

Psychology 8210: Topical Seminar in Learning, Spring, 2009

Functional Analysis - From Problematic Behavior to Bizarre as well as Normal Speech Thursdays 1:30 – 4:30, Weiss Hall Rm. 704

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Office Hours: Weiss Hall 950 or 819 Wednesdays 11:30 – 12:30
Thursdays 4:30 – 5:30
Fridays 11:30 – 12:30

Prerequisites: Psychology Ph.D. Candidate,
Applied Behavior Analysis M.S.Ed candidate,
or Permission of Instructor

Disability Statement: This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Statement on Academic Freedom

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student s and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link:
http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

Course Goals and Methods

For conceptual and ethical, as well as for practical reasons, a most important aspect of contemporary behavior analysis is its emphasis upon functional analyses prior to undertaking interventions or other applications based upon behavioral principles. The starting point of the course will be to distinguish between two general meanings of “functional” – one concerning what a given action accomplishes for the person (e.g. “The function of the child’s tantrums is the termination of demands,”), and the other relating dependent to independent variables (e.g. “The frequency of the parent’s demands is an exponential function of the frequency of the child’s compliance.”). After a brief introduction/review of the relevant behavioral principles, techniques for systematic and efficient functional analysis in practical situations will then be reviewed. These will be contrasted with descriptive analyses (better interpreted as “functional interpretations,” which are less intrusive but often less effective. Next, an examination of studies that address hallucinatory and other bizarre speech will lead the way to considering functional, pragmatic analyses of verbal behavior more generally. Here, the focus will be on implications of this approach for teaching verbal repertoires such as those in techniques of self-management, and for working with special populations such as children with autism and adults who have suffered closed-head injuries.

Besides its practical applications, this course is designed for students with interests in the functional properties of language, as well as in the conceptual bases of both basic and applied behavior analyses.

Required Texts both available at Zavelle’s

Alan C. Repp & Robert H. Horner (Eds.) (1999) Functional Analysis of Problem Behavior. Belmont, CA: Wadsworth. ISBN 0-534-34850-5 (paperback).

Robert F. Mager & Peter Pipe (1997). Analyzing Performance Problems (3rd or later Ed.). Atlanta, GA: Center for Effective Performance, Inc. ISBN 1-879-618-17-6

There also will be a number of articles supplied as pdf. Files on BlackBoard; a tentative listing is included below.

Course Policies

1) Reading in Preparation for Class:

A Preparation Guide will be supplied a week in advance, which includes questions and topics that you should be prepared to address, sometimes in whole-class discussion and sometimes one-on-one or in small groups. It is assumed that everyone will have done the reading, with one exception: Each person has a one-week "Bail-out Option," provided that the instructor is notified in advance, via email, that you will not be prepared that week.

Participation during class will count approximately 20% of the course grade.

2) Postings on BlackBoard – due by Wednesday Noon (the day before class).

Each student is to post at least one comment on the week's readings in the Discussion Board, on BlackBoard. Roughly 20% of your grade will be based upon the consistency and quality of your contributions there. Valid contributions can include indications of what was unclear in the readings, as well as elaborations upon the contributions of others, answers to questions posed by others, possible disagreements with the readings or with others' comments, and discussions of the relevance of the readings in relation to your own concerns and experience.

Most students will have been automatically enrolled on BlackBoard via a Temple email account. If you have such an account and have not been automatically enrolled, supply that address to hineline@temple.edu and you will be directly enrolled.

3) Final Paper (s) 60 % of grade.

There will be two components of the final paper – addressed either separately or in combination.

- a) One component is to review the book by Mager & Pipe, and a chapter by Kanfer & Saslow, entitled "Behavioral Diagnosis," relating these to functional analysis as addressed in the course.
- b) The second component will be a discussion of the relevance of this course to your own line of work.

Policy on Academic Honesty

It is to be understood that while informal discussion between students is encouraged, any specific written contributions, including Blackboard postings, are to be each student's own work. Acknowledging the contributions of others – for example, in recognizing someone else as the source of a uniquely pertinent example or of a notable interpretation of an experimental result -- is always appropriate, and does not detract from one's own contributions. Excellent scholarship often draws upon the work of others, for that is the meaning of "cumulative knowledge."

Homework /Class Preparation

See Item 1) under Course Policies, above, and the Course Outline below.

Quizzes

There will be none.

Oral Presentations

These are not formalized.

Instead, each participant will often be prompted to discuss a technique, concept, or problem with one or more other people, in addition to participating in whole-class discussions.

Special Project

See Item 3) under Course Policies, above.

Final Examination

The final paper(s) will stand in lieu of a final exam.

Papers

See Item 3) under Course Policies, above.

Late Paper Policy

The final papers will be due at the beginning of Exam Week.
Each day of lateness will result in a one degree reduction in grade –
e.g. from B to B-, from A- to B+, etc.

BRIEF COURSE OUTLINE

Week 1 Introductions and overview of course.

Weeks 2 & 3 Review of Basic Principles and Conceptual Outline of Behavior Analysis

Weeks 4 - 7 Systematic Survey of various facets and applications of functional analysis,
in a variety of settings.

Week 8 Analyses and interventions addressed to **bizarre and dysfunctional speech**

Weeks 9 - 11 The Analysis of **Verbal Behavior, more generally**

Weeks 12-14 Applications of behavior analysis **addressed specifically to Verbal Behavior**

TENTATIVE READING ASSIGNMENTS

Week 1 Introductions and overview of course.

Weeks 2 & 3 Review of Basic Principles and Conceptual Outline of Behavior Analysis

Week 2

Preliminary sections (pp. vi-xvi) and Chapter 1 (pp. 4-35), from
Carpenter, F. (1974). The Skinner Primer. New York: The Free Press, Macmillan, Inc.
(Supplied as pdf files on BlackBoard)

Hineline, P. N. (1980). The language of behavior analysis: Its community, its functions, and
its limitations. Behaviorism, 8, 67-86.

Hineline, P. N. (1983). When we Speak of Knowing. The Behavior Analyst, 6, 183-186

Week 3

For everyone

Chapter 2 from Carpenter's book (36-61)

For those with minimal background in behavior analysis:

Hackenberg, T. D. & Hineline, P. N. (1987). Discrimination, Symbolic Behavior, and the
Origins of Awareness. In: Currents in Psychology (Textbook Supplement), New York:
MacMillan. Pp. 1-11.

Week 3, cont.

For those already conversant with behavior analysis:

Hineline, P. N. (1992). A Self-Interpretive Behavior Analysis. American Psychologist, 47, 1274-1286.

Weeks 4 - 7 **Systematic Survey** of various facets and applications of functional analysis, in a variety of settings.

Week 4

Iwata, B. A., Dorsen, M. F., Slifer, K. J. Jauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. Journal of Applied Behavior Analysis, 27, 197-209.

Lerman, D. C. & Iwata, B. A. (1993). Descriptive and experimental analyses of variables maintaining self-injurious behavior. Journal of Applied Behavior Analysis, 26, 293-319.

Tincani, M. J., Castrogiovanni, A., & Axelrod, S. (1999). A comparison of the effectiveness of brief versus traditional functional analyses. Research in Developmental Disabilities, 20, 327-338.

Weeks 5-7 Chapters from:

Repp & Horner, Functional Analysis of Problem Behavior: From Effective Assessment to Effective Support. New York: Wadsworth

Ferraioli, S., Hughes, C., & Smith, T. Problem Solving in Discrete-Trial Training. Journal of Early Intensive Behavioral Intervention, 2, 224-246.
(Supplied in manuscript format – Microsoft Word)

Week 8 Analyses and interventions addressed to **bizarre and dysfunctional speech**

Layng, T. V. J., & Andronis, P. T. (1984). Toward a functional analysis of delusional speech and hallucinatory behavior. The Behavior Analyst, 7, 139-156.

Mace, F. C. & Lalli, J. S. (1991). Linking descriptive and experimental analyses in the treatment of bizarre speech. Journal of Applied Behavior Analysis, 24, 553-562.

Glenn, S. S. (1983). Maladaptive functional relations in client verbal behavior. The Behavior Analyst, 6, 47-56.

Weeks 9 - 11 The Analysis of **Verbal Behavior, more generally**

Bailey & Wallender (1999) Verbal Behavior, in B. A. Thyer (Ed.) The Philosophical Legacy of Behaviorism, Bodmin, Cornwall, Great Britain: Kluwer Academic Publishers. Pp. 117-152.

Lloyd (1994). “Do as I say, not as I do.” The Behavior Analyst, 17, 131-139.

Weeks 12-14 Applications of behavior analysis addressed specifically to Verbal Behavior

Zettle, R. D. & Hayes, S. C. (1982). Rule-Governed Behavior: A potential theoretical framework for cognitive-behavioral therapy. (pp. 74 - 92 only). from Kendal, P. Advances in Cognitive-Behavioral Therapy, Vol. 1. New York: Academic Press.

Kohlenberg, Hayes & Tsai (1993). "Radical behavioral psychotherapy: Two contemporary examples." Clinical Psychology Review, 13, 379-392.

Hayes, Pistorello & Walser (1995). "Communicating behavioral views and techniques to practicing clinicians." Journal of Behavioral Therapy & Experimental Psychiatry. 26, 107-112.

Sundberg, M. L. & Partington, J. W. (1998). Teaching Language to Children with Autism or other Developmental Disabilities. (Chapter 4: pp. 71-103) "Augmentive Communication". Pleasant Hill, CA: Behavior Analysts, Inc.