

Dados Básicos

Programa:	Análise do Comportamento Aplicada (33278016001P1)
Nome:	ANÁLISE COMPORTAMENTAL DA LINGUAGEM E DA COGNIÇÃO
Sigla:	LINCOG
Número:	32005
Créditos:	3
Período de Vigência:	04/08/2015 à 15/12/2015
Disciplina obrigatória:	Não
Ementa:	<p>A análise do comportamento tem como principal meta de sua ciência descrever, prever e controlar o comportamento humano. Dentre os inúmeros desafios que se lhe apresentaram nas últimas décadas, talvez o mais controvertido se relacione à possibilidade de uma explicação comportamental que abarque a complexidade e a geratividade observada em comportamentos “puramente humanos”. O objetivo dessa disciplina é apresentar uma síntese dos principais desenvolvimentos conceituais, experimentais e aplicados da Análise do Comportamento no que se refere à uma abordagem monista, externalista e seletiva de fenômenos relacionados à linguagem e à cognição. Objetivos Possibilitar ao discente:</p> <ul style="list-style-type: none">• ler, descrever e avaliar criticamente textos conceituais, experimentais e aplicados acerca da interpretação comportamental de fenômenos relacionados à linguagem e à cognição;• identificar diferentes contextos de aplicação possíveis para os conceitos, procedimentos experimentais e técnicas de intervenção apresentados ao longo da disciplina;• desenvolver um projeto de pesquisa supervisionada baseado nos conteúdos apresentados ao longo das aulas;• produzir um relatório científico ou técnico referente à pesquisa realizada.

Bibliografia:	<p>Passos, M. L. R. F. (2007). A definição skinneriana de comportamento verbal e a arbitrariedade do signo lingüístico. <i>Temas em Psicologia</i>, 15, 269-282. Skinner, B. F. (1957). <i>Verbal behavior</i>. New York: Appleton-Century-Crofts. (ler Capítulo 1 completo + página 225). Sérgio, Andery, Gioia e Micheletto (2004): <i>Controle de estímulos e comportamento operante: uma nova introdução</i>. São Paulo: EDUC. Schlinger, H. D. (1993). Separating discriminative and function-altering effects of verbal stimuli. <i>Journal of the Experimental Analysis of Behavior</i>, 16, 9-23. Skinner, B. F. (1969). An operant analysis of problem solving. In B. F. Skinner, <i>Contingencies of reinforcement</i> (pp. 133-157). New York: Appleton-Century-Crofts. Törneke, N., Luciano, C., & Salas, S. V. (2008) Rule-governed behavior and psychological problems. <i>International Journal of Psychology and Psychological Therapy</i>, 8, 141-156. Baer, R. A., & Detrich, R. (1990). Tacting and manding in correspondence training: effects of child selection of verbalization. <i>Journal of the Experimental Analysis of Behavior</i>, 54, 23-30. doi:10.1901/jeab.1990.54-23. Ribeiro, A. F. (1989). Correspondence in children's self-report: tacting and manding aspects. <i>Journal of the Experimental Analysis of Behavior</i>, 51, 361-367. doi:10.1901/jeab.1989.51-361. Petursdottir, A. I., Carr, J. E., Michael, J. (2005). Emergence of mands and tacts of novel objects among preschool children. <i>The Analysis of Verbal Behavior</i>, 21, 59-74. Meller M. M., Olmi D. J., Saunders K. J. (2000). Recombinative generalization of within-syllable units in prereading children. <i>Journal of Applied Behavior Analysis</i>, 33, 515-531. Perez, W. F., & de Rose (2010). Recombinative generalization: an exploratory study in musical reading. <i>The Analysis of Verbal Behavior</i>, 26, 51-55. Hayes, S.C., Brownstein, A.J., Zettle, R.D., Rosenfarb, I., & Korn, Z. (1986). Rule governed behavior and sensitivity to changing consequences of responding. <i>Journal of the Experimental Analysis of Behavior</i>, 31, 53-70. Torgrud, L.J., & Holborn, S.W. (1990). The effects of verbal performance descriptions on nonverbal operant responding. <i>Journal of the Experimental Analysis of Behavior</i>, 54, 273-291. Sidman, M. (1994). <i>Equivalence relations and behavior: A research story</i>. Boston: Authors Cooperative. Sidman, M. (2000). <i>Equivalence relations and the reinforcement contingency</i>. <i>Journal of the Experimental Analysis of Behavior</i>, 74, 127-146. Sidman, M. (2008). Symmetry and equivalence relations in behavior. <i>Cognitive Studies</i>, 15, 322-332. Sidman, M. (2009). <i>Equivalence relations and behavior: An introductory tutorial</i>. <i>The Analysis of Verbal Behavior</i>, 25, 5-17. Sidman, M., & Tailby, W. (1982). Conditional discrimination vs. matching to sample: An expansion of the testing paradigm. <i>Journal of the Experimental Analysis of Behavior</i>, 37, 5-22. Bush, K. M., Sidman, M., & de Rose, T. (1989). Contextual control of emergent equivalence relations. <i>Journal of the Experimental Analysis of Behavior</i>, 51, 29-45. Sidman M., & Cresson O. (1973). Reading and transfer of crossmodal stimulus equivalences in severe retardation. <i>American Journal of Mental Deficiency</i>, 77, 515-523. Sidman, M., & Tailby, W. (1982). Conditional discrimination vs. matching to sample: An expansion of the testing paradigm. <i>Journal of the Experimental Analysis of Behavior</i>, 37, 5-22. Yamamoto J., & Asano, T. (1995). Stimulus equivalence in a chimpanzee (<i>Pan troglodytes</i>). <i>The Psychological Record</i>, 45, 3-21. Schusterman, R. J., & Kastak, D. (1993). A California sea lion (<i>Zalophus californianus</i>) is capable of forming equivalence relations. <i>The Psychological Record</i>, 43, 823-839. de Rose, J. C. & Bortoloti, R. (2007). A equivalência de estímulos como modelo de significado. <i>Acta Comportamentalia</i>, 15, 83-102. Dougher, M. J., & Markham, M. R. (1996). Stimulus class formation and the untrained acquisition of stimulus functions. In T. R. Zentall, & P. M. Smeets (Eds.), <i>Stimulus class formation in humans and animals</i> (pp. 137-152). Amsterdam: Elsevier. Augustson, E. M. & M. J. Dougher (1997). The transfer of avoidance evoking functions through stimulus equivalence classes. <i>Journal of Behavior Therapy and Experimental Psychiatry</i>, 28, 181-191. Dougher, M. J., Augustson, E., Markham, M. R., Greenway, D. E. & Wulfert, E. (1994). The</p>
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Curso(s)

Curso	Nível	Carga Horária
Análise do Comportamento Aplicada	Mestrado Profissional	45.0 (hs)

Área(s) de Concentração obrigatória(s) à Disciplina

Não existem áreas de concentração obrigatórias à disciplina.

Turma(s)

Período/Ano	Nome	Docentes
2/2015	2/2015	WILLIAM FERREIRA PEREZ (Docente)

Fechar

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