



## Applied Behavior Analysis: Applications

SEDP 624

EDSE 624

SPED 644

SPED 657

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**Preferred Communication:** Email

**Course Location:** VCU Oliver Education Room 3085

**Meeting Times:** Mondays, 4:30 p.m. – 7:00 p.m.

**Dates:** May 1, 2017 – July 31, 2017

**Office Hours:** By appointment

### Required Texts:

Austin, J., & Carr, J.E. (2000). *Handbook of applied behavior analysis*. Reno, NV: Context Press.

Daniels, A.C. & Baailey, J. S. (2014). *Performance management: Changing behavior that drives organizational effectiveness, 5ed.* Atlanta, GA: Performance Management Publications.

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.

### Additional Required Readings

Amos, P. A. (2004). New considerations in the prevention of aversives, restraint, and seclusion: Incorporating the role of relationships into an ecological perspective. *Research & Practice for Persons with Severe Disabilities*, 29(4), 263-272.

### Course Description:

This course discusses the various applications of the field of Applied Behavior Analysis and expands the capability to deal with more complex behavioral situations, enabling the ability to relate to more sophisticated professional issues and environments. Specifically, the course demonstrates how ABA is applied in real world situations to make socially significant changes by minimizing interfering behavior, improving performance, teaching new behaviors, and increasing the probability of behaviors occurring under appropriate circumstances. This course

also provides a foundation for giving appropriate support to those implementing the behavior plan. Participants must either be co-enrolled or have successfully completed SEDP 621 (ABA: Principles, Procedures, & Philosophy) prior to taking SEDP 624 (ABA: Applications). 3 credits

### **Course Format**

The VCU Blackboard (BB) course management system will be used for this course. Please be sure to check BB for assignments, materials, and announcements during the course of the semester. Students are individually responsible for accessing the system.

Learning activities include the following:

- Lecture and discussion of content.
- Video and media for learning.
- Independent reading assignments.
- Individual learning opportunities.
- Applied learning activities.
- Supplemental learning material via Blackboard.

### **Course Goals:**

The content of this course is derived from the Task List published by the national Behavior Analyst Certification Board® (BACB®) as well as the Board's Guidelines for Responsible Conduct. The BACB® standards are listed on their website: [www.bacb.com](http://www.bacb.com). This course also addresses standards from the Council for Exceptional Children (CEC) and can be found on their website. The CEC Standard met in this course is Standard 9: Professional and Ethical Practice.

Upon completion of this course, the student should be able to:

- Read and interpret articles and books from the behavior analytic literature in order to inform practice and make data-based decisions and to learn to remain current regarding research-validated practices.
- Conduct behavior analytic training to stakeholders and team members implementing behavioral plans.
- Describe application of behavior analytic assessment, instruction, and methodologies with diverse populations of learners.
- Describe application of behavior analytic assessment, instruction, and intervention methodologies in diverse settings.
- Describe and demonstrate the application of behavior analytic assessment, instruction, and intervention methodologies across diverse behavioral, medical, educational, instructional, and social problems.
- Research the literature in a specific area of applied behavior analysis.
- Write a publication-worthy paper reviewing the literature in a specific area of applied behavior analysis.
- Demonstrate commitment to engage in evidence-based practices.

## Course Requirements

The following test summarizes the assignments and tests that will comprise your final grade.

| Assignment         | Possible Points       |
|--------------------|-----------------------|
| Pre-Test           | 10 (for completion)   |
| Topic Paper        | 120                   |
| Paper Presentation | 85                    |
| Discussion Board 1 | 15 (for both)         |
| Discussion Board 2 | 15 (for both)         |
| Discussion Board 3 | 15 (for both)         |
| Discussion Board 4 | 15 (for both)         |
| Discussion Board 5 | 15 (for both)         |
| Discussion Board 6 | 15 (for both)         |
| Discussion Board 7 | 15 (only one)         |
| Final Exam         | 80                    |
|                    | <b>Total: 400 pts</b> |

There are a total of 400 points available in the course. Grades are based on the total number of points earned. A breakdown of letter grades by points is as follows:

- A = 90 to 100% of total points
- B = 80 to 89.9% of total points
- C = 70 to 79.9% of total points
- D = 60 to 69.9% of total points
- F = 59.9% or below of total points

Each of the above is broken down in more detail here:

- **Pre-Test.** You will not be graded on your performance! You will only be graded on whether or not you complete the test.  
**Total of 10 pts.**
- **Topic Paper.** First choose one topic from the list in your course site. Next, search the behavior analytic literature for articles, chapters, and books pertaining to your topic. Note: At least 80% of the references you use for your paper must be from behavior analytic journals or books. Recommended journals include the *Journal of Applied Behavior Analysis*, *Journal of the Experimental Analysis of Behavior*, *Education and Treatment of Children*, *Behavioral Interventions*, *Journal of Behavior Therapy and Experimental Psychiatry*, *Behavior Therapy*, *Research in Developmental Disabilities*, *The Analysis of Verbal Behavior*, *The Behavior Analyst*, *Journal of Organizational Behavior Management*, *Journal of Behavioral Education*, and *The Psychological Record*, although there are many other very good journals.

Get at least 10 articles, chapters, or books, or combinations of articles, chapters, or books, pertaining to your topic. Whenever possible, try to get literature that spans a number of

years so that you can read about and experience (very vicariously) the development of behavior analytic work on your topic.

**Total of 120 pts.**

- **Paper presentation.** As the expert on the topic, students will present their topic papers as though they were being presented at a professional conference. Students will **audio record** their presentations to be posted on the course Blackboard site for fellow students to see. Students must use appropriate visual and other aids, and must lead the class through their topic as though they were conducting a training session on the topic of the paper. Presentations will be no longer than 20 minutes each. The presenting student will also be responsible for answering questions during their discussion board week and this will count toward the total for their discussion board participation for the week.

Please note:

- ✓ Topics will be assigned on a first come, first serve basis so email me as soon as you have chosen your topic.
- ✓ I will randomly assign presentation dates based on topics.
- ✓ You will need to post your presentation by the beginning of class the week it is due so classmates can complete the discussion board requirements for that week.

**Total of 85 pts.**

- **Discussion boards.** Students will view video presentations from their classmates. Approximately two presentations will be viewed each week. Points are earned for making comments, asking or answering questions, or otherwise participating in discussion on the topics presented. Students must participate in both groups for the week. Missed points for discussion board postings may not be made up. No late postings will be accepted. In order to receive all points, you must post at least four times during the week between the two boards. Your first two posts must be by the Wednesday of the week the posts are due.

**Total of 105 pts.**

- **Final exam.** Students will take a final exam based on the content learned in the course from the in class lectures, readings, and classmate video presentations. The final exam will include multiple choice, true/false, and/or essay questions.

**Total of 80 pts.**

### **Late Assignments:**

It is entirely the student's responsibility to do all of the work and turn in the assignments on or before the time that they are due. **All assignments are due by start of class on the due date, except for discussion board posts (due before the start of the following week). All late assignments (except discussion posts – see note below) automatically receive 3 points off per day of lateness before being graded for quality. No assignment will be accepted later than 2 days past the original due date, at which point the student will receive a 0.** Please plan that you will have technology issues and do not wait until the last minute to post your assignments.

\*\*Please note, you will not be allowed to submit an entry to the group discussion board late.

**Projects/Written Assignments:**

Spelling, grammar, and writing style are important components of professional writing. Accurate, clear, concise writing is required of all professionals and will be considered in the grading of all assignments. Written assignments will be evaluated for content, clarity, format, cohesiveness, and use of person-first language. Additionally, points will be deducted for spelling, grammatical, and word processing errors. All papers should be prepared according to APA guidelines unless otherwise noted. All written assignments must be typed or word-processed. Prepare a cover page for each assignment following APA format.

**Standard VCU Information and Policies****Campus emergency information**

What to know and do to be prepared for emergencies at VCU:

- Sign up to receive [VCU text messaging alerts](#). Keep your information up-to-date. Within the classroom, the professor will keep his or her phone on to receive any emergency transmissions.
- Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
- Listen for and follow instructions from VCU or other designated authorities. Within the classroom, follow your professor's instructions.
- Know where to go for [additional emergency information](#).
- Know the emergency phone number for the VCU Police (828-1234).
- Report suspicious activities and objects.
- Keep your permanent address and emergency contact information current in eServices.

**Class registration required for attendance**

Students may attend only those classes for which they have registered. Faculty may not add students to class rosters or Blackboard. Therefore, if students are attending a class for which they have not registered, they must stop attending.

**Honor System: upholding academic integrity**

The VCU Honor System policy describes the responsibilities of students, faculty and administration in upholding academic integrity, while at the same time respecting the rights of individuals to the due process offered by administrative hearings and appeals. According to this policy, "Members of the academic community are required to conduct themselves in accordance with the highest standards of academic honesty, ethics and integrity at all times." In addition, "To support a commitment to the Honor System, all members of the VCU community are required to:

- Adhere to the Honor System policy and its procedures;
- Report any suspicion or knowledge of possible violations of the Honor System;
- Answer truthfully when called upon to do so regarding Honor System matters;
- Maintain appropriate confidentiality regarding related to Honor System matters."

More information can be found at in the [VCU policy library](#).

## **Important dates**

You can view important dates for the semester in the [academic calendar](#).

## **Managing stress**

Students may experience situations or challenges that can interfere with learning and interpersonal functioning including stress, anxiety, depression, alcohol and/or other drug use, concern for a friend or family member, loss, sleep difficulties, feeling hopeless or relationship problems. There are numerous campus resources available to students including University Counseling Services (804-828-6200 MPC Campus, 804-828-3964 MCV Campus), University Student Health Services (MPC 804 828-8828, MCV Campus 804 828-9220) and the Wellness Resource Center (804-828-9355). 24 hour emergency mental health support is available by calling 828-1234 and asking to speak to the on-call therapist or utilizing the National Suicide Prevention Lifeline (1-800-784-2433).

## **Mandatory responsibility of faculty members to report incidents of sexual misconduct**

It is important for students to know that all faculty members are mandated reporters of any incidents of sexual misconduct/violence (e.g., sexual assault, sexual exploitation and partner or relationship violence). This means that faculty cannot keep information about sexual misconduct/violence confidential if you share that information with them and they must report this information immediately to the university's Title IX Coordinator. In addition, department chairs, deans, and other unit administrators are required to report incidents of sex or gender-based discrimination to the university's Title IX Coordinator. Once a report is made, you will receive important information on your reporting options, on campus and off campus resources and remedial measures such as no-contact directives, residence modifications, and academic modifications. If you would prefer to speak with someone confidentially for support and to discuss your options for reporting, contact:

- VCU's Wellness Resource Center 804.828.9355 | [myoptions@vcu.edu](mailto:myoptions@vcu.edu) | [thewell.vcu.edu](http://thewell.vcu.edu)
- Greater Richmond Regional Hotline (Community program) 804.612.6126 | 24-hour hotline
- VCU's Counseling Services 804-828-6200

For more information on how to help, please [click here](#). The Policy on Sexual Misconduct/Violence and Sex/Gender Discrimination, can be found in the [VCU policy library](#). For more information about the University's Title IX process, please visit [equity.vcu.edu](http://equity.vcu.edu).

## **Military short-term training or deployment**

If military students receive orders for short-term training or for deployment/mobilization, they should inform and present their orders to Military Student Services and to their professor(s). For further information on policies and procedures contact Military Student Services at 828-5993 or access the corresponding policies.

## **Student conduct in the classroom**

According to the [Faculty Guide to Student Conduct in Instructional Settings](#), "The University is a community of learners. Students, as well as faculty, have a responsibility for creating and maintaining an environment that supports effective instruction. In order for faculty members (including graduate teaching assistants) to provide and students to receive effective instruction in classrooms, laboratories, studios, online courses, and other learning areas, the university expects

students to conduct themselves in an orderly and cooperative manner." Among other things, cell phones should be turned off while in the classroom. The Student Code of Conduct also prohibits the possession of or carrying of any weapon. For more information see <http://register.dls.virginia.gov/details.aspx?id=3436>.

### **Student email policy**

Email is considered an official method for communication at VCU because it delivers information in a convenient, timely, cost-effective, and environmentally aware manner. Students are expected to check their official VCU email on a frequent and consistent basis in order to remain informed of university-related communications. The university recommends checking email daily. Students are responsible for the consequences of not reading, in a timely fashion, university-related communications sent to their official VCU student email account. This policy ensures that all students have access to this important form of communication. It ensures students can be reached through a standardized channel by faculty and other staff of the university as needed. Mail sent to the VCU email address may include notification of university-related actions, including disciplinary action. Please read the policy in its entirety at the [VCU Policy Library](#).

### **Student financial responsibility**

Students assume the responsibility of full payment of tuition and fees generated from their registration and all charges for housing and dining services, and other applicable miscellaneous charges. Students are ultimately responsible for any unpaid balance on their account as a result of the University Financial Aid Office or their third party sponsor canceling or reducing their award(s).

### **Students representing the university – excused absences**

Students who represent the university (athletes and others) do not choose their schedules. Student athletes are required to attend games and/or meets. All student athletes should provide their schedules to their instructors at the beginning of the semester. The Intercollegiate Athletic Council strongly encourages faculty to treat missed classes or exams (because of a scheduling conflict) as excused absences and urges faculty to work with the students to make up the work or exam.

### **Students with disabilities**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, require that VCU provide "academic adjustments" or "reasonable accommodations" to any student who has a physical or mental impairment that substantially limits a major life activity. To receive accommodations, students must register with the Disability Support Services Office on the Monroe Park Campus (828-2253) or the Division for Academic Success on the MCV campus (828-9782). Please also visit the [Disability Support Services website](#) and/or the [Division for Academic Success website](#) for additional information.

Once students have completed the DSS registration process, they should schedule a meeting with their instructor (s) and provide their instructor (s) with an official DSS accommodation letter. Accommodation letters will outline the required classroom accommodations. Additionally, if coursework requires the student to work in a lab environment, the student should advise the

instructor or a department chairperson of any concerns that the student may have regarding safety issues related to a disability. Students should follow this procedure for all courses in the academic semester.

**Withdrawal from classes**

Before withdrawing from classes, students should consult their instructor as well as other appropriate university offices. Withdrawing from classes may negatively impact a student’s financial aid award and his or her semester charges. To discuss financial aid and the student bill, visit the [Student Services Center](#) at 1015 Floyd Avenue (Harris Hall) and/or contact your financial aid counselor regarding the impact on your financial aid.

**Course Schedule:**

| <b>Date</b>        | <b>Topics / Objectives</b>  | <b>Readings and Due Dates</b>   |
|--------------------|---|---|
| Week 1<br>(May 1)  | <u><b>Introduction - Frameworks</b></u><br>Performance Management – an Introduction<br>Antecedent-Based Interventions – an Introduction to Motivating Operations        | Syllabus<br>Blackboard Site   |
| Week 2<br>(May 8)  | <u><b>Assessment and Measurement</b></u><br>Preference Assessment<br>Functional Analysis<br>Considerations for Assessment and Measurement                               | PM – Chapters 2, 5, 7, 8 and 9<br>AAI – Chapters 1, 2, and 3<br>HABA – Chapters 1 and 3<br><br><b>DUE:</b> <ul style="list-style-type: none"> <li>• Topic Choice</li> <li>• Pre-Test</li> </ul> |
| Week 3<br>(May 15) | <u><b>Performance and Organizational Management</b></u><br>Performance/Organizational Management<br>Schedules of Reinforcement<br>Performance Feedback<br>Setting Goals | PM – Chapters 1, 11, 12, and 13<br>HABA – Chapters 12 and 18  |
| Week 4<br>(May 22) | <u><b>Behavior Analysis in Business</b></u><br>Behavior in business<br>Behavior vs. Non-Behavior  | PM – Chapters 3, 6, 16, 17, 18, 19, and 20  |
| Week 5<br>(May 29) | <u><b>Developmental Disabilities and Autism Spectrum Disorder</b></u><br>Behavior Acquisition<br>Behavioral Interventions<br>Stereotypy<br>Communication                | AAI – Chapters 6 and 9<br>HABA – Chapters 2, 4, and 11<br>Amos, 2004  |



|                                      |   |   |
|--------------------------------------|---|---|
|                                      | Social Skills   |   |
| Week 6<br>(June 5)                   | <b><u>Therapies</u></b><br>Habit Disorders<br>Psychotherapy<br>Cognitive Behavior Analysis                                | AAI – Chapter 13<br>HABA – Chapters 6 and 10  |
| Week 7<br>(June 12)                  | <b><u>Medicine</u></b><br>Behavioral Pediatrics<br>Feeding Disorders<br>Behavioral Pharmacology                           | AAI – Chapters 8 and 10<br>HABA – Chapters 7 and 9<br><br><b>DUE:</b><br><ul style="list-style-type: none"> <li>• Discussion Board 1</li> </ul>   |
| Week 8<br>(June 19)                  | <b><u>Gaming</u></b><br>Online gaming<br>Apps   | No Reading<br><br><b>DUE:</b><br><ul style="list-style-type: none"> <li>• Discussion Board 2</li> </ul>   |
| Week 9<br>(June 26)                  | <b><u>Education</u></b><br>General Education<br>School Psychology<br>School Counseling<br>Related Services                | HABA – Chapter 5<br>Skinner, 1984<br><br><b>DUE:</b><br><ul style="list-style-type: none"> <li>• Discussion Board 3</li> </ul>  |
| Week 10<br>(July 3)                  | <b>July 4<sup>th</sup> Break – No Class</b>   | <b>DUE:</b><br><ul style="list-style-type: none"> <li>• Discussion Board 4</li> </ul>   |
| Week 11<br>Asynchronous<br>(July 10) | <b><u>Social Responsibility</u></b><br>Human Rights<br>Environmental Implications   | AAI – Chapter 12<br>Frazer, 2014<br>Ludwig, Gray, & Roswell, 1998<br>Miller, Lund, Weatherly, 2012<br>O’Connor, Lerman, Fritz, &<br>Hodde, 2010<br>Bannerman, Sheldon, Sherman,<br>& Harchik, 1990<br><br><b>DUE:</b><br><ul style="list-style-type: none"> <li>• Discussion Board 5</li> </ul> |
| Week 12<br>(July 17)                 | <b><u>Consultation, Other Applications, and Evaluation</u></b><br>Consultation<br>Evaluating Programs<br>Sport Psychology | PM – Chapters 22<br>AAI – Chapters 11 and 12<br>HABA – Chapter 16<br>Lindsley, 1992<br><br><b>DUE:</b><br><ul style="list-style-type: none"> <li>• Discussion Board 6</li> </ul>  |

|                      |  |  |
|----------------------|--|--|
| Week 13<br>(July 24) | <b><u>Wrap Up</u></b><br>Future Perspectives in ABA<br>Questions | HABA – Chapter 20<br>Austin & Marshall, 2008<br><br><b>DUE:</b> <ul style="list-style-type: none"><li>• Discussion Board 7</li><li>• Topic Paper</li></ul> |
| Week 14<br>(July 31) | <b>Final Exam</b>  | <b>DUE:</b> <ul style="list-style-type: none"><li>• Final Exam</li></ul>   |