Syllabus
SEDP 624

Applied Behavior Analysis: Applications

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Dates:	August 5 – October 7

Required Texts:

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

Daniels, A.C. (2004). *Performance management: Changing behavior that drives organizational effectiveness*. 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 6X1 prior to taking 6X4. 3 credits

VCU Conceptual Framework (CF):
The School of Education and the Department of Special Education and Disability Policy has a program theme of "Educator as Critically Reflective Practitioner," and this theme will be incorporated throughout this course. It is important that participants learn the tools they need to serve individuals from diverse backgrounds, and make decisions about which of these tools will yield the best results. Participants need to be able to assess the individual's needs as well as the needs of team members (including parents) to make recommendations to develop individualized adaptations and accommodations, and supports and services.

The following VCU School of Education Conceptual Framework Standards are addressed:

I.I – (Skills) Explaining major concepts and structures of inquiry of the disciplines and fields of study.

I.3 - (Dispositions) Exhibiting a commitment to professional standards associated with their areas of expertise.

II.2 - (Knowledge) Using multiple assessments to inform their work and enhance student learning, understanding the appropriate use of information garnered from various assessments

II.5 - (Dispositions) Committing to informing themselves about students to create supportive learning environments that encourage the academic, social, and personal growth of all students.

III.1 – (Knowledge) Analyzing student abilities and disabilities, readiness, interests, cultural and linguistic backgrounds.

IV.3 - (Dispositions) Committing to engage in reflective practice.

IV.4 - (Dispositions) Adhering to a professional code of ethics in decision making.

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. 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:
1. 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.
2. Conduct behavior analytic training to stakeholders and team members implementing behavioral plans.
3. Describe application of behavior analytic assessment, instruction, and methodologies with diverse populations of learners.
4. Describe application of behavior analytic assessment, instruction, and intervention methodologies in diverse settings.
5. Describe and demonstrate the application of behavior analytic assessment, instruction, and intervention methodologies across diverse behavioral, medical, educational, instructional, and social problems.
6. Research the literature in a specific area of applied behavior analysis.
7. Write a publication-worthy paper reviewing the literature in a specific area of applied behavior analysis.
8. Demonstrate commitment to engage in evidence-based practices.

Course Requirements:

Discussion boards. Ten points per session may be earned for making comments, asking or answering questions, or otherwise participating in discussion on the topics presented. 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 twice, once by Wednesday of the week the postings are due and once prior to the due date. **There are four Discussion Boards which are worth 10 pts each for a total of 40 pts.**

Review paper presentation. Students will present their review papers as though they were being presented at a professional conference. Students must use appropriate visual and other aids, and must lead the class through their paper as though they were conducting a training session on the topic of the paper. Students may earn up to 20 points for accurately delivering the topic, up to 10 points for functional use of materials, and up to 5 points for involving the audience in the presentation. **There is one opportunity for the Paper Presentation which is worth 35 pts.**

Quizzes. Quizzes will review the knowledge from the lectures and readings. Quizzes will include multiple choice, true/false, and/or short essay questions. **There are four Quizzes which are worth 10 pts each for a total of 40 pts.**

Signature Assignment:
Review 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.

Write your paper. Use this outline:

Introduction. Introduce your topic. Explain what it is and why it is noteworthy. (**Up to 15 points**.)

Literature Review. If you've been able to get a body of literature that covers a number of years, describe the development of the clinical / educational / experimental / or other research on your topic over the years, describing early research, later research, and current research. If you haven't been able to get literature that spans a number of years, summarize the work you have gotten, in terms of procedures, findings, conclusions, and implications. (**Up to 20 points**.)

What is known? Explain what, based on the literature, is known about your topic. That is, summarize what is currently known. (**Up to 15 points**.)

What isn't known? Identify at least two things about your topic that the literature has not addressed, and for each make a recommendation for future work. When making your recommendation, state what the recommendation is, on what it is based, and how it could add to the behavior analytic literature. (**Up to 15 points**.)

How is this concept applied? Describe what makes the concept you chose an applied concept or how can the research about this topic be applied? Why is behavior analysis helpful to be applied to this concept or topic? (**Up to 20 points**).

Write your paper in APA Style (Sixth Edition), and use correct grammar, spelling, and punctuation are correct (**Up to 15 points**). While there is no minimum of number of pages required for this assignment, students are encouraged to keep the maximum number of pages to 15 or fewer. This assignment is worth a total of 100 possible points. Late papers will be accepted, with a 10% penalty on total points earned for the paper. **The paper is worth 85 pts.**

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

Assignment	Possible Points	Due Date
Discussion Board 1	10	Aug 12
Discussion Board 2	10	Aug 19
Discussion Board 3	10	Aug 26
Discussion Board 4	10	Sept 9
Quiz 1	10	Sept 9
Quiz 2	10	Sept 16
Paper	85	Sept 23
Paper Presentation	35	Sept 23
Quiz 3	10	Sept 30
Quiz 4	10	Oct 7
	Total: 200 pts	

There are a total of 200 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

NOTE: If at any point during the semester, you encounter problems, or unexpected circumstances arise, please let me know how I can help you meet the requirements of this class.

Late Points:
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 midnight on the date assigned, unless otherwise indicated.** All late assignments automatically receive 2 points off per day of lateness before being graded for quality. If you are planning to turn in an assignment after the due date, you must e-mail me *__before__* the due date.
**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.

The following items will be used as a grading guide and will be applied to each project/written assignment:

Format – 10%	Syntax – 20%	Content Description/Analysis – 70%
Grammar Spelling Punctuation Sentence structure Word choice Proper citations as needed Page length	Thoughtful and complete thoughts Information is concise Person-first language is used	Answered all assigned questions/components thoroughly Provide detailed description(s) Demonstrate understanding of key issues and course content Demonstrate ability to integrate course content Accuracy of information presented

Course Schedule:

Date	Topics / Objectives	Assignment	Readings
Week 1 Aug 5	***Introduction - Frameworks*** *Lecture, group discussion, group activity* Performance Management – an Introduction Antecedent-Based Interventions – an Introduction to Motivating Operations	Review Blackboard Site Participate in Discussions	Syllabus Blackboard Site
Week 2 Aug 12	***Assessment and Measurement*** *Lecture, group discussion* Preference Assessment Functional Analysis Considerations for Assessment and Measurement	Participate in Discussions Submit Paper Topic Choice Discussion Board 1	PM – Chapters 1, 2, 12, 13, and 20 AAI – Chapters 1, 2, 3 and 4 HABA – Chapters 1 and 3
Week 3 Aug 19	***Developmental Disabilities and Autism Spectrum Disorder*** *Lecture, group discussion* Behavior Acquisition Behavioral Interventions Stereotypy Communication Social Skills	Participate in Discussions Debate Discussion Board 2	AAI – Chapters 6 and 9 HABA – Chapters 2, 4, and 11 Article on Blackboard – Amos, 2004
Week 4 Aug 26	***Therapies*** *Lecture, group discussion* School Psychology Habit Disorders Psychotherapy Cognitive Behavior Analysis	Participate in Discussions Discussion Board 3	AAI – Chapter 13 HABA – Chapters 5, 6, and 10

| Week 5
Sept 9
(No Class –
Sept 2) | ***Performance and Organizational Management***
Lecture, group discussion
Performance/Organizational Management
Schedules of Reinforcement
Performance Feedback
Setting Goals | Participate in Discussions
Quiz 1
Discussion Board 4 | PM – Chapters 9, 15, 16, 19, 21, and 22
HABA – Chapters 12 and 18 |
|---|---|---|---|
| Week 6
Sept 16
Asynchronous | ***Medicine***
Lecture, group discussion
Behavioral Pediatrics
Feeding Disorders
Traumatic Brain Injury | Participate in Discussions
Quiz 2 | AAI – Chapters 8 and 10
HABA – Chapters 7 and 9 |
| Week 7
Sept 23 | ***Paper Presentations!*** | Submit Paper | |
| Week 8
Sept 30
Asynchronous | ***Other Applications***
Lecture, group discussion
Education – K-12 & Higher Ed
Sport Psychology | Participate in Discussions
Quiz 3 | AAI – Chapters 5 and 7
HABA – Chapters 17 and 19 |
| Week 9
Oct 7 | ***Future Perspectives, Consultation, and Evaluation***
Lecture, group discussion
Consultation
Evaluating Programs
Future Perspectives in ABA | Participate in Discussion
Quiz 4 | PM – Chapters 23
AAI – Chapters 11 and 12
HABA – Chapters 16 and 20 |

Checking Your VCU Assigned E-mail:
Electronic mail or "email" is considered an official method for communication at VCU because it delivers information in a convenient, timely, cost effective and environmentally aware manner. 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: http://www.ts.vcu.edu/kb/3407.html

It is utterly essential that you check your school assigned email on a daily or every other day basis. Failure to do so may result in you missing important information or changes in the course. I will respond only to your school assigned email address. Your school assigned email serves as the key link to our communication. If you encounter problems with your school assigned e-mail account, you will need to contact the HELP Desk at your school to fix the problem. Also, it is helpful to e-mail me to notify me of your difficulties if they are not resolved right away.

E-mail Correspondence:
When you do email me, in the **SUBJECT** area of the email please list "COURSE I" and then list the problem or assignment name (e.g., "COURSE 1, Quiz 5"). Also, in the email identify

yourself and how I can best reach you, preferably through email, but as a backup a daytime phone number. Finally, please ***always sign your e-mails with your name.***

Diversity:
Professional standards and the VCU conceptual framework recognize the need to meet the diverse needs of all children and families. In this course, diversity is addressed by supporting students with the School of Education conceptual framework standard II.5) (Dispositions) Committing to informing themselves about students to create supportive learning environments that encourage the academic, social, and personal growth of all students.

Technology:
Technology is an integral part of this course as the course is offered using video conferencing technology and remote instruction is provided. Class meetings are held in a School of Education computer lab with access to monitors, cameras and audio equipment. Candidates are required to use the course Blackboard site to access documents, post files, and participate in discussions. Course assignments also involve the use of technology. For example, candidates access and complete quizzes/tests online. Additionally, candidates complete reading and writing assignments by utilizing the VCU Library through the web portal.

Technology Problems:
Since people in this course will be using different types of computers and software, there are bound to be technology problems. ***If you are having technology problems,*** you **MUST** first contact the HELP Desk at your institution.

The folks at the HELP Desk are trained to deal many different types of technology problems. If they find that it is a problem that we must correct, <u>they</u> will contact us. The HELP Desk phone number is 804-828-2227.

Technology in the Course:
The documents in this course will be using the following software: Adobe Acrobat, Microsoft PowerPoint, and Microsoft Word. It would be in your best interest to have this software available on your computer before opening documents. If you need a version of these that you can download for free, please access the following links:

Download Adobe Reader for **free** at this site:
http://www.adobe.com/products/acrobat/readstep2.html

Download PowerPoint viewer for **free** at this site:
http://www.microsoft.com/downloads/search.asp?
OR
http://www.microsoft.com/downloads/details.aspx?FamilyID=7c404e8e-5513-46c4-aa4f-058a84a37df1&DisplayLang=en

Download Microsoft Word for **free**. With the Microsoft® Word Viewer 97/2000, Microsoft Word users can share documents with those who do not have Word and users without Word can open and view Word documents.

Important Note: If you use software packages other than the Microsoft package and deposit an assignment in the drop box or e-mail an assignment to me, first save the assignment in Rich Text Format (RTF) then send it or attach it as specified on the assignment sheet. Otherwise, I may not be able to read your document.

VCU Policies:

VCU Honor System: Plagiarism and 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 his policy, "members of the academic community are required to conduct themselves in accordance with the highest standards of academic honesty and integrity." In addition, "All members of the VCU community are presumed to have an understanding of the VCU Honor System and are required to:

- Agree to be bound by the Honor System policy and its procedures;
- Report suspicion or knowledge of possible violations of the Honor System;
- Support an environment that reflects a commitment to academic integrity;
- Answer truthfully when called upon to do so regarding Honor System cases, and,
- Maintain confidentiality regarding specific information in Honor System cases.
- Most importantly, "All VCU students are presumed upon enrollment to have acquainted themselves with and have an understanding of the Honor System." (The VCU Insider).

The Honor System in its entirety can be reviewed on the Web at:
http://www.provost.vcu.edu/pdfs/Honor_system_policy.pdf or it can be found in the current issue of the VCU Insider at http://www.students.vcu.edu/insider.html

In this class, because coursework will be collaborative at times, particular issues of integrity arise. You should not copy or print another student's work without permission. Any material (this includes IDEAS and LANGUAGE) from another source must be credited, whether that material is quoted directly, summarized or paraphrased. In other words, you should respect the work of others and in no way present it as their own.

Student Conduct in the Classroom
According to the Faculty Guide to Student Conduct in Instructional Settings (http://www.assurance.vcu.edu/Policy%20Library/Faculty%20Guide%20to%20Student%20Conduct%20in%20Instructional%20Settings.pdf),"The instructional program at VCU is based upon the premise that students enrolled in a class are entitled to receive instruction free from interference by other students. Accordingly, in classrooms, laboratories, studies and other learning areas, students are expected to conduct themselves in an orderly and cooperative manner so that the faculty member can proceed with their [sic] customary instruction. Faculty members

(including graduate teaching assistants) may set reasonable standards for classroom behavior in order to serve these objectives. If a student believes that the behavior of another student is disruptive, the instructor should be informed." Among other things, cell phones and beepers should be turned off while in the classroom. Also, the University Rules and Procedures prohibit anyone from having "in his possession any firearm, other weapon, or explosive, regardless of whether a license to possess the same has been issued, without the written authorization of the President of the university..." For more information, visit the VCU Insider online at http://www.students.vcu.edu/insider.html

Certainly the expectation in this course is that students will attend class with punctuality, proper decorum, required course material and studious involvement.

The VCU Insider contains additional important information about a number of other policies with which students should be familiar, including Guidelines on Prohibition of Sexual Harassment, Grade Review Procedure, and Ethics Policy on Computing. It also contains maps, phone numbers and information about resources available to VCU students.

Students with Disabilities
SECTION 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended, require that VCU provides "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 request them by contacting the Disability Support Services Office (DSS) on the Monroe Park Campus (828-2253) or the Division for Academic Success on the MCV campus (828-9782). More information is available at the Disability Support Services webpage, http://www.students.vcu.edu/dss/, or at the Division for Academic Success webpage, http://www.specialservices.vcu.edu/.

If you have a disability that requires an academic accommodation, please schedule a meeting with me at your earliest convenience. Additionally, if your coursework requires you to work in a lab environment, you should advise me or department chairperson of any concerns you may have regarding safety issues related to your disability. This statement applies not only to this course but also to every other course in this University.

Statement on Military Short-Term Training or Deployment
Military students may receive orders for short-term training or deployment. These students are asked to inform and present their orders to Military Student Services and to their professor(s). For further information on policies and procedures, contact Military Services at 828-5993 or access the corresponding policies at:
http://www.pubapps.vcu.edu/bulletins/about/?Default.aspx?uid=10096&iid=30704
http://www.pubapps.vcu.edu/BULLETINS/undergraduate/?uid=10096&iid=30773

Excused Absences for Students Representing the University
Please be aware that 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 will give you their schedule in the beginning of the semester. The Intercollegiate Athletic Council (IAC) strongly encourages you to treat missed classes or exams (because of a scheduling

conflict) as excused absences and urges you to work with the students to make up the work or exam.

Campus Emergency information
What to Know and Do To Be Prepared for Emergencies at VCU:
· Sign up to receive VCU text messaging alerts (**http://www.vcu.edu/alert/notify**). 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 (**http://www.vcu.edu/alert**).
· Know the emergency phone number for the VCU Police (828-1234). Report suspicious activities and objects.