Applied Behavior Analysis: Principles, Procedures and Philosophy[1,2]

Psyc 592-004/892-006 and EDSE 619

(Latest revision: 10/4/05)

Fall 2005

Tuesdays, 4:30 pm – 7:10 pm
Psychological Clinic/Center for Cognitive Development
10340 Democracy Lane

Course Description:
This course focuses on the basic principles and procedures of applied behavior analysis; on identification of factors that contribute to behavioral problems and improved performance; and on procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances.

Instructor:
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Office Hours:
Wednesday, 11:00 AM to noon.

Nature of Course Delivery:
This class consists of lectures, in-class student presentations, in-class and asynchronous web-based discussions, written assignments, and a written final exam (online).

Required Texts and Reading Materials:
o Cooper, J. O., Heron, T. E., & Heward, W. L. (1987). *Applied behavior analysis.* Upper Saddle River, New Jersey: Prentice Hall.
o Skinner, B. F. (1974). *About behaviorism.* New York: Random House.

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[1] The University Honor Code will be followed in this course. Each student is responsible for knowing the rules, regulations, requirements, and academic policies of the university.
[2] If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.

- o Carr, D., & Felce, D. (2000). Application of stimulus equivalence to language intervention for individuals with severe linguistic disabilities. *Journal of Intellectual and Developmental Disability, 25* (3), 181-205.

Supplemental Text

Martin, G. & Pear, J. 2002 *Behavior modification: What it is and how to do it*, Prentice Hall, (7th edition), 0-13-0995843.

WebCT

Much important information for your class will be available on the internet, through WebCT. The syllabus the Discussion Forum and the quizzes will be posted there throughout the course. In addition, the Final Exam will be taken via WebCT.

Course Schedule

Date	Session	Topics/Objectives	Readings and Other Assignments	Presenters
8/30/05	1	Orientation to the course; Certification, accreditation, and quality control in behavior analysis		Hoch Rojahn
9/6/05	2	– Characteristics of ABA – Basic concepts	– Cooper et al. Chapters 1 & 2 – Skinner Introduction and Chapter 1 – Quiz 1	Rojahn
9/13/05	3	– Target behavior – Measuring behavior – Behavior observation – Functional analysis and assessment	– Cooper et al. Chapters 3, 4 & 5 – Martin & Pear, Chapter 21 – Skinner Chapter 2 – Quiz 2	Rojahn
9/20/05	4	– Operant reinforcement – Schedules of Reinforcement	– Cooper et al. Chapters 11 & 12 – Skinner Chapters 3 & 4 – Quiz 3	1. Newton, Laura 2. Sims, Jennifer
9/27/05	5	– Stimulus discrimination, generalization, and equivalence	– Cooper et al. Chapter 13 – Martin & Pear, Chapter 8 – Skinner Chapter 5 – Quiz 4	1. Dillman, Kerry 2. Gavin, Elizabeth 3. Palmer, Sarah
10/4/05	6	– Behavioral shaping – Behavior chains	– Chapters 14 & 15 – Skinner Chapter 6 – Quiz 5	1. Donika Salihi 2. Sharon Dockery 3. Andy Staab
10/11/05		No class		
10/18/05	7	– Imitation – Extinction	– Cooper et al. Chapters 16b & 17 – Skinner Chapter 7 – Quiz 6	1. Ducenne, Lesley 2. Patel, Dhvani 3. Way, Erin
10/25/05	8	– Decreasing behavior with DR	– Cooper et al. Chapter 18 – Skinner Chapter 8 – Quiz 7	1. Dingus, Kathleen 2. Piscopo,

				Colleen 3. Matijasich, Amy
11/1/05	9	– Punishment – Overcorrection – Time out – Response cost	– Cooper et al. Chapters 19, 20, 21, 22 – Skinner Chapter 9 – Quiz 8	1. Einhorn, Linda 2. Grubbs-Komolasky, Kristi 3. Perna, Alyssa
11/8/05	10	– Contingency contracting – Token economy	– Cooper et al. Chapters 23 & 24 – Skinner Chapter 10 – Quiz 9	1. Conner, Karen 2. Rosengarten, Myriah 3. Gillespie, Bayyinah
11/15/05	11	– Group contingencies – Self management	– Cooper et al. Chapters 25 & 26 – Skinner Chapter 11 – Quiz 10	1. Chehab, Alex 2. Pierce, Summer 3. Romanin, Leigha
11/22/05	12	– Promoting generality – Communicating results	– Cooper et al. Chapters 27 & 28 – Skinner Chapter 12 – Quiz 11	1. Crane, Jenny 2. Hartman, Sue 3. Kampf, Jennie
11/29/05	13	– Research profile presentations	– Submit research presentation – Skinner Chapter 13 & 14	1….
12/13/05	**14**	**Final Examination**		

Criteria for Evaluation and Grading

Class Presentations

Each student has to participate in the preparation and presentation of one class session. Preparations are to be delivered using Power Point slides. Each session will be covered by no more than three students. Each student has to prepare and present a distinct section. A hard copy and an electronic copy of the Power Point slides are to be submitted at the day of the presentation.

Discussion Forum

For each week as you are expected to (a) read the assigned chapter(s) of Skinner's *About Behaviorism* as indicated in the schedule above and (b) address the Discussion Board Forum postings related to the assigned readings.

Read the question posted by the instructor and the responses of your classmates (if available). Reply directly to the Instructor's initial posting or to another student's response by clicking on the instructor's posting to ensure an uninterrupted, threaded discussion. Please do not start a new discussion.

You will earn 2 points per discussion question for a reasonable and timely response to the instructor's initial posting or to another student's post on the

same topic. To receive credit, you must post by 8:00 AM Monday morning before the Tuesday class for which the readings were due. There is no credit for postings after the deadline. Once the deadline has passed, that topic will be closed and students will be unable to post a message. Improper or clearly nonsensical comments will not count.

Each student receives 2 points per topic/discussion question for posting a reasonable response to the instructor's initial posting or for responding to another student's post on the same topic. Students may respond to the same topic multiple times but will only receive 2 points for that topic.

The main goal of the postings is to demonstrate an understanding of Skinner's writing. Student can express a differing opinion but should try to explain first his/her understanding of Skinner and then explain the reason for his/her disagreement with Skinner.

Research Profile.
This assignment will provide individual students with exposure to original behavior analytic literature in general and to the work of an individual researcher with notable contributions to the ABA field in particular. To do this assignment:

1. you will be randomly assigned an author from the list below:

1	Azrin	Nathan	25	Miltenberger	Raymond G.
2	Baer	Donald	26	Moore	Jay
3	Bailey	Jon S.	27	Neef	Nancy
4	Barrett	Beatrice	28	Northup	John A.
5	Burgio	Louis	29	Piazza	Kathleen
6	Carr	Edward	30	Poling	Alan
7	Critchfield	Thomas S.	31	Reid	Dennis H.
10	Dunlap	Glen	32	Risley	Todd
11	Favell	Judith E.	33	Saunders	Kathryn J.
12	Fisher	Wayner	34	Saunders	Richard
15	Green	Gina	35	Shook	Gerald L.
16	Greer	R. Douglas	36	Sidman	Murray
17	Hackenberg	Timothy D.	37	Spradlin	Joseph E.
18	Hayes	Linda J.	38	Sulzer-Azaroff	Beth
19	Holmes-Barnes	Dermot	39	Sundberg	Mark
20	Horner	Bob	40	Touchette	Paul
21	Iwata	Brian A.	41	Vargas	Julie S.
22	Koegel	Robert	42	Vollmer	Timothy R.
23	Lattal	Kennon A.	43	Wacker	David P.
24	Matson	Johnny L.			

2. Once you have an author assignment, do a PsychInfo search for articles, chapters, and books written by the author. Conduct the list such that you not only get the references for the author's work, but also the abstracts.

3. Print the outcome of the search.
4. Read the abstracts.
5. Obtain several of the articles, chapters, or books from the library, or through interlibrary lending. Read them.
6. Prepare a report in which you:
    i.   Identify the type of work the author has done, and the populations considered.
    ii. Describe three notable themes you found in the author's work.
    iii. Discuss possible applications of the authors work to other populations or problems.
7. Deliver your report in a 5 minute presentation in class as indicated on the class schedule.

Quizzes

Throughout the course quizzes will be posted on WebCT with a variable number of questions. Each question can be answered twice with the latest answer counting. Correct answers will earn 1 point. Points earned will count as <u>extra credit</u>.

Midterm

On the last night of class, you will take a 40 item final examination. You will earn 1 point toward your final grade for each correct response on this examination.

Final Examination

On the last night of class, you will take a 80 item final examination. You will earn 1 point toward your final grade for each correct response on this examination.

Grading Scale

Given these assignments, the distribution of total possible points per assignment type, and grading scale, are as follows:

Assignment Type	Possible Points Each	Number Total	Possible Points
Power Point Presentation	50	50	50
Discussion Forum	2 per Forum	26	52
Research Profile	25	25	25
Final Exam	80	80	80
Total			207

A > 155 points
B = 139 – 155 points
C = 122 – 138 points
F < 122 points

Add and Drop Deadlines
Last day to add: Sept. 13, 2500; last day to drop: Sept. 30, 2005