RESEARCH ARTICLE





Essential Readings in Diversity, Equity, and Inclusion in Behavior Analytic Training Programs

Anita Li¹ - Nicole A. Hollins² - Cody Morris³ - Hannah Grey³

Accepted: 30 August 2023 © Association for Sehavior Analysis International 2023

Abstract

Cultural responsiveness is imperative for the success of behavior analysts. As topics within diversity, equity, and inclusion are emphasized within coursework and supervision, there is a growing need for resources. To date, there is limited research on suggested readings within diversity, equity, and inclusion for behavior analysts. We surveyed behavior analysts to construct a list of essential readings within diversity, equity, and inclusion and reported common publications that instructors assigned and students were assigned within behavior analytic coursework.

Keywords Diversity · Equity · Inclusion · Essential readings

In 2019, Zarcone et al. introduced the special issue on diversity and equity in the practice of behavior analysis by saying, "as a field, we have lost sight of the importance and study of the social context in which human behavior occurs" (p. 741). Diversity, equity, and inclusion (DEI) has been identified as a crucial topic that needs to be embedded within training programs (Hilton et al., 2021; Najdowski et al., 2021) and clinical practice (Beaulieu et al., 2019; Fong et al., 2016) for behavior analysts. The Behavior Analyst Certification Board (BACB) has specified that DEI content must be embedded throughout graduate training curricula in addition to a dedicated ongoing continuing education requirement for certified individuals (BACB, BACB Newsletter, 2022). In addition, the Ethics Code for Behavior Analysts (BACB, 2020) now requires that DEI content be incorporated into the training and supervision of behavior analysts.

As more efforts are made to incorporate DEI and cultural humility within coursework and fieldwork, it is important to assess what behavior analysts consider essential readings within this topic. Completing assigned readings is a

quintessential component of preparing students for behavior analysis. Previous articles (i.e., Frieder et al., 2018; Kazemi et al., 2019; Pastrana et al., 2018; Saville et al., 2002) have outlined essential and frequently assigned readings recommended to help educate undergraduate and graduate students studying behavior analysis. Saville et al. (2002) surveyed members of the editorial board for the Journal of Applied Behavior Analysis (JABA) and the Journal of Experimental Analysis of Behavior (JEAB) to construct a reading list for graduate students of behavior analysis. Frieder et al. (2018) expanded on the work of Saville et al. by surveying behavior analysts to identify essential readings for undergraduate students studying behavior analysis. Both Pastrana et al. (2018) and Kazemi et al. (2019) reviewed the syllabi for graduate programs to gather frequently assigned readings based on curriculum area (Pastrana et al., 2018) in addition to the experimental analysis of behavior (Kazemi et al., 2019) to assist both instructors and program coordinators. Although it is not feasible to provide exhaustive lists, such publications do provide helpful recommendations for assigned readings in high-priority areas in behavior analysis. Hollins et al. (2023) published recommendations of DEI articles and topics to incorporate into graduate programs; however, it would be prudent to assess current practices and perspectives of behavior analysts and students of behavior analysis. DEI is critical to the development of competent behavior analysts and would benefit from a similar systematic collection of relevant readings that could be recommended. Thus, the pur-

pose of this article was to determine what behavior analysts

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Department of Psychology, Salve Regina University, Newport, RI, USA

Readings In Behavior

William Edgar Scott, Larry L. Cummings

Readings In Behavior:

Study and Readings about Behavior Principles Charles B. Ferster,1971 Readings in Behavior Modification Marilyn T. Erickson, 1973-01-01 Readings in Organizational Behavior and Human Performance William Edgar Scott, Larry Readings in Sociology to Accompany An Introduction to Sociology Jerome Davis, Harry Elmer L. Cummings, 1973 Contributions of Behavior Analysis to Reading and Writing Comprehension Alessandra Rocha de Barnes.1927 Albuquerque, Raquel Maria de Melo, 2023-10-13 This book shows how behavior analysis can be applied to teaching reading and writing to primary school students and to special populations such as children with intellectual and hearing disabilities and illiterate adults Originally published in Portuguese this contributed volume is now translated into English and presents for the first time to international researchers and students a comprehensive overview of a research program developed for more than three decades in Brazil which gave birth to a unique teaching program based on the concept of stimulus equivalence the Learning to Read and Write in Small Steps The book is divided into four parts The first part presents the theoretical framework and the historical context in which the teaching program was developed by the group led by Drs Julio Cesar de Rose and Deisy das Gra as de Souza currently organized in the National Institute of Science and Technology on Behavior Cognition and Learning INCT ECCE The second part describes the modules that make up the Learning to Read and Write in Small Steps teaching program The third part presents results of empirical research conducted with children with intellectual and hearing disabilities and illiterate adults Finally the fourth part presents contributions from other areas of knowledge such as speech therapy linguistics and education to the understanding of reading and writing and possible dialogues between them and behavior analysis Contributions of Behavior Analysis to Reading and Writing Comprehension will be of interest to researchers and students in the fields of psychology and education interested in the application of behavior analysis to teaching and learning processes It will also be a valuable resource for professionals directly working in educational institutions such as elementary school teachers and psycho pedagogues. The translation of the original manuscript in Portuguese was done with the help of artificial intelligence The present version has been revised technically and linguistically by the authors in collaboration with a professional translator The Causes of Behavior Judy F. Readings in Adolescent Development and Behavior John P. Hill,1971 Rosenblith, 1967 Readings in Public Opinion Readings in Abnormal Psychology and Mental Hygiene William Sentman Taylor, 1926 William Brooke Graves, 1928

Contemporary Readings in Literacy Education Marva Cappello, Barbara Moss, 2010 Contemporary Readings in Literacy Education is designed to provide students with high quality journal and research articles in literacy education The readings are contextualized with introductions and discussion questions by the editors of the text The text will help instructors to easily integrate the latest research into their course in a meaningful way This reader with edited content and contextualizing material makes the latest research more interesting and accessible to the students of literacy education

Interactive Approaches to Second Language Reading Patricia L. Carrell, Joanne Devine, David E. Eskey, 1988-04-29 Emphasis is on English as a second language Public and Parlor Readings Lewis Baxter Monroe, 1873 Child Behavior and Development Celia Stendler Lavatelli, Faith Stendler, 1972 **Eve-tracking While Reading for** Psycholinguistic and Computational Models of Language Comprehension Nora Hollenstein, Marijan Palmovic, Lena Handbook of Reading Research, Volume II Rebecca Barr, Michael L. Kamil, Peter B. Mosenthal, P David Pearson, 2016-11-18 A comprehensive overview of important contemporary issues in the field of reading research from the mid 1980s to mid 1990s this well received volume offers readers an examination of literacy through a variety of lenses some permitting microscopic views and others panoramic views A veritable who s who of specialists in the field chapter authors cover current methodology as well as cumulative research based knowledge Because it deals with society and literacy the first section provides the broadest possible view of literacy. The second section defines the range of activities culturally determined to be a part of the enterprise known as literacy The third focuses on the processes that individuals engage in when they perform the act of reading The fourth section visits the environment in which the knowledge that comprises literacy is passed on from one generation to the next The last section an epilogue to the whole enterprise of reading research provides apt philosophical reflection Linking Reading Assessment to Instruction, Reading Research, Volume III Michael L. Kamil, Peter B. Mosenthal, P. David Pearson, Rebecca Barr, 2016-11-18 In Volume III as in Volumes I and II the classic topics of reading are included from vocabulary and comprehension to reading instruction in the classroom and in addition each contributor was asked to include a brief history that chronicles the legacies within each of the volume s many topics However on the whole Volume III is not about tradition Rather it explores the verges of reading research between the time Volume II was published in 1991 and the research conducted after this date The editors identified two broad themes as representing the myriad of verges that have emerged since Volumes I and II were published 1 broadening the definition of reading and 2 broadening the reading research program The particulars of these new themes "I Hate Reading" Justin M. Stygles, 2022-09-19 It can take a lifetime to eradicate a reader s and topics are addressed shame or it can take one great teacher Shame bound readers want someone to notice them It's true But then what does a teacher do to help students Justin Stygles found fresh answers in Gershen Kaufman's seminal research on shame and applied it to his teaching The results proved to him and now us that building relationships and taking deliberate actions to alleviate shame is crucial With this remarkable book Stygles shows us how to build an interpersonal bridge with students and make vulnerability okay But make no mistake disengaged readers need to feel competent before they fully buy in and so the author packs the book with powerful instructional ideas Learn to Spot all the distress signals including withdrawal perfectionism and compliance Help students see that they are not permanently locked out of a reading life Use assessment instruments to note and celebrate incremental change Plan mini units that develop skills in concert with engagement Design small group

experiences that are free of levels and other shame inducing labels Pump up independent reading with scaffolding and sociability Harness writing about reading to convince students of their uniqueness. The shame factor is real It is time we meet it head on with innovation and the best thinking from multiple research fields I Hate Reading is the tool that does just that

Advances in Human Factors in Training, Education, and Learning Sciences Salman Nazir, Tareg Ahram, Waldemar Karwowski, 2020-06-30 This book addresses the importance of human factors in optimizing the learning and training process It reports on the latest research and best practices and discusses key principles of behavioral and cognitive science which are extremely relevant to the design of instructional content and new technologies to support mobile and multimedia learning virtual training and web based learning among others as well as performance measurements social and adaptive learning and many other types of educational technology with a special emphasis on those important in the corporate higher education healthcare and military training contexts Gathering contributions to the AHFE 2020 Virtual Conference on Human Factors in Training Education and Learning Sciences held on July 16 20 2020 the book offers a timely perspective on the role of human factors in education It highlights important new approaches and ideas and fosters new discussions on how to optimally design learning experiences Children's Reading Comprehension and Assessment Scott G. Paris, Steven A. Stahl, 2005-03-23 Originating in a recent CIERA conference held at the University of Michigan this book brings together the nation's most distinguished researchers to examine how readers understand text and how comprehension is assessed The first part provides both national and historical contexts for the study of reading comprehension The second part examines how vocabulary motivation and expertise influence comprehension and it includes analyses of the developmental course and correlates of comprehension Chapters in the third part consider how schools focus on comprehension for instruction and assessment The fourth part includes chapters on large scale assessment that analyze how test formats and psychometric characteristics influence measures of reading comprehension At the end of each part is a commentary written by an expert that reviews the chapters critiques the main points and synthesizes critical issues Key features of this outstanding new book include Integration of Research and Practice provides a bridge between conceptual issues studied by researchers concerned with reading comprehension theories and practical issues addressed by educators concerned with classroom instruction and assessment Comprehension Focus provides a thorough history and rigorous research based analyses of reading comprehension Assessment Focus provides innovative approaches to comprehension assessment that include the influences of vocabulary decoding and motivation Synthetic Commentaries provides periodic summaries that analyze and synthesize research practices and issues discussed in each part Expertise contributing authors and commentators are highly respected authorities on reading comprehension see table of contents This text is appropriate for educational and psychological researchers reading educators and graduate students in education and psychology It is part of the CIERA series which includes the following volumes Taylor and Pearson Teaching Reading Effective Schools Accomplished Teachers 2002 Van

Kleeck Stahl and Bauer On Reading Books to Children Parents and Teachers 2003 Hoffman and Schallert The Texts in Elementary Classrooms 2005

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