behaviorworks.org

Dr. Susan G. Friedman's

Living and Learning with Animals ©

Three-day Seminar

Learning Objectives

Part 1

- **I. Understanding and Misunderstanding How Behavior Works**
  - A. Sense and Nonsense
    - i. Conventional Wisdom
    - ii. Paradigm Shift
- **II. The Significance of Science to Behavior Change**
  - A. Value of Scientific Method
    - i. Self-correction
  - B. Levels of Analysis
    - i. Model Matters
      1. Medical Model
      2. Ethological Model
      3. Behavioral Model
  - C. Obstacles to the Scientific Analysis of Behavior
    - i. Biological Determinism
      1. The Innate Cause – Fact or Fiction?
      2. Where does behavior come from?
    - ii. Over-reliance on Labels and Hypothetical Constructs
      1. Problems with Label-speak
  - D. Working definitions – Operationally Defined
    - i. Behavior - specifics Bob!
    - ii. Learning – is our nature!
    - iii. Experience – contact!
    - iv. Teaching vs. Conditioning – out of date distinction?
- **III. Two Learning Paradigms – What's Learned?**
  - A. Respondent Learning: S-S-R
  - B. Operant Learning: S-R-S
- **IV. Understanding and Predicting Behavior**
  - A. The Smallest Meaningful Unit of Analysis
  - B. Functional Assessment
  - C. Steps for ABC Assessment
  - D. Replacement Behavior & New Skills Model
  - E. Functional analysis
- **V. The Commitment to Ethical Practice**
  - A. Hippocratic Oath – What does help and harm look like?

B. An Insufficient Criterion: Effectiveness
C. Least Intrusive Effective Alternative
    i. Social Acceptability
    ii. Learner Control
D. The Case for Empowerment
    i. Control – A Primary Reinforcer
    ii. Contra-freeloading
    iii. Learned Helplessness vs Resilience
E. Procedural Hierarchy
    i. When should we escalate?
    ii. BACB Standards
F. Empowerment via Enrichment
G. Best Practices - – Controlling Conditions Not Animals

Part 2

VI. Changing Behavior: Respondent Strategies

A. Fear - Exposure Therapies
    i. Flooding
    ii. Systematic Desensitization
    iii. Counter-conditioning
    iv. Combination Procedures

VII. Changing Behavior: Operant Strategies

A. Antecedents – Nature's Signals
    i. Setting Events
    ii. Establishing/Motivating Operations
    iii. Discriminative Stimuli
B. Consequences – Nature's Feedback Loop
    i. Increasing Behavior
        1. Positive and Negative Reinforcement
        2. Classes of reinforcers
        3. Key Questions to Pick the Principle
C. Considerations for Effective Reinforcement
    i. Three Cs
    ii. Schedule Effects
    iii. Individual Difference
    iv. Establishing New Reinforcers
    v. Blazing Clickers
    vi. Schedule Effects
        1. Continuous vs. Intermittent Myth
        2. Matching Law
D. Shaping
E. Targeting
F. Adding a Cue
G. Chaining

VIII. Decreasing Behavior

A. It's Definitional
B. Redirecting
C. P+ and R- Compared
D. Factors Affecting Punishment
E. Problems with Punishment

F. Alternatives to Positive Punishment
    i. Differential Reinforcement of Alternative/Incompatible Behavior
    ii. Time Out from Positive Reinforcement
    iii. Response Cost
    iv. Extinction (including problems)
    v. Non-contingent reinforcement

IX. Course Wrap Up

A. The Big Picture Summary and What It looks Like

Part 3

X. Solving Problem Behavior Situations

A. Functional Analysis
B. Functional Assessment and Intervention
    i. Case Studies
    ii. Worksheet