

Course Outline - Verbal Behavior

Overview

Introduction We'll use an acronym that details a background for the course. While I put together the acronym, the concepts were drawn up by Stephen Covey, author of *The Seven Habits of Highly Effective People®*, for a system that he calls "stewardship delegation."

GRAD C GRAD C refers to five concepts that begin with those letters:

- G = Guidelines
- R = Resources
- A = Accountability
- D = Desired Results
- C = Consequences

We call such an arrangement, where each letter stands for another word, an "acronym."

In this document This document describes the course in detail. You can see that I have applied these GRAD C concepts to the course itself.

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Guidelines

Introduction The guidelines given here try to give the best advice on how to act and think within the course to achieve success, as well as non-examples—how not to think and act.

Beliefs

Try Thinking	Avoid
"I can do this"	"No way I can do this. Impossible."
"I'm doing this practice right now"	"I'll wait until later to practice"
"I won't allow myself to miss a day of practice"	"I'll skip practice today"
"I'm going to suspend any disbelief that practicing (SAFMEDS) won't help me"	"I don't believe reaching fluency on the SAFMEDS will help me"

Reliability Make going to class automatic, not a choice as to whether you feel up to it. Learn how to fill in your Daily Timing Record Sheet correctly, instead of trying to fudge it.

Info Maps You will construct an Info Map for each of the five course texts that covers the reading assignment for the next course meeting. The Info Map needs to include:

- Map Title that describes the focus of the information you have gathered
- 2-9 Info Blocks made up of
 - Block Labels which label the information found within the block
 - Block Text which summarizes the information you have chosen to include
- Footer that identifies the text, chapter(s) and pages from which info comes

Free Writes A Free Write involves a 4-minute timing in which you outline the Info Map you produced for an assigned reading. A separate timing will be done for each of the five course texts each class period.

SAFMEDS SAFMEDS Tips:

- Carry your decks everywhere you can.
- Practice timings throughout the day.
- Practice in front of your friends, even though they're not in the class.
- Practice both decks. Don't try to become fluent on one before starting the second.

Basic Concepts Project Develop a list of between 5-10 basic concepts from readings and discussion that seem most productive, important, useful or interesting. Expand and revise this list as the course progresses.

No Tests, No Final Don't figure on pulling up your grade on a final exam, because none exists in this course. Stay on top. Practice daily instead of procrastinating. That should be the message that comes across loudly and clearly.

Resources

Professor Graf Dr. Stephen Graf, Ph.D., Professor of Psychology

Office and hours (W98)	Communication links
338 DeBartolo (in Psych Dept.)	Psychology Dept. phone: 742-3401
T 12-2 pm (338 DeBartolo)	Home phone: 757-8341
Th 12-2 pm (338 DeBartolo)	Office phone: 742-1616
F 7:30-7:50am (104B Beeghly)	e-mail: zerobros@aol.com

Texts

Title	Author
Mapping Hypertext	Robert Horn
Critical Path	R. Buckminster Fuller
Quantum Psychology	Robert Anton Wilson
The Quest	Tom Brown, Jr.
Far Journeys	Robert A. Monroe

Other Materials SAFMEDS (available in class; needed; bring to each class)
Course Outline (keep with you)
TRIP Log (passed out & handed in each class)
DTRS (Daily Timing Record Sheets)(taken home and brought to each class)

SAFMEDS Cut from sheets to form two different colored decks. 132 Psychology facts to practice by Say All Fast Minute Every Day Shuffled. These cards provide a way to:

- learn basic facts which can be tied to basic concepts
- experience the acquisition of fluency and its accompanying products

Accountability

Introduction

Accountability refers to the rules that describe:

- what you should be doing in the course
- how to do it
- where you should end up after doing it
- when it needs to be done (as deadlines usually exist for course behaviors)

For some behaviors (SAFMEDS), an appropriate frequency exists for fluent behavior that has different characteristics than nonfluent behavior. For other behaviors (TRIP Log), a critical ratio exists that expresses the appropriate behavior count divided by the inappropriate behavior count. For still other efforts (Free Writes, Basic Concept project), you succeed or try to remediate your effort prior to a deadline.

SAFMEDS

Practice the SAFMEDS until you can consistently surpass:

Frequency Aim: See/Say 50 correct per minute

Accuracy Aim: 5 correct for each miss or skip

The next phase involves grouping the SAFMEDS and relating them to your Basic Concepts.

Verbal Behavior Projects

Set up projects to complete. You may choose

- Grading Committee: group (number based on class size) of first to fluency on both SAFMEDS decks; appropriately charted; help monitor classmate fluency and charting attempts
 - Standard Celeration Chart of both SAFMEDS decks (two Daily per minute charts); includes basic and advanced charting of your SAFMEDS learning
 - Standard Celeration Chart of your in class discussion frequencies for each of the five texts (five weekly per minute charts); includes basic and advanced charting
 - Basic Concepts Free-Write for 20 minutes that mirrors your internalization of basic concepts learned in the course
-

Thoroughness Reliability Initiative

As we define reliable, initiated and thorough behaviors, we count the occurrence of each and we require a ratio of "hits" to "misses" to reach the standard of success for the course.

Reliability	Initiative	Thoroughness
3 hits to each miss	3 hits to each miss	3 hits to each miss

Less than the minimum on any one of the three means:

- you must achieve both SAFMEDS fluencies just to achieve a "C."
- you must achieve one fluency to offset any deficiency or you'll fail the course
- offsetting deficiencies with fluencies earns only a "D."

Less than the minimum on all of the three means you fail the course, no matter what else happens.

Desired Results

Introduction

As humans, our capacity for verbal behavior allows us to ask questions and attempt to solve problems, both real and conceptual. Such behaviors provide a focus for the topics and goals of the course.

Topics

What purpose do humans have in Universe?
What happens to us when we die?
How can information be sorted and simplified?
How does our brain software program us and our world?
What can we do to change the probable futures of our planet?

Goals

Gather information on the above topics through reading and discussing the texts.
Acquire fluency with identified course concepts.
Develop a set of one's own basic concepts from the course material.
Solve real and conceptual problems that arise to block these goals.

Reliability

Can we depend on you to:

- make it to class?
- demonstrate you read the assigned material by answering questions?
- stay until class ends?
- practice your SAFMEDS timings each day outside of class?
- record the results of both SAFMEDS timings daily on your DTRS?
- chart the number of timings, the counting time, and the hit and miss frequencies for both sets of SAFMEDS on a Standard Celeration Chart?

Initiative

Will you:

- push yourself to reach fluency on the SAFMEDS before the end of the course?
- volunteer to share your questions, problems, and interpretations of the readings?
- succeed on your Basic Concept fluency task before the deadline?
- succeed on your SAFMEDS fluency tasks before the deadline?

Thoroughness

Will the quality of your effort:

- allow you to reach a daily frequency aim on an in-class timing of the SAFMEDS?
- provide you with extra thoroughness points? (1 for each 10 timings on the same day as shown in the "# of timings" column of your DTRS)
- provide your partner each day with fair and honest feedback on their efforts?

Consequences (Grading Policy)

Introduction Consequences refer to what happens when you achieve or fail to achieve the Desired Results set forth in the course. The consequences thus describe the grading policy.

Grade of A An "A" in the course represents the consequence for those who:

- successfully reach Free Write fluency on self-generated Basic Concepts
- successfully reach fluency on both SAFMEDS decks (with Grading Committee and Prof)
- maintain an appropriate ratio on thoroughness, reliability and initiative behaviors
- achieve success on three projects by the deadline for completion

Grade of B A "B" in the course represents the consequence for those who:

- successfully reach Free Write fluency on self-generated Basic Concepts
- successfully reach fluency on both SAFMEDS decks (with at least the Grading Committee)
- achieve success on two projects by the deadline for completion
- maintain an appropriate ratio on thoroughness, reliability and initiative behaviors

Grade of C A "C" in the course represents the consequence for those who:

- successfully reach fluency on one SAFMEDS deck (with at least a member of the Grading Committee)
- achieve success on one project by the deadline for completion
- maintain an appropriate ratio on thoroughness, reliability and initiative behaviors
- substitute two SAFMEDS fluencies (with at least the Grading Committee) for one inadequate ratio on TRIP Log

Grade of D A "D" in the course represents the consequence for those who:

- maintain an appropriate ratio on thoroughness, reliability and initiative behaviors, **or**
- substitute a fluency on one SAFMEDS deck (with at least the Grading Committee) for one inadequate ratio on TRIP Log
- substitute fluencies on both SAFMEDS decks (with at least the Grading Committee) for two inadequate ratios on TRIP Log

Grade of F An "F" in the course represents the consequence for those who:

- do not maintain an appropriate ratio on thoroughness, reliability and initiative
- do not remediate an inadequate ratio or two with fluency or fluencies

Consequences (Attendance Policy)

Introduction

Consequences occur when you come to class and when you fail to come to class. You need to be aware of such consequences, because they can affect your grade in the course. Absences add specific counts in the columns of your TRIP Log that reflect undesirable behavior. You should want to keep these total counts to a minimum.

Attendance Policy

Any day that you miss class means:

- you picked up four counts in your “unthorough behavior” column
- you picked up four counts in your “unreliable behavior” column
- you picked up four counts in your “poor initiative behavior” column

Comment

The penalties for an absence or even a string of absences represent flags of which you need to be aware. Even though you may have had no control over the absence, do not assume that nothing happened. On the other hand, if you have shown sufficient thoroughness, reliability, and initiative, the absence(s) will not affect your status in the course, because you will have gained counts in enough appropriate behaviors to offset the inappropriate counts caused by your absence.

Students who miss class frequently

Students who miss class frequently will likely fail the course. If you have a problem getting yourself to class, the consequences may help overcome the problem.

- Some people miss class because something else happens that commands their attention
- Other people miss class because of fear responses to the class itself

Students who fear class

If you have a problem that involves fear of the class, or coming to class, or performing in class, you should see Dr. Graf and talk to him about it. Such fears tend to control us only we fail to deal with them. When confronted with appropriate techniques, they almost always vanish.

Withdrawing from a course

Sometimes our lives get disrupted by events we didn't foresee, and our academic pursuits must take a detour until things get back to normal. If this happens, be aware of your options. Don't stay in a course just because you already paid your money. The last day to withdraw occurs late enough in the term that you should realize your situation. Take the appropriate action and withdraw, rather than just taking an “F.”

Outside events

Many of us will have emergencies occur that must be dealt with. These disruptions differ from the long-term disruptions in that they can be dealt with in short order and then we can get back on track. The monitoring system used in the course allows you to compensate for these inevitable occasions by building your reliable, thorough and initiative behaviors to a point where an emergency absence won't bring your totals under the needed ratio of three to one. The system also allows for you to recover if such an outside event occurs early in the quarter.

Assignments

Readings

The following material should be read by the given date.

Date	Mapping Hypertext	Critical Path	Quantum Psychology	The Quest	Far Journeys
8 Jr 99					
15 Jr 99	3	F-I	F-1	P-I-1	P-1
22 Jr 99	1	1	2-3	2-3	2-3
29 Jr 99	2	2	4-5-6	4-5	4-5
5 Fb 99	4	3	7-8-9	6	6-7
12 Fb 99	5	4	10-11-12	7	8-9
19 Fb 99	6	5	13-14-15	8-9	10-11
26 Fb 99	7 or Appen.	6	16-17-18	10-11	12-13-14
5 Mr 99	8	7	19-20-21	12	14-15
12 Mr 99	9	8-9 to p287	22-23	13-14	16-E

See-Writes

Prepare a See-Write Information Map—one for each of the 5 assignments. This should be done sometime during the week before class. Follow the guidelines for Info Maps found on “Guidelines” and also in chapter 3 of *Mapping Hypertext*.

Free-Writes

You have 4 minutes for each to try and mirror them at the beginning of class starting the 2nd week. No notes or texts are permitted during the Free-Writes. You have the option to remediate ones on which you do poorly.

SAFMEDS

Practice each day and record on Daily Timing Record Sheets (DTRS). Do multiples of 10 timings on each deck as many days as you can (see “Reliability” and “Thoroughness” on “Desired Results.” Map). Achieve your SAFMEDS fluencies with both the Grading Committee and the Professor as early in the quarter as you can.

Pink SAFMEDS Daily Timing Record Sheet

Behaver _____ Folder _____

W d	H count	X count	Minutes	Floor	Aim/min	Timings per day
1 m					1	
t					1	
w					1	
h					1	
f					1	
s					2	
S					2	
2 m					2	
t					2	
w					3	
h					3	
f					4	
s					4	
S					5	
3 m					5	
t					6	
w					7	
h					8	
f					9	
s					11	
S					12	
4 m					14	
t					16	
w					19	
h					22	
f					25	
s					29	
S					33	
5 m					38	
t					44	
w					50	
h					51	
f					51	
s					51	
S					51	
6 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	
7 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	

W d	H count	X count	Minutes	Floor	Aim/min	Timings per day
8 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	
9 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	
10 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	
11 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	
12 m					51	
t					51	
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s					51	
S					51	
13 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	
14 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	

Take this DTRS home and bring it back each class.

Green SAFMEDS Daily Timing Record Sheet

Behaver _____ Folder _____

W d	H count	X count	Minutes	Floor	Aim/min	Timings per day
1 m					1	
t					1	
w					1	
h					1	
f					1	
s					2	
S					2	
2 m					2	
t					2	
w					3	
h					3	
f					4	
s					4	
S					5	
3 m					5	
t					6	
w					7	
h					8	
f					9	
s					11	
S					12	
4 m					14	
t					16	
w					19	
h					22	
f					25	
s					29	
S					33	
5 m					38	
t					44	
w					50	
h					51	
f					51	
s					51	
S					51	
6 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	
7 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	

W d	H count	X count	Minutes	Floor	Aim/min	Timings per day
8 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	
9 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	
10 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	
11 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	
12 m					51	
t					51	
w					51	
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13 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	
14 m					51	
t					51	
w					51	
h					51	
f					51	
s					51	
S					51	

Take this DTRS home and bring it back each class.

DTRS Job Aid (SAFMEDS)

Set up

Fill in name and seat (folder) number.
Locate week (W) and day (d) and lock in actual dates to this generic form.
Example: If 1f= 25 September 1998, put this date in the margin of DTRSs.
Example: If 1f= 8 January 1999, put this date in the margin of DTRSs.
Example: If 1f= 2 April 1999, put this date in the margin of DTRSs.
Note: Only one of the above examples would apply.

Timing Rule

You need to do at least one timing each day of the week on:

- Pink SAFMEDS
- Green SAFMEDS

What is a timing? A timing involves a timed period such as 1 minute, or 20 seconds, in which you start the clock. Holding the SAFMEDS deck and seeing the front of a SAFMEDS card, you try to say the back. Having said something, you turn the card and place it, going on to the next card in the shuffled deck.

Studying NOT a timing

Reading over again and again or looking at information does not constitute a timing. We distinguish between this type of "study" behavior and the behavior of producing responses with a clock going described above as "timings."

Keep track of multiple timings

If you do more than one timing per day, keep track of the results of each.

- How many correct did you say? We call this the "Hit count."
- How many did you skip or say wrong? We call these the "X count."
- For how long a period did this timing last, in minutes?

Choose one timing result

Choose one of your timing results to record on the Daily Timing Record Sheet (DTRS) if you did more than one. Be consistent from day to day, but you may choose to record:

- your "best" (most hits)
- your "first one of the day"
- your "last one of the day"
- your "worst one of the day"

Most learners seem to choose their best, but choose the one you want.

H count

"H count" means the number of corrects, or "hits," on the timing you have chosen to record. Put that number in the box under H count opposite the week and day that show on what day you did the timing.

Continued on next page

DTRS Job Aid, Continued

X count "X count" means the number of cards you missed (said wrong answer) plus the number of cards you skipped (turned over without answering or said "skip" or "go").

Put that number in the box under X count opposite the week and day that show on what day you did the timing.

Minutes How long did the timing last? 1 minute? 20 seconds?
If 20 seconds, how would that length of time be expressed in minutes?
Answer: 1/3 minute or .33 minutes.
Note that you report the length of time of the one timing whose counts you also reported, not the total amount of time you spent on timings.

Floor Figure the floor by asking: "How many timings of this length could I squeeze into one minute?"

Timing length	Squeeze into 1 minute	Floor =
1 minute	1	1
20 sec. or 1/3 min.	3	3
10 min	1/10 or .1	1/10 or .1
20 min	1/20 or .05	1/20 or .05

Aim/Min The aim frequency tells you how many you should be able to do in one minute on any given day of the quarter.
Locate the SAFMEDS frequency aim for today from the "Aim per minute" column of the DTRS.

Timings per day Timings per day means the number of timings you did over the entire day. Keeping each timing result will help with this count so that you can summarize them easily at the end of the day.

Reminder Remember:

- Bring your Daily Timing Record Sheets to class each time
- You can earn bonus "thoroughness" behaviors by multiples of 10 timings on a task on a day

TRIP Log Job Aid

Set up

- Pair with a partner different from last time
 - Same partner produces an X under Initiative
 - Cruise and locate partner if needed
 - Exchange TRIP Logs and sign in as Counter next to today's date
-

Reliability

- Put an M in the R box since the partner made it to class
 - Put an S in the R box; change it to an sX if the partner leaves class early (after 10:30), an sXX if before 10:30, an sXXX if before 9:30.
 - Put a B in the R box if the partner brought needed materials (SAF, DTRS, pencil, SCCs, SWIMs); put a bX if they neglected to bring something
 - Put a P in the R box if DTRS shows that partner did at least one timing on the Pink SAFMEDS every day since the last class meeting; put an pX if they missed doing the SAFMEDS on one or more days
 - Put a G in the R box if DTRS shows that partner did at least one timing on the Green SAFMEDS every day since the last class meeting; put an gX if they missed doing the SAFMEDS on one or more days
- At the point in the course when we've started charting:
- Put a C in the R box if their chart shows basic charting done each day up until today (hit freq dot, x freq, dash for floor, open circle for timings per day); put a cX if they don't have all basic charting up to date)
-

Initiative

- Put an I in the I box if the partner reached class on time; put an iX if they got here after the resonant tuning stopped
 - Put a letter in the I box for each of the See Write Information Maps (SWIMs) if the partner completed one for all five book assignments for today (M C Q T F); put a the first letter of the book title plus an X if they neglected an Info Map on any of the books.
-

Thoroughness

- Put a p in the T box if the partner earned credit by doing 10 timings or more on the Pink SAFMEDS at least 1 day since last class attended
Beside the p, put the number of credits earned since last class attended; remember each 10 timings per day earns a credit; Example: "p4"
 - Put an g in the T box if the partner earned credit by doing 10 timings or more on the Green SAFMEDS at least 1 day since last class attended
Beside the g, put the number of credits earned since last class attended; remember each 10 timings per day earns a credit; Example: "g15"
 - The Instructor will have summarized the Free-Write results from the previous class in the T box with capital letters for each book title success and a lower case letter and X for each non-success. This will include remediations. Be sure to include these scores in the summary boxes.
-

Continued on next page

TRIP Log Job Aid, Continued

SAF Timing

Locate the SAFMEDS frequency aim for today from the "Aim Freq" column of the DTRS.

After each SAFMEDS timing:

- Put the score in the SAF timing box using the format: color-hits-misses (or skips) / counting time (Example: G 1-5/1)(Example: P 4-3/.33)(Example: G 18-0/.33)
 - Put a P in the T box if the partner reached the frequency aim of hits per min on the Pink deck; put an pX if they fell short of that frequency per minute aim for corrects
 - Put a G in the T box if the partner reached the frequency aim of hits per min on the Green deck; put an gX if they fell short of that frequency per minute aim for corrects
-

Reaching BC Fluency

The first time that an individual achieves a fluent performance on the Basic Concepts (80 points in twenty minutes):

- Dr. Graf or his representative (Grading Committee member) will put a B in the I box with the appropriate number of points from the "Left" column on TRIP Log
-

Reaching SAF Fluency

The first time that an individual achieves a fluent performance on either Pink or Green SAFMEDS (17 or more correct with 5 hits for every miss or skips in twenty seconds) with Dr. Graf or his representative (not with regular partner):

- Dr. Graf or his representative (Grading Committee member) will put a G or P in the I box with the appropriate number of points
-

Summary

At the end of class:

Add all the appropriate letters and numbers from the I box for today.

- In the **I^v** box for today, put the new cumulative total for the course by adding today's total to the previous total

Add all the X letters from the I box for today.

- In the **I^x** box for today, put the new cumulative total for the course by adding today's total to the previous total

Do the same two steps for the R box and T box and put in **R^v**, **R^x**, **T^v** and **T^x** boxes.
