

# A CRASH COURSE IN COMPLEX VERBAL

## BEHAVIOR:

### CLOSING THE GAP BETWEEN RESEARCH AND PRACTICE

WITH AMANDA CHASTAIN, BCBA

THERE IS A SIGNIFICANT GAP BETWEEN RESEARCH AND PRACTICE WHEN IT COMES TO PROGRAMMING FOR COMPLEX VERBAL BEHAVIOR. THIS WORKSHOP SERIES EXPLORES SOME BEHAVIOR ANALYTIC MODELS OF COMPLEX VERBAL BEHAVIOR, INCLUDING STIMULUS EQUIVALENCE AND RELATIONAL FRAME THEORY.

OVER THE COURSE OF THE PROGRAM, LEARNERS SHOULD BETTER UNDERSTAND WHAT COMPLEX VERBAL BEHAVIOR IS FROM A RELATIONAL FRAME THEORY PERSPECTIVE, AS WELL AS THE IMPORTANCE OF ESTABLISHING A ROBUST REPERTOIRE OF DERIVED RELATIONAL RESPONDING. PARTICIPANTS WILL ALSO LEARN HOW TO PROGRAM FOR THE ESTABLISHMENT OF THESE COMPLEX REPERTOIRES FOR COMMON RELATIONAL FRAMES (COORDINATION, DISTINCTION, OPPOSITION, COMPARISON, HIERARCHICAL, AND DEICTIC). THE SERIES CONCLUDES BY REVIEWING LANGUAGE AS A DOUBLE-EDGED SWORD THAT MAY RESULT IN NEW CHALLENGES ONCE ESTABLISHED.

TO ADDRESS THESE NEW CHALLENGES, THE SERIES COVERS ACT IN ABA, AN ACT FUNCTIONAL ANALYSIS, AND IMPLEMENTATION OF ACT INTERVENTIONS. THE GOAL OF EACH SESSION IS TO GIVE PARTICIPANTS SOMETHING THAT THEY CAN APPLY TO THEIR WORK RIGHT AWAY.

1.5 CEU'S PER SESSION  
12.0 CEU'S TOTAL



# A CRASH COURSE IN COMPLEX VERBAL

## BEHAVIOR:

**CLOSING THE GAP BETWEEN RESEARCH AND  
PRACTICE**

**WITH AMANDA CHASTAIN, BCBA**

## AN 8-SESSION SERIES

**SESSION 1: SOME BEHAVIOR ANALYTIC MODELS OF VERBAL BEHAVIOR**

**SESSION 2: A DEEPER DIVE INTO RELATIONAL FRAME THEORY - PART I**

**SESSION 3: A DEEPER DIVE INTO RELATIONAL FRAME THEORY - PART II**

**SESSION 4: A DEEPER DIVE INTO RELATIONAL FRAME THEORY - PART III**

**SESSION 5: THE DOUBLE-EDGED SWORD OF LANGUAGE - AN INTRODUCTION  
TO ACT**

**SESSION 6: AN ACT FUNCTIONAL ANALYSIS-PART I**

**SESSION 7: AN ACT FUNCTIONAL ANALYSIS PART II**

**SESSION 8: ACT INTERVENTIONS**

**1.5 CEU'S PER SESSION**

**12.0 CEU'S TOTAL**



# SESSION 1: SOME BEHAVIOR ANALYTIC

## MODELS OF VERBAL BEHAVIOR

### LEARNING OBJECTIVES:

1. IDENTIFY WHEN SKINNER'S MODEL FOR VERBAL BEHAVIOR IS USEFUL AND THE LIMITATION OF ITS UTILITY IN TEACHING AND UNDERSTANDING COMPLEX VERBAL BEHAVIOR
2. SET UP A BASIC EQUIVALENCE-BASED INSTRUCTION PROGRAM
3. LIST TYPES OF DERIVED RELATIONAL RESPONDING BEYOND EQUIVALENCE

### ABSTRACT:

**WHAT IS RFT, HOW IS IT DIFFERENT FROM SKINNER'S VERBAL BEHAVIOR, AND WHY DOES IT MATTER?**

IN SESSION 1, WE WILL START 'AT THE BEGINNING' BY EXPLORING B. F. SKINNER'S INITIAL TAKE ON VERBAL BEHAVIOR AND MURRAY SIDMAN'S CONTRIBUTIONS WITH STIMULUS EQUIVALENCE. THESE DISCUSSIONS SET THE CONTEXT FOR CONSIDERATION OF RELATIONAL FRAME THEORY AS AN EXTENSION OF THESE CONCEPTS. WE'LL WRAP UP WITH WHY THIS IS WORTH UNDERSTANDING FOR BEHAVIOR ANALYSTS, WITH DIRECT CONNECTION TO EARLY BEHAVIOR INTERVENTION GOALS AND PROGRAMS.



**MONDAY, JUNE 06  
4-5:30 PM (PACIFIC TIME)  
1.5 CEU'S**

# SESSION 2: A DEEPER DIVE INTO RELATIONAL FRAME THEORY - PART I

## LEARNING OBJECTIVES:

1. DESCRIBE HOW DERIVED RELATIONAL RESPONDING EXTENDS BEYOND EQUIVALENCE
2. DESCRIBE DERIVED RELATIONAL RESPONDING AS A GENERALIZED RELATIONAL OPERANT
3. IDENTIFY CLINICAL RELEVANCE FOR ESTABLISHING GENERALIZED RELATIONAL RESPONDING REPERTOIRES FOR EACH OF THE MOST COMMON RELATIONAL FRAMES

## ABSTRACT:

**WHAT ARE THE DIFFERENT RELATIONAL FRAMES? WHERE CAN I SEE THESE IN THE PROGRAMMING I ALREADY USE?**

IN SESSION 2, WE WILL GET INTO MORE DETAIL ABOUT THE DIFFERENT FORMS OF RELATIONAL FRAMING AND DISCUSS RELATING AS A GENERALIZED RELATIONAL OPERANT, INCLUDING SOME LEADING RESEARCH FROM DR. JORDAN BELISLE'S RFT RESEARCH LAB. TO FINISH, ATTENDEES WILL TAKE A LOOK AT THEIR OWN PROGRAMS THROUGH AN RFT LENS.



**MONDAY, JUNE 13  
4-5:30 PM (PACIFIC TIME)  
1.5 CEU'S**

# SESSION 3: A DEEPER DIVE INTO RELATIONAL FRAME THEORY - PART II

## LEARNING OBJECTIVES:

1. PROVIDE EXAMPLES OF SKILLS THAT CAN BE TAUGHT USING DERIVED RELATIONAL RESPONDING METHODS OF TEACHING NON-ARBITRARY RELATIONSHIP BETWEEN STIMULI
2. DESCRIBE HOW TO PROGRAM FOR EACH OF THE MAIN TYPES OF RELATIONAL FRAMING BASED ON PHYSICAL PROPERTIES OF STIMULI
3. DEMONSTRATE HOW TO SET UP ONE PROGRAM FOR EACH OF THE MAIN TYPES OF FRAMES BASED ON PHYSICAL PROPERTIES OF STIMULI

## ABSTRACT:

**HOW DO I TAKE WHAT I'VE LEARNED AND APPLY RFT KNOWLEDGE TO MY BEHAVIOR-SKILLS PROGRAMMING?**

IN SESSION 3, WE WILL DIVE INTO IDENTIFYING AND PROGRAMMING FOR EACH OF THE MAIN TYPES OF RELATIONAL FRAMES. PARTICIPANTS WILL ACTIVELY PRACTICE SETTING UP PROGRAMS TO TARGET GROWTH, SEE EXAMPLES FROM THE PEAK RELATIONAL TRAINING CURRICULUM, AND CLOSE OUT WITH A PRIMER FOR MORE COMPLEX STIMULI (TO BE DISCUSSED IN DETAIL AT THE NEXT SESSION).



**MONDAY, JUNE 27  
4-5:30 PM (PACIFIC TIME)  
1.5 CEU'S**

# SESSION 4: A DEEPER DIVE INTO RELATIONAL FRAME THEORY - PART III

## LEARNING OBJECTIVES:

1. DEFINE ARBITRARILY APPLICABLE DERIVED RELATIONAL RESPONDING
2. DESCRIBE HOW TO PROGRAM FOR EACH OF THE MAIN TYPES OF RELATIONAL FRAMING WITH CULTURALLY RELEVANT ARBITRARY STIMULI
3. DEMONSTRATE HOW TO SET UP ONE PROGRAM FOR EACH OF THE MAIN TYPES OF FRAMES USING CULTURALLY RELEVANT ARBITRARY STIMULI

## ABSTRACT:

**WHAT ABOUT MORE COMPLEX STIMULI, NOT BASED ON PHYSICAL FEATURES?**

IN SESSION 4, WE WILL QUICKLY REVIEW WHAT WE LEARNED IN SESSION 3 (NON-ARBITRARILY APPLICABLE DERIVED RELATIONAL RESPONDING) BEFORE EXPLORING MORE COMPLEX WAYS OF RELATIONAL FRAMING/RESPONDING. AN ACTIVITY WILL ALLOW PARTICIPANTS TO PRACTICE PROGRAMMING AGAIN, THIS TIME INCORPORATING ARBITRARILY APPLICABLE DERIVED RELATIONAL RESPONDING.



MONDAY, JULY 11  
4-5:30 PM (PACIFIC TIME)  
1.5 CEU'S

# SESSION 5: THE DOUBLE-EDGED SWORD OF LANGUAGE - AN INTRODUCTION TO ACT

## LEARNING OBJECTIVES:

1. DESCRIBE HOW ESTABLISHING A COMPLEX VERBAL BEHAVIOR REPERTOIRE CAN GENERATE UNIQUE CHALLENGES FOR THOSE WE SUPPORT
2. DESCRIBE THE SIX BEHAVIORAL REPERTOIRES ON THE ACT HEXAFLEX
3. DESCRIBE CURRENT RESEARCH IN ACT IN ABA

## ABSTRACT:

**WHY IS ACT UNIQUELY USEFUL AS AN ADDITION TO TYPICAL CONTINGENCY-MANAGEMENT? WHAT IS ACT, AND WHAT DOES THE RESEARCH BASE LOOK LIKE? HOW DO ENSURE I'M PRACTICING WITHIN MY SCOPE? HOW DO I WRITE ACT-RELATED TREATMENT GOALS?**

IN SESSION 5, WE WILL KICK OFF OUR DISCUSSION OF ACT WITH THE SOLID FOUNDATIONAL KNOWLEDGE OF RFT GAINED IN THE FIRST FOUR SESSIONS. DISCUSSION WILL INCLUDE THE 'DOUBLE-EDGED' NATURE OF LANGUAGE, AN INTRODUCTION TO ACT CONCEPTS AND LANGUAGE IN BEHAVIOR-ANALYTIC TERMS, AND PRACTICING RESPONSIBLY IN THE ROLE OF A BEHAVIOR ANALYST.



**MONDAY, JULY 25  
4-5:30 PM (PACIFIC TIME)  
1.5 CEU'S**

# SESSION 6: AN ACT FUNCTIONAL ANALYSIS- PART I

## LEARNING OBJECTIVES:

1. IDENTIFY BEHAVIORAL REPERTOIRES ADDRESSED IN EACH PART OF THE HEXAFLEX
2. IDENTIFY PATIENT VERBAL BEHAVIOR AND DETERMINE WHICH TYPE OF ACT EXERCISES TO USE BASED ON THE HEXAFLEX AS A MODEL FOR INTERVENTION
3. IDENTIFY RELEVANT VARIABLES IN THE VERBAL ENVIRONMENT TO TARGET THROUGH ACT INTERVENTIONS

## ABSTRACT:

**WHY IS ACT UNIQUELY USEFUL AS AN ADDITION TO TYPICAL CONTINGENCY-MANAGEMENT? WHAT IS ACT, AND WHAT DOES THE RESEARCH BASE LOOK LIKE? HOW DO ENSURE I'M PRACTICING WITHIN MY SCOPE? HOW DO I WRITE ACT-RELATED TREATMENT GOALS?**

**IN SESSION 6, WE WILL CONNECT THE 6 ACT PROCESSES TO RELATED BEHAVIORAL REPERTOIRES, AND THEN EXPLORE THE ACT MATRIX AS A DESCRIPTIVE ASSESSMENT TOOL. WE'LL END WITH AN APPROACH TO IDENTIFYING PROBLEMATIC RELATIONS, WITH ACTIVE PRACTICE FOR ATTENDEES TO GET EXPERIENCE WITH THIS SKILL.**



**MONDAY, AUGUST 08  
4-5:30 PM (PACIFIC TIME)  
1.5 CEU'S**

# SESSION 7: AN ACT FUNCTIONAL ANALYSIS- PART II

## LEARNING OBJECTIVES:

1. SETUP AN ACT FUNCTIONAL ANALYSIS
2. IMPLEMENT AN ACT FUNCTIONAL ANALYSIS (PRACTICE SESSION)
3. INTERPRET DATA FROM AN ACT FUNCTIONAL ANALYSIS TO GUIDE NEXT STEPS

## ABSTRACT:

**WHAT DOES AN ACT FUNCTIONAL ANALYSIS LOOK LIKE?  
HOW DO I SET ONE UP AND RUN IT?  
WHAT DO I MAKE OF THE RESULTS?**

IN SESSION 7, WE WILL BEGIN WITH A QUICK REVIEW OF THE 6 ACT PROCESSES AND IDENTIFYING PROBLEMATIC RELATIONS. THE REST OF THE SESSION WILL BE SPENT DISCUSSING AND PRACTICING SETUP OF ACT FUNCTIONAL ANALYSIS CONDITIONS AND INTERPRETATION OF RESULTS TO GUIDE INTERVENTION.



**MONDAY, AUGUST 22  
4-5:30 PM (PACIFIC TIME)  
1.5 CEU'S**

# SESSION 8: ACT INTERVENTIONS

## LEARNING OBJECTIVES:

1. DESCRIBE HOW TO SET UP AN INDIVIDUALIZED ACT INTERVENTION USING TRANSFORMATION OF STIMULUS FUNCTION
2. IDENTIFY MULTIPLE RESOURCES FOR OBTAINING ACT INTERVENTIONS
3. DESCRIBE HOW TO DETERMINE WHETHER THE ACT INTERVENTION WAS EFFECTIVE

## ABSTRACT:

**WHAT IS THE ULTIMATE GOAL OF WORKING WITH ACT?  
WHERE CAN I FIND INTERVENTIONS TO USE?  
HOW WILL I KNOW IF IT'S WORKING, OR NOT?**

IN SESSION 8, WE WILL BEGIN WITH A DISCUSSION OF THE PURPOSE OF ACT INTERVENTIONS. THE REST OF THIS FINAL SESSION WILL INTRODUCE SOME READY-MADE RESOURCES TO MAKE YOUR USE OF ACT-BASED INTERVENTIONS MORE EFFICIENT, AND FINALLY, SOCIAL-VALIDITY MEASURES.



**MONDAY, AUGUST 29  
4-5:30 PM (PACIFIC TIME)  
1.5 CEU'S**