COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: College of Education, Departments of Elementary, Early, Special Ed

Course No. AB 533

Title of Course: Applied Behavior Analysis I: Assessment and Skill Acquisition

Date: Fall 2015

Please check: ☑New

I.   **Catalog Description (3 Credit Hours of Course)**: ABA intervention course that reviews assessment and intervention methods used to select appropriate behavioral goals, define targets, and teach new skills. (3)

II.   **Prerequisite(s)**:
      AB 531, AB 532

III. **Purposes or Objectives of the Course (optional)**:
   1. Analyze behavioral interventions in terms of the definitions of Applied Behavior Analysis described by Baer, Wolf, & Risley (1968)
   2. Defend an individual's rights to effective treatment and personal liberties.
   3. Select appropriate clinical goals and appropriately define target behaviors.
   4. Compare and contrast various types of preference assessments in terms of applications and limitations.
   5. Explain important considerations for using reinforcement effectively when teaching new skills.
   6. Design a unique protocol to teach stimulus control that addresses the needs of a specific individual.
   7. Select appropriate prompt fading strategies for teaching various skills.
   8. Explain how a generalized imitative repertoire can be taught to an individual with ASD or other developmental disability.
   9. Compare and contrast shaping and chaining.
   10. Describe the critical elements of a token economy and contingency contract.
   11. Explain group contingencies and determine when they should be implemented
   12. Analyze the utility of self-management procedures.
   13. Describe how Behavioral Skills Training can be used to teach various skills.
   14. Provide examples of meaningful targets for individuals with sever and profound disabilities and explain how they can be taught.
   15. Explain how to program for generalization and maintenance of a newly mastered skill.
   16. Compare the outcomes of EIBI programs with other comprehensive skill acquisition programs (e.g., eclectic interventions, psycho-educational interventions).

17. Explain the Verbal Behavior approach to language acquisition for children with autism and other developmental disabilities.
18. Compare and contrast the Naturalistic Language Paradigm to the Verbal Behavior approach to language acquisition.
19. Explain how video modeling and activity schedules are used.
20. Analyze the efficacy of the PECS system for developing vocal and non-vocal communication skills.

IV.   **Student Learning Outcomes (Minimum of 3)**:

SLO	Measurement Tool
1. Select appropriate clinical goals and appropriately define target behaviors.	Quiz (Undergrad Students) Assignment (Graduate students)
2. Compare and contrast various types of preference assessments in terms of applications and limitations.	Quiz (Undergrad Students) Assignment (Graduate students)
3. Describe how Behavioral Skills Training can be used to teach various skills.	Quiz (Undergrad Students) Assignment (Graduate students)

V.   **Behavior Analysis Certification Board (BACB) Alignment:**

Course Objectives	BACB
1. Analyze behavioral interventions in terms of the definitions of Applied Behavior Analysis described by Baer, Wolf, & Risley (1968)	FK-09
2. Defend an individual's rights to effective treatment and personal liberties.	G-06, G-08, J-04, J-06
3. Select appropriate clinical goals and appropriately define target behaviors.	G-03, J-01, J-05, J-06, I-03M J-07
4. Compare and contrast various types of preference assessments in terms of applications and limitations.	I-02, I-03, I-07, J-02
5. Explain important considerations for using reinforcement effectively when teaching new skills.	C-01, D-01, D-02, D-21, E-07, E-08, E-11
6. Design a unique protocol to teach stimulus control that address the needs of a specific individual.	E-01, E-06, E-13, J-14
7. Select appropriate prompt fading strategies for teaching various skills.	D-03, E-01, E-02, E-12
8. Explain how a generalized imitative repertoire can be taught to an individual with ASD or other developmental disability.	D-04
9. Compare and contrast shaping and chaining.	D-05, D-06, D-07, J-03
10. Describe the critical elements of a token economy and contingency contract.	E-03, E-04, E-11, F-02
11. Explain group contingencies and determine when they should be implemented	E-03, E-05
12. Analyze the utility of self-management procedures.	E-03, F-01
13. Describe how Behavioral Skills Training can be used to teach various skills.	D-01, D-03, D-04, E-03, J-05
14. Provide examples of meaningful targets for individuals with sever and profound disabilities and explain how they can be taught.	I-01, I-02, J-01, J-05, AUT-I-01, AUT-I-02
15. Explain how to program for generalization and maintenance of a newly	J-11, J-12

mastered skill.	
16. Compare the outcomes of EIBI programs with other comprehensive skill acquisition programs (e.g., eclectic interventions, psycho-educational interventions).	B-02, K-07
17. Explain the Verbal Behavior approach to language acquisition for children with autism and other developmental disabilities.	D-09, D-10, D-11, D-12, D-13, D-14, E-01, , I-03J-05
18. Compare and contrast the Naturalistic Language Paradigm to the Verbal Behavior approach to language acquisition.	F-06
19. Explain how video modeling and activity schedules are used.	D-03, D-04, D-21, E-01
20. Analyze the efficacy of the PECS system for developing vocal and nonvocal communication skills.	D-11, E-01, F-08

VI.   Course Content or Outline (Indicate number of class hours per unit or section):

Unit Topics	Class Hours	Objectives
Characteristics of Applied Behavior Analysis	2	1
Client rights	2	2
Selecting goals and defining target behaviors	2	3
Preference assessments	2	4
Using Reinforcers	4	5
Stimulus Control	2	6
Prompt Fading	2	7
Imitation	2	8
Shaping and Chaining	2	9
Token Economy and Contingency Contracts	2	10
Group contingencies	2	11
Self-Management	2	12
Behavioral Skills Training	3	13
Selecting meaningful targets for individuals with severe and profound disabilities	2	14
Generalization and Maintenance	2	15
Early Intensive Behavioral Interventions	2	16
Verbal Behavior	3	17
Naturalistic Teaching Approaches	3	18
Visual Supports	2	19
PECS	2	20
Total	**45**	

Please Attach copy of class syllabus and schedule as an example

Signature: _____ Date: _____
Chair

Signature: _____ Date: _____
Dean

Approved by Academic Council, April 1, 2014 Revision: April 1, 2014

SOUTHEAST MISSOURI STATE UNIVERSITY
COURSE SYLLABUS

AB 533: APPLIED BEHAVIOR ANALYSIS I: ASSESSMENT AND SKILL ACQUISITION
SPRING 2016 SEMESTER: OFFERED ONLINE

Instructor: Dr. Jamie Severtson
Phone: 573-986-6982
Office: Scully 401F
E-Mail: jsevertson@semo.edu *(please include "AB 533" in the subject of your emails to me)*

Office Hours: Tuesday: 10:00am – 11:30 am (401F Scully)
　　　　　　　　Wednesday: 1:30pm – 3:00 pm (401F Scully)
　　　　　　　　　　　　7:30pm – 8:30pm (Online using Google Chat: jamie.severtson)
　　　　　　　　Also available by appointment

I want you to be successful in this class. My wish for you is that you begin to love Behavior Analysis as much as I do. I am here to help you in any way I can, so please do not hesitate to come to office hours, chat with me online during online office hours, call or email. I am happy to meet with students outside of normal office hours.

Questions, Comments, Requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Julie Ray, Chair of the Elementary, Early and Special Education Department.

Course Purpose:
The purpose of this course is to introduce students to the contemporary behavior-analytic approach to the habilitation of individuals with developmental disabilities. This course provides extensive coverage of assessments and interventions for behavior acquisition. This course will provide students with the background necessary to prepare them for fieldwork where they will be implementing the strategies learned in this course. This course alone is not sufficient for students to be able to implement ABA strategies without supervision by a Board Certified Behavior Analyst (BCBA).

This is one of a series of courses designed for students who are interested in learning about Applied Behavior Analysis (ABA) and/or becoming Board Certified Behavior Analysts (BCBAs) / Board Certified Associate Behavior Analysts (BCaBAs). For more information about becoming a BCBA or BCaBA, please see your instructor, and go to http://www.bacb.com/index.php?page=4

I.　　**Catalog Descriptions and Credit Hours of Course:**

AB 533. Applied Behavior Analysis I: Assessment and Skill Acquisition. ABA intervention course that reviews assessment and intervention methods used to select appropriate behavioral goals, define targets, and teach new skills. (Required for BCBA/BCaBA certification). (3 Credits)

II.   Prerequisite(s):
   a.   AB 531, AB 532

III.   Objectives of the Course:
   1.   Analyze behavioral interventions in terms of the definitions of Applied Behavior Analysis described by Baer, Wolf, & Risley (1968)
   2.   Defend an individual's rights to effective treatment and personal liberties.
   3.   Select appropriate clinical goals and appropriately define target behaviors.
   4.   Compare and contrast various types of preference assessments in terms of applications and limitations.
   5.   Explain important considerations for using reinforcement effectively when teaching new skills.
   6.   Design a unique protocol to teach stimulus control that addresses the needs of a specific individual.
   7.   Select appropriate prompt fading strategies for teaching various skills.
   8.   Explain how a generalized imitative repertoire can be taught to an individual with ASD or other developmental disability.
   9.   Compare and contrast shaping and chaining.
   10. Describe the critical elements of a token economy and contingency contract.
   11. Explain group contingencies and determine when they should be implemented
   12. Analyze the utility of self-management procedures.
   13. Describe how Behavioral Skills Training can be used to teach various skills.
   14. Provide examples of meaningful targets for individuals with sever and profound disabilities and explain how they can be taught.
   15. Explain how to program for generalization and maintenance of a newly mastered skill.
   16. Compare the outcomes of EIBI programs with other comprehensive skill acquisition programs (e.g., eclectic interventions, psycho-educational interventions).
   17. Explain the Verbal Behavior approach to language acquisition for children with autism and other developmental disabilities.
   18. Compare and contrast the Naturalistic Language Paradigm to the Verbal Behavior approach to language acquisition.
   19. Explain how video modeling and activity schedules are used.
   20. Analyze the efficacy of the PECS system for developing vocal and nonvocal communication skills.

IV.   Student Learning Outcomes (Notations in Course Content & Schedule)
   1.   Select appropriate clinical goals and appropriately define target behaviors. (S1)
   2.   Compare and contrast various types of preference assessments in terms of applications and limitations. (S2)
   3.   Describe how Behavioral Skills Training can be used to teach various skills. (S3)

V. Expectations of the Student

a. Read the assigned chapters in the text books as well as assigned readings from scientific journals.
b. Participate in online forum discussions.
c. Successfully complete all quizzes, exams, and assignments.
d. Check the website twice per week for new materials and course updates.
e. Respond to emails within 48 hours (except on weekends and holidays).
f. Questions regarding the course in the course Q & A Forum(s).
g. Complete all assignments, quizzes, discussion posts by 11:59pm on the date that they are due unless otherwise noted in the instructions.

VI. Expectations of the Instructor

Your instructor will:

a. Respond to emails within 48 hours (except on the weekends and holidays).
b. Participate in online forum discussions.
c. Post grades for a given forum, quiz, exam, or assignment within 2 weeks following the due date.
d. Not grade late assignments.
e. Provide all updates regarding the course (e.g., cancelation off office hours) via the course News Forum.
f. Maintain office hours and also meet with students outside of office hours as arranged by the students.

VII. Textbook(s) and Other Required Materials:

Required Textbooks:
Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis* (2nd ed). Upper Saddle, NJ: Pearson Prentice Hall.

Supplemental Readings:
- Journal articles and other readings will be provided throughout the semester and are noted in the Course Content & Schedule, and a list of references are provided at the end of the syllabus.

Required Technology:
A webcam or smart device with video capabilities is required for this course. You will be required to post videos of yourself for various assignments and forums (e.g., responses to readings, discussion questions). You will be required to upload videos to YouTube and save them as "Unlisted" Videos. **Students who do not post a video for a video assignment will receive 0 points for the entire assignment, regardless of whether other portions of the assignment were completed. If you have concerns about this, contact your professor during the first week of class.**
- If you do not have access to a webcam, you should contact or stop by the Multimedia Center at Kent Library

You may wish to purchase a webcam if you do not have one. You should be able to find a variety of webcams for under $20.00. Here are some options to consider:

- **Webcam**: click here to view options

A microphone is not a requirement, but some students may find that a microphone helps produce a better sound quality.

- **Microphone**: click here to view options

VIII.   Accessibility Statement:
Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis.

IX.   Civility Statement
Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

X.   Academic Honesty Statement:
Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt,

the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

XI. **Basis for Student Evaluations:**
   a. **For all students:**
      i. **Late Submissions Policy:**
         Late work will not be accepted or graded. Students who submit assignments or Forum posts past the deadline will receive a grade of 0 points. If you do not complete a quiz or exam in the time frame that the quiz/exam is open, you will receive a 0. Your lowest quiz grade will be dropped to account for a missed quiz or technology problems that may arise. If you miss an exam you will not be allowed to retake it. If you have a problem with technology during an exam, you will

      ii. **First Week questionnaire, syllabus quiz, and video greeting**
         On the first week of class, each student is required to complete an informational questionnaire, which us used by the instructor to help improve students' experiences in the course. Additionally, a quiz is provided over the syllabus content, and each student is required to post a video greeting to the class in a forum and respond to at least 2 other student videos.

      iii. **Weekly Quizzes**
         Weekly quizzes are designed to help students retain the information that they have learned from their readings, course videos, and discussions. Quizzes also help students prepare for their exams. All quizzes will be timed. Once a question is answered (or skipped), students will not be able to go back to the question.

iv. **Weekly Forum Discussions – Video and Text**
Students are required to participate in weekly forum discussions. At least half of the forums will require video presentations. Students will receive feedback from each other as well as the instructor. Initial posts are required by Friday at 11:55pm each week, and students are required to respond to at least <u>2</u> posts by the following Monday at 11:55pm.

v. **Exams**
Students will complete 4 exams over the course of the semester. Undergraduate students will complete exams that contain multiple-choice, fill-in-the-blank, and some short answer questions. Graduate students will complete exams that contain essay questions that require the students to synthesize the information that they have learned throughout the semester.

vi. **Assignments (graduate students only)**
Graduate students are required to demonstrate their understanding of the concepts and procedures described by completing various assignments throughout the semester. Assignments may require students to video tape themselves implementing procedures with a confederate (actor). Undergraduate students are encouraged to assist graduate students in the completion of their assignments by volunteering to be the confederate as needed.

COMPONENT EVALUATION CHART AB 533
This is a tentative plan for the semester; however, your instructor has the right to add, remove, or change assignments throughout the semester.

Component Description	Points	Due Date	
First Week:			
Student Questionnaire	**5**	January 26	
Syllabus Quiz	**20**	January 26	
Video Greeting Forum	**10**	**Jan 23**: Greeting **Jan 26**: 2 Replies	
Forum Discussions (15 x 10 points each)	**150**	**Fri:** Original Post **Mon:** 2 Replies	
Quizzes (15 x 10 points each)	**150**	Wednesdays 11:55pm	
Exams (4 x 50 points each)	**200**	Mondays 11:55pm	
Assignments (6 x 25 points each) *(graduate students only)*	**150**	Tuesdays 11:55pm	
	Undergraduate		**Graduate**
Total Points:	**535**		**685**

Grades are calculated by dividing the total points earned in the semester by the total points available in the semester and then multiplying by 100. For example, an undergraduate student who earned 788 points in the semester, when there were 905 points possible, would calculate his/her grade like this: 788 ÷ 905 = .87 x 100 = 87%. This student would receive a B for the semester.

b. **Undergraduate Student Evaluation***:**

Grading Scale:
90-100%=A
80-89% = B
70-79% = C
60-69% = D
59 or less=F

*** *Important*: If you are interested in becoming a BCaBA, taking this course at the undergraduate level is appropriate. If you are interested in becoming a BCBA, please speak with your instructor about taking this course at the Graduate Level. Please read the FAQ from the BACB about becoming a BCaBA and then "upgrading" to a BCBA to avoid needing to retake courses. http://www.bacb.com/index.php?page=6#43

c. **Basis for Graduate Student Evaluation:**

Grading Scale:
90-100%=A
80-89% = B
70-79% = C
69 or less=F

Course Content and Schedule

Week	Topic	Readings/Videos G = Graduate Students Only O = Optional (Recommended)	Assignments/ Quizzes/Exams/Forums S=SLO Measurement G = Graduate Students Only O = Optional
1	Syllabus, Intro to Course, Characteristics of ABA	•Syllabus •Baer, Wolf, & Risley (1968) •CHH Chapter 1	☐ Syllabus quiz ☐ Intro Video
2	Client rights, selecting clinical goals and defining target behaviors	•Favell & McGimsey (1993) •Van Houten et al. (1988) •Bannerman et al. (1990) •Wehmeyer et al. (2003)	☐ Forum ☐ Quiz (S1) ☐ Assignment (G) (S1)
3	Preference assessments	•Overview (CHH 11, p. 270-290) •Single Stimulus (Pace et al., 1985). •Paired Stimulus (Fisher et al., 1992) •Multiple stimulus (DeLeon & Iwata, 1996) •Multiple stimulus in context (Carr et al., 2000) •Displacement food/leisure (Bojak & Carr, 1999)	☐ Forum ☐ Quiz (S2) ☐ Assignment (G) (S2)
4	Preference assessments (cont.), Using	•Brief (Roane et al., 1998)	☐ Forum

	reinforcers effectively	•Activities (Hanley et al., 1999) •Negative reinforcer (Zarcone et al., 1999) •Choice making, dementia (LeBlanc et al., 2006) •Current practice (Graff & Karsten, 2012) -- •CHH 11 (285-289) •Deprivation (Klatt et al., 2000) •Computer-based assessment (Neef & Lutz, 2001) •Magnitude & Quality (Hoch et al., 2002)	☐ Quiz ☐ Assignment (G)
5	Stimulus Control and Prompt strategies	•Review CHH chapter 17 (optional) •Stimulus Control (Green, 2001) •Prompts & Prompt Fading (MacDuff et al., 2001) •Stimulus Control (Green, 2001)	☐ Exam 1 ☐ Forum ☐ Quiz
6	Imitation training	•CHH Chapter 18 •Young et al. (1994) •Additional reading TBA	☐ Forum ☐ Quiz
7	Shaping and chaining	•CHH Chapter 19 & 20 •Jerome et al. (2007) •Additional reading TBA	☐ Forum ☐ Quiz ☐ Assignment (G)
8	Contracts, Token economies, group contingencies, self-management	•CHH chapter 26 •Roland et a. (2005) •Mruzek et al. (2007) •Harchik et al. (1992) •Christian & Poling (1997) •Newman et al. (1997)	☐ Exam 2 ☐ Forum ☐ Quiz ☐ Exam 2
9	Spring Break		
10	Behavioral Skills Training	•Miltenberger et al. (1999) •Gunby et al. (2010) •Stewart et al. (2007) •Additional reading TBA	☐ Forum ☐ Quiz (S3) ☐ Assignment (G) (S3)
11	Meaningful Targets for Individuals with severe and profound disabilities	•Hanney et al. (2012) •LeBlanc et al. (2005) •Richman et al. (1984) •Green & Reid (1999)	☐ Forum ☐ Quiz ☐ Assignment (G)
12	Generalization and Maintenance; EIBI Outcomes; UCLA Model	•CHH Chapter 28 •Bidwell & Rehfeldt (2004) •Stokes & Baer (1977) •Howard et al. (2005) •Eikeseth (2009)	☐ Forum ☐ Quiz
13	Verbal Behavior	•Sundberg & Michael (2001) •Carr & Firth (2005) •Lerman et al. (2005) •Endicott & Higbee (2007) •LeBlanc et al. (2009)	☐ Exam 3 ☐ Forum ☐ Quiz
14	Naturalistic Teaching approaches	•Gillett & LeBlanc (2007) •Charlop-Christy et al. (1999) •LeBlanc et al. (2006)	☐ Forum ☐ Quiz ☐ Assignment (G)
15	"Visual Supports": Activity Schedules and Video Modeling	•Delando (2007) •Betz et al. (2008) •Stromer et al. (2006)	☐ Forum ☐ Quiz ☐ Assignment (G)
16	PECS	•Charlop-Christy et al. (2002) •Preseton & Carter (2009) •Gutierrez et al. (2007)	☐ Forum ☐ Quiz
17	Final Exam	No readings	☐ Exam 4

XII.   References

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Graff, R.B. & Karsten, A.M. (2012). Assessing preferences of individuals with developmental disabilities: A survey of current practices. *Behavior Analysis in Practice, 5,* 37-48.

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Hoch, H., McComas, J.J., Johnson, L., Faranda, N., & Guenther, S.L. (2002). The effects of magnitude and quality of reinforcement on choice responding during play activities. *Journal of Applied Behavior Analysis, 35,* 171-181.

Jerome, J., Frantino, E.P., & Sturmey, P. (2007). The effects of errorless learning and backward chaining on the acquisition of internet skills in adults with developmental disabilities. *Journal of Applied Behavior Analysis, 40,* 185-189.

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Leaf,J.B., Sheldon, J.B., Sherman, J.A. (2010). Comparison of simultaneious prompting and no-no prompting in two-choice discrimination learning with children with autism. *Journal of Applied Behavior Analysis, 43,* 215-228.

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