

**SOUTHEAST MISSOURI STATE UNIVERSITY
COURSE SYLLABUS**

Department of: Human Environmental Studies

Course No. CF 531

Title of Course: Basic Principles of Applied Behavior Analysis **New:** Fall 2008

I. Catalog Description and Credit Hours of Course:

Basic principles, procedures, and ethical considerations from the science of Applied Behavior Analysis. Includes history, technical terms, definitions and procedures to teach new behaviors and modify existing behaviors. (3 Cr.)

II. Prerequisite(s):

60 credit hours; admission to the ABA certificate program or the permission of the instructor and program director.

III. Purposes or Objectives of the Course:

Students will:

- A. Demonstrate knowledge of the history and scientific underpinnings of applied behavior analysis.
- B. Explain, identify, and apply basic principles and concepts of applied behavior analysis.
- C. Describe and synthesize how learning occurs within both operant and respondent conditioning models;
- D. Develop and construct a simple framework through which to view the development of both adaptive and maladaptive behavior;
- E. Begin to recognize, formulate, and plan environmental manipulations that can alter behavior in desired ways;
- F. Demonstrate knowledge and an understanding of how principles and strategies from applied behavior analysis can be applied at the systemic level in variety of settings.

IV. Expectations of Students:

- A. Attend class regularly.
- B. Read the text and assigned readings from professional journals; Participate in class and group discussions.
- C. Successfully complete all quizzes, exams, and assignments.

V. Course Content or Outline:

- 1. Definition and Characteristics of Applied Behavior Analysis.....3 hrs.**
 - Philosophical Assumptions
 - Dimensions of Applied Behavior Analysis
 - Brief Outline of Development of Applied Behavior Analysis

- 2. Basic Concepts: Operant and Respondent Conditioning.....6 hrs.**
 - Behavior, Response, and Response Class
 - Environment, Stimulus, and Antecedent
 - Three-Term Contingency and Functional Relationship
 - Antecedent and Consequence
 - Operant Contingency Model
 - Overcoming Maladaptive Behavior Learned through Operant Conditioning
 - Respondent Conditioning Model
 - Overcoming Maladaptive Behavior Learned through Respondent Conditioning

- 3. Positive and Negative Reinforcement.....4 hrs.**
 - Positive and Negative Reinforcement
 - Socially-Mediated and Automatic Reinforcement
 - Factors Influencing the Effectiveness of Reinforcement
 - Preference Assessments and Reinforcer Assessments

- 4. Schedules of Reinforcement.....4 hrs.**
 - Use of Continuous and Intermittent Reinforcement Schedules
 - Ratio Schedules
 - Interval Schedules
 - Complex Schedules
 - Reinforcement Schedules and Patterns of Responding

- 5. Decreasing Existing Behavior.....6 hrs.**
 - Introduction to Positive Behavior Support Model
 - Levels of Behavior-Change Procedures and Ethical Considerations
 - Differential Reinforcement of Incompatible Behavior (DRI)
 - Differential Reinforcement of Alternative Behavior (DRA)
 - Differential Reinforcement of Other Behavior (DRO)
 - Differential Reinforcement of Low Rates of Responding (DRL)
 - Extinction
 - Guidelines for Effective use of Extinction
 - Punishment
 - Decision-Making Model for Using Punishment
 - Undesirable Aspects of Using Punishment.
 - Timeout
 - Overcorrection
 - Response Cost
 - Contingent Aversives

- 6. Increasing Existing Behavior.....4 hrs.**
 - Review of Differential Reinforcement Procedures
 - Differential Reinforcement of High Rates of Responding (DRH)
 - Token Economy Procedures
 - Contingency Contracting

- 7. Developing New Behavior.....9 hrs.**
 - Antecedent Stimuli
 - Discriminative Stimuli and Stimulus Generalization
 - Prompting and Prompt-Fading
 - Shaping Procedures
 - Task Analysis
 - Chaining Procedures
 - Using Stimulus Control Strategies
 - Discrete Trials
 - Discrimination Training
 - Fluency-Based Instruction / Precision Teaching
 - Personalized System of Instruction

- 8. Special Issues: Broader Applications.....3 hrs.**
 - Applied Behavior Analysis to Examine and Alter Systems
 - Applied Behavior Analysis within Training and Supervision

- 9. Ethical Considerations in Applied Behavior Analysis.....6 hrs.**
 - Obtaining consent
 - Confidentiality
 - Competence
 - Advertisement and Representation
 - Reporting Results
 - Ethical Implications for the Selection of Target Behaviors
 - Ethical Implications for the Selection of Intervention Efforts
 - Use of Emergency Procedures

Total: 45 hours

VI. Textbook(s) and/or Other Required Materials:

Required Textbooks:

- Cooper, J.O., Heron, T.E., and W.L. Heward. (1987). *Applied behavior analysis*. Columbus, OH: Merrill Publishing Company.
- Kazdin, A. E. (2001). *Behavior modification in applied settings* (6th ed.). Belmont, CA: Wadsworth.
- Behavior Analyst Certification Board Guidelines for Responsible Conduct (www.bacb.com)
- Behavior Analyst Certification Board BCABA Task List – 3rd Edition (www.bacb.com)

Supplemental Readings:

Baer, D.M., Wolf, M.M., and Risley, T.R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1*, 91-97.

Iwata, B. A., & Michael, J. L. (1994). Applied implications of theory and research on the nature of reinforcement. *Journal of Applied Behavior Analysis, 27*, 183-193.

Skinner, B.F. (1974). *About Behaviorism*. New York, NY: Knopf.

VII. Basis for Undergraduate Student Evaluation:

Evaluation:

Quizzes	15%
Assignments/ Projects.....	25%
Exams	50%
Class participation.....	<u>10%</u>
TOTAL	100

Grading Scale:

90-100%=A

80-89% = B

70-79% = C

60-69% = D

59 or less=F

The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

VIII. Basis for Graduate Student Evaluation:

Graduate students additional assignments will include an extensive and analytical evidenced-based research/practice review and a 50 minute lecture to the class.

Evaluation:

Quizzes.....	15%
Assignments/ Projects.....	25%
Exams	50%
Class participation.....	<u>10%</u>
TOTAL	100

Grading Scale:

93-100%=A

85-92% = B

76-84% = C

75 or less=F

The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

IX. Academic Policy Statement:

Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to:

<http://www6.semo.edu/judaffairs/code.html>

X. Student with Disabilities Statement:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs.