed attempts.

Terminology Activities

StudyMate activities are not worth points but are instead a way to study and prepare for the Terminology Exercises which are worth points. You will open StudyMate and practice the activities which are labeled with the corresponding week.

Terminology activities require students to read a paraphrased definition and then type in the corresponding term using appropriate spelling. Students should be successful with the fill-in-the-blank StudyMate activities before attempting a Terminology activity. Terminology activities are cumulative, so you may see a term that was learned during a previous week. *You can refer to the assigned readings and videos when responding during terminology activities.*

Integration and Application Assessments

Throughout the course, there are several opportunities for students to integrate and apply what they have learned by answering application questions or completing projects.

Application Scenarios require students to read a scenario and choose the answer(s) which best reflect the information learned thus far in the course. Points for each question are assigned in the same way that Study Guide questions are graded. *You can refer to the assigned readings and videos when answering the questions.*

CyberRat is software which allows students to demonstrate behavioral concepts through use of a simulated rat operant chamber. Students will follow the directions for the activity and then submit a completed document or screenshot to earn points. Points will be assigned within two weeks.

Academic Integrity Assignments require students to follow directions and submit two article summaries that will demonstrate the difference between a plagiarized paper and a paper with original content. Feedback and grades will be available within one week. **If no grade is assigned to the first submission of the assignment, revisions are required in order to earn any points on the assignment.**

The Final Project is a Guided Reflection in which students will describe examples of behavioral concepts that they have observed. The Guided Reflection will be submitted to TurnItIn within Canvas for evaluation and credit.

Using the activity instructions, you will submit the Academic Integrity and Guided Reflection assignments to TurnItIn within the corresponding Canvas activity for evaluation and credit. Grading will be based on the degree to which the student follows instructions, the accuracy of responses, and the clarity of the answers. For the second Academic Integrity assignment and the Guided Reflection, students must work independently and use their own thoughts and words. Please see the Syllabus link in Canvas for assignment deadlines. **Assignments will not be accepted after the specified deadlines.**

Cumulative Examinations

This course includes two examinations, both of which will ask questions over all content previously covered in the course. Examinations must be completed on a laptop or desktop computer using a webcam as exams require the use of Respondus Lockdown Browser and Respondus Monitor. ***Students may not look at other course materials during examinations.***

Assistance

If you have a question that is not answered in the syllabus or activity instructions, we are here to help! To contact your Instructor or Teaching Assistant, please email us at behv5610@unt.edu. Include the activity title in the subject field of your email when you are asking about a specific activity. Students can expect a response before or during the next business day.

If you experience problems with Canvas, please select "help" to the left side of your screen or visit the [UNT helpdesk](#) or the [Canvas Technical Support](#). If you believe Canvas is experiencing an outage, please go to the [Canvas Status page](#) to check.

If you require help registering for this or another course in the sequence, or if you need help with other administrative matters, please contact Mariah Hope at behvDLinfo@unt.edu. She will either help you or forward your request for help to the appropriate personnel at UNT.

Please ensure that you are receiving email from all "@unt.edu" addresses. Check your spam filters and your junk email folders. Change your email settings to allow emails from us to your inbox. We are not responsible for emails we send that you do not receive due to your email account settings. No extensions or exceptions will be granted based on this issue.

Course Etiquette

Collaboration and civility are core values in the practice of behavior analysis.

Completing courses is part of your graduate education. *How* you engage in those courses is also part of your graduate education – because of that we emphasize professional etiquette as part of your preparation as a behavior analyst.

- Be kind, polite and respectful. Sometimes the impersonality of the computer makes it hard to remember that we are all humans trying to teach, learn, and make the world a better place. That is why we went into behavior analysis. Be patient with yourself, the process and us!
- Be a problem solver and contributor to improvement of situations. Communicating online is not always as easy because of time differences, technology challenges, and lack of context. Try to approach problems from a behavior analytic perspective and then work on solutions by changing the environment. For general “netiquette” rules, you can refer to sources such as this: [Core Rules of Netiquette](#)
- Seek help when you are not able to resolve something on your own. Collaboration is an important skill in behavior analysis. Learn to know what you don't know and when you need to ask for help. Respond to feedback and suggestions in a professional manner. Our courses are designed to help you succeed. That is why we exist.
- Remember the big picture and let that help you behave civilly when you feel discouraged. You are doing this because you will learn skills to help people. That is a goal worth all the hard effort you are putting into it.

Academic Integrity

Honesty is a core value in the practice of behavior analysis.

Progress depends on honesty in data collection, reporting and documenting. For that reason, plagiarism is especially troublesome for behavior analysts in training.

Please note that all work must be completed independently and must be your own work in your own words. Plagiarism, including submitting content identical or highly similar to other student's papers and copying content from journal articles, websites or other sources is strictly prohibited. Using your own previous work without citation is also considered plagiarism.

TurnItIn will systematically detect any plagiarism. If plagiarism is detected, you will not receive points for the activity. If more than one assignment is plagiarized, you will receive an “F” in the course. If you plagiarized in more than one course, you will be dropped from the program.

*****You are responsible for reading and understanding [Academic Integrity Policy](#) (also found in the Preparatory Module of the course) and the [UNT Student Academic Integrity Policy](#)*****

Student Feedback

Feedback will be collected at the end of the semester. At that time, we will ask you to evaluate the content, instruction, and delivery of the course.

Course Calendar and Timelines

The Syllabus link on the Course Menu lists the dates when each assignment in the course is due. The Calendar in the Global Navigation Menu on Canvas will also show you all the assignments due on each day. Please use these resources to make a notation of all deadlines in your personal calendar.

- **Please complete the first module of the course, Preparatory Activities – which includes the Student Attestation and the Syllabus quiz – during the first week of the semester.** You must complete this module in order to unlock the rest of the modules in the course.
- **THIS COURSE HAS WEEKLY DEADLINES.** To help students do well on the written assignment and in the course, students are required to complete activities by weekly deadlines. We understand that circumstances may sometimes prevent you from meeting a deadline. Therefore, we have a one-week grace period after each deadline. This means that each activity, **with the exceptions noted below**, will be available for one week after the deadline on the calendar. After the one-week grace period ends, the activity will be deactivated and students will no longer be able to earn any points on these activities. There will be **no exceptions**. Therefore, to do well, it is crucial to not only keep up with the course calendar, but to work ahead as much as possible in case of emergencies or other events.
- **Students must complete the Ensuring Academic Integrity Assignments by October 14, 2019 and submit required revisions by October 28, 2019.** There are no grace periods for these activities or any required revisions.
- ***Students must complete the entire course, with the exception of the final exam, by the course deadline, December 5, 2019. There is no grace period for activities due the last week of class.***
- **The Cumulative Final Exam will remain open until December 12, 2019. This will be the only activity available after December 5, 2019. There is no grace period for the final exam.**
- **No incompletes will be given.**

Tutoring

If you have questions about the course materials, please email us anytime. We love hearing from students and we are here to help! If you would like to know the answers to specific questions, please let us know the activity title, the item number, and provide some information about why you think certain answers are correct or incorrect. While we cannot provide specific correct answers, your information will help us to provide tutoring over the course content, which will then help you to determine the correct answers.

Course Grades

The grading system and feedback are designed to set you up for success if you complete the activities in order and as instructed. A grade of “B” or better is required in this course.

- **No credit is given for late assignments.**
- You will have *immediate* feedback on all on-line activities, with the exception of written assignments.
- Grading for written assignments will begin on the due date. Students will receive feedback within two weeks.
- Each activity indicates the number of points that can be earned within the activity.
- Coursework will be weighted as follows
 - 30% Study Guides and Practice Activities
 - 10% Terminology Exercises
 - 10% Application Scenarios
 - 15% CyberRat Simulation Exercises
 - 10% Written Assignments
 - 10% Mid-Term Examination
 - 15% Cumulative Final Examination
- The Grades link on the left side of your Course Menu will provide you with information about your score for each activity and your grade in the class. Select “Calculate based only on graded assignments” if you would like to see how well you have performed on assignments which have been completed and graded. Or, deselect this option to see your current overall grade in the class.

- We recommend using the first option (selecting “Calculate based only on graded assignments”) for the majority of the course as this will give you a fairly accurate picture of how you are currently doing in the class. However, as it gets close to the end of the semester, **we recommend that you deselect that option and look at your overall grade in the course** as this will help you to determine how well you need to do on the remaining assignments in order to earn the grade you would like in the course.
- Grades for the course are based on the percentage of possible points that a student earns:
 - **A = 90-100%**
 - **B = 80-89.9%**
 - C= 70-79.9%
 - F = below 70%

Course Credit

Successful completion of this course earns the student 3 semester hours of graduate credit or 45 continuing education credits. A grade of “B” or better is required before proceeding to the next course and to fulfill the requirements for the Master of Arts in Applied Behavior Analysis, the Graduate School, and BEHV Continuing Education requirements.

Course Design

Kenda Morrison, Ph.D., BCBA-D designed this course. Our outstanding staff conducts testing and reliability on course activities.

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All activities in the course are copyrighted by UNT Behavior Analysis Online, and may not be reproduced or utilized by any means, electronic or mechanical, without permission of the copyright owners. Students are expressly prohibited from copying course questions and/or uploading them to websites. This is both a violation of copyright and a violation of the Academic Integrity Policy.

Accommodations

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility.

If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, *ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class.*

Since this is an online program, you may email accommodations letters and requests to the course instructor. Instructors have the authority to ask students to discuss accommodations letters during an arranged appointment time to protect the privacy of the student. For additional information see the [Office of Disability Accommodation website](#). You may also contact them by phone at 940.565.4323.

Accessibility

The University of North Texas and Behavior Analysis Online are committed to providing accessible content. Please see the following links to learn more about accessibility for the technology used in this course:

[Canvas](#)
[StudyMate](#)
[Respondus](#)
[TurnItIn](#)
[Adobe](#)
[YouTube](#)

Privacy

The University of North Texas and Behavior Analysis Online are committed to protecting your privacy. Please see the following links to learn more about privacy for the technology used in this course:

[Canvas](#)
[StudyMate](#)
[Respondus](#)
[TurnItIn](#)
[Adobe](#)
[YouTube](#)

Important Notice for F-1 Students Enrolled in a UNT Degree Program

Federal Regulation To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to [Electronic Code of Federal Regulations](#). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads: (G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Course Textbook and Instructional Content

- Allen, L. D., & Iwata, B. A. (1980). Reinforcing exercise maintenance: Using existing high-rate activities. *Behavior Modification*, 4, 337-354. <https://doi.org/10.1177/014544558043004>
- Azrin, N. H., Holz, W. C., & Hake, D. F. (1963). Fixed-ratio punishment. *Journal of the Experimental Analysis of Behavior*, 6, 141-148. <https://doi.org/10.1901/jeab.1963.6-141>
- Baer D. M. (1981). A flight of behavior analysis. *The Behavior analyst*, 4, 85–91. <https://doi.org/10.1007/bf03391857>
- Baer, D. M., & Wolf, M. M. (1987). Some still-current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 20, 313-327. <https://doi.org/10.1901/jaba.1987.20-313>
- 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. <https://doi.org/10.1901/jaba.1968.1-91>
- Bannerman, D. J., Sheldon, J. B., Sherman, J. A., & Harchik, A. E. (1990). Balancing the right to habilitation with the right to personal liberties; The rights of people with developmental disabilities to eat too many doughnuts and take a nap. *Journal of Applied Behavior Analysis*, 23, 79-89. <https://doi.org/10.1901/jaba.1990.23-79>
- Behavior Analysis Certification Board. (2018). *Behavior Analysis: An Overview* [Video file]. Retrieved from <https://www.youtube.com/watch?v=HnyYwWlenJg>
- Carr, E. G. (1993). Behavior analysis is not ultimately about behavior. *The Behavior Analyst*, 1(16), 47-49. <https://doi.org/10.1007/bf03392608>
- Cooper, J. O., Heron, T. E., & Heward, W.L. (2020). *Applied behavior analysis* (3rd ed.). Hoboken, NJ: Pearson.
- Chiesa, M. (n.d.). *Science and Human Behaviour: Determinism* [Video file]. Available from <https://bao.unt.edu/ce/jpvideo/player.cfm?xid=ISL-C>
- Delprato, D. J., & Midgley, B. D. (1992). Some fundamentals of B.F. Skinner's behaviorism. *American Psychologist*, 47, 1507-1520. <https://doi.org/10.1037/0003-066X.47.11.1507>
- Donahoe, J. W. (2003). Selectionism. In K. A. Lattal & P. N. Chase (Eds.), *Behavior theory and philosophy* (pp.103-128). Dordrecht, Netherlands: Kluwer Academic.
- 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. <https://doi.org/10.1002/jaba.40>
- Epstein, R. (1984). The principle of parsimony and some applications in psychology. *The Journal of Mind and Behavior*, 5, 119-130. Retrieved from <https://www.jstor.org/>
- Fong, E. H., Catagnus, R. M., Brodhead, M. T., Quigley, S., & Field, S. (2016). Developing the cultural awareness skills of behavior analysts. *Behavior Analysis in Practice*, 9, 84-94. <https://doi.org/10.1007/s40617-016-0111-6>
- Glenn, S. (n.d.) *Examining the Radical in Radical Behaviorism* [Video file]. Available from <https://bao.unt.edu/ce/jpvideo/player.cfm?xid=IS-SG1>
- Glenn, S. (2002a). *Behavior and its causes: Reading #1. What is behavior?* Unpublished manuscript.
- Glenn, S. (2002b). *Behavior and its causes: Reading #2. What is behavior analysis?* Unpublished manuscript.

- Glenn, S. (2002). *Behavior and its causes: Reading #3. Scientific explanation: Process and Content*. Unpublished manuscript.
- Glenn, S. (2002). *Behavior and its causes: Reading #4. Operant events and operant units*. Unpublished manuscript.
- Glenn, S. (2002). *Behavior and its causes: Reading #5. Operant reinforcement*. Unpublished manuscript.
- Glenn, S. (2002). *Behavior and its causes: Reading #6. Operant extinction*. Unpublished manuscript.
- Glenn, S. (2002). *Behavior and its causes: Reading #8. What counts as a reinforcer?* Unpublished manuscript.
- Glenn, S. (2002). *Behavior and its causes: Reading #9. Punishment*. Unpublished manuscript.
- Glenn, S. (2002). *Behavior and its causes: Reading #10: Issues in aversive control: Part I. Coercion in Society*. Unpublished manuscript.
- Glenn, S. (2002). *Behavior and its causes: Reading #11: Issues in aversive control: Part II. The alternative to positive reinforcement*. Unpublished manuscript.
- Glenn, S. (2002). *Behavior and its causes: Reading #12: Issues in aversive control: Part III. Positive Reinforcement in Prisons*. Unpublished manuscript.
- Glenn, S. (2002). *Behavior and its causes: Reading #15. Respondent Behavior and Respondent Conditioning*. Unpublished Manuscript.
- Hall, R. V., Lunda, D., & Jackson, D. (1968). Effects of teacher attention on study behavior. *Journal of Applied Behavior Analysis*, 1, 1-12. <https://doi.org/10.1901/jaba.1968.1-1>
- Hefferline, R. F., Keenan, B., & Harford, R. A. (1959). Escape and avoidance conditioning in human subjects without their observation of the response. *Science*, 130(3385), 1338-1339. <https://doi.org/10.1126/science.130.3385.1338>
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- Michael, J. (2008). Positive and negative reinforcement, a distinction that is no longer necessary; Or a better way to talk about bad things. *Journal of Organizational Behavior Management*, 24(1/2), 207-222. https://doi.org/10.1300/J075v24n01_15 (Reprinted from *Behaviorism*, 3, 33-44, 1975)
- Moore, J., & Cooper, J. O. (2003). Some proposed relations among the domains of behavior analysis. *The Behavior analyst*, 26, 69-84. <https://doi.org/10.1007/bf03392068>
- Murray, S. [Society for Quantitative Analyses of Behavior]. (2015, April 9). *The scientist/practitioner in behavior analysis: A case study* [Video file]. Retrieved from <https://www.youtube.com/watch?v=n6YxnRsU4Bs>

- Normand, M. P. (2008). Science, skepticism, and applied behavior analysis. *Behavior Analysis in Practice*, 1(2), 42-49. <https://doi.org/10.1007/BF03391727>
- Reed, D. D., & Kaplan, B. A. (2011). The matching law: A tutorial for practitioners. *Behavior Analysis in Practice*, 4(2), 15-24. <https://doi.org/10.1007/BF03391780>
- Rumph, R., Ninness, C., McCuller, G., & Ninness, S. K. (2005). Guest editorial: Twenty years later, commentary on Skinner's "Why are we not acting to save the world". *Behavior and Social Issues*, 14, 1-6. <https://doi.org/10.5210/bsi.v14i1.117>
- Schlinger, H. [Prosocial Progress Foundation]. (2016, May 21). *Behavior analysis: A natural science of behavior* [Video file]. Retrieved from https://www.youtube.com/watch?v=_18FfTZ9_yQ
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- Skinner, B. F. (1981). Selection by consequences. *Science*, 213(4507), 501-504. <https://doi.org/10.1126/science.7244649>
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