

**SOUTHEAST MISSOURI STATE UNIVERSITY
COURSE SYLLABUS**

Department of: Human Environmental Studies

Course No. CF 533

Title of Course: Strategies for Behavioral Intervention & Change

New: Fall 2008

I. Catalog Description and Credit Hours of Course:

Empirically-validated behavior interventions and applied behavior analytic techniques within the context of a variety of applied settings, with considerations of ethics in for their selection and use. (3 Cr.)

II. Prerequisite(s):

CF 531 and CF 532; or permission of the instructor and program director.

III. Purposes or Objectives of the Course:

Students will:

- A. Recognize and differentiate a variety of behavior-change strategies and demonstrate an understanding of proper procedures to implement them;
- B. Select appropriate behavior-change strategies based upon the behavior of interest, underlying factors that impact the behavior, ethical considerations and guidelines, and published intervention research;
- C. Empirically analyze and formulate the impact of intervention efforts;
- D. Critically analyze intervention studies within and outside of the field of Applied Behavior Analysis and appraise the potential implications of these findings in applied settings;
- E. Understand and specify how principles and strategies from applied behavior analysis can be applied at the systemic level;
- F. Understand and follow nationally-recognized ethical guidelines while working with special populations.

III. 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. Review of Ethical Considerations in Applied Behavior Analysis.....2 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

- 2. Review of Basic Principles of Behavior.....2 hrs.**
 - Behavior
 - Environment
 - Stimulus
 - Consequence
 - Antecedent
 - Respondent Conditioning Model
 - Operant Conditioning Model
 - Positive Behavior Support Model
 - Behavior Assessment Strategies

- 3. Selection of Targets for Change and Outcomes.....2 hrs.**
 - Developing Behavioral Targets, Goals, and Objectives
 - Ultimate Outcomes
 - Sequential or Concurrent Intermediate Outcomes
 - Develop Least Restrictive Behavior Replacement Plan

- 4. Setting Event and Antecedent Strategies.....3 hrs.**
 - Manipulating Setting Events and Antecedents
 - Behavioral Momentum
 - Choice
 - Predicting Reinforcement
 - Premacking
 - Noncontingent Reinforcement
 - Priming

- 5. Consequence-based Interventions.....6 hrs.**
 - Differential Reinforcement Efforts
 - Satiation and Ratio Strain
 - Extinction
 - Timeout
 - Response Cost
 - Overcorrection
 - Contingent Aversives

- 6. Instructional and Stimulus Control Strategies 6 hrs.**
 Discrimination Training
 Discrete Trial Teaching
 Shaping and Chaining
 Prompting and Prompt-Fading
 Direct Instruction
 Precision Teaching
 Personalized Systems of Instruction
 The Matching Law
- 7. Maintenance and Generalization.....3 hrs.**
 Learning Sequences
 Maintenance Schedules and Booster Sessions
 Stimulus Generalization
 Response Generalization
 Instructional Strategies that Promote Generalization
 Selecting Targets that will Contact Natural Contingencies
- 8. Special Issues: Additional Applications and Motivations.....6 hrs.**
 Establishing Rule-Governed Behavior
 Behavior Contracting
 Token Economy Systems
 Establishing Operations
 Self-Monitoring and Self-Reinforcement
- 9. Special Issues: Analyzing and Teaching Language.....6 hrs.**
 Behavioral Categorizations of Verbal Behavior
 Other Categorizations of Spoken Language
 Alternative Forms of Communication
 Discrete Trial Teaching Approaches to Speech and Language Development
 Contingent Responsivity
 Milieu Teaching
- 10. Special Issues: Additional Strategies for Developmental Disabiliti.....4 hrs.**
 Visual Supports and Visual Strategies
 Social Stories
 Peer Modeling
 Video Modeling
 Computer-Based Instruction
- 11. Special Issues: Self-Help Skills.....3 hrs.**
 Toileting
 Eating
 Dressing and Self-Care

12. Special Issues: Emergency Procedures.....2 hrs.

- Emergency Situations
- Role and Function of Emergency Procedures
- Essential Components and Precautions for Managing Emergency Procedures

Total: 45 hours

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

Required Readings:

Behavior Analyst Certification Board BCABA Task List – 3rd Edition (www.bacb.com)
 Behavior Analyst Certification Board Guidelines for Responsible Conduct
 (www.bacb.com)
 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.
 McGill, P. (1999). Establishing operations: Implications for the assessment, treatment,
 and prevention of problem behavior. *Journal of Applied Behavior Analysis*, 32,
 393-418.
 Michael, J. (1993). *Concepts and Principles of Behavior Analysis*. Kalamazoo,
 MI:Society for the Advancement of Behavior Analysis.

VII. Basis for Undergraduate Student Evaluation:

Evaluation:

Quizzes	15%
Assignments/ Projects.....	25%
Exams	50%
Class participation.....	10%
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.....	10%
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.

VI. 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>

VII. 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.

