

Academic Instruction Lab



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My lab conducts research on effective and efficient models of instruction. The research is translational in that we use basic research to inform applied practices. We are interested in the relative effectiveness and efficiency of new instructional paradigms as compared to traditional models of instruction. Of specific interest is how the stimulus equivalence paradigm can inform instructional design.

Current projects:

- Equivalence based instruction to teach college students concepts of: 1) neuroanatomy , 2) functions of behavior, 3) statistics
- Preference for Fluent vs. Disfluent work schedules and reinforcer effectiveness

Recent Publications:

- Fienup, D. M., & Critchfield, T. S. (accepted). Transportability of equivalence-based programmed instruction: Efficacy and efficiency in a college classroom setting. *Journal of Applied Behavior Analysis*.
- Fienup, D. M., & Critchfield, T. S. (in press). Efficiently establishing concepts of inferential statistics and hypothesis decision making through contextually-controlled equivalence classes. *Journal of Applied Behavior Analysis*.
- Fienup, D. M., Covey, D. P., & Critchfield, T. S. (2010). Teaching brain-behavior relationships economically with stimulus equivalence technology. *Journal of Applied Behavior Analysis, 43*, 19-33.
- Fienup, D.M., Critchfield, T.S., & Covey, D.P. (2009). Building contextually-controlled equivalence classes to teach about inferential statistics: A Preliminary Demonstration. *Experimental Analysis of Human Behavior Bulletin, 30*, 1-10.
- Fienup, D. M., & Doepke, K. J. (2008). Evaluation of a changing criterion intervention to increase fluent responding with an elementary age student with autism. *International Journal of Behavioral Consultation and Therapy, 4*, 297-303.
- Critchfield, T. S. & Fienup, D. M. (2008). Stimulus equivalence. In S.F. Davis & W.F. Buskist (Eds.), *21st Century Psychology* (pp. 360-372). Thousand Oaks, CA: Sage.



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“The opportunity to participate in the academic instruction lab suited my professional and academic goals. Post-graduation, I plan to work with children with developmental disabilities, assisting them in learning academic and social concepts. Academically, there are endless opportunities to devise and test instructional interventions. My current project is aimed at efficiently and effectively teaching key concepts related to neural structures using equivalence based instruction.”



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“The lab that I am a part of reflects the diversity of the LPBA program. In this lab I have the ability to do translational research, which involves applying basic behavioral principles to applied concerns. This lab was an opportunity to broaden my experience by expanding on my knowledge of stimulus equivalence principles while allowing me to continue with my applied interests. At present I am working on a project geared toward effectively training students/clinicians in functional analysis principles with the eventual goal of not only having students being able to accurately discuss these principles but also applying them.”