

## LIST OF SUPPLEMENTAL MATERIAL

*(This material is intended for extra-credit assignments or for those who wish to delve more deeply into particular topics.)*

**(The more recently added supplemental material is shown in red.)**

### Ch. 1: Origins of Learned Behavior

**3. Further discussion of differences between behavior analysis and normative (inferred-process) psychology** (related to pp. 10 ff)

**4. Relation between behavior analysis and neuroscience**

### Ch. 2: Selection of Behavior

**2. Classical and Operation Conditioning: Theoretical Considerations-Skinner's** views contrasted with associationism (related to pp. 38 ff)

**3. CS-UR Relations and Their Implications-Research** demonstrating that the temporal relation of the CS to the UR, not the US, is the critical relation in conditioning with the classical (Pavlovian or respondent) procedure. Thus, conditioning is best conceived as changing the environmental guidance of behavior with both the classical and operant procedures. (related to pp. 47 ff)

**4. Neural Mechanisms of Reinforcement-Why** the biological basis of reinforcement is important, and some of its neural mechanisms (related to pp. 54 ff)

**5. Historical background and future directions of Selectionism-Why** it took so long for Darwin's approach to be accepted in biology, and why those same factors now impede acceptance of selection by reinforcement in psychology (related to pp. 59 ff)

**6. Video illustrating how Selection Networks operate-Streaming or downloadable audio-visual presentation describing Selection Networks** (related to pp. 57 ff.)

**7. Selection-network simulations of several conditioning phenomena-Downloadable** simulation program showing acquisition, extinction, reacquisition, and discrimination formation in Selection Networks (related to pp. 57 ff)

**8. Links to video examples of classical and operant conditioning**

**9. Parallels between natural selection and selection by reinforcement**

**10. Extended treatment of classical conditioning, including applications**

**11. Approaches to theory in conditioning**

**12. Video describing the rationale, experimental findings, and implications of the Unified Reinforcement Principle**

### Ch. 3: Environmental Guidance of Behavior

**2. Environmental Guidance Contrasted with S-R Psychology-The** emission of operants is contrasted with S-R associationism (related to pp. 75 ff)

**3. Generic concepts of stimulus and response-Selection** processes produce relations between *classes* of events, not between fixed stimulus and response entities (related to pp. 70 ff.)

**4. Further discussion of behavioral mixing and JRTs-Additional** evidence that new environments support the emission of new mixtures of previously conditioned behavior, together with related technical issues (related to pp. 78 ff).

## Ch. 4: Selection in the Experienced Learner

**2. The Molar-molecular issue-A** number of items linked to Button 2 relate to the molar-molecular issue. Some of these were included in prior updates, but **a number of new items have been added**. In the operant procedure, the molar-molecular issue is most often enjoined in the analysis of concurrent performance ("choice"). However, the same issue has arisen in the analysis of the Pavlovian procedure and is also addressed here.

**3. Acquired reinforcement: Implications for autism** A synthesis of behavioral, neurodevelopmental, and genetic information suggests that deficits in the neural mechanisms of acquired reinforcement play an important role in autism.

## Ch. 5: Classes of Environment-Behavior Relations

**2. Recent review of evidence relating to the formation of equivalence classes in nonhumans**

## Ch. 6: Attending

## Ch. 7: Perceiving Environment-Environment Relations

**2. Neural mechanisms underlying the formation of environment-environment relations**

## Ch. 8: Memory-Reminding

**2. Recent work on reminding** (Wright, A A (2007). An experimental analysis of memory processing Journal of the Experimental Analysis of Behavior, 88, 405-433.

## Ch. 9: Functioning of the Experienced Learner

**2. Priming: Do priming studies reflect fundamental behavioral processes?** Discussion and experimental evidence bearing on a common technique used in cognitive psychology-priming (related to pp. 242 ff).

**3. Recent findings concerning behavioral, neuropsychological, and neurophysiological evidence on priming**

## Ch. 10: Problem Solving

## Ch. 11: Verbal Behavior

**2. Interpreting verbal behavior-Some** methods of interpretation of verbal behavior.

**3. Skinner's early documents on Verbal Behavior**

*3.1. Hefferline's notes on Skinner's Columbia lectures "A psychological analysis of verbal behavior"*

*3.2 Skinner's William James Lectures on Verbal behavior*

4. Chomsky's review and responses to the review

4.1 Influence of MacCorquodale's critique of Chomsky's review of Verbal Behavior

4.2 **On** Chomsky's appraisal of Skinner's Verbal Behavior

4.3 Essentialism and selectionism

4.4 Chomsky's nativism and nativism reconsidered

5. Behavior analytic interpretations of grammar

5.1 Achieving parity (automatic reinforcement)

5.2 Speaker as listener

5.3 What is the function of structure

5.4 On pronouns

*6. Multiple Stimulus Control of Verbal Behavior*

*7. Atomic Repertoires*

8. The Relational Frame Theory (RFT) controversy

8.1 Review of Hayes et al Relational Frame Theory (RFT)

8.2 Generic response classes: Reply to Hayes et al.

8.3 On Skinner's definition of verbal behavior

8.4 On generalized operants

*9. Verbal Behavior related to Logic and Mathematics*

*10. Interpretation of Verbal behavior: An Overview*

## **Ch. 12: Remembering**

2. Reafference: Its role in priming, conditioned perceiving and remembering

*3. Comparison of computer models of memory with biobehavioral interpretations of memory*