

**SOUTHEAST MISSOURI STATE UNIVERSITY
COURSE SYLLABUS**

Department of: Human Environmental Studies

Course No. CF 537

Title of Course: Special Issues & Topics in Applied Behavior Analysis **New:** Fall 2010

I. Catalog Description and Credit Hours of Course:

Advanced coverage of special topics within the field of Applied Behavior Analysis and its applications in a variety of educational and clinical settings to address specific issues. (3 Cr.)

II. Prerequisite(s):

Admission to the ABA certification program; Satisfactory completion of CF531; CF532; and CF533 – Or Permission of the instructor and program director.

III. Purposes or Objectives of the Course:

Student will:

1. Demonstrate knowledge of ABA theory and procedures for making positive behavioral changes in various clinical settings.
2. Analyze the research findings related to evidenced-based emerging practices in conducting parent and staff skills training, functional assessment, and interventions to build relevant replacement skills and behaviors.
3. Critically analyze the assessment and treatment procedures for improving communication skills of individuals with disabilities and fundamental behavioral needs.
4. Identify and analyze assessment and management methods of problem behaviors such as aggression, self-injury, food refusal, and oppositional defiant behaviors in diverse age groups and population.
5. Identify and analyze evidence-based research within EIBI (Early Intensive Behavioral Interventions).
6. Apply data-based decision making in instructional and service delivery for developing and implementing behavioral intervention procedures.

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. Ethical & Legal issues in Applied Behavior Analysis.....5 hours**
 - a. Responsible conducts, professionalism & disciplinary standards

- 2. Issues for Applying ABA in Hospitals, Mental Health Settings:6 hours**
 - a. Current research on the influence of establishing operations on behavior in applied settings.

 - b. Developing a technology for the use of operant extinction in clinical settings: An examination of basic and applied research.

 - c. Behavioral assessment for pediatric intensive care units.

 - d. The Power of prompting, feedback, and social reinforcement: Improving dietary practices of elderly individuals.

 - e. Three different schedules of reinforcement of in chemical dependency programs.

 - f. Analysis of establishing operations for self-injury behaviors

 - g. Increasing compliance with medical procedures

- 3. Education Issues: ABA in Schools.....6 hours**
 - a. Strategies for academic and social Inclusion.

 - b. Functional analysis and treatment of problem behavior exhibited by elementary school children.

 - c. Strategies for creating environments to support children's communication & interactions with others.

 - d. New structures and systems change for comprehensive positive behavioral support in schools.

 - e. Reducing corporal punishment with elementary school students using behavioral diagnostic procedures.

- f. Coordinating pre-service and in-service training of early interventionists to serve preschoolers who engage in challenging behavior.
- g. Avoiding due Process hearings: Developing an open relationship between parents and school districts.
- h. Generalization in a child's oppositional behavior across home and school settings.

4. Family Issues and Family Support: ABA with Parents.....6 hours

- a. Parent education for prevention and reduction of severe problem behaviors early intervention and serious problem behaviors.
- b. Developing long-term reciprocal interactions between parents and their young children with problematic behavior.
- c. Group action planning as a strategy for providing comprehensive family support
- d. Parent training models and techniques
- e. Shaping child and parent behavior in the treatment of school refusal behavior.
- f. Functional analysis and treatment of elopement.
- g. Avoidant Behavior & Noncompliance: Working with Oppositional & Defiant Youths

5. Organizational Behavioral Management Issues: ABA in a work Place5 hours

- a. Making a difference in occupational safety with behavior analysis.
- b. Using feedback and reinforcement to improve the performance and safety in the workplace.
- c. Using goals, feedback, reinforcement, and performance matrix to improve customer service.
- d. Review of research on procedures for teaching safety skills to persons with developmental disabilities.
- e. The Relationship between setting events and problem behavior: Expanding our understanding of behavioral support in management.
- f. A Team Training Model for Building the Capacity to Provide Positive Behavioral Supports in Inclusive Settings.

5. Assessment & Treatment for Specific Problems/Issues.....7 hours

Feeding Issues

- a. Increasing the variety of foods consumed by a picky eater: Generalization of effects across caregivers and settings.
- b. An evaluation of two differential reinforcement procedures with escape extinction to treat food refusal.
- c. Behavioral assessment of feeding problems of individuals with severe disabilities.
- d. Recent studies on feeding problems in children with autism.
- e. Feeding Problems, food refusal, and other adaptive skills (e.g., toileting)
- f. Self-Injury Behaviors Aggression, Property Destruction, etc.

Toileting

- g. Toilet training individuals with autism and other developmental disabilities.

Stereotypy/Self-Stimulation

- h. A review of behavioral assessment and treatment to deal with Stereotypy & Self-stimulation.
- i. Assessment of stereotypic and self-injurious behavior as adjunctive responses.

6. ABA, Special Populations & Social Inclusions Issues10 hours

- a. Autism/early intensive behavioral interventions (EIBI)
- b. Contextual influences on problem behavior in people with developmental disabilities.
- c. Examining levels of social Inclusion within an integrated preschool for Children with Autism.
- d. Integrating naturalistic language, social intervention, and speech-intelligibility training
- e. A comparison of peer video modeling and self video modeling to teach social skills to children with autism.
- f. Evaluating claims about treatments & early behavioral intervention for Autism.
- g. Teaching New Skills to individuals with Autism.

- h. ABA & and its practical applications for teaching children with PDD.
- i. Discrete trial training in the treatment of autism and Other Developmental Disabilities.
- j. Positive behavioral intervention for challenging behavior through life arrangement and life Coaching.

Total: 45 hours

VI. Textbook(s) and Other Required Materials:

1. Cooper, J.O., Heron T.E., & Heward, W.L. (2007). *Applied behavior analysis (2nd ed)*. Prentice-Hall.
2. Luiselli, J. K. (2006). *Antecedent assessment and intervention: Supporting children and adults with developmental disabilities in community settings*. Baltimore, MD: Paul H. Brookes Publishing Co. ISBN 1-57766-849-3
3. Purchase the online Mock Behavior Analysis Exam©. There are ten exams in the Mock Behavior Analysis Exam©. One for each of the 10 Content Areas of the BCBA® & BCABA® Behavior Analyst Task List—Third Edition Copyright 2005, Behavior Analyst Certification Board®. **(Do not purchase this until instructor provides further information).**
4. **Required Internet Accessible Materials:**
Download and print the **Task List (3rd & 4th Editions)**, the **Guidelines For Responsible Conduct**, and the **Disciplinary Standards** from the Behavior Analyst Certification Board website at [www. Bacb.com](http://www.Bacb.com)

Recommended Materials:

1. Reid, D.H., & Parsons, M.B. (2002). *working with staff to overcome challenging behavior among people who have severe disabilities: A guide for getting support plans carried out*. Morganton, NC: Habilitative Management Consultants, Inc. ISBN 0-96495562-3-5.
2. Research Articles: Journal articles will be provided to students at the beginning of the semester. Mostly from the Journal of Applied Behavior Analysis articles; Available from web site (<http://seab.envmed.rochester.edu/jaba>).

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

Basis for Graduate Student Evaluation:

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.

VIII. 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>

IX. 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.