# SPED 6301, APPLIED BEHAVIOR ANALYSIS
# FALL, 2017

*SPED 6301 is a required course for the Master's Degree in Special Education and the Behavior Analysis Certification.*

**College of Education, Department of Language, Literacy and Special Populations**


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Office hours: Tuesday and Wednesday 3:30-5:30 pm at TWC 310
Friday 11:00-1:00 pm at TEC


**Class Format**: A behavioral approach to teaching and learning will be used in this course. Specifically, you will be tested frequently, you will be provided feedback on your performance, and you will be given opportunities to exhibit new behavior and have your behavior shaped through the course of the semester.

**Class day and time:** Wednesday 5:30-8:20
**Class location:** TWC 235

**Course Description:** This course presents basic principles, processes, and concepts in Applied Behavior Analysis. Applied project required.

**Textbooks:** Miltenberger, R. (2016). *Behavior modification: Principles and procedures*. Cengage Learning. ISBN-13: 978-1305109391

**Course Objectives:** The following objectives will be met during this course:

1. Define using technically accurate terms the basic principles of Applied Behavior Analysis (ABA).
2. Identify the measurable dimensions of behavior and use operational definitions of behavior.
3. Measure and graphically represent responding.
4. Graph data and conduct a visual analysis.
5. Read and interpret original research
6. Conduct practice of ABA according to ethical guidelines

A matrix that aligns course objectives, activities, assessments, and standards can be viewed below.

| Topic(s)/Objective(s) | Activities/Assignments (including field-based activities) | Measurement (including performance-based) | Standards Alignment **BCBA-—** Behavior Analyst Certification Board |
|---|---|---|---|
| Define, using technically accurate terms, the basic principles of Applied Behavior Analysis. | • Lecture<br>• Read texts<br>• Study questions | • Quizzes<br>• Exams<br>• Pre- and post-tests | BCBA A-F |
| Identify the measurable dimensions of behavior and use operational definitions of behavior. | • Lecture<br>• Self-management Project | • Self-Management Project Rubric<br>• Quizzes<br>• Exams | BCBA A01-09, H-01, I-01-02 |
| Measure and graphically represent responding. | • Lecture<br>• Self-management Project | • Self-Management Project Rubric<br>• Quizzes<br>• Exams | BCBA H-01-05, A-10, A-12, A-13, A-14, B-04, I-05 |
| Graph data and conduct a visual analysis. | • Lecture<br>• Self-management Project | • Self-Management Project Rubric<br>• Quizzes<br>• Exams | BCBA H-03-05 |
| Read and interpret original research | • Self-management Project | • Self-Management Project Rubric | BCBA B-02 |
| . Conduct practice of ABA according to ethical guidelines | • Lecture<br>• Study Questions<br>• Self-management Project | • Self-Management Project Rubric<br>• Quizzes<br>• Exams | BCBA J-01, J-02, J-09, F-01 |

**IDEA Objectives:** The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

**Essential**: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

**Important**: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**Course/Instructor Requirements:**

This course is an introduction to applied behavior analysis, which is a field dedicated to the application of behavioral principles and procedures. We will cover basic principles such as reinforcement, punishment, stimulus control, extinction, etc. and we will address how these principles relate to common behavioral procedures.

# Course Outline

**Assignments**

1. **Syllabus quiz (10 pts)**- On the first day of class, an open-book syllabus quiz will be conducted to ensure reading and understanding of the syllabus.
2. **Quizzes (9x10 pts-MINUS ONE DROP= 80 pts) -** Quizzes will be conducted daily at the beginning of class on the readings assigned for the day. Quizzes will be brief and serve the function of assessing whether you read the material. If you read the chapters, the quizzes should be a breeze. It is HIGHLY recommended that students complete the practice tests at

the end of each chapter. There will be 9 quizzes total worth 10 points each, but you may drop your lowest quiz score. There will be no make-up quizzes.

3. **Study questions (4x10 pts= 40 pts)** - Prior to 11:59 pm on the day following the last class day before the exam, you will write at least 2 questions about the assigned readings for the unit that require additional clarification. Questions should be something you have a legitimate question about from the readings and lecture, but they might just be a topic about which you would like more information. Submit these questions to Blackboard; feedback will also be provided via Blackboard.
4. **Exams (4x40 pts=160 pts) –**There will be four unit tests. The tests will cover the objectives and some "cumulative" questions (questions covering past material). All tests will be worth 40 points. The tests serve several functions. First, they are designed to break up your studying into smaller more manageable units. Second, they will prompt you to keep up with scheduled reading. Third, you will receive frequent feedback about your performance in the class. Fourth, they will serve as a prompt for class discussion when going over the answers.
5. **Pre- and post-test (2x25 pts=50 pts) -** All students will complete a pre-test on the first day of class and a post-test on the last day of class. Points will be given for submitting an answer for each question, regardless of the accuracy of the answer. Students are encouraged to do their best.
6. **Self-Management Project (5x20 pts+ 50 pts=150 pts) -** All students will complete a self-management project throughout the semester. Each student will select at least one target behavior to change, design a measurement system, implement a behavior change strategy, and graph the results. If any student does not feel comfortable reporting on their own behavior, they may choose to change the behavior of another person (with consent obtained). The project will be broken into 5 components (each worth 20 points). The self-management components will be due throughout the semester. The purpose of the self-management project is to give you practice applying some of the core elements of applied behavior analysis, e.g. operational definitions, data collection, graphing, treatment implementation, etc. Each aspect of the assignment will apply to material previously covered in class and will be explained in detail. At the end of the semester, the final project will be turned in as a poster presentation, complete with brief introduction, methods, results, and discussion sections and will be worth 50 points. The last class day will be a poster presentation of your results. Students should create a PowerPoint poster with an introduction, subjects, methods, and results section (use publication guidelines from The *Journal of Applied Behavior Analysis*).

**Grades**

| | | |
|---|---|---|
| Syllabus quiz | 10 | |
| Quizzes | 8x10 = 80 | |
| Study Questions | 4x10 = 40 | A = 490 – 441 or 100% - 90% |
| Exams | 4x40 = 160 | B = 440 -- 392 or 89% - 80% |
| Pre/Post-test | 2x25 = 50 | C = 391 – 343 or 79% - 70% |
| Self-Management | 5x20+50 =150 | |
| *Total* | *490* | |

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**Schedule – This schedule is tentative.**

| Date | Topic/Activities | Task List Items | Reading Due | Assessments |
|---|---|---|---|---|
| **Class 1** 8/23 | • Introductions to ABA and LIDA<br>• Review syllabus, syllabus quiz, pre-test | • FK-01, FK-02, FK-03, FK-04, FK-05, FK-06 | | • Syllabus quiz |
| **Class 2** 8/30 | • Definition and Characteristics of ABA<br>• Measurement of behavior | • A-01, A-02, A-03, A-04, H-01, H-02, | • Milt Chapters 1+2 | • Quiz 1 |
| **Class 3 9/6** | • Graphing and Measuring behavior Change/graphing activity<br>• Self-Management | • H-03, H-04, H-05, A-10 | • Milt Chapters 3+20 | • Quiz 2<br>• SQ 1 due before exam |
| **Class 4 9/13** | • Exam 1<br>• Reinforcement | • FK-15, FK-17, FK-18, FK-21 | • Milt Chapter 4 | • EXAM 1<br>• SM 1 due |
| **Class 5 9/20** | • Extinction | • FK-22 | • Milt Chapters 5+14 | • Quiz 3 |
| **Class 6 9/27** | • Respondent conditioning | • FK-13, FK-14 | • Milt Chapters 8 +24 | • Quiz 4<br>• SM 2 due |
| **Class 7 10/4** | • Punishment | • FK-15, FK-19, FK-20 | • Milt Chapters 6, 17, 18 | • Quiz 5<br>• SQ 2 due before exam |
| **Class 8 10/11** | • Exam 2<br>• Stimulus Control and Generalization | • FK-24, FK-35, FK-37 | • Milt Chapter 7+19 | • EXAM 2<br>• SM 3 due |
| **Class 9 10/18** | • Prompting and Transfer of Stimulus Control<br>• BST | • FK-24, FK-41, FK-42 | • Milt Chapters 10+12 | • Quiz 6 |
| **Class 10 10/25** | • Shaping<br>• Chaining | • FK-17, FK-18, FK-22, Fk-25 | • Milt Chapters 9+11 | • Quiz 7<br>• SQ 3 due before exam |
| **Class 11 11/1** | • Exam 3<br>• Functional Behavior Assessment | • FK-15, FK-21, FK-24, FK-30, FK-31, FK-33, | • Milt Chapter 13 | • EXAM 3<br>• SM 4 due |
| **Class 12 11/8** | • Differential Reinforcement<br>• Antecedent Control Procedures | • FK-17, FK-18, FK-19, FK-20, FK-21, FK-22, FK-26, FK-27 | • Milt Chapters 15+16 | • Quiz 8 |
| **Class 13 11/15** | • Token Economy<br>• Behavioral Contracts | • FK-18, Kk-42 | • Milt Chapter 22+23 | • Quiz 9<br>• SM 5 due<br>• SQ 4 due before exam |
| **Holiday** | • Thanksgiving (no class) | | | |
| **Class 14 11/29** | • Exam 4<br>• Habit Reversal Procedures<br>• Cognitive Behavior Modification | • FK-41, FK-42 | Milt Chapter 21, 25 | • EXAM 4<br>• In-class discussion ch. 21, 25 |
| **Class 15 12/6** | • Post test<br>• *Behavior Change Presentations and data analysis* | • A-10, A-11, H-04, H-05 | | • *Poster presentation (SM 6)* |

# Student Guidelines

**University Policies**

- SHSU Academic Policy Manual-Students
  - Procedures in Cases of Academic Dishonesty #810213
  - Students with Disabilities #811006
  - Student Absences on Religious Holy Days #861001
  - Academic Grievance Procedures for Students #900823
- SHSU Academic Policy Manual-Curriculum and Instruction
  - Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728
  - Technology during instruction: Students are permitted to use technology that will aide in the learning process. Students are encouraged to take notes on lectures via their computer or tablets. However, cell phones are not allowed. Additionally, if the instructor suspects that a student is using technology for non-educational purposes (e.g., Facebook, email, Twitter, etc.), technology will no longer be permitted.
  - Technology during exams: Students are not permitted to use technology during exams or quizzes without explicit written approval from the instructor.
  - Technology in emergencies: In the event of an emergency, students will be allowed to use technology if necessary. Students are asked to exit the classroom when in use.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

**Attendance**

- The University allows one absence (3 clock hours) per course. Use the allowed absence for medical, family, and personal needs. There are no excused or unexcused absences in the class. Absences past **1 class meetings** (University Policy is 3 hours) result in 15 points absence reduction. After 2 absences, there will be an automatic grade reduction. After 3 absences, course grade is an F. Please discuss any extenuating circumstances with the professor as soon as possible.

**Course Expectations**

- **Late Assignment Policy:** All assignments will be submitted online to the class blackboard site, unless otherwise specified. Assignments are by 11:59 pm on the designated date. Assignments that are not submitted on time will accrue a 5% penalty per day, immediately following the assigned time (e.g. assignments due at 11:59 pm but submitted at 12:14 a.m. = 5% penalty).
- **Time Requirement:** For each credit hour, you will be expected to commit at least three hours of course time outside of class.
- **Grading Policy:** While I will do my best to score all assignments accurately, a potential for human error always exists. If you feel that an error was made in the scoring process, please submit a written or emailed explanation of the error and a justification, and I will review your concerns in a timely manner. Please do not try to discuss grading issues with me in person; always submit them in writing.

**Bibliography**


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**Web resources:**

- Association for Behavior Analysis International
  - http://www.abainternational.org/ba.asp
- Journal of Applied Behavior Analysis
  - http://seab.envmed.rochester.edu/jaba/
- The Analysis of Verbal Behavior http
  - //www.ncbi.nlm.nih.gov/pmc/journals/609/
- Cambridge Center for Behavioral Studies
  - http://www.behavior.org/
- Behavior Analysis.com
  - http://www.behavioranalysis.com/
- Behavior Analyst Online
  - http://www.behavior-analyst-online.org/

**Recommended Journals:**

Behavior Analysis in Practice
Behavior Analyst
Behavior Modification
Journal of Applied Behavior Analysis
Journal of the Experimental Analysis of Behavior
Research in Developmental Disabilities

**Suggested APA Resources:**

Web-based resources: http://www.apastyle.org/ or
http://www.wooster.edu/psychology/apa-crib.html or
http://webster.commnet.edu/apa/ or
http://owl.english.purdue.edu/owl/resource/560/01/ or
http://www.wisc.edu/writing/Handbook/DocAPA.html

# College of Education Information

**Accreditation**

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**Course and Program Evaluation**

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.