Syllabus

SEDP 624   EDSE 624   SPED 644   SPED 657

Applied Behavior Analysis: Applications

Instructor: Selena J. Layden, Ph.D., BCBA-D

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Dates: May 2 – August 1, 2016

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

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. Students will view video presentations from their classmates. Two presentations will be viewed each week. Ten points per discussion board week may be 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.
There are seven Discussion Boards which are worth 15 pts each and one for 20 pts for a total of 110 pts.

Review paper presentation. As the expert on the topic, students will present their review papers as though they were being presented at a professional conference. Students will 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.
There is one opportunity for the Paper Presentation which is worth 80 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.
There is one Final Exam which is worth 80 points.

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 10 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 65 points**.)

> *What is known*? Explain what, based on the literature, is known about your topic. That is, summarize what is currently known.
> (**Up to 20 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 20 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 25 points**).

Conclusion. This is the so what part of the paper. So now that you've learned what is known, what isn't known, and how the concept is applied, what's next? What recommendations do you have for the field?
(**Up to 30 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 may not exceed the maximum number of 15 pages. **The paper is worth 120 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
Pre-Test	10	May 7
Discussion Board 1	15	June 4 (Available May 28)
Discussion Board 2	15	June 11 (June 4)
Discussion Board 3	15	June 18 (June 11)
Discussion Board 4	15	June 25 (June 18)
Discussion Board 5	15	July 2 (June 25)
Discussion Board 6	15	July 16 (July 9)
Discussion Board 7	20	July 23 (July 16)
Paper Presentation	80	TBD – Sat prior to DB due date
Paper	120	July 16
Final Exam	80	August 3
	Total: 400 pts	

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

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 due date, unless otherwise indicated.** All late assignments automatically receive 2 points off per day of lateness before being graded for quality. Please plan that you will have technology issues and do not wait until the last minute to post your assignments. If you are planning to turn in an assignment after the due date, you must e-mail me _**before**_ the due date or you will not get credit for the assignment.
**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.

Course Schedule:

Date	Topics / Objectives	Readings
Week 1 May 2	***Introduction - Frameworks*** *Lecture, group discussion, group activity* Performance Management – an Introduction Antecedent-Based Interventions – an Introduction to Motivating Operations	Syllabus Blackboard Site
Week 2 May 9	***Assessment and Measurement*** *Lecture, group discussion* Preference Assessment Functional Analysis Considerations for Assessment and Measurement	PM – Chapters 2, 5, 7, 8 and 9 AAI – Chapters 1, 2, and 3 HABA – Chapters 1 and 3
Week 3 May 16	***Performance and Organizational Management*** *Lecture, group discussion* Performance/Organizational Management Schedules of Reinforcement Performance Feedback Setting Goals	PM – Chapters 1, 11, 12, and 13 HABA – Chapters 12 and 18
Week 4 May 23	***Behavior Analysis in Business*** *Lecture, group discussion* Behavior in business Behavior vs. Non-Behavior	PM – Chapters 3, 6, 16, 17, 18, 19, and 20
Week 5 June 6	***Developmental Disabilities and Autism Spectrum Disorder*** *Lecture, group discussion* Behavior Acquisition Behavioral Interventions Stereotypy Communication Social Skills	AAI – Chapters 6 and 9 HABA – Chapters 2, 4, and 11 Amos, 2004

Week 6 June 13	***Therapies*** *Lecture, group discussion* Habit Disorders Psychotherapy Cognitive Behavior Analysis	AAI – Chapter 13 HABA – Chapters 6 and 10
Week 7 June 20	***Medicine*** *Lecture, group discussion* Behavioral Pediatrics Feeding Disorders Behavioral Pharmacology	AAI – Chapters 8 and 10 HABA – Chapters 7 and 9
Week 8 June 27	***Gaming*** *Lecture, group discussion, group activity* Online gaming Apps	No Reading
Week 9 July 4 Asynchronous	***Social Responsibility*** *Lecture online* Human Rights Environmental Implications	AAI – Chapter 12 Frazer, 2014 Ludwig, Gray, & Roswell, 1998 Miller, Lund, Weatherly, 2012 O'Connor, Lerman, Fritz, & Hodde, 2010 Bannerman, Sheldon, Sherman, & Harchik, 1990
Week 10 July 11	***Education*** *Lecture, group discussion* General Education School Psychology School Counseling Related Services	HABA – Chapter 5 Skinner, 1984
Week 11 July 18	***Consultation, Other Applications, and Evaluation*** *Lecture, group discussion* Consultation Evaluating Programs Sport Psychology	PM – Chapters 22 AAI – Chapters 11 and 12 HABA – Chapter 16 Lindsley, 1992
Week 12 July 25	***Wrap Up*** *Review, group discussion* Future Perspectives in ABA Questions	HABA – Chapter 20 Austin & Marshall, 2008

E-mail Policy
Electronic mail or "e-mail" is considered an official method for communication at VCU and the Consortium because it delivers information in a convenient, timely, cost effective and environmentally aware manner. Students are expected to check their official university assigned e-mail on a frequent and consistent basis in order to remain informed of university-related communications. The university recommends checking e-mail daily. Students are responsible

for the consequences of not reading, in a timely fashion, university-related communications sent to their official university assigned student e-mail 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 university assigned e-mail 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

VCU Honor System: Upholding Academic Integrity
Each university in the Consortium has its own policies on academic integrity. It is important that you are familiar with the policy at your university. 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 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."

View the Honor System in its entirety. More information can also be found on the Division of Student Affairs website.

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 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.

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 on the Monroe Park Campus (828-2253) or the

Division for Academic Success on the MCV campus (828-9782). More information is available at Disability Support Services or the Division for Academic Success.

Any student who has a disability that requires an academic accommodation should schedule a meeting with the instructor at the student's earliest convenience. 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.

Statement on Military Short-Term Training or Deployment
If military students receive orders for short-term training or deployment, 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 Services at 828-5993 or access the corresponding policies.

Excused Absences for Students Representing the University
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 schedule to the instructor 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.

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.

Important Dates
View important dates for the Summer 2015 semester.

VCU Mobile
The VCU Mobile application is a valuable tool to get the latest VCU information on the go. The application contains helpful information including the VCU directory, events, course schedules, campus maps, athletics and general VCU news, emergency information, library resources, Blackboard and more. To download the application on your smartphone or for more information, please visit http://m.vcu.edu.

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

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 Harris Hall or contact a financial aid counselor at http://www.enrollment.vcu.edu/finaid/contact.html

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.

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. Students 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 will access and complete quizzes/tests online. All documents must be submitted using Word. Other word processing program documents such as Pages or Microsoft Works will not be accepted. Students will also need access to a video camera and/or webcam as part of this course.

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 the faculty or instructor must correct, they will contact us. The HELP Desk phone number for VCU is 804-828-2227. Please check the information at your university.

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 reader version of these 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.

http://www.microsoft.com/downloads/details.aspx?FamilyID=9bbb9e60-e4f3-436d-a5a7-da0e5431e5c1&DisplayLang=en

Important Note: If you use software packages other than the Microsoft package, 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.