

# **The Psychology 1400 Course Booklet**

**or**

**How I Found Truth, Beauty, Justice, and Happiness  
at WMU  
Spring 2012**



# Table of Contents

Course Packet.....	4
The Big Picture.....	4
Professor.....	5
Phones and Emails.....	5
Work-study students.....	5
Your Buddy.....	5
Seminar Schedule:.....	6
Using the Overhead Projector.....	6
Malott, R. W. Principles of Behavior (Edition 6.0).....	6
The Assignment Guide.....	7
Continuous Quality Improvement.....	7
What does conscientious mean?.....	7
Final Paper (All sections).....	10
Optional Activity Points.....	10
What are Optional Activity Points (OAPs)?.....	10
What are OAPs good for?.....	10
New OAP transfer policy -.....	11
How can you earn OAPs?.....	11
The Finer OAP Details.....	11
Lecture/Quiz Strategy/Philosophy.....	11
The Traditional Approach.....	11
The Behavioral Approach.....	12
The Traditional Approach.....	12
The Behavioral Systems-Analysis Approach.....	12
General Study Strategies.....	12
Dropping the Course.....	14
Super A (Advanced Principles of Behavior).....	14
What's Super A?.....	15
What does it take to earn Super A?.....	15
Return Your Homework and Lab Reports.....	16
Cheating Means Sudden Death!!.....	16
Cheating.....	16
Plagiarizing.....	16
Further Details About Academic Integrity.....	16
Missed Classes.....	16
Snow Days.....	17
Special Get-Tough Policy On Absences.....	17
Lateness.....	18
Students.....	18
Late Homework.....	18
Letters of Recommendation.....	19
Mickey Mouse Rules.....	19
Adding Insult To Injury.....	19
How to be way cool.....	19
<b>The Legend of Sheldon Stone</b> .....	19
<b>The Legend of the Cool Coed</b> .....	20
<b>On the Other Hand</b> .....	20
<b>The One Pointer</b> .....	20
<b>Bottom Line</b> .....	21
How To Avoid Being a Social Disaster.....	21
Interpersonal Style and Skills.....	22
Technical Skills.....	23

Vita for Richard W. Malott .....	24
Let the Good Times Roll!.....	25
Objectives for the Final Fiesta Paper .....	28
A Few of the Types of Essays You Might Write, Along with Some Hints as to How You Might Write Them.....	28
Some Vague Guidelines .....	29
Social Validity .....	30
Final Fiesta Paper Cover Sheet .....	31
Checklist and Self-evaluation Form.....	32
Instructor's Evaluation of Oral Presentation .....	33
Sample Student Papers .....	34

## Course Packet

All materials are included in the Course Packet (from the Copy Desk): Letter-Sized File Pocket containing all of the following course materials ----red folders for P360, green for P610 and yellow for P1400:

- *How I Learned to Relate to My Lab Rat* (Used in the lab portion of the course)
- Psy 1400 Course Booklet
  - ✖ Assignments
  - ✖ Procedures
  - ✖ Study Objectives for Review Quizzes
  - ✖ Final Fiesta Details
  - ✖ Final Fiesta Examples
- File Folder #1 (there are 4 total)
  - ✖ *How to Analyze Behavioral Contingencies* (Daily paper-based homework assignments)
  - ✖ CD containing the computer-based Work Shows:
    - ✖ *Chapter 01: How to Use the Contingency Diagramming Checklist*
    - ✖ *Chapter 03: The Sick Social Cycle*
    - ✖ *Chapter 04: The Sick Social Cycle*
    - ✖ *Chapter 13: Stimulus Generalization Gradient*
    - ✖ *Chapter 13: Stimulus Equivalence*
    - ✖ *Chapter 17: Discrete-trial, free-operant and hybrid procedures*
  - ✖ Checklist for Diagramming Contingencies (the Pink Sheet)
- File Folder # 2
  - ✖ *Flashcard Fluency Follies*
- File Folder #3
  - ✖ 2 blank transparencies
  - ✖ 8 Special lecture evaluation forms
  - ✖ 1 Course evaluation form
  - ✖ 1 Final Fiesta evaluation form
  - ✖ 3 Petition for Use of OAPs forms
  - ✖ Assignment Guide (the Yellow Sheet)
- File Folder #4
  - ✖ Supplemental POB sections.
    - ✖ *Ch 26 A&B, Ch 30*
- 1 red ball-point pen -- for correcting your homework in class (you can't use any other pen in class, but you should do your homework outside of class with a black pen).
- 1 transparency marking pen
- Who Knows What Else

## The Big Picture

PSY 1400 will generally cover one chapter from *Principles of Behavior* each day (2/week). We know this seems like a fast pace, but we also know you can handle it.

During the Fall and Winter courses, each Tuesday and Thursday you'll meet with your seminar section. The seminar meets so you can discuss the text material, go over the answers to your homework assignments, and take the quiz. That's right, you'll have a quiz in every seminar. Don't worry. As long as you've read the chapter, conscientiously completed the homework, and participated in the seminar discussion, you'll do fine.

Well, that's not quite true. You'll also have to use the flashcards. For PSY 1400, you will have to write-out the most important definitions (see pages 26-27), and you will have to match the rest of the terms to their definitions. With the flashcards, you'll do great.

In general, we'll follow these simple guidelines, but there are enough exceptions that we've provided a complete daily schedule. Please refer to the Assignment Guide section before each seminar to be sure you're on top of the goings on in the class. We'll require you to be paying attention, but there won't be very many surprises. We generally warn you in advance when something unusual is going to happen.

Don't forget to have fun!



# Procedures Spring 2012

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## Professor

Dr. Richard W. Malott  
Office: Wood Hall, 2026  
Office Hours: by appointment

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## Phones and Emails

### **Dr. Malott**



#### **E-mail:**

[DickMalott@DickMalott.Com](mailto:DickMalott@DickMalott.Com)

(This is the best way to reach him and get a reply.)

The best time and way to contact Dr. Malott is in the morning, by phone. If he's not there, leave a message on his voice mail; but don't depend on him (never trust anyone over 30); keep calling until you get him; that's the wisest policy.

**Phone:** 269-372-1268

(Call any time, Monday through Friday, from 8:00 a.m. to 6:00 p.m. Please don't call after 6:00 p.m.)

For an appointment with Dr Malott, please contact Kelli Perry at [kelli.l.perry@wmich.edu](mailto:kelli.l.perry@wmich.edu).

### **P1400 Systems Manager**

**Sarah Lichtenberger**

E-mail:

[sarah.n.lichtenberger@wmich.edu](mailto:sarah.n.lichtenberger@wmich.edu)

### **P360/610/Boot Camp Systems Manager**

**Kelly Stone**

E-mail: [kelly.t.stone@wmich.edu](mailto:kelly.t.stone@wmich.edu)

### **Graduate Student Instructors (GSIs)**

Office Hours for Fall/Spring (2536 Wood Hall):

Monday/Wednesday: 4:30-5:30pm

BATS Lab Phone: 269-387-4491

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## Work-Study Students

Are you an official WMU work-study student? Looking for interesting work related to behavior analysis? The Behavior Analysis Training System (BATS) needs you to help with the behind-the-scenes work developing and improving PSY 100 Honors, PSY1400, PSY3600, PSY4600, PSY5100, and PSY5970. Please contact Dr. Malott's doctoral apprentice immediately.

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## Your Buddy

What happens if you miss class and don't get some vital oral or written material that was handed out in class? No problem, you just call your reliable buddy whose name and phone number you've listed here and get the info. With your buddy, being so reliable as to have picked up an extra copy of the handouts for you, especially because you had notified your buddy (and your GSI) of your pending absence, you won't miss a thing. So get a student's name and phone number.

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

## Seminar Schedule:

PSY 3600: T/Th 5:00-6:45.

PSY 1400: T/Th 5:00-6:15.

Boot Camp: M-F 3:00-6:00.



**After the first class, you will be assigned to a seminar room. We'll post the new seminar-room assignments on the wall outside your original seminar room.**

Psy 360 (Fall, 2007) comments: "The daily seminar really kept me on track." "It was a challenging course with good topics to discuss." "There was a lot of information learned." "Seminar was really fun and definitely helped me understand the material."

Psy 360 (Spring 2008) comments: "Small class size was best feature." "Having to study so much I actually learned!" "Going over material in seminar helped me understand the concepts and principles better." "Smaller classes are a big plus." "I liked the interactive seminars."

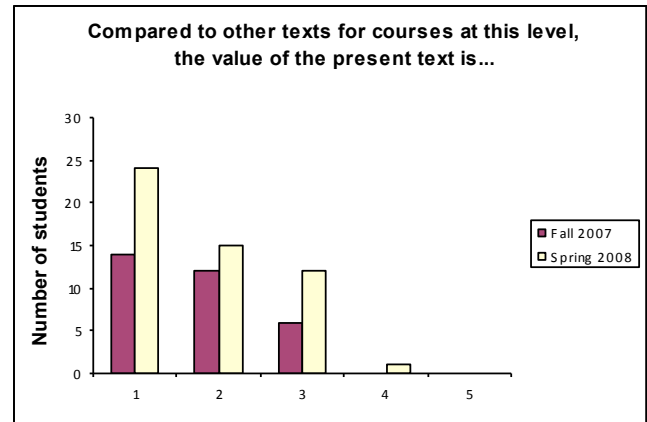
## Using the Overhead Projector

During the seminar each day, you will be presenting your original examples (from the homework) to the class on the overhead projector. Usually, everyone presents good examples, but here are some tips to present your good examples well.

- Read from the projector and not the screen so that you can face the class at all times and not the wall.
- At the same time, do your best to not block the view of the screen.
- Don't talk to the GSI, talk to the class.

## Text

**Malott, R. W. Principles of Behavior (Edition 6.0)**



Psy 360 (Fall 2007) comments: "Easy to read." "Great application to life." "The voice it was written in was great." "Examples were good." "It was educational and entertaining at the same time!" "Loved the humor!" "Written in a way that is easy to understand." "It was in depth and pulled everyday life into text to make it easier to understand." "Stories help make things clearer."

Psy 360 (Spring 2008) comments: "Deep details." "Lots of examples." "Humorous examples." "Easy read." "It was funny and not exactly your usual run of the mill textbook." "The short stories helped me better understand how the concepts and principles are applied to everyday situations." "I love the stories! It was put in terms I could understand. It was easy to follow and I hardly ever got lost." "Best Psych book I have ever read." "It was funny." "I thought it was an interesting and entertaining book. I enjoyed reading the chapters."

## The Assignment Guide

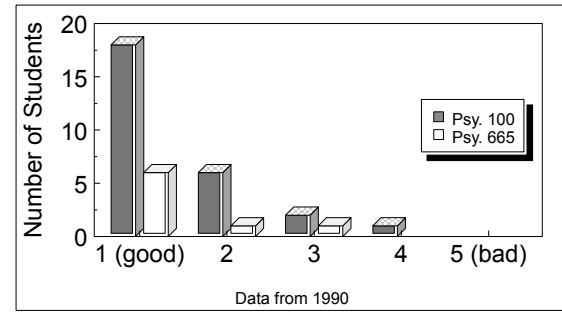
### Continuous Quality Improvement

As you can probably decipher, we are currently revising the textbook for this course. We value your opinion as to our effectiveness and success in making the material covered as understandable as possible. You will find a folder in your course packet with replacement sections and chapters. We ask that you read the replacement material rather than those sections in the textbook. If you'd like to make comments on the revisions, you can earn OAPs (see page 21), and your thoughtful contributions will help to develop a better textbook for future students. And thank you, in advance.

### General Point System

☐ 20 points each seminar class, for conscientious participation in seminar discussion. I will expect you to recite in each class, especially in answering conceptual questions, thoughtfully. This means you will need to show considerable evidence of having thought about the homework assignment. **This also means that you should not be studying flashcards or writing on transparencies in class!** This also means that you will have your original examples put on transparency **before** you get to class. Your TA will do the Frazier Transparency Test: If you weren't able to show your transparency to the class, your TA will take a brief look at it for participation points.

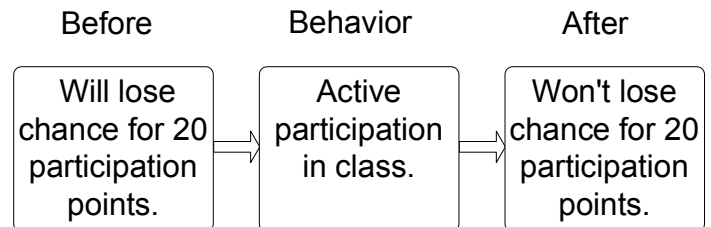
The requirement of participation in daily discussions was:



### What does conscientious mean?

☐ In the seminar: You must listen carefully to the presentations of the other students and be prepared to comment, so as to earn all 20 participation points. So studying for a quiz, finishing your homework, reading and writing letters, sleeping, and the like means, when you see your scores for that week, you'll find less than 20 points for the seminar class. On the other hand, feel free to improve your homework, as we clarify tough concepts throughout the seminar session.

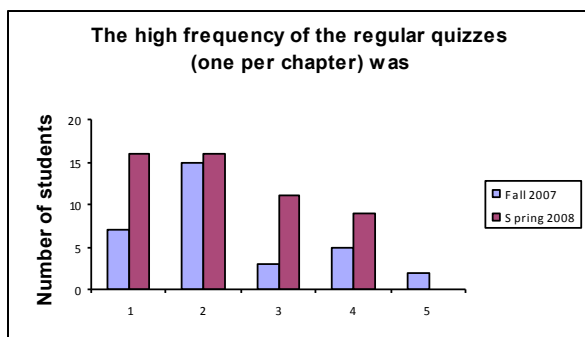
☐ As you'll learn this semester, we'd diagram these contingencies like this:



But now back to happier issues:

☐ 20 points for written answers to conceptual questions from How to Analyze Behavioral Contingencies.

☐ 20 points for answers to the quiz on each chapter and each review quiz. (If there are 10 questions on a quiz, that's 2 points per question. If there are 20 questions, that would be 1 point per question.)



Psy 360 (Fall 2007) comments “It made you responsible.” “The daily quizzes and homework really kept me on track.” “You’re never allowed to slack.” “Daily quizzes forced me to read the chapter!” “The amount of work requires you to study and understand what you’re learning. I feel it fairly easy to get an A or BA.”

Psy 360 (Spring 2008) comments: “Best feature of class was being accountable for daily quizzes.” “Having to study so much I actually learned.” “The quiz set up was good.” “I like the way the course is layed out.” “The daily quizzes and homework assignments really ties all of the concepts together well.” “The frequency of quizzes and quizzes on material the same day as the discussion kept me working hard.”

### Grades for PSY 1400

Now you know how you can earn 1,000’s of points (learned reinforcers?) in this course. So the next question is, how do those points convert into a final grade (backup reinforcer?). The answer is complex. Here’s why it’s so complex: We have three goals for this course: we want you to

- learn as much as you can,
- earn as good a grade as you can, and
- have as much fun as you can.

But to hit all three goals we need a complex set of contingencies. Look at the following grade scale, and you’ll see just how complex.

P1400/3600 Matrix	Lowest % of Points in ANY of the Remaining Areas							
Min. % of Quiz Points	92	87	82	77	72	67	62	<62
92	A	BA	B	CB	C	DC	D	E
87	BA	B	CB	C	DC	D	E	
82	B	CB	C	DC	D	E		
77	CB	C	DC	D	E			
72	C	DC	D	E				
67	DC	D	E					
62	D	E						
<62	E							

What’s going on here? Well, before you completely flip out, let me reassure you that the majority of the students get an A, and most of the rest get a BA. Almost everyone works hard, learns a lot, gets a good grade, and has fun. We keep adjusting the grading contingencies to turn “almost everyone gets a good grade” into “everyone gets a good grade by learning a lot.”

Wonderful, but how do you get that magic A? To do that you have to crack the 92% mark in each of three areas: (1) seminar participation; (2) conceptual homework; including the final paper; (3) the quizzes.

### Helping PSY 1400 earn the A

**So what if you’re not achieving that 82% mark on the quizzes? Well, we have put in a 82% quiz policy in order to help you get your grade and keep your grade above an A. Anytime your cumulative quiz score drops below an 82% you are required to complete the chapter objectives or write out the definitions five times each for the next class’ chapter(s). This grade will count as part of your participation points for that class’ grade.**

### Strange Grading Philosophy

In the past, almost all students have worked hard and gotten nearly 100% of their points for seminar participation and homework. And with a fat cushion, from those easy

areas, some students tended to slide a bit in the quiz area--before we set up this complex contingency, that is. But you need to be really sharp in all areas, if you're going to be a professional behavior analyst. That's why **you need to get at least 92% on the quizzes and 92% in each of the other areas to earn the A.**

Now you may say, I don't plan to be a professional behavior analyst, I don't need an *A*, and I don't have the time it would take to master the concepts well enough to get 92% on the quizzes. That's fine. You're almost guaranteed to earn a *BA*, which is well above the campus average; and you'll have learned enough about behavior analysis that you can hold your head high. All you have to do is get at least 87% on the quizzes and 92% in each of the remaining areas (the easy areas). Few students have trouble doing the hard work it takes to earn at least a *BA*.

On the other hand, if you do earn the *A*, you'll be in excellent shape for PSY 3600 & 4600.

In the past, very few students have goofed off so much that they might get as low as 72% on the quizzes; but they could pull their grade up to a *B* or even a *BA* with the fat cushion from all the easy areas. With the complex grade contingencies described in this table, that is no longer possible. The highest a student can get with 72% on the quizzes is a *C*. Furthermore, such a student can't goof off even further and let the percentages fall below 92% in the easy areas; or the course grade will fall even below a *C*. The goal of this most recent set of contingencies is to encourage the 72% quizzier to stop goofing off, work just a little harder and join the ranks of at least the 87% quizzers. But most of you will not be concerned with the issues described in this paragraph; because most of you will fall in the shaded area in the preceding table. We hope all of you will be there.

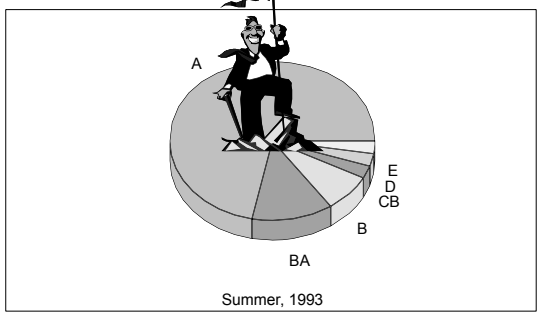
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I know this seems like a strange way to evaluate a student's mastery and assign a letter grade. Why not just add up all the points and assign a letter grade based on the total number of points, no matter which components of the class they come from? Again, that's the way we used to do it. But then some students would get an *A* based on their work in everything but quizzes and they wouldn't have really learned the most important part of the course, the concepts tested on the quizzes.

My friend, Dr. Stephen Graf, puts it this way: Suppose you're training surgeons. And to perform a successful surgery, the student/surgeon must scrub down, put on the gloves, make a proper incision, properly remove the correct organ, avoid flipping cigarette ashes into the open wound, remove all surgical tools from inside the patient, sew up the incision, etc. Now suppose the student/surgeon did everything correctly except taking out the correct organ. So the student might say, I did 19 out of the 20 steps correctly; that's 95%. I want my *A*. The fact that I took out the heart instead of the hemorrhoids and the patient died shouldn't overshadow my 95% average.

We take behavior analysis very seriously and don't want to graduate any student who doesn't know his or her ass from his or her heart. So for us to certify you as an *A* student, you've got to hit at least 92% in each category in this course.

## Final Course Grades for Psy. 360



### Final Paper (All sections)

We try to make this course as pleasant as possible (as reinforcing and non aversive as possible). One way we try to do this is by providing alternatives to the most aversive feature of most courses -- the final exam. You will have already shown considerable mastery and cumulative mastery of the concepts and principles of behavior analysis by exam week; so for a final exam, you will write a final paper, based on that mastery of the course you will have previously shown. To get credit for the paper, you will need to present it at the Final Fiesta. (In a later section there are examples of outstanding student papers, as well as guidelines and suggestions.)

### Optional Activity Points

#### What are Optional Activity Points (OAPs)?

\* OAPS do not apply to SUMMER 610- You are required to take all quizzes and do all homework assignments.

You can use 80 points for optional alternate activities of academic value, usually scheduled outside the regular classes. To encourage you to participate, you will receive points for participating in those activities and providing appropriate proof of accomplishment.

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All these activities are optional, however; so if you don't participate, either because of schedule conflicts or lack of interest, that's OK. You can still earn 100% of the required points and earn your A. The optional activities are just to give you a little extra flexibility, if you can work them into your schedule and if you want to.

#### What are OAPs good for?

Those points can count toward your course grade, but you cannot use them to make up for missed points (for example, *you cannot use optional activity points to eliminate your lowest quiz scores*; there is no way to eliminate your lowest quiz score); instead you can use these points to exempt yourself from agreed upon assignments. In other words, you cannot use them to compensate for a mediocre performance, but you can use them for some flexibility.

Along the same line, you can't come to class, scope out the quiz, and then decide to use your optional activity points (OAPs) for that quiz; the OAPs are to help you with *necessary absences*, etc., not to help you avoid the hard assignments. Although, it would be OK for you to come to class on a day when you just didn't have enough time to prepare for the quiz and then leave *before the quiz is handed out*. Keep in mind, though, you can only do this once.

In this spirit, you can use OAPs for only one day's worth of quizzes, even if you were absent for more than one day.

Though you don't have to, we recommend that you use your OAPs to replace a missed quiz immediately; this way you (and your TA) will have a more accurate picture of what a great student you are; if your total quiz points are down the 20 points you haven't replaced, your average quiz score will make you look like a bum, when you really aren't -- not good.

## ***OAP transfer policy -***

So what happens if, at the end of the semester, you have some unused OAPs? You will be able to transfer any unused OAPs from Dr. Malott's Psy 1400 to Dr. Malott's Psy 4600. How? Your TA will give you a signed sheet with the number of OAP's you had left at the end of this course. Simply present this sheet to your new Psy 4600 TA, and you can use the OAPs in Psy 4600. (Of course there will be some additional verification tasks completed by your new and old TAs.)

Keep in mind though, that these OAPs are only used in Dr. Malott's classes. Don't even try to get other professors to honor the OAP system.

## ***How can you earn OAPs?***

Alternate activities will include:

- Answer Advanced Enrichment Section questions on the POB web site.
- Going to BAAM (Winter term only)
- Going to ABA (Spring term only)
- Participating in research projects
- Finding errors in any of the course materials (normally one OAP per error, including typos; if you find errors in homework material, flashcards or the text book, bring them to your seminar leader at the end of the seminar that day, no later)
- Come up with really good, interesting questions that weren't answered in the course materials. Give them to your TA for OAPs. If you seek out the answer on your own (by discussing it with a graduate student or faculty member, or additional reading), we'll give you even more OAPs.
- Special reading and conceptual homework for those who can't participate in these activities, because of schedule conflicts.

## ***The Finer OAP Details***

You can use a total of 80 OAPs during the semester. The number of OAPs required for replacement is determined by the number of

points that each quiz, homework, or participation is worth. A missed chapter quiz is worth ~20 points, therefore requires 20 OAPs to be replaced. The same goes for class participation and homework. You can use them for more than 1 quiz, **only if they occur on the same day**. Note: Homework can be turned in early for full points or late at a loss of 5 points per business day. You can use OAPs for activities on different days, with the exception of quizzes. **You can only use OAPs for one day's worth of each category. Although the days can be different for each category.**

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## **Lecture/Quiz Strategy/Philosophy**

### ***The Traditional Approach***

Whenever we use traditional, you can bet we mean, old-fashioned, out-of-date, and ineffective. So here's the traditional approach to education. O.K. students, read Chapter 11 so you can understand my lecture on it. Then in the next class I will give that lecture and clear up any misunderstandings. The class after that we'll have a quiz over Chapter 11. So what happens? Twenty percent of the students read Chapter 11. Eighty percent don't. Full of naive expectations, the professor gives the lecture and becomes disillusioned with today's generation of students who don't have the intellectual integrity to read the chapter in advance. The professor fails to understand it was always that way, even in the good old days. Furthermore, the students aren't able to get nearly as much out of the lecture and discussion of Chapter 11 as they would have, had they read it in advance. And not understanding all the lecture, they also don't do as well on the subsequent quiz, even though they do read Chapter 11 between the lecture and the quiz (usually a few hours before the quiz, just like the professor prepares the lecture only a few hours before the class -- we're all cut from that same procrastinating cloth).

## ***The Behavioral Approach***

Our Psy courses are just about the only courses on campus where the students have read Chapter 11 before the lecture/discussion. How do we accomplish that miracle of performance management? We give the quiz in the same class as the lecture. The result? The students study seriously for the quiz. They do well on the quiz. And they are ready for a discussion of any of the especially complex issues in Chapter 11.

## ***The Traditional Approach***

But what about those tough quiz questions the majority of the students are bombing? The traditional approach is the equivalent of victim blaming -- to say the victim of the problem is the cause of the problem is, for example, to say, if the students do poorly on a quiz question, it's their own fault. The traditional professors say this, even though the student/victims are paying those professors to teach them and even though the students often are not getting their money's worth.

## ***The Behavioral Systems-Analysis Approach***

❑ First we make sure the students conscientiously read Chapter 11 and then review it. We do this by having frequent quizzes over small amounts of material and by counting the quiz in a heavy and straightforward way toward the final grade.

❑ Then we carefully analyze the student's performance on each quiz question, concentrating on the items many students miss. When we're sure the students have given it their best shot, we toss out the offending question for that semester. We don't blame the victim. And we don't use our quizzes as IQ tests; if the students have paid their tuition money and gotten admitted into our program, and if they are doing the work, then it's our responsibility to make sure we professors provide an adequate set of instructional materials and performance-management

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contingencies to guarantee the success of all our students. That's what the students pay us for.

❑ Next we make a preliminary decision as to whether the poor performance resulted from an ambiguous quiz question. If, yes, we revise the question for next semester.

❑ Or we make the preliminary decision that the poor performance resulted from unclear text material. If yes, we revise or supplement the text for next semester. In addition, we attempt to clarify the problem in the next lecture / discussion section.

❑ Then we recycle through this circle of problem analysis, systems redesign, implementation, and evaluation until we've gotten it as good as we can.

This is a systems approach because we don't blame the victim; instead, we blame the system and try to fix it so it will do a better job the next time. And in keeping with not blaming the victim; we try to ensure the student is not penalized by our less than perfect system.

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## **General Study Strategies**

Based on my own experience, and what students tell me, here's what I recommend:

❑ Most students report spending at least a half hour per chapter with the flash cards -- depending on the number and complexity of definitions they need to memorize, it can range from just a few minutes to as much as a couple hours. Again, I think it will probably go faster, if you have a general understanding of the chapter before you start memorizing. (Of course, you could mix the two study modes, just for variety. Let me know what you do and how it works.) In any event, here's what amazes me:

➤ We first introduced the flashcards in the summer of 1992, and it's the single most powerful thing we've done to help the students improve their study grades. Most of the students are now knocking the top off the definition part of the quizzes. That wasn't so BF -- before flashcards.

- Our data are less solid on this one, but it seems to us the students are much better able to use the concepts and principles in applied and theoretical discussions and do much better on their homework now that we have the flashcards.
- Finally, what amazes me most is that the students really appreciate the flashcards. Most don't mind the memorization and they can see it really gives them an edge.

### How to use the flashcards -

After questioning many students, both undergraduate and graduate, we have come up with a flashcard studying strategy that will increase your fluency in the least amount of time necessary to do so. Here it is.

1. Begin studying your flashcards after you have read through the chapter
2. Begin with the pile of flashcards all cut out.
3. Go through the pile one time. Read the front and back of each card.
4. Set the pile on your left.
5. Pick up the first card.
6. Look at the term
7. Try to say the definition without reading it on the back.
8. If you say it perfectly, put the card on your right. If not, put it in a new pile on the left.
9. Then do the same with the next card and so on.
10. When you finish the first pile, pick up the second pile on the left and go through it the same way.
11. Eventually all of the cards will be on your right.
12. When this happens, pick them up, shuffle them and go through them again the same way. Don't worry if some of the cards end up on your left side again, just repeat the whole process until all the cards end up on the right two times through the pile.

☐ On your quizzes, you will be required to write out the definition for some of the terms, and for others, you'll only have to match the term to the definition. We've selected the most important terms for you to memorize completely, and those words are bolded and italicized on your notecards. Incidentally, those are also the words that will appear on review quizzes throughout the semester.

☐ Before the seminar & quiz, reread the chapter.

But this time carefully, reread anything that's not clear until you've figured it out or your brain is fried. If you get in too much trouble, call your buddy you will be assigned in the second or third class. As a student, I found I could breeze through the second time, much faster than the first, though I was being more careful the second time around. (Again, I think less than an hour.) But that was the easy part, now following this next recommendation is how the A students separate themselves from the others:

☐ At the end of each section, within a chapter, you'll usually find a list of study questions; you can ignore them on your first time through. However, make sure you can answer them all during this second reading, because **there will be no questions on the quiz that aren't among the study questions.**

☐ Here's what I think is a main differences between outstanding students and other students: When you ask students if they have any questions on the chapter or if there's anything they don't understand, outstanding students have a whole shopping list of questions. The average student has few, and the poor student has absolutely no questions. Therefore one step toward becoming an outstanding student is to critically monitor your understanding so you can put big question marks beside the unclear areas and then make sure you ask your questions. During the first part of each seminar, we always ask if you have questions. (Incidentally, getting answers to those questions is not as crucial to doing well on any given quiz as it might at first seem. But the answers help with the homework and your total mastery of the course concepts.) But that's the easy part.

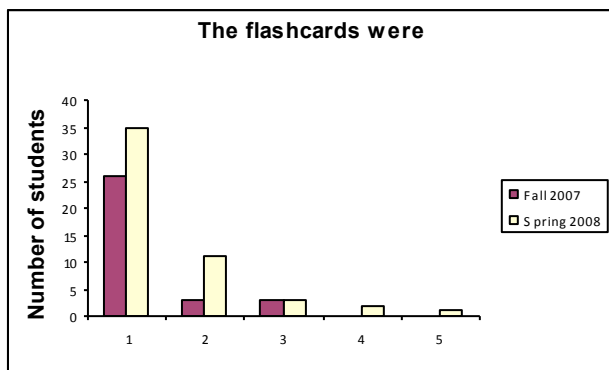
☐ Before the quiz, answer all study objectives.

Danger: To get an A in this course, you must be able to answer ALL the questions at the end of the subsections within each chapter. And this is why many students end with a BA instead of an A. They don't memorize all the tables, diagrams, contingency diagrams, experimental and intervention procedures, etc. that are indicated in those study questions. Part of the problem is that we don't always ask

about items on the quizzes, because we don't have time or room. So you may get a little too casual in memorizing those answers. But gradually you lose more and more points, until you lose your A. Please don't do that. Please make this final small amount of additional effort to secure the A you've so clearly earned with the large amount of initial effort you've invested in each assignment. Those quiz questions require no creativity. You should be able to answer all of them, straight from the book. (We require heavy creativity in another part of the course, but not the quizzes. We think it's usually unreasonable to ask students to be creative and original under the pressure of quizzes and exams.)

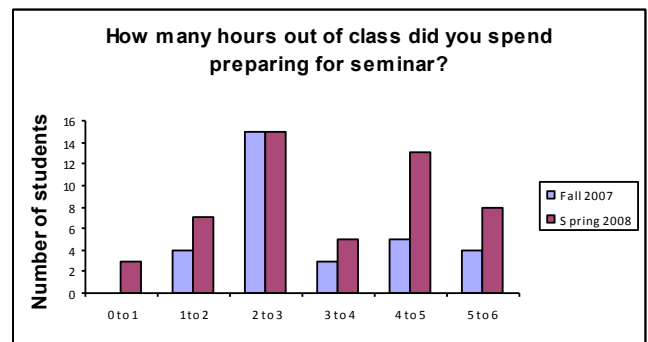
Finally we end the study sequence with the acid test, the goal of the course-- this is where you really learn

Before the quiz, review the flash cards. After reading the chapter twice and studying it intensely, you should have an excellent grasp of the chapter. But you still need to put a little polish on those flashcards.



➤ Before the seminar, do the homework. Most of your homework is in the How to Analyze Behavioral Contingencies folder and a few are on the CD handed out in the first seminar. You'll look at and generate a variety of behavioral contingencies and related concepts. This is where all that rote work pays off in heavy-duty creativity. This is where you may do more original thinking than you've done in the rest of your college career. Students say they spend 1 to 2 hours on each of these homework

assignments. Again, be sure you put a big question mark beside any examples you're not sure of. Then you can ask about them in class. (Incidentally, we think it's fine if you review your homework with your classmates, as long as it's after you've completed your homework. And we think it's fine for you to correct your homework, when a classmate points out an error and you understand that error, even if your classmate had to help you understand it. But it can be fatal, if you use the same examples or almost the same examples as your classmate.)



## Dropping the Course

If you have financial aid and dropping this or other courses will put you below 12 credit hours during the fall or winter, then you should take time to talk with a financial aid advisor. Each student is evaluated on a case-by-case basis.

## Super A (Advanced Principles of Behavior)

The course assistants and I spend many hours trying to figure out how to make this the most effective and most exciting course you've ever taken. So here's an add-on we first tried in the Fall of 1992 -- the Super A program. Because it's been a consistent hit with the students, we're keeping it in the course.

## **What's Super A?**

Advanced Principles of Behavior is an extra hour of credit you can get for doing a super outstanding job in this course. You do a terrific job this semester, and then next semester you can enroll in Psy 3960: Advanced Concepts of Behavior Analysis (ACBA) for 1 hour of credit. At the end of next semester, you receive a grade of *A* for Psy 3960 automatically, because you've already done the work and earned the credit this semester. (Of course you will still have to pay for the credit -- no free lunch.) It's a no risk deal; if you've done what it takes to earn the credit, you sign up for one additional hour of *A*; otherwise you don't. But remember, you must be enrolled during the next semester to receive the credit. If you have any questions about that, ask me or your GSI.

## **What does it take to earn Super A?**

It takes about 50 extra hours of high-quality work. It takes being a super student. I've noticed that super students tend to put in more hours on the course than most do anyway. And all students put in more work for this course than they do for most others; so why not allow as many of you who wish to get a little extra credit for the extra work?

In figuring points for Super A, as well as for your regular grade, we figure roughly 10 points per hour of effective work. That means 500 extra, super-A points = 1 super-A

## **So here's the deal:**

- ❑ First, to get Super A, you must do what it takes to get an A in the regular course.
- ❑ For every percentage point above 92% you earn on your cumulative quiz scores, you get 40 Super A points.
- ❑ We have quite a few students doing the hard work needed to get from 95 to 99% on their quizzes, so why shouldn't they get a little

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extra payoff. This means if you manage to get the big one-oh-oh %, you've got 320 out of your 500 Super A points. We want to arrange the contingencies so super students will find it a reinforcer to do as well as they comfortably can on their quizzes without going into heart-attack city. In other words, if you earn 98% that's wonderful; but if you earn "only" 97%, no big deal; you can earn those extra 40 Super A points in many other ways. (Note, these Super A points don't count as optional-activity points (OAP's), but OAP's do count as Super A points.)

❑ All **UNSPENT** optional activity points count as Super A points.

❑ It ties together. A super student might be super fluent with the definitions on the flash cards. So you can earn OAP's by considerably exceeding the minimum fluency criteria. Also, if you do a super terrific job on a homework, you might pick up an OAP or two. And a super student is a careful reader, so you can earn OAP's by being the first to find typographical, grammatical, logical, or behavioral errors in the course materials. Super students are super interested in behavior analysis and would like to play with the big kids (grad students and faculty) by going to the Friday-afternoon colloquia (15 OAP's each for a total of about 180 OAPs).

❑ (If you spend 40 OAP's to pay for a missing seminar class, no problem; but, of course, you can't spend them twice by reusing them as super-A points.)

❑ Qualifying for Super A is like being in a special honors section of Psy 1400 or 3600. If you qualify for Super A, you're an impressive super student (of course, you can also show what a super student you are by qualifying for Super A and not necessarily registering for the credit, if you can't use it -- no one need be excluded from the club). My guess is students who earn Super A are students most likely to get into grad. school. My guess is these are the students faculty members will be most likely to bend over backwards to help. For example, I'll do anything I can to make room for Super A student in my Psy 4600 class, even if the class is full. Why, because a good super student has earned the privilege of super

consideration and because it's very reinforcing to teach a class full of super students; its as intellectually reinforcing as teaching a grad. class, and that's saying a lot. (On the other hand, some super students don't need the one-hour's credit or don't have the time to do the extra work for Super A. That's O.K. too; they're still super students.)

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## **Return Your Homework and**

To retain full credit for your, please turn in all of them by the last class of the term. This way we can look at it in more detail, as we evaluate the effectiveness of the book and the course. It will also give us ideas about materials to add. In addition, this way your answers won't fall into the hands of future students, in spite of your best security efforts. OK?

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## **Cheating Means Sudden Death!!**

If we catch you cheating or plagiarizing in this course, you will receive an E for the course, no matter how small or trivial was the cheating or plagiarizing.

### ***Cheating***

This includes, but is not limited to, copying from your neighbor, your notes, or whatever, during a test or quiz. This also involves talking during a test or quiz.

**Cheating also means copying someone else's homework and turning it in as your own.** Please take note of the homework variety of cheating. No, we don't mind if you complete your homework and call a friend to see if your original example is right. But your friend's original example better not look like yours the next day in class. Keep in mind, that the TAs meet before every class - they talk about their student's homework and quizzes. So, just because your friend is in a different section, doesn't mean that cheating wouldn't be discovered.)

Additionally, if you are knowingly involved in providing the occasion for someone else to do any of these forms of cheating, then you too are cheating and will also get the ax! Here's another form of cheating that we don't want to catch you doing: Don't try the sleazy red-pen cap on black pen trick when you're supposed to be editing your homework in class with a red pen. We'll notice, and it's cheating.

### ***Plagiarizing***

This means turning in written work that includes material taken from someone else, without using quote marks or otherwise giving proper credit to the true author. In other words, your presentation of someone else's material in a way that the material might be mistaken as your own.

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## **Further Details About Academic Integrity**

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate (pp. 268-270) [Graduate (pp. 24-26)] Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. 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.

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## **Missed Classes**

If you miss a class, you don't get points for participation and you **lose the opportunity** to take that quiz. It doesn't work out for us to try to distinguish between excused and

unexcused absences. **So once the opportunity has passed, it's gone.** This means you should keep your point average comfortably above the 92% level in all categories; so you can blow off a class or two, if need be, without losing your *A* (assuming that's what you're shooting for). If you do miss a class, you can turn your homework in the next day, but you lose 5 points each weekday you're late. You're responsible for having a reliable buddy who will take notes and pass them on to you, so you can find out the details of the next assignments.

### **Optional Activity Points And Missed Classes**

You can substitute **80 optional activity points** for missed classes, quizzes not taken, and homework not turned in (or turned in late due to absence). Suppose you had heart surgery on a Tuesday. You'd lose 20 participation points and 20 quiz points -- down the tubes, gone for ever, no excuses, no whining, no mercy. But if you haven't spent too many of your optional activity points, you could substitute 40 of them for the day you were in the hospital. Even if the day you missed had two quizzes, you could use 60 OAPs, 20 for class, and 20 for each quiz. But watch the assignment guide for assignments and quizzes that OAPs cannot replace (such as Review Quizzes and Ch. 29). The wise student saves those optional activity points until the very end of the semester, just in case the heart surgery requires two days instead of one. No heart surgery? Great, then you can take a day off sometime when you need a break; but you can't blow off the final review quiz, your final paper, or the Final Fiesta.

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### **Snow Days**

If the university is closed, we'll stay on schedule. For the next class date when the University opens, you will have the missed quizzes and turn in the homework during that next seminar. You'll also keep pace with the Delightful Details calendar of assignments without postponing the scheduled assignments. So for the seminar following a snow day, you will have the snow-day assignments and the regular, scheduled assignments listed in the Delightful Details Calendar.

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### **Special Get-Tough Policy On Absences**

Most students have no problem with the preceding absence policies. Instead, it helps them get their act together, so they'll do well in the class and earn an *A*. But there are always a half a handful of students who need even tighter contingencies than that, to get their act together. These are students whose behavior is not under the adequate control of rules describing small but cumulatively significant outcomes (we'll discuss this in class). In essence, they say to themselves, "Just one more absence won't matter. And they're right, until they finally accumulate so many that they drift from an *A* to a *BA* to a *B* and on and on. They need rules that specify contingencies where one more absence *will* matter. They will have less trouble following such rules and thus will get a much better grade in the course. So here's our special get-tough policy:

Every time you exceed three absences, you lower your final grade one half a letter grade!

Here's the way it works. (In this example, we assume you would get an *A*, if you had no absences. But, of course, if you had several absences, you probably would

already have lost too many points to get an A; so our penalty of a half a letter grade or so, would be beyond the lowering due to the point loss.

Absences	Grade
0 to 3	A
4 to 6	BA
7 to 9	B
etc.	etc.

This policy helps most students avoid the hopeless hassle of coming around at the end of the semester, desperately, but vainly, pleading for some way to raise their final grade. Now they'll have that A in the bag, when the end of the semester rolls around. But even with this policy, a small number of students managed to get less than a BA. Always, this was because of absences or failing to turn in homework.

Sometimes students have a time conflict, so that they want to come to class, take the quiz (depending on when it's given), turn in their homework, and leave. That's O.K.. They don't receive many or possibly any participation points, but this does not count as an absence that would contribute to the penalty contingency.

On the other hand, if you register late and can prove it, the missed classes won't count toward your get-tough absences, but you must make up the missed quizzes and homework immediately and substitute some of your OAPs for the missed participation.

Absence does not always make the heart grow fonder. The absence policy is designed to give students a little slack for when they get into trouble, mainly when they're ill. (Reminder: This get-tough policy has been successful in preventing most students from accidentally drifting into a low grade because of the small, cumulative effects of "just one more absence.")

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**This get-tough policy applies no matter how many OAPs you have. You can't buy your way out of an absence with OAPS, as far as the get-tough policy is concerned, although you could get your attendance points with it.**

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## Lateness

### Students

If you are late for class or leave class early, you will lose points for participation. For every 15 minutes you're late, you lose 5 additional participation points.

Minutes late	Max. participation points
1' to 15'	15/20
16' to 30'	10/20
31' to 45'	5/20
46' or more	0/20



(By the way, if you're doing other homework, writing letters, etc. in class, you won't get full participation points either.)

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## Late Homework

You lose 5 points per business day (business days are normally those days, Monday through Friday, when classes are scheduled and the university offices are open). Ouch! You can slide your homework under the BATS office door (Wood Hall 2536). Late means any time after the beginning of the class when it's due. Don't try to finish your homework during class; we'll count that as cheating. If you know you're going to have to miss class, you can turn in your homework in advance.

Clarification: You will see this reminder throughout this booklet: **To retain full credit for your homework and lab reports, please turn in all of them at the final fiesta.** That doesn't mean you've got until the Final Fiesta to complete your homework and lab reports. If you waited until then, you'd probably not get any credit!

What that means is that you need to turn in all your homework and lab reports, completed or not, at the Final Fiesta, to retain the credit you've received for work you have completed.

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## Letters of Recommendation

Many students ask me to write letters of recommendation to help them get into graduate school or to get jobs. I'm happy to do that. I base my letter on your record in my courses, with a big emphasis on your quiz scores and your rank in class on those quiz scores. I also report on your performance on end-of-the-semester evaluations, homework, turning homework in on time, attendance, active participation in seminars, Final-Fiesta project and presentation, writing and speaking skills, social skills, and, if you were a Psy 360 Honors Student, I mention that. When possible, I consult your course teaching apprentice, as well. Other things, too, of course. Incidentally, it never hurts for you to remind me of any special accomplishments you've achieved, when asking for a letter.

My goal is to help all of you acquire the repertoire that will allow me to write a strong letter for you and that will help you excel in graduate school or on the job.

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## Mickey Mouse Rules

Sorry for all the preceding nonsense. But we've found that if we get all these ugly little details straight, up front, then you'll have an almost hassle-free term.

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## Adding Insult to Injury

So that you'll learn the most, get the best grade, and have the most fun, and the least hassles in this course, it's important that you understand and remember these Mickey Mouse rules. This means you should study

them between now and the next class and be prepared for a brief written quiz over them.

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## How to be way cool

### The Legend of Sheldon Stone

One of the coolest cats (woops, excuse me), the coolest dudes I ever knew was Sheldon Stone.

Years ago, I used to be real important; I used to teach our 1000-student introductory psychology course. And Sheldon was an undergrad teaching apprentice; the only thing lower in our course hierarchy was to be a tuition-paying student (the ones who pay our salary). Well, Sheldon was unhappy about some teaching-apprentice policy I had; so he took a group of the undergrads with him to the WMU ombudsman (an even more important person than I was, the person who settles squabbles between students and teachers).

Now the ombudsman's an option the wise student saves for only the most extreme emergency, because no professor likes being called before the ombudsman; and the wise student knows better than to risk angering the professor; and there's no way the professor isn't going to be very angry with such a public challenge to authority.

But here's how cool Sheldon was. He stated his case to me and the ombudsman in such a non-emotional, non-hysterical, non-threatening, non-challenging, respectful, sympathetic way that I caved in immediately, rather than getting my hackles up and drawing a line in the sand. Not only that, over the next few years, he rose through our hierarchy to be one of my undergrad teaching assistants (\$), to be one of my MA students, to be one of my grad teaching assistants (more \$), to be a professional organizational behavior-

management consultant (much more \$), and to be manager of the world's largest retail store (mucho, mucho mas \$), in Hawaii, of all paradisiacal places.

Of course, that Sheldon started out as a 60-hour-per-week undergrad didn't hurt. (Yeah, I know, slackers say, 60 hours a week! Ugh, a book head! Who wants to be a book head!? What the slackers don't know is that it's the 60-hour-per-week book heads who win the game. And there are a lot more of those students leading highly successful undergrad careers than the slackers can even imagine.)

### **The Legend of the Cool Coed**

Third week of the semester. I'm briskly walking down Dunbar hallway. A young woman comes up to me and asks, "Alright, if I walk with you to discuss something?" "Sure." (Note how respectful: She asks permission to walk/talk, and she's not so presumptuous as to try to stop me from going to what ever very important-person meeting I'm headed for [actually I was headed to the John].)

She says, "I find your Psy. 360 course really hard, and I don't think behaviorism is for me. Are all the courses in this department behavioral? And are there other colleges where the psych. departments aren't behavioral?"

Well, she's broken my heart. Not only is she rejecting my course but also she's rejecting behaviorism, my treasure, my most cherished world view, my faith. Like I really believe in my slogan, "Save the world with behavior analysis," even though I know it's a bullshit fantasy.

But here's the point: In rejecting me and all I stand for, she's so cool, so non-emotional, so non-hysterical, so non-threatening, so

non-challenging, so polite, so respectful that I'm so impressed with her I want to share this incident with you, that I'm so impressed with her that I hope she gets the faith by the end of the semester and joins us in our struggle to save the world with behavior analysis, because it's only with the help of cool people like her that we'll have a chance of even getting the world to know we exist.

### **On the Other Hand**

A few years ago, we had a guy in Psy. 360 who was into so much eye-rolling, heavy-sighing, snotty-out-of-the-corner-of-his-mouth-remarks by way of displaying his displeasure with our course that the TA pulled him aside for a private self-development interview, where she explained that his behavior was very disruptive for the class and made it hard for her to do a good job teaching. He said he understood and would try to do better, but he felt like the TAs were a bunch of rats with Malott leading them along by a string.

Now the poor TA's feelings were really hurt. She'd never been so insulted. But here's the point: She was sure the guy had no idea how aversive and inappropriate his comment was. He had no idea that his social insensitivity and his inability to stay away from those petty aggression reinforcers would so trash his life and career as to cost him at least \$20K a year in salary, 'cause no one wants to be around someone who's that aversive (inter-observer reliability: in earlier courses his fellow students found his remarks so aversive that they were constantly asking him to shut up).

Isn't that sad, regardless of the guy's technical skills, his social skills are so poor that he really is doomed; no one will want him spreading karmic pollution in their environment.

## **The One Pointer**

More common is the high-achieving student who is such a high achiever because she gets completely bent out of shape every time she loses a point on a quiz. The good side of this compulsive neurosis is that the fear of losing a single point in the game of life is what motivates high achievers to achieve so highly. One of the bad sides of this compulsive neurosis is that they're constantly so up tight about point losses, that they have a hard time asking for a re-grade in the manner of Sheldon Stone and the Cool Coed, in a non-emotional, non-hysterical, non-threatening, non-challenging, respectful, sympathetic way, in a way that will make us want to interact with them more often, rather than less often. In emotionally going for that single, lost quiz point, they lose 10 life points, even if they do get the quiz point.

## **Bottom Line**

The point is not to be a yes-person, lie-down-and-let-them-roll-over-me kiss ass. The point is to choose your battles carefully and then treat them not as battles but rather as opportunities for pleasant social discourse. The point is to carefully prepare what you're going to say and how you're going to say it, and mull it over for a day before engaging in the battle.

And the point for those of us in authority (TA's, teachers, etc.) is to be so socially cool, on our side, that we don't get up tight and escalate confrontations, but rather we de-escalate them, helping everyone to chill, and then getting back to the aggressor a day or so after that person has had a chance to cool down, conducting a self-development interview, perhaps with further follow through, in an effort to salvage a soul who might otherwise lose many of life's

opportunities because of being socially clueless.

Concerning "compulsive neuroses," I do observe that highly productive and successful people are irrationally fearful that they are going to fail in every endeavour they undertake, such as a course they might be taking or an exam they might be taking. And to somewhat reduce their fear or anxiety, they work their tails off, for example, starting to prepare for the exam as soon as the instructor announces it. As a result they get the top score in the class, though, ironically that does little to reduce their fear the next time a text is announced. Whereas, the cool, "mentally healthy" people, don't start studying until right before the exam, because they have a wonderfully positive self-image; but as a result they wait a little too late to really get enough studying done and do well to pass the exam, let alone ace it.

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## **How To Avoid Being a Social Disaster**

When I used to do organizational-behavior-management workshops for managers in business and industry, one of my most popular modules dealt with social skills. When introducing this module, I'd say, "Fifty percent of a person's success in an organization has to do with social skills and other skills that have little to do with the person's job description." If those managers ever disagreed, it was to say, "No, 50% is an underestimate."

Now here's something that's even weirder than this extreme importance of social skills: no one ever tells you how important those social skills are or what they are, let alone, how well you are doing in that crucial area.

So you're playing a game; no one tells you the rules; no one tells you the score; and you don't even know you're playing. All you

know is eventually you get a raise, get promoted, or don't get fired. If you lose, if you don't get the raise or the promotion or if you do get fired, no one will tell you the real reasons about where you screwed up -- too much hassle. So many people go through life clueless about what determines their professional success.

This course is much the same sort of organization as a business is. But in this course, we'll make a small attempt to correct the clueless problem. We're going to tell you some of the subtle things that will help you be a good member of this organization, how to succeed in this organization, how to get this organization to give you strong letters of recommendation for practica, assistantships, grad school, and jobs; and also how to contribute to this organization, in a positive manner.

Now, if you're cool, you'll use being in this organization as an opportunity to learn how to be successful in other organizations, like where you will be working when you graduate. Here's a general list of skills for succeeding in almost any organization, with comments about how they apply in this course.

### ***Interpersonal Style and Skills***

1. Give corrective feedback in appropriate situations (not in the presence of others). If you're unhappy about some feature of the course, discuss it with your TA or instructor privately before or after class. Never embarrass your TA or instructor by pointing out in front of the class some really stupid thing they did or some really dumb or unjust feature of the course. Your TA or instructor will just get up tight and defensive, dig in the heels, be even dumber or more unjust -- like anyone else would. We're just dealing with people here, and people are easily embarrassed and upset.

2. Provide corrective feedback in a non-punitive style (i.e. specify appropriate desired behavior, don't be critical of person). Never say how stupid the teacher was to assign a quiz on Thanksgiving Day. Just ask if they realized that the fourth Thursday of November was T-day. Then tactfully point out the implications of that, if need be, but, in private, of course.
3. Respond in a socially appropriate manner to positive or negative feedback (i.e. says thank you, without disagreement). If the TA or instructor marks something off on a quiz or homework, say thank you and then think about how you can use that feedback to do better next time. Better to lose a point on a quiz, even if you know you're right and the rest of the word is wrong, than to lose a friend, especially if that friend is your TA or teacher. Win the war, not the battle.
4. React in a rational, as opposed to an emotional manner, when faced with problems. Control emotions effectively (e.g. do not cry or yell) in frustrating situations (i.e.. under extinction or aversive conditions), in professional, school, and peer settings. **Never, ever lose your cool.**
5. Smile. During good times and bad times. **The gridders shall inherit the earth, not the meek.**
6. Be pleasant in interactions (i.e.. zero negative comments, well mannered). Be the kind of person your TA and your classmates want to be around.
7. Speak in respectful ways -- with peers.
8. Speak in respectful ways -- with TAs and professors. Respect and brown nosing ain't the same thing.
9. Be properly assertive in disagreeing with others, including other students, your TA and your professor. That means: Smile, be tactful, be private, be cool, be rational, be polite, be pleasant. But that

does not mean you should be a yes person. That does not mean you have to agree with everything. But if you lost a point on a quiz, assume you were wrong, and smiling and respectfully ask for help in getting your error clarified, even if you know damned well the TA screwed up. If, after discussion, it looks to you like the TA really is wrong, then see if you can gently guide him or her to your way of seeing it. If you can't, then decide how important it is. If it's one only one point and you're already way above your A, consider bagging it. Just chill out. But if it's a bigger deal, politely and gently ask permission to discuss the issue with the professor, and so on. But always be cool and smiling and end each discussion with a sincere thank you.

10. Actively listen when spoken to (i.e., good eye contact) where appropriate.
11. Do not dominate discussions at meetings and seminars ( i.e. speak during no more than your appropriate share of the class time).
12. Carry your share of the discussion in meetings and seminars (don't just sit there listening).
13. Appear appropriately receptive to others' values and viewpoints. In this course, you're going to run up on some strange ideas, like maybe what you're reading now. Relax and check 'em out. You'll have plenty of time to reject them later, if you still find them too strange by the end of the course.
14. Quality: produce a good product with good results.
15. Timely (reliable): complete tasks by the deadline.
16. Don't be absent.
17. Don't be late.

## **Technical Skills**

1. Use good speaking skills: grammar, clear descriptions, loudness, enunciation, confidence, articulateness, and fluency.
2. Use good writing skills: grammar, spelling, and organization.
3. Use good systems-analysis skills: Effectively detect, analyze and clearly specify problems within the system and then suggest and implement good solutions.
4. Use high-quality behavior-analytic skills.

Now, you get your act together along all these dimensions; and you'll not only succeed in the organization, you'll become president of the organization!

So, we're taking the time to go through all this for two reasons. One is to help you succeed in this organization (this class) and to succeed in future organizations (your job, your family, your church).

The other is to help this class and future organizations succeed. One negative, whiny, eye-rolling, sighing, "do we really have to do this?," under-breath "this really sucks," constantly challenging student can bring a whole class down and make the whole semester a drag for the other students and the TA or teacher. And running about 8 seminars a semester, with about 20 students in a seminar, there's a good chance that 1 out of those 160 students will be clueless about the bad karma, vibes, or feelings they're accidentally polluting the classroom environment with. *But mama never told me.* And we'll come down pretty heavy on preventing a whole course from getting messed over in that way -- now and in the future. I don't want anyone in my future classes, practica, or graduate school programs who's going to be a constant pain in the rear or screw up future courses, practica or grad programs. *Wow! Heavy.*

Yes. *But I just rolled my eyes a little. I didn't really mean anything by it.* Right. But that's the stuff that makes and breaks an organization and makes and breaks you.

Now don't panic. If you screw up, we'll let you know, but we try to practice our preaching; we start with just a little gentle feedback, a little gentle guidance. We want you to go away from the discussion feeling really happy that you got that info and eager to give the new, cool way a shot. There ain't enough good students that we can afford to waste any of them. We just want to help you so you don't eye-roll yourself out of the opportunity to save the world with behavior analysis. And that world does need a savin'. And you can do it. Opps, did I hear a little, under-breath, who-do-they-think-they-are sigh of exasperation? Hurumph.

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### **Vita for Richard W. Malott**

Dr. Richard Malott received his Ph.D. at Columbia University in New York City where he did research in the experimental analysis of behavior and studied with William Cumming, Nat Schoenfeld, and Fred Keller. For the last 30 years, he has taught at Western Michigan University, a major center for the teaching of behavior analysis. He has had two Fulbright Senior Scholar Awards, one to Peru and one to Uruguay. He is one of the founders of the Association for Behavior Analysis (ABA), the founder and co-chair of the Teaching Behavior Analysis Special Interest Group of ABA, chair of the Education Board of ABA, and a member of the editorial board of the *Journal of Organizational Behavior Management*. He has presented talks, workshops, and seminars in numerous countries—Canada, Germany, Sweden, Mexico, Panama, Columbia, Peru, Brazil, Japan, Thailand, Hong Kong, and Italy. He has published 11 books and 98 articles and has made 160 presentations at professional

meetings and 128 invited presentations in other settings. He is working on the seventh edition of the book *Principles of behavior* (earlier versions have been translated into Spanish and Japanese) and has completed the book *I'll Stop Procrastinating when I Get Around to It*.

He specializes in the theoretical analysis of behavior, applied behavior analysis, and behavioral systems analysis. He does research on instructional technology and performance management in university-level education, staff management, and self-management. He teaches courses at the undergraduate and graduate level on the principles of behavior and applied behavior analysis, as well as a practicum on the use of behavior analysis to help autistic children.

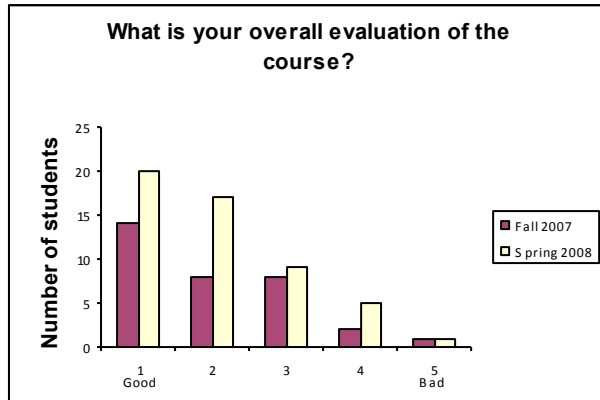
Philosophically, Dr. Malott is a radical behaviorist—he consistently tries to understand all psychological phenomena in terms of the principles and concepts of behavior analysis. Practically, he is a thoroughgoing behaviorist—he consistently tries to apply the principles and concepts of behavior analysis to all aspects of his life, personal as well as professional. His interests in performance management in general and staff management and self-management in particular have grown from his orientation as a thoroughgoing behaviorist. An example of this work is the development of performance-management technology to help graduate students accomplish the difficult task of completing their masters theses and doctoral dissertations—a serious problem in both around the world.

Dr. Malott's theoretical work attempts to explain the role of language and rule-governed behavior in performance-management contingencies where the outcomes are too delayed to directly reinforce or punish the behavior of interest and yet the rules describing those contingencies reliably control that behavior.

This work also attempts to explain why some types of important contingencies fail to reliably control behavior.

## Let the Good Times Roll!

We look forward to working with you this term, 'cause we're all going to have a great time.



Psy 360 (Spring 2008) comments: “Awesome GSIs!” “I learned a lot and actually retained the material!” “Seeing the principles of behavior in action in the lab was phenomenal and then talking about it in class made it better.” “I learned a lot and became interested in behavior analysis. I may do that as my grad school choice!”

## Principles of Behavior Review Quiz Terms #1

### Chapter 1

- 1) Behavior
- 2) Behavior analysis
- 3) Reinforcer
- 4) Check the presumed reinforcer

### Chapter 2

- 5) Baseline
- 6) Reinforcement contingency

### Chapter 3

- 7) Escape contingency
- 8) Differential reinforcement of alternative behavior

### Chapter 4

- 9) Punishment contingency
- 10) Social validity

### Chapter 5

- 11) Penalty contingency
- 12) The law of effect

### Chapter 6

- 13) Recovery from punishment
- 14) Extinction

### Chapter 7

- 15) Task analysis
- 16) Response class
- 17) Single subject research design
- 18) The differential reinforcement procedure

### Chapter 8

- 19) Terminal behavior
- 20) Shaping with reinforcement
- 21) Variable-outcome shaping

## Principles of Behavior Review Quiz Terms #2

### Chapter 9

- 1) Unlearned reinforcer
- 2) Motivating operation
- 3) Unlearned aversive condition
- 4) Premack principle
- 5) Deprivation principle
- 6) Satiation principle

### Chapter 10

- 7) Aggression reinforcer
- 8) Addictive reinforcer

### Chapter 11

- 9) Generalized learned reinforcer
- 10) Learned reinforcer (Secondary or conditioned reinforcer)
- 11) Token economy

### Chapter 12

- 12) Discriminative stimulus ( $S^D$ )
- 13) S-delta
- 14) Prompt
- 15) Operandum (manipulandum)

### Chapter 13

- 16) Stimulus generalization
- 17) Stimulus class
- 18) Concept training
- 19) Match to sample
- 20) Conceptual stimulus control (Conceptual control)

**Danger: You will also be quizzed on the terms from the previous review quiz.**

## **Principles of Behavior Review Quiz Terms #3**

### **Chapter 14**

- 1) Imitation
- 2) Imitative reinforcers

### **Chapter 15**

- 3) Avoidance contingency
- 4) Avoidance of loss contingency
- 5) Warning stimulus

### **Chapter 16**

- 6) Punishment by the prevention of a reinforcer contingency
- 7) Punishment by prevention of removal contingency

### **Chapter 17**

- 8) Intermittent reinforcement
- 9) Variable-ratio (VR) schedule of reinforcement

### **Chapter 18**

- 10) Fixed-interval scallop
- 11) Fixed-time schedule of reinforcement
- 12) Resistance to extinction
- 13) Superstitious behavior
- 14) Resistance to extinction and intermittent reinforcement (Principle)
- 15) Variable-interval schedule of reinforcement

### **Chapter 19**

- 16) Concurrent contingencies
- 17) Differential reinforcement of incompatible behavior

### **Chapter 20**

- 18) Dual-functioning chained stimuli
- 19) Behavioral chain
- 20) Backward chaining

**\*Danger: You will also be quizzed on the terms from the previous review quizzes\***

## **Principles of Behavior Review Quiz Terms #4**

### **Chapter 21**

- 1) Unconditioned response
- 2) Conditioned stimulus
- 3) Operant conditioning
- 4) Respondent conditioning

### **Chapter 22**

- 5) Rule
- 6) Rule-governed analog to a behavioral contingency
- 7) Rule-governed behavior
- 8) Contingency control
- 9) Indirect acting contingency

### **Chapter 23**

- 10) Feedback
- 11) Covert behavior
- 12) Task analysis

### **Chapter 24**

- 13) Rules that are easy to follow
- 14) Three-contingency model of performance management
- 15) Rules that are hard to follow

### **Chapter 25**

- 16) Pay for performance

### **Chapter 26**

- 17) Values

### **Chapter 27**

- 18) Performance maintenance
- 19) Behavior trap

### **Chapter 28**

- 20) Transfer of training

## Objectives for the Final Fiesta Project

### A Few of the Types of Projects, Along with Some Hints as to How You Might Complete Them

- A real intervention and real data makes the best final paper. Your intervention could be:
  - ✓ self-management
  - ✓ studying
  - ✓ smoking or other drugs
  - ✓ housekeeping
  - ✓ negative comments
  - ✓ procrastination
- Management of others
  - ✓ children
  - ✓ roommates
  - ✓ spouse
  - ✓ employee
- Something you disagree with in the readings, for the semester.
  - ✓ State Malott's position.
  - ✓ Then state yours.
  - ✓ And then provide your evidence or argument.
- Relate something in the readings to something outside the readings.
  - ✓ This might involve showing how a concept in a chapter relates to other concepts, in an interesting manner.
  - ✓ Or this might involve providing another example of one of the concepts in the chapter.
  - ✓ Or it might be an example of how you would like to apply a procedure from the chapter to your own life or someone else's life.
- An overall reaction to all the chapters could be a good essay.
- Or a behavioral short story, clearly illustrating as many of the concepts as possible.
  - ✓ You can integrate the technical terminology throughout the story, or you could have an analysis section at the end of the story where you do the behavior analysis of the events in your story.
  - ✓ The story could be true, fiction, comedy, romance, horror, science fiction. You could even write an epic poem
- A brief, one-act play. You or you and some of the other students could write it and star in it.

- ✓ If you do a play, bring it quickly and gracefully to the point. Don't ramble.
- A behavioral crossword puzzle
- If you do a game, it must be something the whole class can play at the same time. Please see you TA for approval before putting the time in on this one.
  - ✓ It must be mainly composed of questions where you've given original examples that demonstrate your brilliance and creativity.
  - ✓ You won't get many points for your project, if its just definitions etc. you've copied from the book. **No more word search games;** they were good for a while, but no longer.
  - ✓ If it were really a good and useful game, it might be something you could evolve into an independent research project or honors thesis.
- How about a trained-animal act?
  - ✓ It's best if it's clearly something you taught your pet during this course, using the behavioral procedures of this course.
  - ✓ You can bring your pet to the Final Fiesta.
  - ✓ Or a video tape.
  - ✓ Or photos.
  - ✓ Record data, like baseline, intervention, reversal, and graph it.
- Super heroes. Students often find it reinforcing to write about super heroes such as Captain Contingency Management, Behaviorwoman, Behaviorman, and Dr. Whiskers.
- Explaining life's mysteries. Here's one that would be great: An essay showing how you can use the concepts of the course to explain something you couldn't understand before the course.
- The value of our analyses. I'd love to see an essay on the value or lack of value of analyses in terms of indirect-acting contingencies and rule-governed behavior. Like some original notions about areas it clarifies that traditional behavioral approaches just confuse or ignore.
- RGB. A presentation and discussion of rule-governed analogs that weren't covered in the course (for example a rule-governed analog to discriminative stimuli).
- Philosophy, anyone? Seriously consider doing a philosophical essay, if you'd like to really impress us.
- An original behavioral project, for this course, present the data, and analyze it in terms of the class concepts.
  - ✓ Do a baseline, an intervention, and a reversal, if possible.
  - ✓ Reliability measures would be great.
  - ✓ Graph it.
  - ✓ Demonstrate it live.

- ✓ Or with a video.
- ✓ Or with photos.
- True confessions. Some students almost get into true confessions, as they do behavior analyses of really important parts of their lives.
- You got a better idea? Go for it.
- Rent a puppet from the Portage Public Library (Michelle Phillips did) and put on an entertaining and educational show (December 16, 1992).
- Maybe a video?  
DANGER! DANGER! I'm nervous about this option, because for some reason almost every video-tape presentation has been a total loser; but a few have been good. The odds are against you if you select this one. Proceed at your own risk, but proceed if you wish.
- A poem, a song, a picture, cartoons

## Some Vague Guidelines

- There are two components to this project:
  - ✓ A paper
  - ✓ A presentation

Danger: You will get no points for your presentation, if you simply stand in front of the class and read it. If your presentation is so deep and complex and precise that you must read it to be sure you get it right, then it's too deep and complex for your listeners to understand in an oral presentation.
- You get brownie points if your project
  - ✓ Is funny.
  - ✓ Uses tough concepts well.
  - ✓ Has nice graphics.
- Be technically tight (precise use of behavioral terminology).
  - ✓ You lose points for each incorrect use of a technical term.
  - ✓ However, it's O.K., if once in a while you're not sure which of a couple of concepts apply to an example. Simply indicate the two concepts you think may apply and explain why for each.
- Don't confuse direct-acting contingencies with indirect-acting ones. The error is almost always in the direction of talking about an indirect-acting contingency in terms as if it were a direct-acting contingency.
- Apply the deadman's test to all your examples. Never put a contingency on not doing something. Dead men have no trouble not doing all sorts of things. For example, dead men often fail to arrive on time. So you can't punish not arriving on time. The contingency you're probably looking at is an analog to an avoidance

contingency where the person leaves from home early because that response will avoid getting yelled at by the boss. So don't give your classmates a chance to giggle and shout that your example failed the deadman's test.

- Don't be mentalistic: Betsy will realize her bad behavior is being punished and stop doing it.
- Reinforce behavior, not people.
- Probably the word you want is behaviorist, not behavioralist.
- And aversive, not adversive.
- Don't assume all of the analyses in the student papers are correct or that all use of terminology is correct. So use the papers as models, but with discretion.
- Be grammatically great (don't use no bad English).
- You lose points for grammatical errors.
- Don't say exscape, say escape.
- Be logically tight and right.
- Be well organized.
  - ✓ Each paragraph should have a single main point.
  - ✓ Express that main point in a topic sentence near the beginning of each paragraph.
  - ✓ Each sentence in a paragraph should support the topic sentence of that paragraph.
  - ✓ Each paragraph should lead to the next paragraph.
- Be thoughtful.
  - ✓ Don't give us something superficial. Show us that you care.
  - ✓ Be original.
  - ✓ Don't just go through the book and summarize the concepts and their applications.
  - ✓ Present original examples and analyses.
- Be entertaining.
- Be thorough and comprehensive (cover as many of the concepts from the course as you can, without it seeming too artificial or strained).
- Don't just present an interesting example and conclude with the weak statement that behavior analysis might be used to deal with this problem. Give us the details of how you would use behavior analysis.
- Be brilliant.
- Be neat (only typewritten papers need apply – no handwritten papers will be accepted).
- There is no need to go to the library to get other references. This is not a research paper. The only books you need examine are those assigned for this class.

- Practice your presentation so it goes really smoothly and is within the time limit.
- Don't have your professor be the hero (or the villain) of your story or poem. Be more imaginative; make yourself the hero!

## The Paper

- Should be 3-5 pages, typed, single-spaced.
- Should include at least 8 terms from the book.
  - ✓ Please write-out the definitions for the terms that you use.
  - ✓ Make those terms stand out: bold, italicize, underline, etc.
- Should include 5 contingency diagrams
  - ✓ The more the variety, the better. Don't do 5 reinforcement contingencies; that's just boring.
- Note: your rough draft should be as close as possible to what your final paper will look like.

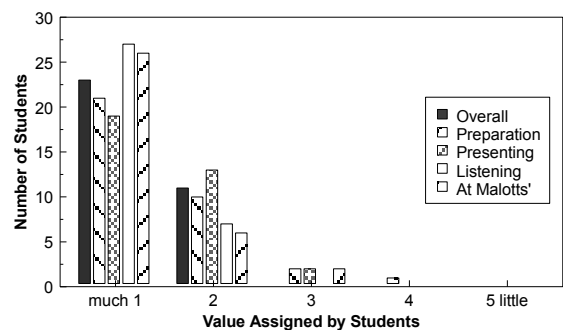
## The Presentation

- Should be related to your paper.
- Should involve some sort of visual aid
- Though you shouldn't read your paper, you can have note cards, as long as you don't just read them to us.
- Here's my latest fantasy: Each semester we'll publish two of the best student papers from each seminar section in the Sample Student Papers and retire the same number, of course.
  - ✓ That means you should desktop publish your paper, to the extent that you can; so it will look real good. In other words, you should make it look as much like a magazine or book article as you can, for example neat single-spaced typing (not double space like most of your term papers).
  - ✓ Also put the title and your name at the top of the first page and then start your essay right below, on the same page.
  - ✓ Don't use blue ink on any of your graphics in your paper, because that won't reproduce well.

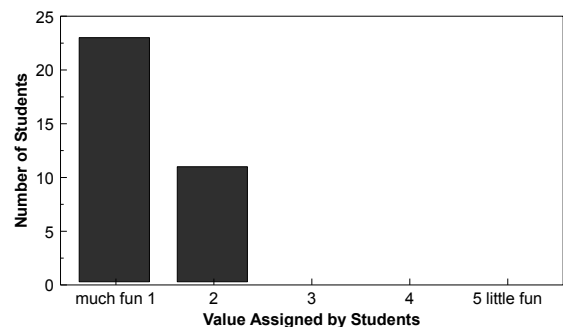
- And graphics are great, either in your paper or your presentation. So we'll also select a couple of the best posters from each seminar section to go in our Great-Graphics Gallery. This means, if you do posters, you should do them so they tell a complete story by themselves, without your paper or your oral presentation to help them (of course, we'll expect a little talkin' when you present your poster at the Final Fiesta.)
  - ✓ It also means you should sign them so future students will know who to admire when they see your works in our Gallery.

## Social Validity

### Student Evaluation of the Final Fiesta



### Student Evaluation of the Final Fiesta: How Fun Was It?



<sup>1</sup>Footnotes from a Radical Behaviorist: Here's my latest fantasy: Each semester we'll publish two of the best student papers from each seminar section in the **Sample Student Papers** and retire the same number, of course. That means you should desktop publish your paper, to the extent that you can so it will look real good. In other words, you should make it look as much like a magazine or book article as you can, for example neat single-spaced typing (not double space like most of your term papers). And graphics are great, either in your paper or as a separate poster. So we'll also select a couple of the best posters from each seminar section to go in our **Great-Graphics Gallery**. This means you should do your posters so they tell a complete story by themselves, without your paper or your oral presentation to help them (of course, we'll expect a little talkin' when you present your poster at the **Final Fiesta**.) It also means you should sign them so future students will know who to admire when they see your works in our Gallery.

<sup>2</sup>Someplace in the next few pages, you'll find model diagrams you can photocopy for your presentation, if you wish. The Copy Desk can even photocopy them onto transparencies.

# Final Fiesta Paper Cover Sheet

Title of Paper:

First and Last Name:

Course:

Section:

I have evaluated my paper and presentation in terms of the criteria listed on the check list on the back of this page and have indicated my evaluation by appropriately marking each item in that check list.

Signature \_\_\_\_\_

Can we include your final paper in the next student notebook or on DickMalott.com?

We sometimes select one or two student papers to include in the course materials for the next semesters. Sometimes the student papers may have a few or many technical errors. We may be including them, just to represent the range of options, or because they have other virtues. Please indicate whether or not we might include yours. Whether you wish us to consider your paper has absolutely no effect on your grade, our opinion of you, or anything else, except whether we consider using your paper. Thanks.

Yes, you may use my paper. \_\_\_\_\_

Please do not use my paper. \_\_\_\_\_

Can we include your presentation materials in our graphics gallery or on DickMalott.com?

Yes, you may use my presentation materials. \_\_\_\_\_

Please do not use my presentation materials. \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

***Please staple this along with the following Self-evaluation Form to the first page of your final paper. Thanks.***

## Self-evaluation Form

Please check off each of these items to make sure you've taken them into consideration. Then evaluate your paper and presentation according to each item. Do this before you come to the Final Fiesta, so you can make any corrections you need to make. Sign this form and turn it in with your paper.

### **Paper**

1. \_\_\_ All terms were technically correct.  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)
2. \_\_\_ All contingency diagrams were correct.  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)
3. \_\_\_ Used a large number of concepts.  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)
4. \_\_\_ Grammatically perfect.  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)
5. \_\_\_ Logically tight and right.  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)
6. \_\_\_ Each paragraph has a single main point.  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)
7. \_\_\_ That main point is expressed in a topic sentence near the beginning of each paragraph.  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)
8. \_\_\_ Each sentence in a paragraph supports the topic sentence of that paragraph.  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)
9. \_\_\_ Each paragraph leads to the next paragraph.  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)
10. \_\_\_ Thoughtful. (Don't give us something superficial. Show us that you care.)  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)

11. \_\_\_ Original. (Don't just go through the book and summarize the concepts and their applications. Present original examples and analyses.)  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)
12. \_\_\_ Entertaining.  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)
13. \_\_\_ About three to five pages long.  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)
14. \_\_\_ Neat (only typewritten papers)  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)
15. \_\_\_ Used contingency diagrams, if appropriate.  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)
16. \_\_\_ Poster is 22 x 28 inches and in the portrait mode, if you are using 2a poster,  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)

### **Presentation**

Base this self-evaluation on your practice of this presentation prior to our Final Fiesta.

17. \_\_\_ Smooth presentation.  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)
18. \_\_\_ Within time limit.  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)
19. \_\_\_ Use of visual aids, if appropriate.  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)
20. \_\_\_ Oral style (generally not read).  
good 1 2 3 4 5 bad (student's self-evaluation)  
good 1 2 3 4 5 bad (grader's evaluation)

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Please staple this to the first page of your final paper. Thanks.**

# Instructor's Evaluation of Oral Presentation (for reference, no need to hand in)

**Presentation grade:** <sup>1</sup>

**Paper grade:**

Student's name \_\_\_\_\_

Title of Presentation \_\_\_\_\_

- Grammar errors
- Pronunciation errors
- Technical errors
- Contingency diagram errors
- Logical errors
- Relevance to behavior analysis
- Thoughtfulness
- Originality
- Entertaining
- How many non rhymes in the poem
- Smoothness of presentation
- Oral style
- Audiovisual aids
- Duration

Comments:

---

<sup>1</sup>Footnotes from a Radical Behaviorist: Not to panic. This is a sample of the evaluation sheet I'll use, if I have my act together. I share it with you, just to encourage you to have your act together and do a great job. But the main point is to have a lot of fun with this presentation and show how brilliant you are. If you put in 10 careful, thoughtful hours on your presentation, you'll do real well. The Final Fiesta is a rite of passage and an intellectual party.

## ROUGH DRAFT Final Fiesta Paper Checklist

Instructions: You are required to turn this in with the rough draft of your paper. Make sure the following items are placed in your paper. Check each item off. Then sign at the bottom of the page.

Requirements	Student Initials verifying completion	Points Earned	Points Possible
8 terms (from the book) with their definitions written out <ul style="list-style-type: none"> <li>• We suggest that you bold or underline them so your GSI can find them easily</li> </ul>			16
5 contingency diagrams			25
3-5 pages, typed, single spaced			3
Correct use of terminology, concepts, and principles			5
Correct spelling, grammar, etc.			1
<b>TOTAL:</b>			<b>/50</b>
<b>Bonus Points For the Following:</b>			
Clip Art (1 bonus point max)			1
Charts, diagrams, job aids that were used during the intervention (1pt max)			1

## FINAL DRAFT Final Fiesta Paper Checklist

Instructions: You are required to turn this in with the final draft of your paper. Make sure the following items are placed in your paper. Check each item off. Then sign at the bottom of the page.

Requirements	Student Initials verifying completion	Points Earned	Points Possible
8 terms (from the book) with their definitions written out <ul style="list-style-type: none"> <li>• We suggest that you bold or underline them so your GSI can find them easily</li> </ul>			16
5 contingency diagrams			25
3-5 pages, typed, single spaced			3
Correct use of terminology, concepts, and principles			5
Correct spelling, grammar, etc.			1
<b>TOTAL:</b>			<b>/50</b>
<b>Bonus Points For the Following:</b>			
Clip Art (1 bonus point max)			1
Charts, diagrams, job aids that were used during the intervention (1pt max)			1

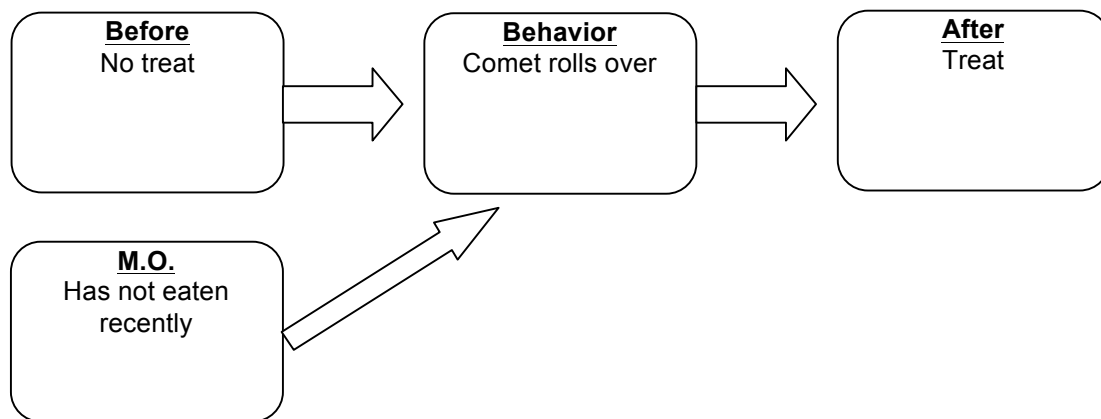
# Sample Student Papers

### Final Fiesta Project

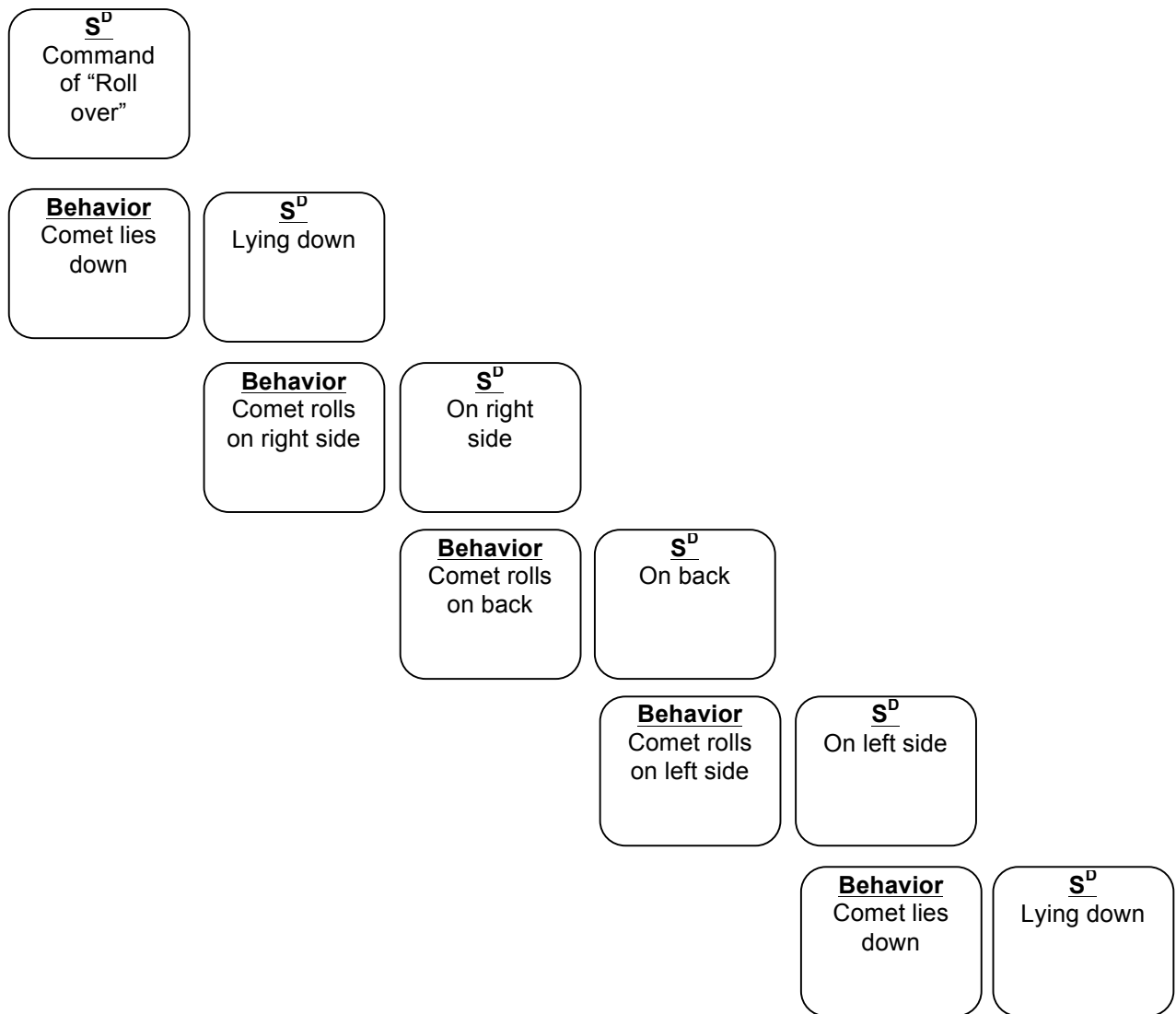
I have decided to use the final fiesta project as an opportunity to teach my dog a new trick through the use of behavior analysis. My dog's name is Comet, and he is a two-year-old black lab who often has too much energy to appear well behaved. His current **repertoire** (set of skills) includes sitting, staying, lying down, shaking and giving a high five, but I have always wanted to teach him to roll over. I have tried teaching him to roll over in the past, but have often given up due to frustration because I have not used a systematic approach such as the procedures involved in behavior analysis.

The first step is to find an effective **reinforcer** (a stimulus that increases the frequency of the response that it follows), which for Comet is usually food depending on certain motivating operations. For the presentation of a treat to increase the frequency of rolling over, I withheld food from him a few hours before training to make sure that the treat was an effective reinforcer. When training this new behavior of rolling over I did not necessarily deprive Comet of food for a lengthy amount of time, but I did make sure that he had not just eaten a full bowl which could result in **satiation** (consuming a substantial amount of a reinforcer results in a temporary decrease in relevant learning and performance).

The second step in teaching this new behavior is to look at the basic reinforcement contingency surrounding the behavior of rolling over. **Reinforcement** is the response contingent presentation of a reinforcer resulting in an increased frequency of the response; in this case it is the presentation of a treat following rolling over that increases the frequency of rolling over.

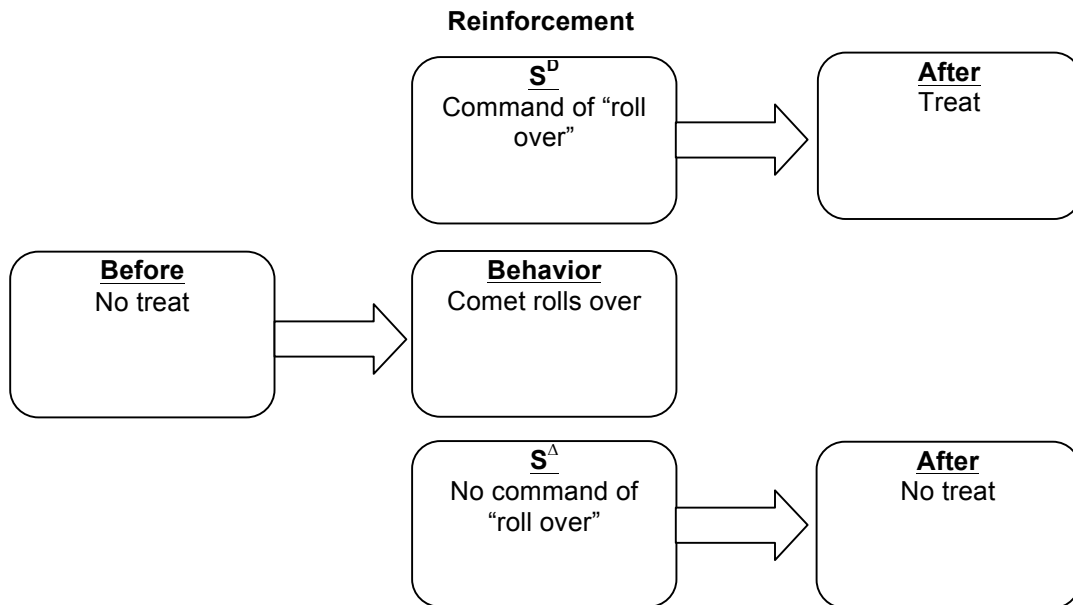


This contingency is a little too molar, so I have conducted a task analysis by breaking the behavior into its component responses in the form of a **behavioral chain** which is a set of responses and stimuli where each response produces a stimulus that reinforces the preceding response and acts as a discriminative stimulus ( $S^D$ ) or operandum for the following response. A **discriminative stimulus** is a stimulus in the presence of which a particular response will be reinforced or punished, and an **operandum** is the part of the environment that the organism operates. This analysis allows me to look at the series of smaller responses that are involved in the target behavior of rolling over, and to decide the best method for training the response.

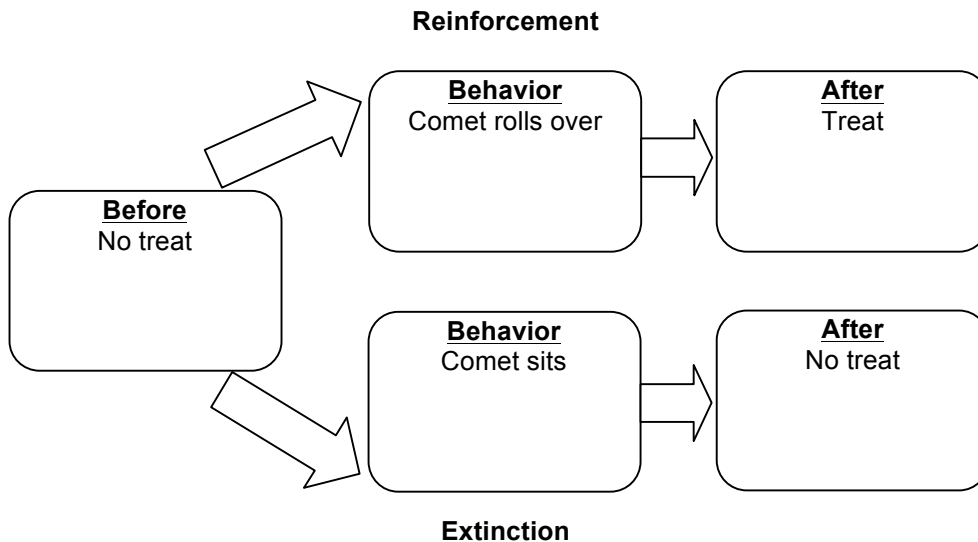


I then used this behavioral chain to train rolling over using the **total task presentation**. This procedure involves presenting the entire task simultaneously while prompting through the steps that are not yet mastered. In this case, I would give the command, "roll over" and then would hold out the treat while physically prompting Comet through the behavior of rolling over. After only a few tries Comet began to roll on to his right side on his own and was prompted through the remaining steps. Using these principles of behavior, it only took him nine times before he was reliably completing the entire behavior on his own when given the command.

Now that Comet had mastered rolling over, he began to roll over when given other commands such as "sit" or "lay down" and would also roll over before I gave the command. To eliminate this problem, I decided to use some discrimination training and differential reinforcement in an attempt to extinguish other behaviors in the presence of the "roll over" command. First I used **discrimination training** (process of reinforcing or punishing a response in the presence of one stimulus and extinguishing or allowing it to recover in the presence of another stimulus) to extinguish rolling over when the command had not been given:

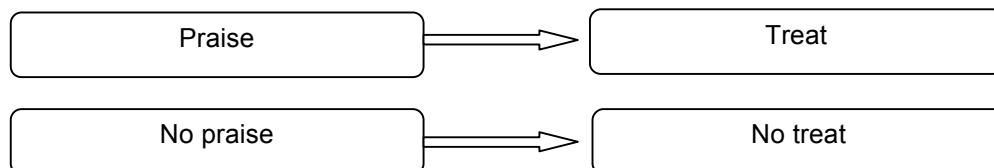


After he reliably began to only roll over after the command of "roll over" was given, I moved on to **differential reinforcement** (reinforcing one set of responses and extinguishing another set of responses) in an attempt to extinguish other behaviors in the presence of the "roll over" command:

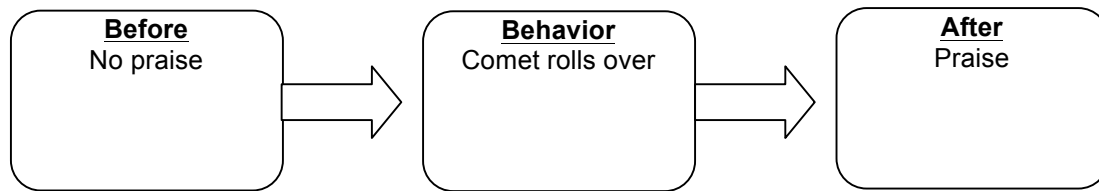


This combination of procedures worked well as Comet is not only rolling over when given the command, but also is not engaging in any other behaviors when told to roll over.

The final step of training the rolling over behavior consisted of a **pairing procedure** in which a neutral stimulus was paired with an unlearned reinforcer.



In this case, I paired the treats with praise every time that he rolled over and slowly faded out the treats by giving him a smaller treat each time until the rolling over behavior was maintained by praise alone.



This not only saves us a significant amount of money on treats, but also eliminates the motivating operation issue since he cannot be deprived of a learned reinforcer.

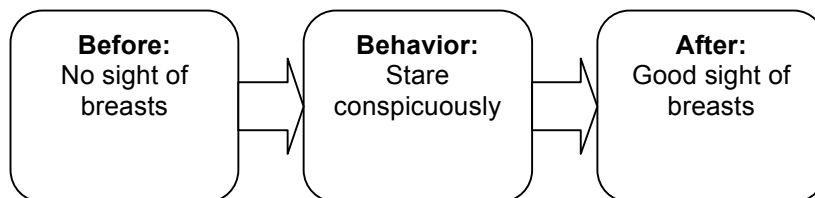
I have really enjoyed this class because it is fun to be able to apply what I have been learning all semester to my everyday life. I was pleasantly surprised at how quickly my dog could roll over on command with the use of some simple behavior analysis procedures. It actually took me more time to figure out how to train the behavior than for him to actually respond correctly to the command. Now that I have successfully applied some basic concepts to training one response, I can generalize the procedure and possibly teach him some more complex behavior in the future.

### A Behavioral Analysis of *Cosmopolitan* Magazine

The authors of *Cosmopolitan* magazine pride themselves on a product that provides an avenue for women worldwide to seek and share advice on relationships, health, careers, and romance. The advice shared in any given issue contains various behavioral contingencies that lead to a behavior (either of the woman or someone in her life) being reinforced or punished in various contexts. This paper will analyze the advice given to women in terms of the principles of behavior.

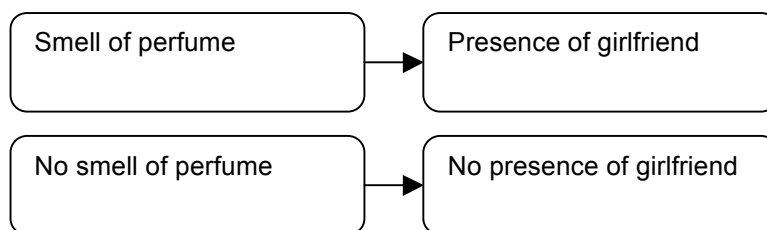
Surprisingly, positive reinforcement contingencies (**the immediate, response-contingent presentation of a reinforcer resulting in an increased frequency of that response**) were scarce. An eccentric positive reinforcement contingency is exhibited when a female reader asks a male columnist, "Why can't men be more subtle about looking at boobs?" The columnist answers that men would rather stare conspicuously than be subtle and have only a meager look of a woman's breasts. The reinforcement contingency described conveys that the behavior of staring at a woman's breast is reinforced by the presentation of a reinforcer, the sight of the woman's breasts; it is also evident in the columnist's response that the reinforcement contingency has successfully led to an increase in the frequency of that behavior.

#### DIRECT-ACTING POSITIVE REINFORCEMENT CONTINGENCY



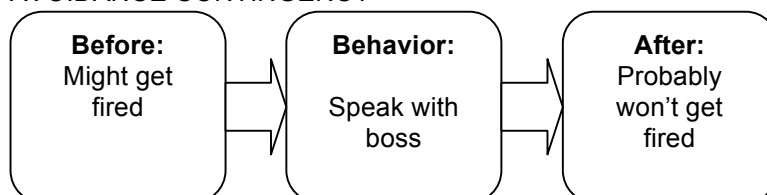
Because women are evidently very curious about how men perceive them, editors of the magazine asked several men what scent they like to smell on a woman. Each of the men responded with the scent or perfume their significant other wears. This illustrates a **pairing procedure, the pairing of a neutral stimulus with a reinforcer or aversive condition**. The scent of their girlfriend's perfume (neutral stimulus) has been converted to a learned reinforcer through pairing with the original reinforcer (presence of girlfriend).

#### PAIRING PROCEDURE



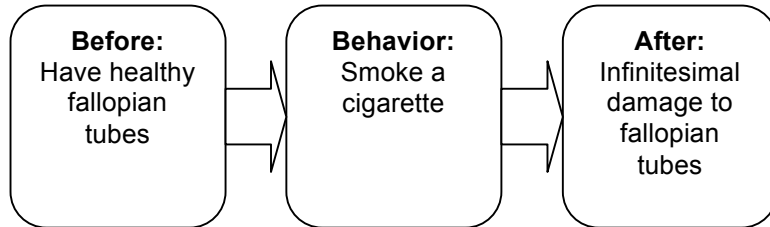
In an effort to include advice that is relevant to various aspects of a woman's life, *Cosmopolitan* contains articles on careers and finances. One reader asks if she should divulge of an error she made at work, which her boss is unaware of. The columnist advises her to speak with her boss, confess her mistake and possibly formulate a solution to her error; this illustrates **avoidance of an aversive condition (the immediate, response-contingent prevention of an aversive condition resulting in an increased frequency of that response)**. The worker engages in the response of confessing her mistake to prevent the presentation of an aversive condition (being fired). By preventing her dismissal from her job, she is more likely to confess any mistakes she may make in the future.

#### AVOIDANCE CONTINGENCY



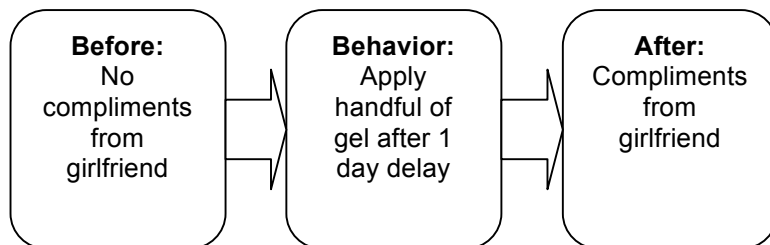
Additionally, *Cosmopolitan* will seek the advice of medical professionals to provide their readers with relevant health issues. In an article regarding fertility, an ob-gyn warns women that smoking cigarettes, even occasionally, can permanently harm fallopian tubes, thus increasing the difficulty by which an egg can move to be fertilized by a sperm. Because the outcome is delayed by a time interval greater than 60 seconds, it is not a direct-acting contingency. Furthermore, the outcome (damage of fallopian tubes) is small, though of cumulative significance. Perhaps some women may be deterred from smoking because of this fact, but for others it may be an ineffective contingency, because it is a rule that is hard to follow. **Rules that are hard to follow describe outcomes that are either too small (though often of cumulative significance) or too improbable.**

POSSIBLE INEFFECTIVE CONTINGENCY

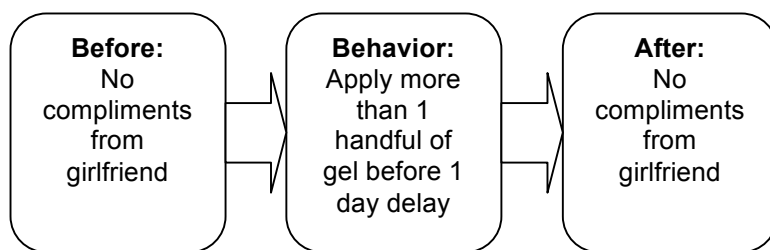


Most of the articles and advice shared in *Cosmopolitan* are on the subject of romantic relationships. In particular, women are seeking ways to change an undesired behavior of their significant other. In one instance, a woman asks for advice on how to tell her boyfriend he uses too much gel. The columnist advises her not to, and instead compliment how his hair looks on the rare times he has not used too much gel. This columnist has described a **differential reinforcement of low rate contingency, in which each response follows the preceding response by at least some minimal delay.** In this contingency, the behavior of the boyfriend can be operationally defined as putting a handful of gel in his hair, supposing he has a short-length cut. The woman can differentially extinguish profuse amounts of gel-application (putting a handful of gel in his hair with less than one day since the last handful) and she can differentially reinforce a lower rate of gel-application (putting on one handful of gel in his hair per day).

REINFORCEMENT CONTINGENCY



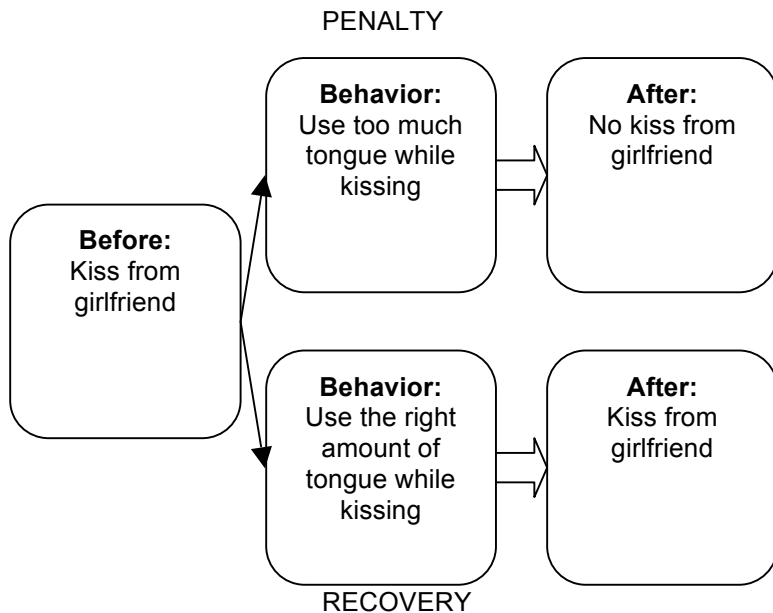
EXTINCTION CONTINGENCY



Another distraught woman states that she is discontent with her boyfriend's kissing technique and asks how she might go about improving it. The columnist advises that when the undesired behavior (i.e. using too much tongue) occurs, she should pull away from him and prompt him to engage in a more appropriate response (i.e. using less, or just enough tongue). The columnist has described a **differential penalizing contingency- one set of responses will be punished and punishment will be withheld from another set of responses.** Engaging in the undesired response (using too much tongue) results in the removal of a reinforcer (kiss from woman) and will decrease the future frequency of that response; punishment will be withheld when the boyfriend engages in the desired response (using the right amount of tongue). Surprisingly, the columnist also specifies that it is crucial that the woman do this each time (contingent on the behavior), not just once in awhile (i.e. intermittently), "so he gets a consistent message". If the boyfriend asks why she is pulling away, the columnist advises responding that she loves kissing him, but that she

hates when he uses too much tongue.

#### DIFFERENTIAL PENALIZING CONTINGENCY



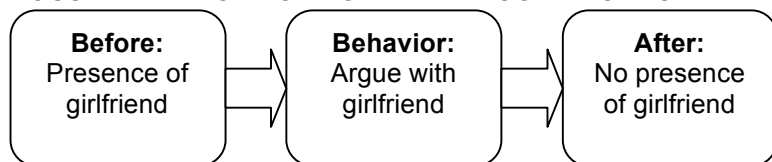
Another article on the subject of romantic relationships pertains to inevitable fights that arise in any relationship. This article includes advice on how to de-escalate a fight with a woman's significant other- specifically, a fight resulting from copious amounts of alcohol consumption. The columnist suggests escaping from the fight (aversive condition), perhaps by going to the bathroom, where the woman should think of three nice things her significant other has done as of late. Subsequently, the columnist suggests returning to her significant other with a smile and a peace offering, such as a dessert that both individuals can share. Listening to this columnist's advice would entail an **escape (negative reinforcement) contingency, which is the immediate, response-contingent removal of an aversive condition resulting in an increased frequency of that response.** The woman's response of leaving results in the escape from an aversive condition (the fight) and increases the future frequency of the response.

#### DIRECT-ACTING ESCAPE/ NEGATIVE REINFORCEMENT CONTINGENCY



The columnist's advice may also describe a penalty contingency (**the immediate, response-contingent removal of a reinforcer, resulting in a decreased frequency of that response**) for the significant other's behavior of arguing. The woman's presence may be a positive reinforcer and if the removal of her presence decreases the future frequency of the significant other's response of arguing, then a penalty contingency would be in effect.

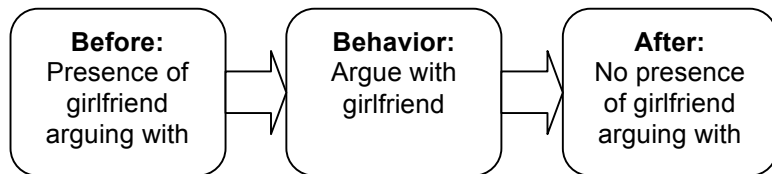
#### POSSIBLE DIRECT-ACTING PENALTY CONTINGENCY



However, this advice may also reinforce the significant other's behavior of arguing with the removal of aversive condition (the fight). Since they are arguing, the presence of the woman may be an aversive condition. If her removal

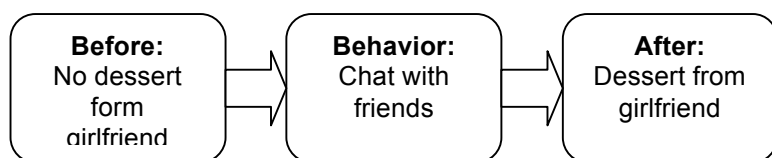
results in an increased frequency of the response, then an escape contingency is in effect.

#### POSSIBLE DIRECT-ACTING ESCAPE CONTINGENCY



During the course of a fight, aggression stimuli (**stimuli resulting from acts of aggression**) may arise and serve as an establishing operation for more fighting. The columnist in this article suggests that the woman leave and return moments later with a peace offering. By removing herself, the woman is allowing sufficient time for new contingencies to take place. Her subsequent return with a peace offering can result in a direct-acting positive reinforcement contingency for whatever behavior her significant other is engaging in at the moment of her return. Suppose her significant other is speaking with friends when she returns. Then, the reinforcement contingency would look like this:

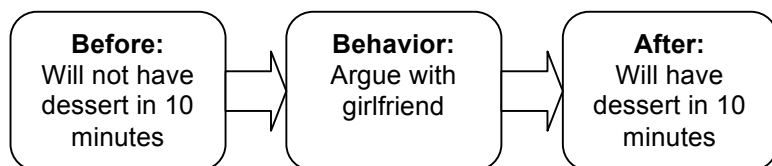
#### POSSIBLE DIRECT-ACTING POSITIVE REINFORCEMENT CONTINGENCY



However, the act of leaving and returning with a dessert may also be an analog to an avoidance contingency, if the boyfriend believes that when he engages in the behavior of arguing and his girlfriend leaves, she will return (after a short time delay) with a dessert. In this situation, the deadline, or opportunity to respond would be before the couple left the party.

#### POSSIBLE ANALOG TO AVOIDANCE OF LOSS OF A REINFORCER

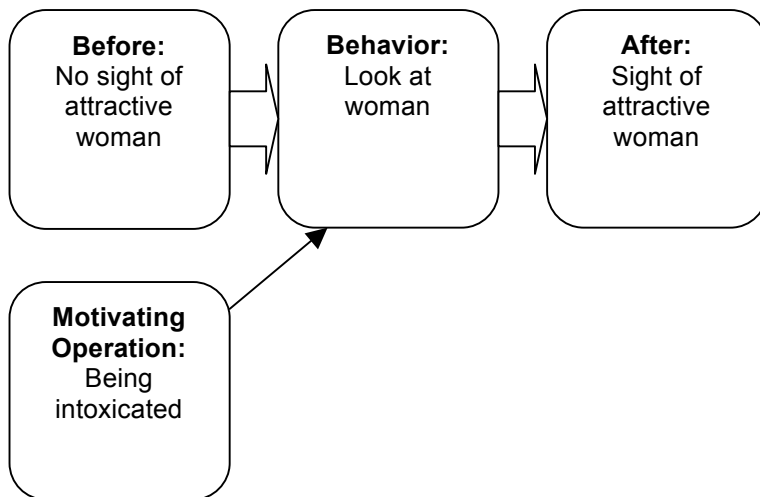
Opportunity to Respond (DEADLINE): Before the couple leaves the party



Despite whichever contingency may be controlling the response, the girlfriend fails to reinforce any appropriate behavior. Better advice would entail directly reinforcing a desired response (e.g. giving the boyfriend a dessert when talks to her calmly) or an analog to punishment contingency in which the boyfriend will lose the opportunity for a dessert if he argues with his girlfriend.

Continuing the discussion on parties and alcoholic beverages, the authors of *Cosmopolitan* cite a study by researchers at the University of Pennsylvania regarding “beer goggles”, or the presumed distortion caused by intoxication that lowers sexual inhibitions. In this study, the researchers had co-ed subjects drink vodka and rate the attractiveness of opposite-sex faces. Both males and females ranked the faces with a higher score of attractiveness while intoxicated, but the next day only the male subjects continued to rank women higher than the male subjects who did not consume alcohol. While this study might have its limitations (e.g. “attractiveness” is subjective), it does illustrate an establishing operation (being intoxicated) for a reinforcement contingency. Being under the influence of alcohol increases the value of the reinforcer (the sight of an attractive woman) since women are more likely to be regarded as attractive to a male when he has consumed alcohol.

## ESTABLISHING OPERATION FOR A REINFORCEMENT CONTINGENCY



In compiling a product that is of interest to women, the editors of *Cosmopolitan* present articles regarding the various concerns women have, including relationships, careers and finance, health, and romantic relationships. Much of the articles and advice in *Cosmopolitan* present escape, avoidance and punishment contingencies; positive reinforcement contingencies seemed rare. Perhaps romantic relationships, friendships, and work environments naturally provide aversive conditions for which an individual engages in a response that results in the removal or prevention of those aversive conditions. Or perhaps, the most effective way to gain compliance from someone is by making non-compliance an aversive condition; it sure seems that way if the articles in *Cosmopolitan* are any indication of the contemporary life of a woman.

### A Self-Management Intervention to Increase Physical Activity

Despite the importance of physical activity for healthy lifestyle, there are many people who remain physically inactive. Studies shown that 20%-50% of the fatalities caused by cardio-vascular diseases, cancer or diabetes, are originated from sedentary lifestyle and unhealthy diet (Stone, McKenzie, Welk, & Booth, 1998).

As a physical educator and healthy lifestyle advocator, I decided to take advantage of this opportunity and to use behavioral principals in order to create a step-by-step process to help people to increase their weekly physical activity. The intervention will be a *self-management* program, in a sense that each person who would like to be more physically active, will be able to take this document, set his/her own goals, plan the intervention, monitor progression and self-reinforce or punish him/herself.

#### **First step: Defining the target behavior and setting a personal goal:**

As with any behavioral intervention, the first step needed to be taken, is the determination of the goal of the intervention. In other words, the terminal behavior needs to be defined.

**Terminal behavior:**  
*Behavior not in the repertoire or not occurring at the desired rate; the goal of the intervention*

As seen in the first paragraph, Physical activity and sedentary behavior are incompatible behaviors in a sense that when individual does one behavior (e.g., being physical active) he/she cannot also do the other behavior (e.g., being sedentary). Therefore, many people can make the common mistake and define the intervention goal as *decreasing sedentary behavior*. However, according to the dead man test, sedentary behavior cannot count as a behavior (i.e., a dead man can remain being sedentary all day...)

**Dead-man test:**  
*If a dead-man **can** do it, it probably isn't behavior.*

Thus, the goal of the intervention needs to be increasing physical activity.

Now, for most of us, physical activity is a behavior that is already in our repertoire. In other words, we are all capable of walking, running, lifting weights etc.

**Repertoire:**  
*A set of skills*

Therefore, in this intervention we refer to second part of the terminal behavior definition "... not occurring at the desired rate" and we target our program towards increasing the frequency of the behavior.

In order to increase frequency of physical activity we need to set our goal in terms of time – number of days and duration of time we want to be engaged in physical activity during one week. For the purpose of this assignment, I set a very generic and common goal:

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***Intervention goal: One-hour power-walk (i.e., at least 4.0 MPH) at least three times during a week***

---

## Step 2: Planning the intervention

One reason (and in my opinion the most common reason) why people avoid from being physically active is because the aversive stimuli inherent in the activity. People might dislike being sweaty, they might suffer from difficulties in breathing, their muscles or joints might be hurt while working out...



For most people, a punisher follows the physical activity and therefore we are dealing with a punishment contingency:

***Punishment contingency:***  
*The response-contingent  
 Presentation of aversive condition  
 Resulting in a decreased frequency of that response*

Therefore, in order to avoid these aversive conditions they remain sedentary, or in other words, they engaged in other behaviors such as watching TV, playing video games, surfing in the internet etc.

Option 1: One way to deal with the aversive feeling follows the activity is to redesign the training program and decrease the effectiveness of the aversive condition (e.g., difficulties to breathe), so the individual will experience more success and less aversiveness from the activity. By doing that, the physical activity will be more reinforcing and the engagement in the other sedentary activities will be less reinforcing.

***Decreasing the effectiveness of the aversive condition:***  
*Reducing aversiveness decreases the reinforcing value of the nonaversive condition*

The good thing with physical activity is that the more you work out – the better you get. Therefore, by starting with very easy tasks and gradually increasing the intensity of the activity, the aversiveness of the physical activity remains low throughout the intervention because the body gets into shape. The table below presents an example of such training program:

<b>Week</b>	<b>Number of exercises in a week</b>	<b>Duration</b>	<b>Walk speed</b>
<b>1</b>	<b>3</b>	<b>20 min</b>	<b>2 MPH</b>
<b>2</b>	<b>3</b>	<b>25 min</b>	<b>2.5 MPH</b>
<b>3</b>	<b>3</b>	<b>30 min</b>	<b>3.0 MPH</b>
<b>4</b>	<b>3</b>	<b>35 min</b>	<b>3.5 MPH</b>
<b>5</b>	<b>3</b>	<b>40 min</b>	<b>4.0 MPH</b>
<b>6</b>	<b>3</b>	<b>45 min</b>	<b>4.0 MPH</b>
<b>7</b>	<b>3</b>	<b>50 min</b>	<b>4.0 MPH</b>
<b>8</b>	<b>3</b>	<b>50 min</b>	<b>4.1 MPH</b>
<b>9</b>	<b>3</b>	<b>55 min</b>	<b>4.1 MPH</b>
<b>10</b>	<b>3</b>	<b>60 min</b>	<b>4.1 MPH</b>
<b>11</b>	<b>3</b>	<b>60 min</b>	<b>4.2 MPH</b>
<b>12</b>	<b>3</b>	<b>60 min</b>	<b>4.3 MPH</b>

Now, for some people the decrease in the aversiveness inherent in the physical activity will be enough in order to maintain that behavior. These people are mostly more motivated to be physically active because of the non-immediate reinforcing outcomes of this behavior (e.g., healthy and longer life). We call this type of behavior a ruled-governed behavior:

**Rule-governed behavior:**  
*Behavior under the control of a rule*

The rule in this case is *if you will be engaged in a daily physical activity for at least 30 min per day – you will live longer and have healthier life.*

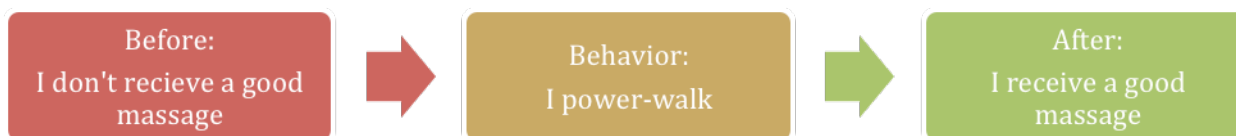
However, for other people (most of us...) the indirect-acting contingency the above rule describes is ineffective because the outcome of being physically active is small and cumulative. For those people, the addition of more effective contingencies is needed in order to maintain the behavior. An effective contingency can be either a direct-acting contingency or indirect-acting contingency that its outcome is probable and sizeable. In this program the individual can implements one or more of the following contingencies:

**Reinforcement contingency:**  
*The response-contingent  
Presentation of a reinforcer  
Resulting in an increased frequency of that response*

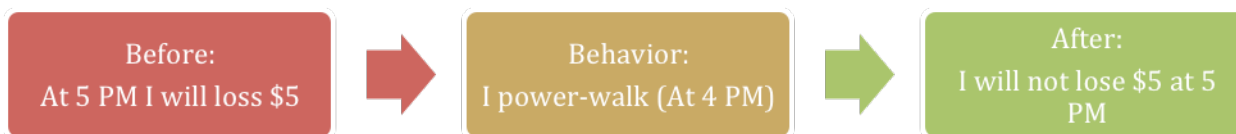
And/or

**Avoidance contingency:**  
*The response-contingent  
Prevention of a loss  
Of a reinforcer  
Resulting in an increased frequency of that response*

Option 2: Adding reinforcement contingencies means that, right after the workout session the individual will reinforce him/herself with something he or she really likes. It could be a nice bath in the Jacuzzi, a small (!!!) piece of chocolate that is prohibit in other days due to a diet or a nice massage from the significant other:



Option 3: Option three in the development of a physical activity behavioral intervention is to add an avoidance contingency - the prevention of a loss of a reinforcer. Using this option, the individual for example, will give to his/her significant other \$5 if he/she will not exercise on the predetermined workout time.

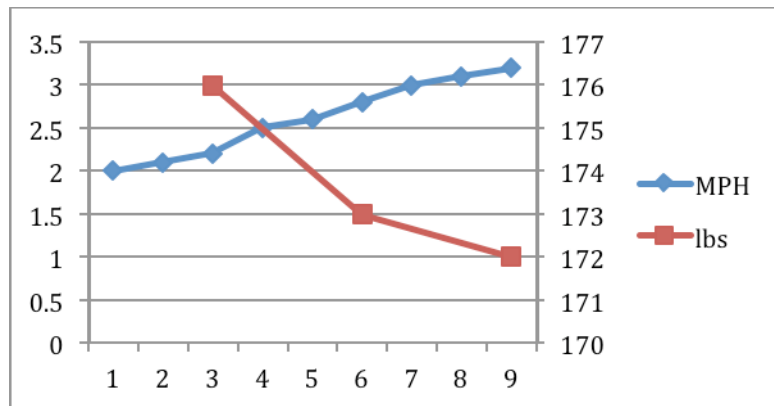


After developing the training program and selecting one or more of the options above, it is time to implement the program and self-monitoring the behavior:

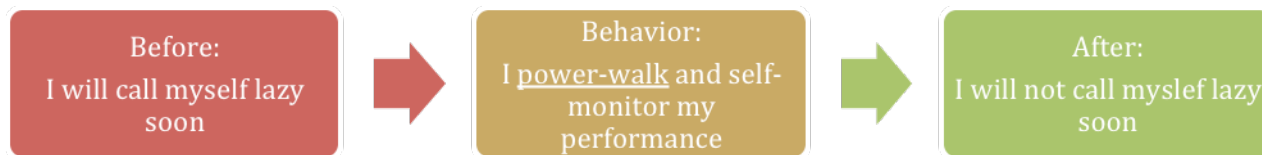
### Step 3: Self-monitoring performance

The last step in the physical activity behavioral training program is to self-monitor the behavior and congruently self-administering the consequences. When self-monitoring the behavior, the individual write and sometimes even graphs his/her progression. For example, in this training program the individual can graph his/her daily walking speed and see the improvement in a daily basis. In addition, because physical activity has some effect on body weight the individual could also record his/her weekly weight to see any improvements there. Self-monitoring in this training program could look like the following:

Week	Day	MPH	weight
1	1	2.0	176 lbs
	2	2.1	
	3	2.2	
2	1	2.5	173 lbs
	2	2.6	
	3	2.8	
3	1	3.0	172 lbs
	2	3.1	
	3	3.2	



In addition to the purpose of recording the performance and viewing the daily progress, self-monitoring also has the effect of increasing and maintaining the behavior by what Malott calls “guilt control” (Cooper, Heron & Heward, 2007). When the individual self-monitors a performance that is less-than-desired, he/she produces a covert guilt sentence such as “What a lazy person I am...” that could be avoided by meeting the personal goals.

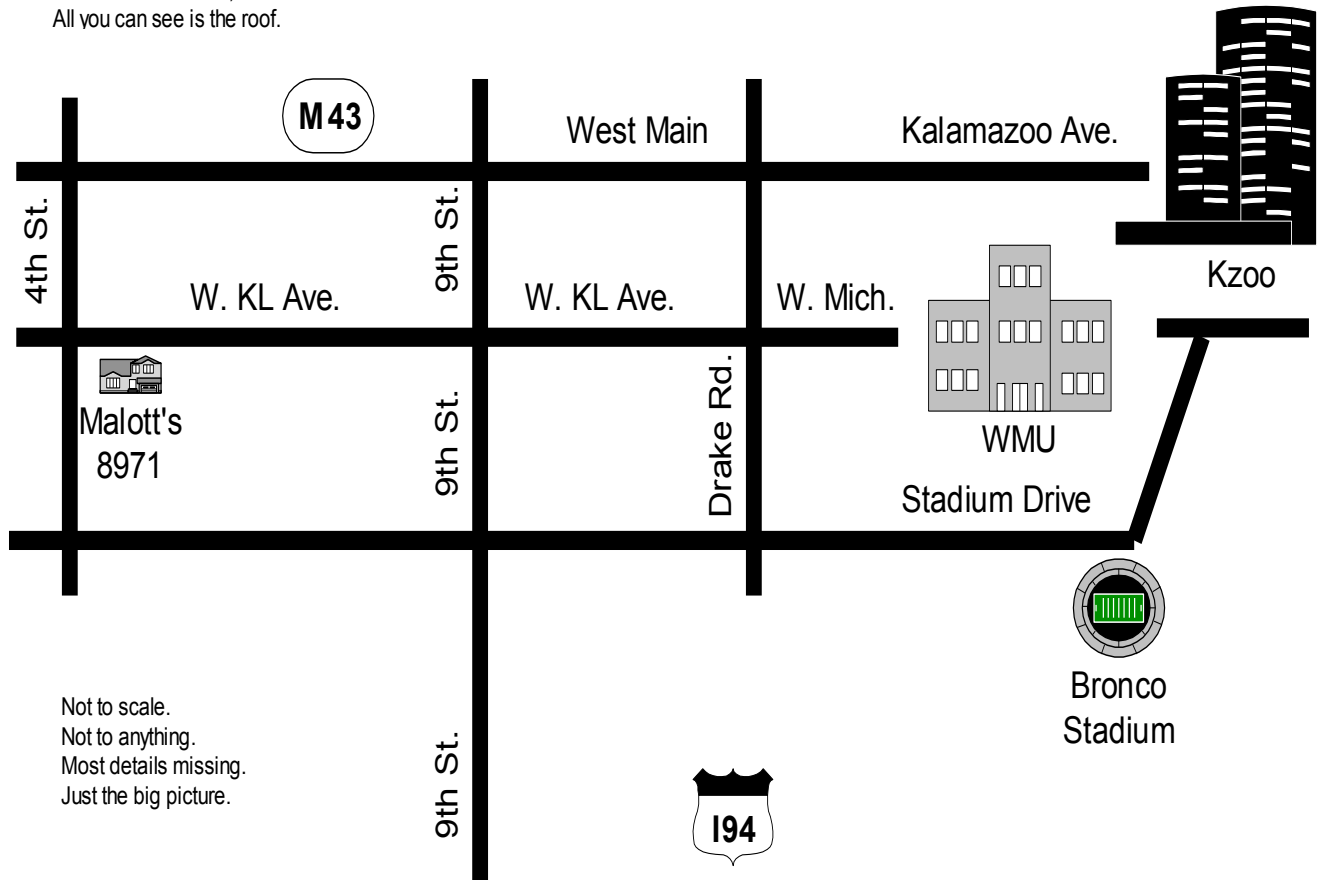
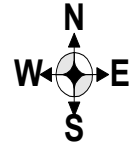


#### Summary:

Although being physically active involves numerous of biological beneficial stimuli, not many people find this activity reinforcing. Moreover, for many people working out produces even some aversive stimuli. Therefore, a behavioral intervention that adds more performance- and/or self-management contingencies for being physically active could help individuals to increase their daily physical activity performance.



Directions to Malott's  
for the Final Feast  
8971 W. KL Avenue  
372-1268  
6 miles straight west of Wood Hall.  
When you hit 4th Street, back up 100 ft.  
Malott's is on the left, back a 100 ft. dirt road.  
All you can see is the roof.



Additional Parking for Final Fiesta: Go to the end of the road (to the stop sign at S 4<sup>th</sup> Street) and take a right. Go about 400 feet and then take a left onto Nature Way. Park on the side of the road here.