

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

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

Course No. AB 535

Title of Course: Special Topics in Applied Behavior Analysis

Date: Spring 2016

Please check: New

I. **Catalog Description (3 Credit Hours of Course):** Teaches students how to document behavioral services, evaluate the effectiveness of intervention programs, train staff/caregivers, and understand behavioral pharmacology basics. (3)

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

III. **Purposes or Objectives of the Course (optional):**
See section V

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

SLO	Measurement Tool
1. Identify strategies for promoting collaboration with professionals of other disciplines	Collaboration Interview Assignment
2. Document behavioral services provided	Progress Note Assignment
3. Explain how drugs can be establishing operations, unconditioned reinforcers, conditioned reinforcers, negative reinforcers, and discriminative stimuli	Quiz/Exam

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

Course Objectives	BACB
1. Review records and available data at the outset of the case.	G-01
2. Consider biological/medical variables that may be affecting the client.	G-02
3. Conduct a preliminary assessment of the client in order to identify the referral problem.	G-03
4. Identify and make environmental changes that reduce the need for behavior analysis services.	G-08
5. Identify the contingencies governing the behavior of those responsible for carrying out behavior-change procedures and design interventions accordingly.	K-02
6. Establish support for behavior-analytic services from direct and indirect consumers.	K-08
7. Secure the support of others to maintain the client's behavioral repertoires in their natural environments.	K-09
8. Explain behavioral concepts using nontechnical language.	G-04

9. Describe and explain behavior, including private events, in behavior-analytic (nonmentalistic) terms.	G-05
10. Provide behavior-analytic services in collaboration with others who support and/or provide services to one's clients.	G-06
11. Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, and training, or make referrals as necessary.	G-07
12. Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior-change procedures.	K-03
13. Use personalized system of instruction (PSI)	F-05
14. Design and use effective performance monitoring and reinforcement systems.	K-04
15. Evaluate the effectiveness of the behavioral program.	K-07
16. Design and use systems for monitoring procedural integrity.	K-05
17. Provide supervision for behavior-change agents.	K-06
18. Provide for ongoing documentation of behavioral services.	K-01
19. Arrange for the orderly termination of services when they are no longer required.	K-10
20. Identify direct and indirect behavioral measures used in pharmacology	
21. Explain how drugs can be establishing operations, unconditioned reinforcers, conditioned reinforcers, negative reinforcers, and discriminative stimuli.	
22. Explain some of the variables that influence drug action (e.g., physical characteristics).	
23. Identify common billing for practices for behavioral services	

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

Unit Topics	Class Hours	Objectives
Initiating Client Services	3	1-3
Building support for long-term maintenance	6	4-7
Using Behavior Analytic & Non-Technical Language	3	8-9
Collaboration across disciplines	3	10-11
Caregiver and Staff Training	8	12
Use Personalized System of Instruction	1	13
Supervising and Evaluating Behavior Change Programs	6	14-17
Documenting Behavioral Services	3	18
Billing for Services & Caseloads	3	23
Behavioral Pharmacology	9	20-22
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 535: SPECIAL TOPICS IN APPLIED BEHAVIOR ANALYSIS
SPRING 2016 SEMESTER: OFFERED ONLINE

<p>Instructor: Dr. Jamie Severtson Phone: 573-986-6982 Office: Scully 401F E-Mail: jsevertson@semo.edu (please include "AB 535" in the subject of your emails to me)</p>
<p>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</p>
<p><i>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.</i></p>
<p>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.</p>

Course Purpose:

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 535. Special Topics in Applied Behavior Analysis. Teaches students how to document behavioral services, evaluate the effectiveness of intervention programs, train staff/caregivers, and understand behavioral pharmacology basics (Required for BCBA/BCaBA certification). (3 Credits)

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

III. **Objectives of the Course:**

1. Review records and available data at the outset of the case.
2. Consider biological/medical variables that may be affecting the client.
3. Conduct a preliminary assessment of the client in order to identify the referral problem.
4. Identify and make environmental changes that reduce the need for behavior analysis services.
5. Identify the contingencies governing the behavior of those responsible for carrying out behavior-change procedures and design interventions accordingly.
6. Establish support for behavior-analytic services from direct and indirect consumers.
7. Secure the support of others to maintain the client's behavioral repertoires in their natural environments.
8. Explain behavioral concepts using nontechnical language.
9. Describe and explain behavior, including private events, in behavior-analytic (nonmentalistic) terms.
10. Provide behavior-analytic services in collaboration with others who support and/or provide services to one's clients.
11. Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, and training, or make referrals as necessary.
12. Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior-change procedures.
13. Use personalized system of instruction (PSI)
14. Design and use effective performance monitoring and reinforcement systems.
15. Evaluate the effectiveness of the behavioral program.
16. Design and use systems for monitoring procedural integrity.
17. Provide supervision for behavior-change agents.
18. Provide for ongoing documentation of behavioral services.
19. Arrange for the orderly termination of services when they are no longer required.
20. Identify direct and indirect behavioral measures used in pharmacology
21. Explain how drugs can be establishing operations, unconditioned reinforcers, conditioned reinforcers, negative reinforcers, and discriminative stimuli.
22. Explain some of the variables that influence drug action (e.g., physical characteristics).
23. Identify common billing for practices for behavioral services

IV. **Student Learning Outcomes (Notations in Course Content & Schedule)**

1. Identify strategies for promoting collaboration with professionals of other disciplines (S1)
2. Document behavioral services provided (S2)
3. Explain how drugs can be establishing operations, unconditioned reinforcers, conditioned reinforcers, negative reinforcers, and discriminative stimuli (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 11:55pm 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:**

- Journal articles and other readings will be provided throughout the semester and are noted in the Course Content & Schedule, and a list of references is 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.

ii. Quizzes

Periodic quizzes are designed to provide students the opportunity to apply what they have learned by answering questions about various clinical and behavioral scenarios. All quizzes will be timed. Once a question is answered (or skipped), students will not be able to go back to the question.

iii. Assignments

Assignments provide students the opportunity to practice critical skills learned in the course (e.g., writing progress notes, collaborating with professionals in other disciplines).

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 2 posts by the following Monday at 11:55pm.

v. Exams

Students will complete 4 exams over the course of the semester. Exams will be similar to quizzes.

vi. Staff Training Project (graduate students only)

Each graduate student will design a set of training materials aimed at teaching staff or caregivers how to implement a particular behavioral strategy.

Students will describe their tools in a video presentation that will include a video clip of the student demonstrating training procedures.

COMPONENT EVALUATION CHART AB 535

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
Forum Discussions (10 x 10 points each)	100	Fri: Original Post Mon: 2 Replies
Quizzes (10 x 5 points each)	50	Open Fridays 8:00am - Mondays at 11:55pm
Assignments (5 x 25)	125	Mondays at 11:55pm
Exams (4 x 50 points each)	200	Open Fridays 8:00am - Mondays at 11:55pm
Staff Training Project (graduate students only)	125	See Course Outline and Schedule
Total Points:	Undergraduate 475	Graduate 600

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: $788 \div 905 = .87 \times 100 = 87\%$. This student would receive a B for the semester.

b. Undergraduate Student Evaluation*:**

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

***** 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:**

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

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	Initiating client services	<ul style="list-style-type: none"> • Readings TBA • Handouts provided 	<input type="checkbox"/> Forum
2	Building support for long-term maintenance	<ul style="list-style-type: none"> • Readings TBA • Handouts provided 	<input type="checkbox"/> Video Forum <input type="checkbox"/> Assignment
3	Building support for long-term maintenance (cont.)	<ul style="list-style-type: none"> • Readings TBA • Handouts provided 	<input type="checkbox"/> Forum <input type="checkbox"/> Quiz
4	Using behavior analytic & non-technical language	<ul style="list-style-type: none"> • Readings TBA • Handouts provided 	<input type="checkbox"/> Video Forum <input type="checkbox"/> Quiz
5	Collaboration across disciplines	<ul style="list-style-type: none"> • Readings TBA • Handouts provided 	<input type="checkbox"/> Forum <input type="checkbox"/> Collaboration Interview Assignment (S1)
6	Caregiver and staff training	<ul style="list-style-type: none"> • Parsons et al. (2012) 	<input type="checkbox"/> Exam 1 <input type="checkbox"/> Forum <input type="checkbox"/> Quiz
7	Caregiver and staff training	<ul style="list-style-type: none"> • Handouts provided • Readings TBA 	<input type="checkbox"/> Forum <input type="checkbox"/> Quiz
8	Caregiver and staff training Personalized System of Instruction	<ul style="list-style-type: none"> • Selected readings and handouts from Green, Reid, & Parsons (2010) • Handouts provided • Additional readings TBA 	<input type="checkbox"/> Forum <input type="checkbox"/> Quiz
9	Spring Break		
10	Supervising and evaluating behavior change programs	<ul style="list-style-type: none"> • Readings TBA • 	<input type="checkbox"/> Forum <input type="checkbox"/> Assignment
11	Supervising and evaluating behavior change programs	<ul style="list-style-type: none"> • Readings TBA • 	<input type="checkbox"/> Forum
12	Documenting behavioral services	<ul style="list-style-type: none"> • Cameron & Turtle-Song (2002) • Handouts provided 	<input type="checkbox"/> Forum <input type="checkbox"/> Progress Note Assignment (S2)
13	Billing for services & caseloads	<ul style="list-style-type: none"> • Handouts provided • MoDMH (2014) 	<input type="checkbox"/> Forum <input type="checkbox"/> Quiz (G)
14	Behavioral Pharmacology	Selected readings from Poling & Byrne (2000) and McKim & Hancock (2012)	<input type="checkbox"/> Exam 3 <input type="checkbox"/> Forum <input type="checkbox"/> Graduate staff training projects (G)
15	Behavioral Pharmacology	Selected readings from Poling & Byrne (2000) and McKim & Hancock (2012)	<input type="checkbox"/> Forum <input type="checkbox"/> Quiz <input type="checkbox"/> Graduate staff training projects (G)
16	Behavioral Pharmacology	Selected readings from Poling & Byrne (2000) and McKim & Hancock (2012)	<input type="checkbox"/> Forum <input type="checkbox"/> Graduate staff training projects (G)
17	Final Exam	No readings	<input type="checkbox"/> Exam 4 (S3)

XII. References

- Behavior Analyst Certification Board (2012). *Fourth Edition Task List* [PDF document]. Retrieved from http://www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf.
- Cameron, S. & Turtle-Song, I. (2002). [Learning to write case notes in SOAP format](#). *Journal of Counseling and Development, 80*, 286-292.
- Department of Alcohol and Drug Services (2008). *The clinician's guide to writing treatment plans and progress notes*. Retrieved from: http://www.sccgov.org/sites/dads/Adult%20System%20of%20Care%20Policy%20-%20Procedure/Documents/Clinician_Gde_toolkit.pdf
- Gardner, J. F., & Chapman, M. S. (1993). *Developing staff competencies for supporting people with developmental disabilities: An orientation handbook*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Green, C. W., Reid, D. H., & Parsons, M. B. (2010). *The supervisor training curriculum: Evidence-based ways to promote work quality and enjoyment among support staff*. Washington, D.C.: American Association on Intellectual and Developmental Disabilities
- Green, C. W., Reid, D. H., & Parsons, M. B. (2011). *The supervisor training curriculum trainee guide*. Washington, D.C.: American Association on Intellectual and Developmental Disabilities
- Holland, J. G., & Skinner, B. F. (1961). *The Analysis of Behavior: A program for self-instruction*. New York, NY: McGraw-Hill Book Company, Inc.
- McKim, W. A., & Hancock, S. (2012). *Drugs and behavior: An introduction to behavioral pharmacology (7th ed.)*. Upper Saddle River, NJ: Pearson.
- Missouri Department of Mental Health (2014). *MoHealth Net developmental disabilities waiver manual*. Retrieved from: http://207.15.48.5/collections/collection_dmh/Print.pdf
- A practical guide to documentation in behavioral health care (4th ed.)*. (2013). Oak Terrace, IL: Joint Commission Resources Missions.
- Parsons, M. B., Rollyson, J. H., & Reid, D. H. (2012). Evidence-based staff training: A guide for practitioners. *Behavior Analysis in Practice, 5*, 2-11.
- Poling, A., & Byrne, T. (2000). *Behavioral pharmacology*. Reno, NV: Context Press.
- Reid, D. H., & Green, C. W. (2005). *Preference-based teaching: Helping people with developmental disabilities enjoy learning without problem behavior*. Morganton, NC: Habilitative Management Consultants, Inc.
- Reid, D. H., & Parsons, M. B. (1995). *Motivating human service staff: Supervisory strategies for maximizing work effort & work enjoyment*. Morganton, NC: Habilitative Management Consultants, Inc.
- Reid, D., & Parsons, M. (2002). *Working with staff to overcome challenging behavior among people who have severe disabilities: A guide for getting support plans carried out*. Chapel Hill, NC: Professional Press.