COURSE OUTLINE

ABAP 380 - INTRODUCTION TO VERBAL BEHAVIOR ANALYSIS AND APPLICATIONS

Prepared By: Dr. Stephen F. Ledoux
A. **TITLE**: INTRODUCTION TO VERBAL BEHAVIOR ANALYSIS AND APPLICATIONS

B. **COURSE NUMBER**: ABAP 380

C. **CREDIT HOURS**: 3

D. **WRITING INTENSIVE COURSE**: No

E. **COURSE LENGTH**: 15 weeks face-to-face or asynchronous

F. **SEMESTER(S) OFFERED**: Fall or Spring

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY**: 
   3 lecture hours per week

H. **CATALOG DESCRIPTION**: 

   Based on natural science principles and practices, this course introduces students to (a) the behaviorological analysis of verbal behavior/language, (b) the historical context in which verbal behavior analysis arose, and (c) some applications of verbal behavior analysis especially as it is applied to enhance the acquisition of verbal behavior/language, by multilanguage students or persons with developmental disabilities. Covered analysis topics include such fundamental concepts as (a) differentiating verbal and nonverbal behavior, (b) the verbal community, (c) mediated reinforcement, (d) the basic verbal behaviors called mands, tacts, intraverbals, codics, and duplcs, (e) various extensions of these elementary verbal operants, (f) the most common variables of which verbal operants are a function, (g) some of the ways these variables combine in the multiple control of complex verbal behaviors, (h) response products, (i) point-to-point correspondence, (j) formal similarity, (k) thematic and formal controls over verbal behavior, and (l) the ways the verbal community teaches speakers to respond verbally to their private experiences.

I. **PRE-REQUISITES/CO-REQUISITES**: 
   a. Pre-requisite(s): Introduction to the Science and Technology of Behavior (ABAP 245) and 30 credit hours, or permission of instructor.
   
   b. Co-requisite(s): none

J. **GOALS (STUDENT LEARNING OUTCOMES)**: 
   By the end of this course, the student will be able to:

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   | a. Summarize each of the scientific principles and concepts upon which verbal   | 2. Crit. Thinking
   |     behavior analysis is based                                                    | 3. Prof. Competence         |
   | b. Analyze verbal behaviors and the variables of which they are a function      | 1. Communication
   |                                                                                 | 2. Crit. Thinking
   |                                                                                 | 3. Prof. Competence         |
c. Evaluate the factors that enable the verbal community to teach speakers to respond to private stimuli

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2. Crit. Thinking  
3. Prof. Competence |
|---|---|

d. Formulate explicit examples of how a student can apply verbal behavior analysis in her or his own work, present and future

| d. Formulate explicit examples of how a student can apply verbal behavior analysis in her or his own work, present and future | 1. Communication  
2. Crit. Thinking  
3. Prof. Competence  
4. Inter-Intrapersonal Skills |
|---|---|

K. **TEXTS:**

- *An Introduction to Elementary Berbal Operant Relations*... by Drs. Stephen Ledoux, Jack Michael, and Caio Miguel
- Supplemented by relevant articles as appropriate.

(See references.)

L. **REFERENCES:**


M. **EQUIPMENT:** Smart classroom.
N. **GRADING METHOD:** A-F

O. **MEASUREMENT CRITERIA/METHODS:** To be determined by the instructor.

Possibilities include but are not limited to:
- assigned homework completion
- research papers
- book reports
- group oral/written reports
- individual oral/written reports
- essays
- class participation
- projects
- journals
- quizzes
- tests
- exams

P. **DETAILED COURSE OUTLINE:**

I. Scientific principles upon which verbal behavior analysis is founded.

A. Antecedent controls over behavior.
   1. Stimulus control.
      a. Evocation.
         i. Stimulus.
         ii. Conditional.
      b. Generalization.
         i. Stimulus.
         ii. Response.
      c. Prompting.
      d. Fading.
      e. Chaining.

B. Postcedent controls over behavior.
   1. Reinforcement.
      a. Added and subtracted.
      b. Unconditioned and conditioned.
      c. Generalized and differential.
   2. Punishment.
      a. Added and subtracted.
      b. Unconditioned and conditioned.
      c. Escape/avoidance/countercoercion.
      d. Dysfunctional with expanding repertoires.
   3. Extinction.
      a. Operant.
      b. Conditional.

C. Related principles and concepts.
   1. Imitation and modeling.
2. Deprivation and satiation.
3. Stimulus class and response class.
4. Discrete and continuous repertoires.
5. Rule–governed and contingency–shaped relations.
6. Coincidental contingencies and superstitious behavior.
7. Shaping and instructional correcting.
8. Dual function of a stimulus.

II. General aspects of basic verbal behavior analysis.

A. Fundamental concepts.
   1. Mediated reinforcement.
   2. “Verbal” behavior.
   3. Types of controlling variables.
   5. Establishing operations.
   6. Point–to–point correspondence.
   7. Response product.
   8. Formal similarity.
   9. Formal and thematic control
   10. Audience relation.
   11. Automatic reinforcement.

B. Elementary verbal relations.
   1. Verbal relationships with formal control.
      a. Duplic.
         i. Echoic.
         ii. Copy text.
         iii. Mimetic.
         iv. Others.
      b. Codic.
         i. Textual.
         ii. Take dictation.
         iii. Others.
   2. Verbal relationships with thematic control.
      a. Intraverbal.
      b. Tact.
      c. Mand.
   4. Other forms of elementary verbal behavior.
   5. Anticipating complex verbal behaviors.
      a. Components.
      b. Chains.
      c. Sequences.
      d. Controls.

C. Extensions of elementary verbal operants.
   1. Stimulus features affecting extensions.
   2. Classification of extensions.
   3. Tact extensions (generic, Metaphoric, Metonymic).
   5. Extensions to private experience.
a. Private stimuli.
b. Teaching responses to private stimuli.
   i. Public accompaniment.
   ii. Inference from overt behavior: collateral responses.
   iii. Coinciding properties.
   iv. Response reduction.
   v. Covert proprioceptive stimuli.

D. Multiple controlling relationships.
   1. Multiple controlling variables.
   2. Multiple responses.
   3. Fragmentary sources of strength.
   4. Supplementary stimulation.
   5. Increasing a particular response probability.
      a. Prompts.
      b. Probes.
   6. Inappropriate tact stimulus conditions.
      a. Distorted tacts.
      b. Impure tacts.
   7. Fragmentary recombinations.
      a. Blend variables.
         i. Word blends.
         ii. Phrase blends.
      b. Blend forms.
         i. Standard forms.
         ii. Non-standard forms.
   9. Sources of strength.
      a. Main thematic sources.
      b. Secondary sources.

E. Implications for complex verbal behavior.
   1. Secondary verbal behavior.
      a. Autoclitic mands.
      b. Autoclitic tacts.
   3. Toward analyzing complex cases.
      a. Humor.
      b. Songs.
      c. Poetry.
      d. Literature.

F. Verbal behavior research.
   1. Foundations.
   2. Themes.
   3. Directions
   4. Resources.

III. Basic components of some initial applications of verbal behavior analysis.

A. Applying verbal behavior analysis to enhance the early linguistic competence of native language learners.
   1. Significance of increasing verbal interaction frequency.
a. Relevance of high general level of reinforcement.

b. Value of non–coercive, corrective/instructional feedback.

2. Importance of decreasing negative, coercive interactions.
   a. Minimum eight–to–one ratio: eight positive interactions for each negative interaction.
   b. Reducing problematic responses through the eight–to–one ratio.
      i. Reducing escape responses.
      ii. Reducing avoidance responses.
      iii. Reducing countercoercion responses.

B. Teaching a bridging language as a prosthetic component in a behavioral intervention.
   1. Topography–based bridging language.
      a. American Sign Language (ASL) with developmentally disabled persons in general.
      b. ASL with autistic children in particular.
   2. Selection–based bridging languages.
   3. Expressive language versus receptive language considerations.

C. Teaching foreign languages.
   1. Methods specific to different verbal response repertoires.
      a. Methods to teach mand response repertoires.
      b. Methods to teach tact response repertoires.
      c. Methods to teach intraverbal response repertoires.
      d. Methods to teach other verbal response repertoires.
   2. Some verbal community related instructional considerations and methods.
      a. Verbal community game rooms.
      b. Verbal community dining tables.
      c. Verbal community dormitories.
      d. Verbal community classrooms.
      e. Verbal community departments.
   3. The interpretation/translation connection.
      a. Interpretations and translations: all intraverbals.
      b. Some interpretation related instructional considerations and methods.
         i. Same–modality—vocal—intraverbal relations.
         ii. Other considerations.
      c. Some translation related instructional considerations and methods.
         i. Same–modality intraverbal relations.
         ii. Different–modality intraverbal relations.
         iii. Other considerations.
   4. General fluency considerations.

D. Other applications.

IV. Historical contexts of analyses of language, including verbal behavior analysis.

A. Verbal behavior analysis perspective.
B. Alternative analysis perspectives.

Q. Laboratory Outline: No laboratory