

SPD 637: Behavior Change and System Support

SPD 637 is a required course for the Master's Degree in Special Education and provides the academic foundation for courses in Behavior Analysis.

College of Education Department of Language, Literacy, and Special Populations

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

Instructor:

Barbara Metzger, PhD, BCBA
Teacher Education Center 151
Office phone: (936) 294 4971
Email: bam016@shsu.edu

Location / Time:

TEC, 113
M-F, 5-7 pm.

Text/Readings:

Bailey, J. & Burch, M. R. (2005). *Ethics for behavior analysts*. New York, NY: Laurence Erlbaum Associates, Inc.

Cooper, J. O., Heron, T. E., & Heward, W.L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Metzger, B. (2006). Handouts.

Course Description:

This course presents methods and procedures of Applied Behavior Analysis including antecedent manipulations, consequence manipulations, and teaching functionally equivalent responses. Behavior Analytic methods and curriculum for the education and treatment of children with autism will be emphasized. Ethics for Behavior Analysts in applied settings will be presented. Demonstration of behavioral methods and strategies required. Prerequisite: SPD 633

IDEA Objectives for this course:

Essential:

1. Learning to apply course material.

Behavior Expectations:

1. Please turn off your cell phone and put it away during class.
2. Please do not eat during class, including chewing gum and eating candy/snacks. Drinks are OK.
3. Please do not interrupt others.
4. If you need additional clarification, please ask the instructor. You are not “interrupting” when you ask questions or make comments.
5. In the likely event that your instruction makes a mistake and/or forgets something in the running of the class, please let me know.
6. Please arrive on time.
7. While taking exams, please be quiet in consideration of others who are trying to think.
8. Please do not mock others – everyone makes mistakes.

Course Format:

This course will be taught through text readings, lecture and demonstrations, and *in vivo* student practice of skills with supplemental use of Blackboard.

Course Learning Objectives:

1. Apply ethical guidelines to make decisions regarding appropriate practice.
2. Demonstrate competency in the basics of teaching using ABA methodology and curriculum.
3. Demonstrates competency in taking ABC data; using those data to conduct a Functional Behavior Assessment; use the Assessment to design a Behavior Intervention Plan
4. Demonstrates competency in stimulus preference assessment, reinforcer assessment, skill probe assessment.

Course Content/Requirements:

1. Teaching Demonstrations
Students will be paired and will have to demonstrate that each student is fluently able to demonstrate behavioral teaching methods. During this demonstration, Dr. Metzger will ask students to define, give examples of and/or demonstrate any concept or skill that has been covered up to that point in class. A large part of quality practice is receiving feedback upon your performance and then changing behavior in accordance, so students will be expected to practice outside of time provided in class so that responding is fluent.

2. **Final Exam**
Students will be given study questions for the relevant chapters. The final exam will consist of 20 short answer questions, each worth 5 points.
3. **FBA Skits**
Students will be placed in groups to prepare and perform a skit showing a behavior situation across at least 3 instances or settings. Each group will prepare a short background of the student and the setting to present to the group prior to the skit performance. The skits should clearly show an antecedent, a behavior, and a consequence. The effectiveness or non-effectiveness of the intervention should be evident across the 3 instances or settings.
4. **ABC Data**
Based on the skits, students will identify the setting events, immediate antecedent, target behavior, consequence and function of the target behavior.
5. **BIP**
Based on the ABC data, students will write a BIP in which they specify at least three environmental manipulations: antecedent, consequence and teaching functionally equivalent response(s). The BIPs must be clearly based on the ABC data, likely to be effective and implemented. The BIPs can incorporate procedures covered in this class as well as in previous classes.
6. **Ethics for Behavior Analysts Quizzes:**
Quizzes will consist of 10 short answer/fill-in-the blank questions.
7. **Class Participation:**
Students can earn class participation points through attendance, promptness, making relevant comments and asking questions. Because this class relies on student demonstrations and activities, student participation will be heavily weighted and absences will be heavily penalized.
8. **Ethical Situations**
Students will read sample ethical situations from the B & B text. Then, they will be divided into small groups. Each group will create a skit of a likely situation that requires the practitioner to use the ethical guidelines to decide upon the appropriate course of action. The second part of the skit will show a possible course of ethical action on the part of the practitioner and state which ethical standards were used to determine the ethical behavior.
9. **Current Log Book**
Students will set up and use a current log book. Please purchase a large binder.

Task	Number	Points	Total Points
Teaching <i>In Vivo</i> Skill Tests	2	100	200
Final Exam	1	100	100
FBA Skit (Group Grade)	1	25	25
FBA Based on Skits	2	50	100

BIP Based on Skits	2	50	100
Ethics Quizzes	4	50	200
Class Participation	2	100	200
Ethics Skit (Group Grade)	1	50	50
Sample Current Log Book	1	25	25
			1000

Letter Grade	Percent	Range
A	90%	900-1000
B	80%	800-999
C	70%	700-799

Grading Notes:

1. Dr. Metzger does not round-up, give extra-credit, or curve grades. Your grade is a function of the number of points you earn.
2. While I strongly believe that reinforcing behaviors is the best way to treat others, I also believe that certain behaviors are not acceptable and should be punished. Any form of cheating, plagiarism, or dishonesty will be severely punished as I do not believe that an individual who makes poor ethical choices should be a member of the teaching or the Behavior Analytic professions.
3. Late policy -- unless you have a written doctor's excuse for an extreme illness or a verified death in the family:
 - a. Quizzes or assignments turned in after the specified date and time will be penalized on letter grade. Additional penalties will be imposed at the professor's discretion for excessive lateness.
 - b. There are some activities (e.g., skit performance) for which there is no make-up and the student will receive no points if absent.

Attendance Policy:

According to University Policy, students will be allowed one class period of an unexcused absence. The student is responsible for making up all missed work and will be held responsible for the material covered during his/her absence. Be aware that the work for most in-class activities can not be made up outside of class time. **There is no need to inform Dr. Metzger of your absence or the reason for the absence.**

Class Communication:

The primary form of communication to the class will be through email. It is the student's responsibility to regularly and frequently check their Sam email account. I usually check my email daily; there are times, however, that it may take me a day or two to respond.

Tentative Course Schedule:

Date	Activities	Assignments
Class 1 Tuesday July 8	Syllabus <ul style="list-style-type: none"> • Characteristics of a Quality Provider • Before Starting with a Client Brief Explanation and Demonstration <i>In Vivo</i> Practice <ul style="list-style-type: none"> • The Different Types of Prompts • Fading Prompts 	Metzger & Simpson Article Initial Talk Handout Sample Parent Contract Prompting Handout
Class 2 Wednesday July 9	Brief Explanation and Demonstration <i>In Vivo</i> Practice <ul style="list-style-type: none"> • Using Behavior Analytic Methodologies to Teach PECS, Manding and Play Skills 	Dr. M Handouts: <ul style="list-style-type: none"> • Discrimination Training • PECS Handout • Manding Handout • Social Play Handout
Class 3 Thursday July 10	Brief Explanation and Demonstration <i>In Vivo</i> Practice <ul style="list-style-type: none"> • Using Behavior Analytic Methodologies to Teach Matching Skills 	Dr. M Handouts: <ul style="list-style-type: none"> • Discrimination Training • Flow Chart, Phase 1
Class 4 Friday July 11	Ethics History Core Ethical Principles What Makes a Behavior Analysis Unique Responsible Conduct of a Behavior Analyst	B & B: Chapters 1, 2, 3 and 4 Ethics Questions Due by 7:00 pm.
Class 5 Monday July 14	Brief Explanation and Demonstration <i>In Vivo</i> Practice <ul style="list-style-type: none"> • Using Behavior Analytic Methodologies to Teach Non-Verbal Imitation • In vivo data collection 	Dr. M Handouts: <ul style="list-style-type: none"> • Discrimination Training

<p>Class 6 Tuesday July 15</p>	<p>Quiz 1 (B & B, Chapters 1-4)</p> <p>Brief Explanation and Demonstration <i>In Vivo</i> Practice</p> <ul style="list-style-type: none"> • Setting Up A Current Log Book • Data Collection <ul style="list-style-type: none"> ▪ Current ▪ Maintenance ▪ Generalization • Data Analysis 	<p>Dr. M Handouts:</p> <ul style="list-style-type: none"> • S^D Sheets • Current Item Sheets • Current Data Sheets • Generalization Data Sheets • Maintenance Chart
<p>Class 7 Wednesday July 16</p>	<p>Brief Explanation and Demonstration <i>In Vivo</i> Practice</p> <ul style="list-style-type: none"> • Using Behavior Analytic Methodologies to Teach Receptive Labeling <p><i>InVivo</i> Data Collection</p>	<p>Dr. M Handouts:</p> <ul style="list-style-type: none"> • Discrimination Training
<p>Class 8 Thursday July 17</p>	<p>Teaching Basic Skills to Children with Autism → <i>In Vivo</i> Skill Test #1</p>	<p>Practice before your test!!</p>
<p>Class 9 Friday July 18</p>	<p>The Behavior Analyst's Responsibility to Clients Assessing Behavior The Behavior Analyst and the Individual Behavior Change Program</p>	<p>B & B: Chapters 5, 6, and 7</p>
<p>Class 10 Monday July 21</p>	<p>Brief Explanation and Demonstration <i>In Vivo</i> Practice</p> <ul style="list-style-type: none"> • Using Behavior Analytic Methodologies to Teach following Instructions and Fine Motor Skills <p><i>InVivo</i> Data Collection</p>	<p>Dr. M Handouts:</p> <ul style="list-style-type: none"> • Discrimination Training
<p>Class 11 Tuesday July 22</p>	<p>Quiz 2 (B & B, Chapters 5-7)</p> <p>Brief Explanation and Demonstration <i>In Vivo</i> Practice</p> <ul style="list-style-type: none"> • Using Behavior Analytic Methodologies to Teach Expressive Language Skills <p><i>InVivo</i> Data Collection</p>	<p>Dr. M Handouts:</p> <ul style="list-style-type: none"> • Discrimination Training • Flow Chart, Phase 2
<p>Class 12 Wednesday July 23</p>	<p>Brief Explanation and Demonstration <i>In Vivo</i> Practice</p> <ul style="list-style-type: none"> • Shaping <p>Guidelines for Making Teaching Stimuli Advanced Programming Issues</p>	<p>Dr. M Handouts:</p> <ul style="list-style-type: none"> • Preparing Teaching Stimuli
<p>Class 13 Thursday July 24</p>	<p>Teaching Basic Skills to Children with Autism → <i>In Vivo</i> Skill Test #2</p>	<p>Practice before your test!! Sample Current Log Book Due</p>

Class 14 Friday July 25	The Behavior Analyst as Teacher or Supervisor The Behavior Analyst and the Workplace The Behavior Analyst and Research	B & B: Chapters 8-10
Class 15 Monday July 28	FBA	CH&H, Chapter 24
Class 16 Tuesday July 29	Quiz 3 (B & B, Chapters 8-10) FBA and BIPs → Written Examples Practice	Dr. M Handout: • Writing FBAs and BIPs
Class 17 Wednesday July 30	Self-Management Contingency Contracting, Token Economy, and Group Contingencies	CH&H, Chapter 27 CH&H, Chapter 26
Class 18 Thursday July 31	FBA and BIPs → Prepare and Practice Behavior Skits, Prepare Environmental Backgrounds	
Class 19 Friday Aug. 01	Ethical Responsibility to the Field of Behavior Analysis Ethical Responsibility to Colleagues Ethical Responsibility to Society	B & B; Chapters 11, 12, and 13
Class 20 Monday Aug. 04	Verbal Behavior FBA, BIPs → Group Practice Skits	CH&H, Chapter 25
Class 21 Tuesday Aug. 05	Quiz 4 (B & B, Chapters 11-13) Ethic Scenarios	 B & B: Chapter 14 and Appendix C
Class 22 Wednesday Aug. 06	FBA and BIPs → Exam Skits	
Final Exam Thursday Aug. 07	Dinner Celebration! Ethics Skits Final Exam (CH&H, Chapters 24, 25, 26 and 27)	All FBA's and BIPS Due

Performance Matrix

Course Learning Objectives	Activities	Performance Assessment	BACB's Standard(s)
1. Apply ethical guidelines to make decisions regarding appropriate practice.	<ul style="list-style-type: none"> • Class Discussion 	<ul style="list-style-type: none"> • Ethics Quizzes 	1-1 1-2 1-3 1-4 1-5a 1-5b 1-5c 1-6 1-7 1-8 1-9 1-10 1-11 1-12
2. Demonstrate competency in the basics of teaching using ABA methodology and curriculum.	<ul style="list-style-type: none"> • <i>In Vivo</i> Practice • Class Participation 	<ul style="list-style-type: none"> • <i>In Vivo</i> Skills Test 	9-1 9-2a 9-2b 9-2c 9-4a 9-4b 9-5 9-6 9-7 9-8 9-9 9-10 9-11 9-12 9-13 9-17 9-18 9-19 9-23 9-24 9-25 9-26 9-27 9-28 9-29

3. Demonstrates competency in taking ABC data; using those data to conduct a Functional Behavior Assessment; use the Assessment to design a Behavior Intervention Plan	<ul style="list-style-type: none"> • Take ABC Data • Conduct Functional Behavior Assessments • Write Behavior Intervention Plans 	<ul style="list-style-type: none"> • FBA Skits • ABC Data • BIPS 	<p>8-3 8-4 8-5 8-6 8-7</p>
4. Demonstrates competency in stimulus preference assessment, reinforcer assessment, skill probe assessment	<ul style="list-style-type: none"> • <i>In Vivo</i> Practice • Class Participation 	<ul style="list-style-type: none"> • <i>In Vivo</i> Skills Test 	<p>9-2a</p>

Internet Address for the Behavior Analysis Certification Board’s Standards:
<http://www.bacb.com/>

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.