Department of Special Education
SDSU

COURSE SYLLABUS

SPED 676: Applied Behavior Analysis
Spring, 2015
Schedule #: 23368

Instructor: G. Roy Mayer, BCBA-D, Professor Emeritus and adjunct faculty at SDSU
-- grmayer@aol.com
Phone: 858-361-1993
Office Hours Location: NE 72C
Office hours: Please see instructor during class or email to arrange a time.
TA:
Class Time and Room: Tuesdays, 4:00 -- 6:40 pm; EBA 258

Course Overview
Catalog description: Ethical application of research-based strategies based on behavior analysis. Emphasis on arranging learning opportunities to increase student skills and data collection.
Purpose, Relevance and Course Content: This course is designed to introduce students to some scientifically validated applications and theory of behavior analysis to intervention for learners with autism and related disorders. The content is not exhaustive, but rather represents a subset of the large array of behavior analytic techniques. Part of the student’s task is to apply the principles and methods with learners who present a range of skills and skill deficits, and to settings like homes and classrooms. The course content is scientific and technical; careful reading and study of assigned readings, handouts, and lecture notes is required for successful completion of the course. Some students may need to do additional background reading and study. Students are also encouraged to form study groups. For some assignments, students will need to have access to learners with autism or related disorders with whom they can conduct skill assessments and teaching procedures. It is the student’s responsibility to identify learners and ensure that they have appropriate permission from parents/guardians to work with them. Learners and their family members must not be identified by name or other personal information during any class discussions or in any written assignments; initials or pseudonyms should be used instead of real names.

Class performance goals: Specific performance goals for the course content are listed at the beginning of each assigned chapter. Review each carefully, as many of the exam items will address these goals.
Course structure, content and activities include: lectures, discussions, demonstrations, role-play practice, exercises/activities, weekly quizzes, and a final comprehensive exam. Students are expected to complete assigned readings and out-of-class exercises prior to the beginning of the next class meeting, and to come to each class prepared to discuss and take a quiz on the assigned readings, handouts, and/or lectures. **If you must miss a class it is your responsibility to** contact other students to obtain a copy of their notes and to find out what you missed and be prepared for the next class session.

Disclaimer: Successful completion of this course does not constitute training to be a professional behavior analyst, nor all of the formal instruction required to sit for the examination to become a Board Certified Behavior Analyst ® or a Board Certified Assistant Behavior Analyst ®. The course can, however, be used to meet some of the coursework requirements for certification eligibility. For those and other certification requirements, see the website of the Behavior Analyst Certification Board (www.BACB.com).

Class prerequisites:
★ At least one course in basic principles of behavior analysis (e.g., SPED 553)
★ College-level English reading and writing skills
★ Skills in using library and other reference sources (e.g., professional literature databases, such as Medline, PsycLit., and adv. google scholar)
★ Basic skills in using computers and the Internet, and SDSU's Blackboard application

Course Materials

For supplementary material for the text, go to on the web to sloan publishing/balc. You can find helpful videos, power point slides (PREZI and other slides) and study questions. Students are to make use of this online material and the material made available via Blackboard. Access to these materials is available once you have registered for the course.

★ A stopwatch (or wristwatch with a stopwatch function) may be needed to complete some exercises. You may also find it helpful to have a simple counting device, like the type used to record golf strokes.

Course Assessment and Grading
Points may be earned for performances on the measures described below. Maximum points available and descriptions of each measure follow (also refer to the schedule and assignments at the end of the syllabus).

★ Tests: 11 quizzes @ 15 points = 165 points. Final exam = 115 points
A short quiz will be administered during each of 14 scheduled class meetings (see schedule), consisting of 15 multiple choice questions. Eleven quiz scores will count toward the final grade; the three quizzes on which each student receives the lowest scores will be dropped when final point totals are calculated. All material covered in assigned readings, lectures, handouts, exercises, and class discussions is “fair game” for final and quizzes. Quizzes cannot be made up. A missed quiz will receive a score of zero. A final comprehensive exam will be administered during finals’ week consisting of multiple choice and short essay items.

- **Exercises:** 6 @ 20 points = 120 points (each is subject to revision)
  Six exercises will be assigned during the semester. Each is worth 20 points. These are to be completed outside of class. Completed exercises must be submitted to the instructor by the deadline specified for each (typically the start of the next class). Late submissions will result in a deduction of one point per day from the total possible score. Be sure to address all parts of each exercise as **re-dos are not accepted**. Exercises will not be accepted more than one week after the due date. Also, all exercises must be typed using a font size of at least 12 in order to receive credit. **Email all Exercises to:**

  **Exercise 1: Stimulus preference assessment** (with learner) -- Conduct a Reinforcer Survey and a Preference Assessment (e.g., single stimulus, parred stimulus, or multiple stimulus without replacement) to identify a child’s non-functional reinforcers (reinforcers must be available to provide multiple times throughout intervention and may NOT be tokens or money) that you could use during intervention. Describe how you conducted each and for the reinforcers you will use, explain how you know they are reinforcers with a high degree of confidence.

  **Exercise 2: Treasure Box** -- Describe a client or student you are seeing (or have previously seen) and create a treasure box that you would use with that client. Elaborate on the reasoning behind the items you included within the box. Be prepared to describe and/or share your treasure box with the class.

  **Exercise 3: Implementation fidelity and environmental support** -- Assess the environment for support and resources (e.g., who is available to help support the proposed behavior change program, what kind of resources are available, etc.), and describe how you will secure this support for program implementation and for your efforts to ensure the implementation of the behavioral program with fidelity. The focus should be on what you can do to help ensure implementation fidelity by the consultee or contingency manager (parent or teacher working with the child).

  **Exercise 4: Generalization** -- Identify your target behavior and client’s sex and age. Describe what steps you will take, or have taken, to promote generalization (MUST USE AT LEAST 4 STRATEGIES) and maintenance (keep separate from generalization strategies). Select and justify your observational method. Collect observational data and graph the occurrence of the behavior in two different settings. Discuss your data/results.
Exercise #5: Modeling -- Set up a modeling program for a client (describe the client - age, sex, functional level, etc.). Be sure to describe what model characteristics you will draw upon and why, being specific to your client (e.g., what “similar” characteristics would you select and why). Also describe separately what the leader will do, in addition to model selection, to enhance the likelihood that imitation will occur. Again, be specific to your client.

Exercise 6: Differential Reinforcement -- Differential reinforcement procedures for reducing behavior tend to work more rapidly when several are combined. (a). Identify a client (provide age, sex, grade level, and level of functioning), and specify a minor infraction (does not endanger self or others) in which s/he engages. (b). Specify his/her reinforcers and how you know they are reinforcers with a high degree of confidence. (c). Describe how you are using, or could use a combination of modeling, NCR, DRA, DRO, & DRD to help reduce the infraction.

• TOTAL POSSIBLE POINTS: 400 points. Grading: Final grades will be based on percentage of total possible points earned, as follows:
  - A 96 – 100%;  A– 90–95%;  B+ 87–89%;  B 84–86%;  B- 80–83%;  C+ 77–79%;  C 74–76%;  C- 70–73%;  D+ 67-69%;  D 64-66%;  D- 60-63%;  F < 60%

Students with Disabilities
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Academic Honesty
The University adheres to a strict policy regarding cheating and plagiarism. These activities will not be tolerated in this class. Become familiar with the policy (http://www.sa.sdsu.edu/srr/conduct1.html). Any cheating or plagiarism will result in failing this class and a disciplinary review by Student Affairs.

Examples of Plagiarism include but are not limited to:
- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
Replacing words or phrases from another source and inserting your own words or phrases

· Submitting a piece of work you did for one class to another class

If you have questions on what is plagiarism, please consult the policy (http://www.sa.sdsu.edu/srr/conduct1.html) and this helpful guide from the Library: (http://infodome.sdsu.edu/infolit/exploratorium/Standard_5/plagiarism.pdf)

Turnitin
Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

Student Conduct
Students preparing to become special educators are expected to conduct themselves in a manner that is consistent with the Council for Exceptional Children Code of Ethics and Standards of Professional Practice (available at http://www.cec.sped.org/ps/code.html) as well as SDSU’s Statement of Student Rights and Responsibilities (http://www.sa.sdsu.edu/srr/statement/index.html). Students preparing to become Board Certified Behavior Analysts or Board Certified Assistant Behavior Analysts are expected to conduct themselves in a manner that is consistent with the Behavior Analyst Certification Board’s Guidelines for Responsible Conduct (available at www.BACB.com).

In this course each student is expected to contribute to a positive learning environment by being on time to class, not leaving class early, turning off cell phones and beepers, and in all class-related interactions, treating others in a manner that is courteous and that promotes mutual respect and equality of others. That includes refraining from engaging in side conversations while the instructor or another student is talking to the class. Further, students are expected to exhibit academic conduct that reflects the highest levels of honesty and integrity. The Student Disciplinary Procedures for the California State University specifically prohibit cheating or plagiarism and provide that such acts may result in a student being expelled, suspended, placed on probation, or given a lesser sanction.

Schedule and Assignments. See below (subject to revision).

Tentative Course Schedule
There will be a *quiz each class meeting* (except for the first class meeting) covering the assignments for that week and related class presentations/activities. Your first quiz, then, is on 2/3/15.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assignment for Next Class</th>
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<tbody>
<tr>
<td>1. 1/27/15</td>
<td>Course Overview and presentation on next week’s topics</td>
<td>Chs. 5 &amp; 6 Exercise #1</td>
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</tbody>
</table>
| 2. 2/3/15 | 1. Differences between positive and negative reinforcement  
2. Escape & avoidance differentiated  
3. Reinforcement & punishment differentiated  
4. Concerns and disadvantages with using reinforcement  
5. Reinforcer development, identification and selection | Chs. 11 & 12 Exercise #2         |
| 3. 2/10/15 | 1. Maximizing reinforcement effectiveness  
2. Self-management | Chs. 3 & 24 Exercise #3          |
| 4. 2/17/15 | 1. Promoting parent/teacher intervention fidelity  
2. Maintaining program implementation in your absence  
3. Supporting and supervising contingency managers | Ch. 15                           |
| 5. 2/24/15 | Stimulus control --  
1. Various SDs and MOs  
2. Transferring stimulus control from you to the parent/teacher | Ch. 16                           |
| 6. 3/3/15  | Stimulus control --  
1. Identifying obscure SDs  
2. Stimulus equivalence and equivalence classes | Ch. 21 Exercise #4               |
<p>| 7. 3/10/15 | 1. Promoting generalization of client’s/parent’s/teacher’s learned skills | Ch. 26                           |
| 8. 3/17/15 | 1. Preventing problem behaviors with antecedent methods. | Ch. 17                           |</p>
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| 9. 3/24/15 | Stimulus control --  
1. Stimulus change  
2. Goal-setting  
3. Prompting  
4. Fluency & Precision Teaching | Ch. 18 & 19  
Exercise #5 |
| 10. 3/31/15 | Spring break                                                           |                            |
| 11. 4/7/15 | Stimulus control --  
1. Using prompting  
2. Instructing  
3. Direct Instruction  
4. DTT  
5. Modeling  
6. Physical guidance  
7. An Introduction to Verbal Behavior | Ch. 20 |
| 12. 4/14/15 (Exercise #5 is due) | Stimulus Control & Maintenance --  
1. Delayed prompting  
2. Graduated prompting  
3. Fading  
4. Errorless learning  
5. CRF  
6. Intermittent reinforcement | Chs. 13 & 14 |
| 13. 4/21/15 | Teaching New Behaviors  
Shaping --  
1. Effective use  
2. Instructional programs  
Chaining --  
1. Linking behavioral chains  
2. Teaching social skills (academic survival and peer relationship skills)  
3. Unchaining  
4. Blocking links | Chs. 27 & 28  
Exercise #6 |
<table>
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<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assignment for Next Class</th>
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| 14. 4/28/15| 1. NCR  
2. Extinction  
3. DR  
4. DRA  
5. DRI  
6. DRO (momentary and whole interval)  
7. DRD  
8. DRL  
9. Good Behavior Game  
10. Catch ‘em Being Good  
11. Activity Table | Chs. 29 & 31 |
| 15. 5/5/15 | 1. Response cost  
2. Timeout  
3. Values in ABA  
4. Professionalizing practice -- The BACB  
5. Certification  
6. Legal & ethical responsibilities  
7. Questions/Review | Review for final exam |
| 16. 5/12/15|                         |                           |
|            | FINAL EXAM               |                           |