

**GRAF PSYCHOLOGY 560 COURSE GUIDE**

**WELCOME**

Welcome to a course called "General Psychology". The instructor, Stephen A. Graf, Ph.D., poses as a Professor in the Psychology Department here at YSU. You could call him "Dr. Graf", but he would prefer to be called "Coach Graf". Why? He will have told you on the first day of class. If you missed that class, please ask someone in the class about it. It may be important.

**WARNING**

How would you like a trip into the "future"? Zingo! You've got it. At least, you'll be part of a class using futuristic teaching technology. As you might expect, it will be different from any other class you take, because only a few people in the country are operating college classrooms like this today. So, you may need to gear yourself for some flexibility. Will you enjoy your venture into a futuristic educational setting? Most students in the past have, but some students drop rather quickly, unable to adjust to a much different set of demands on their academic behavior.

**SAMPLE**

Here are some samples of statements which Coach Graf makes. You might be able to get some flavor of his approach from them.

- "A student shouldn't be penalized for making mistakes in the early stages of learning new information."
- "You should get multiple chances to succeed on essential material."
- "Speed is equally as important as accuracy in measuring skilled performance, and you'll be graded on speed in three areas of the course."
- "I look at this class as a team, of which I'm the coach."
- "Part of my job is getting each of you team members to perform well. My salary should be based on how much you learn. It isn't. It still matters to me how well you do. I'd like to see everyone earn an 'A'."
- "Your grade is based on five different areas. You're graded in each area and the lowest of these is the grade you get. The five aren't averaged, because I want you to excel and achieve an 'A' in each area."
- "There are penalties for missing class and being late to class. Sometimes that creates a problem, but it helps so many people that it's worth the complaints I'll hear about it."

**CONTENTS**

WHAT's in this Guide	WHERE you'll find it
WELCOME . . . . .	Page 1
WARNING . . . . .	Page 1
SAMPLE . . . . .	Page 1
CONTENTS . . . . .	Page 1
Materials that you need . . . . .	Page 2
GRADING POLICY: General Considerations. . . . .	Page 2
Think/Write or Think/Say Basic Keys . . . . .	Page 3 Rule 9
See/Say Pronunciations . . . . .	Page 5 Rule 7
See/Say SAFMEDS . . . . .	Page 6 Rule 14
Hear/Say Class Answers . . . . .	Page 8 Rule 26
See/Mark Standard Celeration Chart . . . . .	Page 9 Rule 15
ATTENDANCE POLICY . . . . .	Page 2
BASIC KEYS . . . . .	Page 3-4
Brief Note on LEARNING CHANNELS . . . . .	Page 4
PRONUNCIATIONS . . . . .	Page 5
List of Words to Pronounce . . . . .	Page 5
SAFMEDS . . . . .	Page 6-7
CLASS ANSWERS . . . . .	Page 7-8
STANDARD CELERATION CHARTS . . . . .	Page 9
Special Message from Malott and Whaley . . . . .	Page 10
List of SAFMEDS . . . . .	Page 11-12
List of Study Question Wts for Class Answers. . . . .	Page 13
List of Basic Keys . . . . .	Page 14

### Materials That You Need

1. Text. The Text we use is: PSYCHOLOGY by Malott (Muh-LOT) and Whaley (WHALE-lee). There are two editions - a softcover and a hardcover - but the material in both is almost the same. The hardcover is out of print and only available in used copies. It has four features that the softcover lacks: glossy pages, pictures, glossary, and index. A copy of the glossary is available at Kinko's for about \$.50, for anyone who wants it.
2. Course Guide. That's what you are reading now. It serves as both a roadmap and a reference. Read it. Refer back to it when you need to do so. The Basic keys are on the last page.
3. SAFMEDS. You'll need a set of these. They are cards that you can buy at Kinko's for about \$2.00. It's also possible to make your own, but it takes a lot of time and the Coach recommends buying a set. You'll still need to cut them up. No, the Coach owns no stock in Kinko's.
4. Seat Number. You'll be sitting in the same seat every day. Learn where it is, what number it is, and where it is on the screen picture that shows all the seats at once.
5. Personal Folder. You'll get this folder every day (until near the end of the quarter) at the beginning of class. You leave it at the end of class. It will have your seat number on it and your Background Page, your Scoresheet and your Standard Celeration Chart in it.
6. Your Background Page. Fill this out your first day of class and leave it in your folder. Coach Graf will look these over to get to know something about you.
7. Scoresheet and Assignment Calendar. This is found glued in your folder.
8. Communication Page. This is a loose sheet in your folder on which you can write questions or comments to Coach Graf.
9. Standard Celeration Chart. This is found taped to your folder.

### GRADING POLICY: General Considerations

1. You receive a grade on each of the five parts of the course. The LOWEST of these five grades is your course grade going into the Final Exam. The grades are NOT AVERAGED, and the reason is this: Coach Graf is trying to get you to perform at your best. There were too many cases in the past where students wound up with a lower grade than they should have had, because they got too "comfortable", knowing that their "average" couldn't be hurt that much even if they slacked off. The Coach realizes that this system is going to cause you discomfort, but remember, he's trying to do his best to get you to succeed.
2. How you earn your grade in each part of the course is described in its own section.
3. There are only two of the five parts of the course which can be improved on the Final Exam, and you can improve only one of these two on the Final. So if you have a "C" on both two parts, the Final won't help you because improving one to an "A" would still leave the other at "C" and the worst of the two is your grade.
4. The Final is done one-on-one with Coach Graf during the time scheduled for the Final Exam.
5. If you have an "A" on each of the five areas before the Final, you will have earned your "A" without needing to take the Final, and you'll be awarded a "GRAF ALL-STARS CERTIFICATE" in a brief ceremony the last day of class. Two other awards will be presented: One, "The Karen Johns Award", will go to the first person to finish their SAFMEDS during the quarter, and the other, "The Ken Etzold Award", will go to the person with the most corrects per minute on the SAFMEDS.

### ATTENDANCE POLICY: What Happens if You Miss Class

The Coach understands that occasions will arise where you'll have to miss class. He assumes that all absences are necessitated by the circumstances. The penalties set up for absences occur in spite of this. Most people will miss very few classes under the system of rewards and penalties being used, and so their CAR (Class Answer Ratio) is not likely to fall by a grade. Students who must be absent frequently are advised to withdraw, since missing too much of the course will affect their grade.

A "volunteer advisor" system is being considered which Coach Graf thinks would be beneficial to those who are worried about an absence. He will consult with the class before implementing this system.

PLEASE NOTICE that there is a course calendar and assignment sheet on the Scoresheet glued in your folder. Under the "chapter" column, you'll find the assignment for that day.

Attendance on the last day of class is considered vital, because you'll be (1) writing what you have learned about psychology for 20 minutes, (2) reacting to the official evaluation instrument of the University, (3) writing comments on specific aspects of the course to me so that I can make appropriate changes for future courses, and hopefully, (4) be receiving a GRAF ALL-STAR AWARD for having clinched an "A" in the course without having to take the Final Exam.

# THE BASIC KEYS (TO UNDERSTANDING BEHAVIOR)

## Your AIM for the Basic Keys

1. Think/Write the Basic Keys accurately (without errors or omissions) and quickly (in eight minutes or less) on two different occasions within the five opportunities available.
2. OR, Think/Say the Basic Keys accurately (without errors or omissions) and quickly (in 100 seconds or less) (1 minute 40 seconds), spelling "Psychology", on two different occasions within the five opportunities available.
3. The further aim is that you will Think/Write an essay for 20 minutes using the basic keys, incorporating as many facts as you can, demonstrating what you have learned about behavior, on the wrap-up day, the last time class meets before the Final Exam.

## RATIONALE for the Basic Keys

A student who achieves the aim has demonstrated a high level of competency on this crucial material and is more likely to retain it. This is important because the material is the basic foundation for understanding behavior, and provides "tool skills" for extending and amplifying the material involved, as well as for developing higher level concepts. A student unable to achieve the aim is less likely to understand the basic material, less likely to retain it, and less prepared to study more advanced material.

## RULES for the Basic Keys

1. There are five opportunities to succeed on the Basic Keys.
2. As soon as you have two successes, you've earned an 'A' in this part of the course.
3. Missing an opportunity means you missed it. For this reason, it is to your distinct advantage to complete your two successes before getting into a position where you don't have any more chances left.
4. If you wish to SAY the Basic Keys instead of WRITE them, you must request an "oral" try by signing your name to a sheet Coach Graf keeps at the front. You must sign up for an oral try before the written try starts. Otherwise your oral will replace the next written try.
5. An oral try REPLACES a written try; it is not an additional opportunity.
6. Oral tries are done one-on-one with Coach Graf outside of class.
7. Psychology must be spelled correctly in both the oral or written try. If it is not, you cannot receive a success on that try.
8. You'll receive feedback on your written try the next class meeting. This feedback will be one of the following grades:
  - A = "All right" and counts as a success.
  - B = "Botch or botches of a minor kind" and counts as a success, but you should make sure to correct these errors on your next attempt.
  - M = "Major Mistake" and is a failure. Examples of major mistakes include misspelling psychology, reversing definitions, reversing increases and decreases, omitting crucial words, changing the meanings, phonetically misspelling the left-hand terms, etc.
  - U = "Unfinished" and is a failure. This means you didn't finish writing them all within the time limit and either need more practice or need to write faster. See Comments 1-3 below. When he sees such a paper, the Coach doesn't check it for accuracy, but you should when you get it back, so that you can correct any inaccuracies as you prepare for the next attempt.
  - T = "Tried" and is a failure. On such a paper, the student didn't get halfway finished. Again, these papers aren't checked for accuracy, except for the spelling of psychology.
9. Grading Policy for the Basic Keys:
  - Two "A"s = A      One "A" and one "B" = A      Two "B"s = B
  - One "A" = D      One "B" = D      No "A"s nor "B"s = F
10. The Basic Key chances are over after the fifth opportunity. There are NO Basic Key chances on the Final Exam. Getting less than an "A" on them puts a ceiling on the grade you can achieve in the course. Their completion occurs before the Last Day to Withdraw from a course.
11. When you receive your paper for a written try, fill in your name and seat number, and then hold the paper up in the air until we're ready to begin. You will be checked by a neighbor and spot-checked by me to make sure you haven't written anything more than your name and seat before you're given the signal to start. WRITING ANY OF THE STATEMENTS BEFORE THE 'START' SIGNAL IS CONSIDERED CHEATING.
12. BE SURE NOT TO LEAVE YOUR PAPER LYING OPEN DURING OR AFTER A TRY, BECAUSE THAT IS CONSIDERED CHEATING.
13. LOOKING AT ANOTHER PERSON'S PAPER DURING A TRY IS CONSIDERED CHEATING.

14. COMMUNICATING WITH ANOTHER PERSON DURING A TRY IS CONSIDERED CHEATING.
15. When you finish writing the Basic Keys, look at the screen to see how much time elapsed, write this time on your paper, fold your paper with the writing on the inside, and hold your paper up until the 9 minutes are finished.
16. At the end of 9 minutes, Coach Graf will say "Please stop." Everyone should immediately stop and stand up. CONTINUING TO SIT IS CONSIDERED CHEATING.
17. When time is called after eight minutes, you must stop immediately. CONTINUING AFTER THE STOP SIGNAL IS CONSIDERED CHEATING.
18. IF YOU MAKE A CHANGE ON YOUR PAPER AFTER YOU GET IT BACK AND CLAIM THAT WAS THE WAY YOU WROTE IT IN THE FIRST PLACE, SUCH AN ACTION IS CONSIDERED CHEATING.
19. USING AN OLD EMPTY SHEET, FILLING IT IN OUTSIDE CLASS, AND THEN TURNING IT IN FOR YOUR NEXT TRY IS CONSIDERED CHEATING. Make sure that the opportunity number on the sheet you get corresponds to the opportunity being done that day. You can't get credit for a success if you use an old sheet.

#### Comments on Performing the Basic Keys

1. Some people have difficulty writing fast enough. You need to be able to write about 28 words per minute non-stop if you write out the statements as shown. If you use ditto marks, you need to write about 26 words per minute. If you fall into this category, you may well have a writing-speed handicap which could make things difficult for you in many classes. If you want to do something about such a handicap, Coach Graf has developed an Individual Study course in which you get help in retraining yourself to write. The aim in that course is 40 words per minute.
2. An alternative to writing the Basic Keys is saying them. You need to be able to say them at about two words per second non-stop, which means about 120 words per minute. This is well within the speaking speed of virtually everybody.
3. Sometimes people blame their poor performance on their handwriting speed when the real cause for their problem is NOT ENOUGH PRACTICE. This type of task is best done daily, rather than in one night.
4. It should be absolutely clear from the rules stated that Coach Graf doesn't want you to cheat. He wants you to win, but he wants you to win with an honest effort. He has given automatic 'F's in the course in the past and referred offenders to the University Discipline Committee, when cheating behavior occurred.
5. Coach Graf will be offering some suggestions in class on how to study and practice the Basic Keys.

#### LEARNING CHANNELS

Throughout the course you'll see and hear phrases such as "Think/Write", "See/Say", etc. This reflects the fact that we have many ways to gather and transmit information. Coach Graf has tried to see that you have opportunities to learn and perform over a variety of such channels.

## PRONUNCIATIONS

### Your AIM for the Pronunciations

1. Seeing the 25 words presented in a random list, Say each in turn with the appropriate pronunciation and at frequency of at least one per second, on the first opportunity with a second opportunity available to achieve success.
2. Achieve the accuracy and speed on the first or second try.

### RATIONALE for the Pronunciation Task

A student achieving the aim has demonstrated facility with speaking the most difficult to pronounce words associated with the subject matter under study. This is important because the appropriate vocal behavior can be crucial in communication, and because proper pronunciation would be helpful in establishing the credibility of a speaker as an educated person. Furthermore, the student is required to emit these words as responses to stimuli in the SAFMEDS portion of the course, and competency in saying them is likely to lead to easier learning. A student unable to pronounce the words correctly might have more difficulty learning the SAFMEDS in this course, and would likely have difficulty communicating and difficulty in establishing credibility as an educated individual.

### RULES for the Pronunciation Task

1. The opportunities occur very soon after class is finished each day.
2. No prior appointment is necessary. Just get in line and be ready when your turn comes.
3. Be sure that Coach Graf gets your name and seat number before you begin.
4. Speak loudly enough for the Coach to hear you plainly.
5. You may tape record the class or the Coach practicing if you think it would be helpful.
6. You'll receive feedback after you finish on how you performed.
7. GRADING POLICY for the Pronunciation Task: As soon as you achieve one success, you're finished with this part of the course. You receive:
  - 'A' if you are successful on your first or second try.
  - 'B' if you are successful on your third try.
  - 'C' if you are successful on your fourth try.
  - 'D' if you are successful on your fifth try.
  - 'F' if you are not successful after five tries, or if you never try.
8. You are permitted only one try per day.
9. This task must be completed BEFORE the last day of class, the "wrap-up" day. There are no chances for the Pronunciation Task on the Final.

### Comments on the Pronunciation Task

1. You should find this rather easy, because we'll work on it together in class.
2. Practice with a partner if you have any doubt of your performance.
3. Listen carefully in class when the words are being pronounced.

### List of Words to Pronounce

determinism	analysis	purposivism	differentiation
habituation	extinction	satiation	deprivation
reification	intermittent	parsimony	perceptual
phylogenetic	ontogenetic	imitative	intuitive
congenital	psychosis	psychoses	neurosis
nueroses			
(Jean) Piaget	(Ogden) Lindsley	(Hans) Selye	(Sigmund) Freud

## SAFMEDS

### Your AIM for the SAFMEDS

1. See the front and say the back of SAFMEDS cards for one minute with Coach Graf quickly (a frequency of correct responses equal to 50 or more) and accurately (two or fewer misses per minute).
2. OR, if the frequency correct is 60 or more per minute, there is no penalty for errors.

### RATIONALE for the SAFMEDS

A student who achieves the aim will have learned this material to a degree of fluency seldom achieved in traditional academic settings. The effect seems to be tied into the high speed required. The result thus serves as an exemplary model to the student as to what "learning" can (and perhaps should) mean, and also provides "tool skills" for extending and amplifying the material involved. A student who does not achieve the aim will not have achieved fluency, will not receive the benefit of experiencing the phenomenon, and will be less prepared to extend and amplify the material involved.

### RULES for the SAFMEDS

1. Your SAFMEDS are done with Coach Graf (or one of his assistant coaches). This takes place right after class or outside of class, at least in the early stages.
2. You use the Coach's deck on a 15 second drill until you do at least 7 correct in 15 seconds, with an accuracy of more right than wrong.
3. If you don't achieve this with your first 15-second try, you try again, and you can keep trying until you either reach the target or fall back to fewer correct than your previous drill.
4. If you achieve fewer correct than your previous attempt on any day, that ends your attempts for that particular day.
5. If you reach the target with the Coach's deck, you then hand him your deck. He checks it over to see that it conforms with the following:
6. You are allowed to underline or highlight one or two words (not letters) on the front of each of your cards, if you think it is necessary.
7. You are not allowed to write or draw anything on the front.
8. Any violation means you will have to use Coach Graf's cards, which are unmarked.
9. Words in parentheses do not need to be said.
10. In the one minute drill with Coach Graf, you receive your shuffled deck and are told to begin. You do as many as you can, flipping each one over for the Coach to see the back after you have said it in response to the front of the card.
11. He counts your hits and misses, as well as keeping time, and announces your score to you at the end of the minute.
12. You're allowed to try again as long as your hits per minute don't decrease. Once they go down you're done for the day. Also, we stop as soon as you reach an "A" performance. Some people desire to keep going even after they've gotten their "A", but we don't. It gets to be fun when you get really proficient at something.
13. Prior to the day marked +++ under the "Day" column on the Calendar in your folder, you can do your SAFMEDS before or after class with the Coach on any number of days. On and after that date, you do them on one day (not including the Final Exam).
14. GRADING POLICY for the SAFMEDS: Timing is for one minute.
  - 60+ Correct (misses are ignored) = A
  - 50-59 Correct with 2 or fewer misses and skips = A
  - 40-49 Correct with 2 or fewer misses and skips = B
  - 30-39 Correct with 2 or fewer misses and skips = C
  - 20-29 Correct with 2 or fewer misses and skips = D
  - Less than 20 Correct = F

Each additional miss or skip beyond the second lower the grade by one grade. You may attempt to improve your SAFMEDS grade on the Final Exam.

### Comments on the Performance of SAFMEDS

1. Getting the SAFMEDS out of the way early can really help make the course seem easy, and Coach Graf strongly urges you to set this as an aim.
2. Some suggestions on how to study and practice your SAFMEDS will be given in class.
3. Some people stumble when using the coach's cards. Two suggestions that might help you are: (1) Use a deck from Kinko's, because that's what the Coach has; (2) Mark as few cards as possible, since the Coach's aren't marked.

3. One of the notable experiences of high speed performance is that it holds up well under pressure. In many test situations in the past you may have found yourself adversely affected by the pressure. After reaching a certain level with the SAFMEDS, a large number of students have found that their performance under pressure exceeds their best performance under practice conditions!

### CLASS ANSWERS

#### Your AIM for the Class Answers

1. Seeing the chapter assignment from the Malott and Whaley text, you will read the chapter before class, look at the study weights (in the Course Guide), reread the chapter saying answers to the study questions (except for the ones that have zero weight) and look up the answers for the ones you can't answer or answered uncertainly.
2. Seeing a study question on the screen in class from the text chapter assigned, when called upon you will stand and say an answer to that question as best you can, projecting your voice well enough so that it can be heard anywhere in the room, and answering without reference to book, notes or neighbors.
3. Hearing a study question answered by another student in class, when called upon you will stand and say an answer that adds to or improves the previous answer (or answers) as best you can, projecting your voice well enough so that it can be heard anywhere in the room, and answering without reference to book, notes or neighbors.
4. Perform each of the above on a regular basis to receive enough of the rewards and avoid enough of the penalties of the Class Answer grading system to receive an "A" in this part of the course.
5. A further aim is that you will begin to feel more relaxed speaking in front of a large group.

#### RATIONALE for the Class Answers

A student who achieves the aims will have exhibited the behaviors of an exemplary student, and will have been rewarded so that the likelihood of maintaining such behaviors across the student's academic career may have been developed or extended. A student meeting none of these aims is unlikely to achieve much success in academic life. A student meeting the last three aims but not the first is likely to receive some rewards for appropriate behavior, which may be a first step in developing a better academic repertoire.

#### RULES for the Class Answers

1. You are assigned one chapter for each day of class. This assignment can be found under the "chapter" column of the Calendar glued to your folder.
2. The questions to be asked in class are chosen from the study questions in the 32 chapters of your Malott and Whaley text.
3. The list of study question weights found later in this guide indicates which questions the Coach thinks are most important. The higher the weight, the more important the question. Questions having a weight of zero can be ignored. The Coach won't ask you those.
4. Coach Graf selects questions from the chapter of the day and projects them on the screen one at a time. He will then call upon someone to answer.
5. If you are called on, your task is to stand up and answer as best you can, without reference to book, notes or neighbors.
6. You are to project your voice well enough so that it can be heard anywhere in the room, since everyone should hear your attempt at an answer.
7. For each question the team (that's you and the rest of the class) covers on a particular day, everyone present gets that number of POINTS towards the Class Answer Grade.
8. When the answer is given loudly and clearly, everyone present gets a LOUDNESS INCENTIVE POINT, or "LIP". If the answer is too soft or is unclear, an UNCLEAR MINUS POINT, or "UMP", is subtracted from everyone's points.
9. Most of class time is spent answering the study questions assigned for that day, but we also work on the Basic Keys, Pronunciation, SAFMEDS, and the Standard Celeration Chart too. Answers to questions about these are handled just like answers to the study questions. Special Bonus point situations are sometimes set up by the Coach also.
10. If an answer you give to a question is correct and near perfect, Coach Graf will announce "Bulls-Eye". If the answer is partially correct, but perhaps partially incorrect or leaves something out, he'll say "Close".
11. If your answer is incorrect but "In the Ballpark", Coach will announce a "Try". You at least tried.
12. If your answer gives no evidence that you have done any preparation at all for the question, it's called "Out of the Ballpark" or an "Out".

13. If you say "I don't know", "I have no idea", or something similar, or if you don't say anything, it's a "Skip". Coach Graf usually counts down from five silently, to give you a little time if you can't answer right away.
14. The CAR, or Class Answer Ratio, is what determines your grade in the Class Answers. It consists of Team Points divided by Penalties, or Team Points/Penalties. Everyone's Team Points are the same if they're in class that day. That's why they're called "Team Points". Penalties are different in that they are specific to individuals.
15. Everyone starts out with '0' Team Points and '1' Penalty. One is used as a start in the Penalty because it's impossible to divide by zero.
16. Any day class is held and you miss class, you get a Penalty of '10'. You also don't get any of the Team Points for that day.
17. Arrive at class after the folders have been distributed and the extras collected, and you get a Penalty of '5' (but all the Team Points for that day).
18. Arrive at class after quarter past the hour and you get a Penalty of '10' (but all the Team Points for that day).
19. Skip an answer when you're called on and you get a Penalty of '10' (but you don't lose any of the Team Points earned for that day).
20. If you're "Out" (out of the ballpark) on an answer, you get a Penalty of '5' (but you don't lose any of the Team Points earned for that day).
21. Look down or read an answer to a question and you get a Penalty of '3' (but you don't lose any of the Team Points earned for that day).
22. Speak to or bother a neighbor while they're trying to answer a question and you get a Penalty of '3' (but you don't lose any of the Team Points earned for the day).
23. Answer a question so softly that not everyone can hear it and you get a Penalty of '2' (but you don't lose any of the Team Points earned for the day).
24. Answer a question without standing up and you get a Penalty of '1' (but you don't lose any of the Team Points earned for the day). Note: On a question with a short answer, you can remain seated when answering, but be sure to speak loudly and clearly.
25. The basic rule is: Avoid Penalties if you possibly can. Remember, Penalties are specific to the individual, rather than to the class. Bonuses are shared by the entire team.
26. GRADING POLICY for the Class Answers:
 

A CAR of 48+ = A
24-47 = B
12-23 = C
6-11 = D
Less than 6 = F
27. Everyone present gets the same number of Team Points. Individuals get either zero in Penalties for the day, or some number of Penalties. Coach Graf announces the Team Points for the day near the end of class. Fill in these numbers on your Scoresheet in your folder under the "Today" column. Then add these totals to your totals for the quarter. Finally, convert the ratio of Team Points/ Penalties to a whole number, and enter this under C.A.R. Then translate that number into your CAR Grade and put it in on your Scoresheet also. Examples will be given in class by the Coach.
27. You can attempt to improve your CAR grade on the Final Exam, or you can attempt to improve your SAFMEDS grade on the Final, but not both.

#### Comments on the Class Answers

1. You're expected to have read, studied, and prepared to answer the study questions by class time.
2. Coach Graf realizes that many of you will be uncomfortable (perhaps even fearful) about the requirement of speaking loudly to a large group, particularly if you're not sure of an answer.
3. After you answer, the Coach may move on to another question, or call on someone else to answer the same one you were asked. Once in a while he'll call for volunteers if many seem to be on the wrong track. If no one gets it, he will provide an answer himself. This doesn't happen too often, because when you're coaching somebody, you want the result from the person BEING coached, rather than the coach.
4. A ratio is a number with two parts, a top and a bottom. The top part is called the "numerator" and the bottom is called the "denominator". We simplify a ratio by dividing the bottom into the top. The result is a number whose denominator is 'one'. Example: 85/3 is a ratio. Simplified, it would be 3 divided into 85. The result, to the nearest whole number, is 28.



## THE STANDARD CELEBRATION CHART

### Your AIM for the Use of the Standard Celebration Chart

1. Fill in the Standard Celebration Chart background top and bottom that is attached to the Personal Folder.
2. Keeping the data daily from Basic Key practice, mark the Standard Celebration Chart appropriately with either statements, words, or symbols correct per minute, incorrect or omitted per minute, and the record floor.
3. Keeping the data daily on SAFMEDS practice, mark the Standard Celebration Chart appropriately with cards correct per minute, cards missed or skipped per minute, and the record floor.
4. Draw freehand celebration lines (lightly in pencil) weekly for corrects and incorrects.

### RATIONALE for Your Use of the Standard Celebration Chart

A student achieving the aim will have experienced the rudimentary use of a tool that offers vast potential in the educational arena, but which has been grossly neglected nationally. Seeing a picture of one's own learning will provide the student with perhaps a singular chance to comprehend the multiply world. A student who does not participate in this experience will be unlikely to get another chance.

### RULES for Your Use of the Standard Celebration Chart

1. Use pencil only (or "erasable" ink) on your Standard Celebration Chart.
2. You are the "Behaver". Print your name where indicated.
3. Put your age (unless you're sensitive about it) on the line appropriate.
4. The "Label" involves what your data involves. That would include Basic Keys, SAFMEDS, and, in some cases, CAR.
5. "Counted" would be statements, words, or symbols correct (choose one and stick with it) for the Basic Keys, followed by incorrects or omitted; cards correct and incorrect (for SAFMEDS); and Team Points and Penalties for the CAR.
6. You are the "Charter". Include on this line the date you started this chart.
7. Who does the counting and timing for your counts? Names would be entered on these lines.
8. Agency = Y.S.U.; Manager is "Steve Graf". We'll leave Adviser and Supervisor blank.
9. Your name should be entered as the "Depositor".
10. The up-and-down lines are Day Lines on your Standard Celebration Chart. Day 0 is 21 SP 86. Sunday 4 is 19 DC 86. Sunday 8 is 16 NY 86. Sunday 12 is 14 DC 86. Sunday 16 is 11 JR 87. Sunday 20 is 8 FB 87. Fill these in on your Standard Celebration Chart.
11. For the Basic Keys, decide whether you want to count statements, words, or symbols. Statements is the easiest thing, because there are only 24. There are about 227 words and about 1136 symbols.
12. Practice doing your Basic Keys each day by trying to write them all, keeping the time that you take to write them. Divide the correct statements (or other count) by the minutes. This is your count per minute correct. Place a dot on your chart. Your Coach will help with this in class.
13. Follow the same procedure when you start your SAFMEDS. Plot your best daily performance on your Standard Celebration Chart on the appropriate day. Try to do at least one one-minute drill every day, including week-ends, and bring in your results to class to put on your chart.
14. Coach Graf will spot-check your Standard Celebration Chart periodically.
15. GRADING POLICY for the Standard Celebration Chart. Your exposure to charting via this chart is intended to be introductory. Please don't feel that you need to "fake it". If you don't do any timed practices on a given day, don't chart anything for that day. Coach Graf will offer suggestions about your charting. Follow up any such suggestions and you will earn an "A" in this part of the course.

The grading is as follows:

Chart information filled in; Data charted; Suggestions followed	= A
Chart information filled in; Data charted; Suggestions ignored	= B
Data charted but chart information not filled in	= C
Only chart info filled in; no data charted	= D
Chart blank or incomplete info; no data charted	= F

### Comments on Use of the Standard Celebration Chart

1. The Standard Celebration Chart, developed by Ogden Lindsley, is a powerful tool. Your work with it in this course will give you some awareness of it. Coach Graf teaches a Course, Psych 720, Measuring and Graphing Human Behavior, which goes into charting in much greater detail. Anyone interested in possibly taking that course should contact him for further information.
2. Many people are uneasy with charts. Coach Graf hopes this charting experience is a pleasant one for you.

Special Message from Malott and Whaley

The following material is from the hardback edition of your text. We'll use will use it as something to read to check your reading speed. Ignore the numbers at the far right as you read the material. They're just to help count the words.

We've become quite interested in writing style, since we've just spent the major part of the last sixteen months of our lives writing this book. Some of the guidelines we've adopted seem a little controversial, though we feel they've greatly improved our writing style.	14 27 41 52
First of all, we wish to make our writing easy to read, interesting, and clear. In so doing, we've run across the objection that we're coddling you-- an objection we've encountered before in our behavioral approach to higher education where we do everything we can to insure that the student has a good chance of mastering the material in the course. The standard objection is that we should be careful not to make things too easy, as somehow that might prevent you from developing the moral muscles you'll need to deal with the rough, real world once you've completed the course.	65 78 92 105 118 131 145 159 165
We're not moved too greatly by such arguments, as we know of no data to indicate that suffering through difficult texts and courses does indeed prepare you for the difficulties you'll encounter in less well-designed instructional systems, or with less well-designed materials. On the contrary, we feel that then maybe you'll be better able to deal with the harsh realities of a less-planned instructional program later on if you've learned a good deal from our course or materials, if you've found them rewarding. So we've thought of ourselves as word technologists, trying to arrange our words to accomplish their immediate objectives as best we could.	178 191 203 215 229 243 255 267 279 289
We've made some effort to write our dialogue as people, in fact, do talk. Most of us don't always use perfect grammar or perfect pronunciation; and we often use contractions, so we've tried to write that way. But we had to back up somewhat since it turns out to be fairly hard to read words written as people really pronounce them.	302 314 327 340 352
We've also allowed our characters to shift in and out of language styles from time to time, since we humans aren't always that consistent. Audience cues greatly control the form of our language. Students talk one way in the dorm and often another way in the classroom. Blacks talk one way with Blacks and often another way with Whites. The thoughtful editing and the suggestions several Black students gave to our attempts at Black English are responsible for any success we've had with this fascinating language style. Of course, the shortcomings of those attempts are ours. These students also said they preferred reading a text that made at least some attempt to present dialogue in the way people really speak; and that's what we've tried to do.	364 378 390 402 414 426 439 451 464 476 490 492

Sincerely,  
Dick Malott and Don Whaley

# List of SAFMEDS

What you SAY (back)	What you SEE (front of card)
psychology	The study of inner and outer behavior
determinism	All acts are caused by previous circumstances
analysis	Finding what conditions cause events
application	Bringing together conditions to produce outcomes
evolution	Change that occurs across generations in the ability of a creature to deal with its environment
differentiation	Development of specialized structures which provide function helping total organism survive
neuron	Cell specialized for rapid and far reaching stimulus transfer
natural selection	Features of a creature help it survive in the world, and pass on those features to its offspring
purposivism	The mistaken notion that future events are the cause of present events
habituation	Decreased motion or response to a stimulus after prolonged exposure to it
(stimulus) control	What is exerted by a stimulus over the form or path of a response
feedback	Control of the form or path of a response by stimuli resulting from a previous response
operant	Conditioning in which act followed by event changes the act frequency
reward	Act followed by event that increases the act frequency
relief	Act followed by removal of aversive that increases the act frequency
punishment	Act followed by aversive that decreases the act frequency
penalty	Act followed by loss of reward that decreases act frequency
extinction	Act followed by no result that decreases the act frequency
frequency	A count of something divided by the time spent counting it
celeration	A frequency of something across time
cue	Signals that if an act occurs, a result might follow
imprinting	Changing a neutral stimulus into a reward by exposing the newborn to that stimulus
motivation	Factors that increase the effect stimuli have as results
motivation	Factors that increase the effect stimuli have as cues
motivation	Factors that raise the overall rate of motion
immediate	A response is most controlled by its _____ results
repeated	Delayed but _____ results may gain control over a response
shaping	Use to build a response
satiation	Reward's reduced power from overcontact
deprivation	Reward's enhanced power from undercontact
reification	Inventing things to explain how real things relate, turning the relation into a fictitious thing itself
reification	A fiction that doesn't explain why a behavior occurs
reification	Intelligence is an example
reification	Instinct is an example
reification	Id, Ego, and Superego are examples
fiction	A reification is a _____
natural selection	Basic stimulus control is programmed by _____
intermittent	Occasional rather than consistent results
nearness	Strongest reward for most humans
paired	If never _____, learned rewards lose their power
stimulus	_____ generalization: response same to slightly different stimuli
response	_____ generalization: different response to stimuli that are basically the same
parsimony	Trying the simplest way to explain the data
sensory	Stimulus control by one stimulus feature: _____ process
perceptual	Stimulus control by two or more interacting stimulus features: _____ process
illusion	Stimulus control by two or more conflicting stimulus features
phylogenetic	Development of a species across generations through evolution
ontogenetic	Development of a single creature during its lifetime
tool skills	Basic academic behaviors needed for building more complex acts
remediation	Doing slow or inaccurate acts again to improve them
straight line	What learning looks like on multiply charts
concave up	What learning looks like on add charts
learning picture	What we call the combination of correct and error celeration lines
SAFMEDS	Say All Fast a Minute Every Day Shuffled
Lindsley	Developed the use of SAFMEDS

## List of SAFMEDS

overlearning	Method used in assertive training where responses made in an anxiety setting are rehearsed repeatedly
assertive training	Behavior Therapy technique designed to help people become more active in looking out for their rights
fading	Gradual shift of control from one stimulus to another
helping	Approach to child-rearing: go out of your way in a planned & careful manner to influence the development of your children
natural	Approach to child-rearing: Don't intervene in influencing your child's development since it's not needed, fruitless, or a source of problems
language	_____ control: stimuli such as words cue acts
pre-language	_____ control: specific stimuli cue specific acts
imitative	_____ control: response matches cue
rule	Describes act, setting, and results of the act in that setting
intuitive	_____ control: response under direct control of its results unaided by rules
Achievement (test)	Type of psychological test based on samples of behavior that relate directly to past occasions for learning
Intelligence (test)	Type of psychological test based on samples of behavior that relate only indirectly to past occasions for learning
valid	Test is _____ if it predicts the behavior it is supposed to predict
intelligently	Instead of "intelligently"
Skinner	Inner behavior is no different than outer behavior
Piaget	Inner behavior different than outer behavior
Piaget	Studies of thinking behavior in children
Lindsley	Developed Standard Celeration Chart
Lindsley	Behavior grows by multiplying and decays by dividing, rather than by adding and subtracting
unlearned	A built-in natural result
learned	What a neutral result becomes after being paired with other results
social	_____ result: reward or punisher that involves another person's actions
attitude	Interaction between beliefs, actions, and values
role	Consistent way of acting in a specific environment
personality	Those acts of an individual that are fairly constant, even under somewhat different conditions
verbal community	Those persons who both teach and maintain our verbal behavior
pain	Self-awareness response that might be impossible if you don't have language
emotion	What we call the action that involves a combination of the outside setting cues, the inside pattern of physiological events, and the labels we've learned to use
Freud	Emphasized the role of determinism and sexual rewards, whose theories contain many reifications
stress	Conditions that cause tissue damage far beyond the wear and tear of daily living
Selye	Developed General Adaptation Syndrome based on research in stress
anxiety	Complex response involving irregularities in heart, blood vessel, gland, and muscle actions; sometimes accompanied by thoughts of being afraid
anxiety	First and major behavior that defines neurosis
self-defeating	Type of behavior that is the second major factor defining neurosis
avoidance	Type of behavior that is the third major factor defining neurosis
behavior problems	Learned patterns of behavior that produce harmful results or make one unacceptable to society
psychoses	Types of severe psychological problems: acts are so inappropriate that the person must receive almost constant attention and care
neuroses	A syndrome of behaviors that include anxiety, self-defeating behavior, and escape and avoidance
retardation	General failure to benefit from normal training and experience, such that minimum skills and knowledge are not obtained
cultural deprivation	Failure to master skills and knowledge the culture requires because of deprivation of normal training and experience
congenital	Taking place somewhere between normal conception and birth
Skinner	Person who's had the greatest impact on modern psychology
Skinner	Person who emphasized that behavior is controlled most by its immediate results
Behavior Mod	Approach which switches results from one act to another



List of  
THE BASIC KEYS  
TO UNDERSTANDING BEHAVIOR

CORRECT SPELLING AND PRONUNCIATION IMPORTANT

	Character Count
1. Psychology - study of inner and outer acts	42
2. Determinism - all acts caused by previous acts	88
3. 2 simplest causes of acts - lack of fuel, threat of harm	144
4. Analysis - find what conditions cause acts	186
5. Application - control conditions to produce acts	234
6. Self-control - arrange own cues and results to produce act	292
7. Behavior mod - provide new results for acts	335
8. Frequency, celeration, bounce - how to measure acts	386
9. Frequency = performance = count/time	427
10. Celeration = learning = count/time/time	471
11. Cue - signals result might follow act	517
12. Feedback - act fb info about result	534
13. Operant conditioning - act fb event that changes act frequency	595
14. Reward - act fb event that inc act frequency	637
15. Relief - act fb removal of aversive that inc act frequency	694
16. Punisher - act fb aversive that dec act frequency	742
17. Penalty - act fb loss of reward that dec act frequency	796
18. Extinction - act fb no result that dec act frequency	848
19. Parsimony - try simplest ways first	883
20. Remediation - try again if wrong or slow	923
21. Delay gratification - don't cow to now; wait for great	977
22. Purposivism trap - saying future causes present acts	1029
23. Reification trap - saying abstract is concrete	1075
24. Rationalization trap - rewarded faulty thinking will continue	1136

Abbreviations accepted

INCREASES = inc = ^ = ↑      DECREASES = dec = ↓ = v  
 FOLLOWED BY = fb = →      FREQUENCY = freq (except spell in #8)  
 AND = & = +      behavior = response = action = ACT

Ditto marks may be used if lined up appropriately under words duplicated  
Two ditto marks (") are used for each duplicated word

THERE ARE FIVE OPPORTUNITIES TO ACHIEVE TWO "BASIC KEY" SUCCESSES

1. 1 Oct    2. 9 Oct    3. 16 Oct    4. 23 Oct    5. 30 Oct