

**SOUTHEAST MISSOURI STATE UNIVERSITY
COURSE SYLLABUS**

Department of: Human Environmental Studies

Course No. CF 536

Title of Course: Advanced Applied Behavior Analysis

New: Fall 2010

I. Catalog Description and Credit Hours of Course:

An in-depth study of principles assessment procedures, and intervention strategies in Applied Behavior Analysis along with ethical considerations that surround these topics. (3 Cr.)

II. Prerequisite(s):

Admission to the ABA certificate program; Satisfactory completion of CF 533, CF534, & CF 535; Practicum Classes (I) and (II); Or Permission of the instructor and program director.

III. Purposes or Objectives of the Course:

Students will demonstrate ability to:

1. Design and interpret data from a functional behavior analysis;
2. Interpret and design various single-subject research designs;
3. Evaluate communication from a verbal behavior approach perspective;
4. Assess and evaluate data presented on a Standard Celeration Chart;
5. 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;
6. Utilize behavior analytic procedures to enhance supervision and training procedures;
7. Identify and analyze appropriate individual and group interventions;
8. Understand and apply nationally recognized ethical guidelines while working with special populations.

IV. Expectations of Students:

1. Participate in class discussion and activities.
2. Complete all assigned readings and written work.
3. Satisfactorily complete all quizzes, exams and research paper.

V. Course Content or Outline:

1. **Ethical Considerations:** (*Content Area 1*)5 hrs.
Functional Analysis
Verbal Behavior
Single-Subject Designs

2. **Verbal Behavior Definition & Characteristics:** (*Content Area 2*)5 hrs.
 Tacts, mands, echoic, etc.
 Complex topics: autoclitics, Divergent/Convergent control, extensions

3. **Collecting, Displaying Data and Interpretation Procedures:** (*Content Area 7*).....10 hrs.
 Selecting intervals for data collection
 Standard Celeration Charting: Interpreting and plotting
 Displaying graphs using the computer
 Inter-observer reliability

4. **Behavior Assessment/Functional Analysis & Selecting Interventions
 Outcomes & Strategies:** (*Content Areas 4 & 8*).....10 hrs.

 Designing a functional analysis
 Data collection for functional analysis
 Antecedent Analysis

5. **Measuring Behavior & Experimental Evaluation of Interventions:** (*Content Area 6*).....10 hrs

 Variations on common single-subject design
 Component analysis
 Parametric analysis
 Non-parametric design

6. **Behavior Change Procedures and Systems Support:** (*Content Areas 9 & 10*).....5 hrs.
 Stimulus equivalence
 Competency-based training
 Use effective performance monitoring and reinforcement systems
 Designing effective prompting hierarchies and fading procedures
 Design and use systems for procedural integrity
 Providing behavior analysis services in collaboration with others

Total: 45 hours

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

Required Textbooks:

1. Bailey, J., & Burch, M. (2009). *25 essential skills and strategies for the professional behavior analyst: Experts tips for maximizing consulting effectiveness*. New York, NY: Routledge. ISBN 978-0-415-80068-6.

2. Scheurman, B.K., & Hall, J.A. (2008). *Positive behavioral change supports for the classroom*. Upper Saddle River, NJ: Merrill Prentice Hall. This text has a companion website at <http://www.prenhall.com/scheuermann>

Supplemental Readings:

- Behavior Analyst Certification Board BCABA Task List – 3rd Edition & 4th Edition (www.bacb.com)
- Behavior Analyst Certification Board Guidelines for Responsible Conduct (bacb.com)
- The Right to Effective Behavioral Treatment (ABAI, 1989)
- The Right to Effective Education (ABAI, 2001)

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:

Evaluation:

Quizzes.....	15%
Research paper/ 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. Also, graduate students are required to develop a research paper and formal presentation on the unique implications of a chosen topic and an intervention strategy.

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.