

SPD 530/630: APPLIED BEHAVIOR ANALYSIS

SPD 530 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
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Location / Time:

Teacher Education Center, 113
Monday, 5:30 – 8:30

Text/Readings:

Metzger, B. The Basics of Behavior Handout.

Metzger, B. Graphing Handout.

Miller, L. K. (2006). *Principles of everyday behavior analysis* (4th ed.). Pacific Grove, CA: Brooks/Cole.

Selected articles from the *Journal of Applied Behavior Analysis*.

Course Description:

This course is an introduction to the field of Applied Behavior Analysis. It presents basic principles, methods, and concepts of Behavior Analysis.

Disability Statement:

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor so that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. Students with physical disabilities may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

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 and stay until class is dismissed.
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 Learning Objectives:

1. Define using technically accurate terms, define using their own language, Identify novel examples of, and Provide original examples of the basic principles of Applied Behavior Analysis.
2. Conduct a visual analysis.
3. Measure and graphically represent responding.
4. Read and interpret original research.
5. Conduct practice of ABA according to ethical guidelines
6. Explain Behavior Analytic philosophy; Become Familiar with the LIDA program; Become familiar with the BACB requirements and website.
7. Identify the measureable dimensions of behavior, use operational definitions of behavior, evaluate the outcomes of measurement procedures, and identify basic single-subject designs.

Course Format:

This course will be taught through inter-teaching, lecture, small-group discussion, fluency drills, text readings, reading research literature, exams and individual student presentations with supplemental use of Blackboard.

Tentative Class Schedule:

5:30 – 6:00 = Inter-teaching session
6:00 – 6:45 = Article Review or Application Journal
6:45 – 7:00 = Break
7:00 – 7:45 = Lecture / Review or Exam
7:45 – 8:30 = Fluency Drills or Exam

Inter-teaching sessions:

Students will be divided into small groups of 2-3 students each week. Students are expected to complete three tasks during the inter-teaching session. First, students are to review the study questions for that night’s fluency drill. Second, students will work on the current week’s study questions and assist each other in understanding the material. The professor will be available during this time to clarify the material. Third, the students will fill out an inter-teaching form

indicating the material for which there is a need for additional clarification during the lecture/review period.

Article Reviews:

Students will be given a research article from the field of Applied Behavior Analysis to read. Students will be divided into small groups and must work cooperatively to answer questions on the article provided by the professor. The students will turn in their responses for a group grade. The class will then discuss the research article.

Application Journals:

Following selected chapters of the text, the student will write a brief entry – no more than one page typed – describing at least two different examples/applications of the concepts from the text in his/her daily life. For example, if the topic is positive reinforcement, the student can describe when you were at Wal-Mart and saw a child’s misbehavior being reinforced. You do not need to be excessively detailed; but make sure that through your description that you clearly have shown understanding of the concept. Students will be divided into small groups and will share with each other their examples of the concept. Each group will select examples to share with the class.

Lecture:

Dr. Metzger may prepare a short lecture highlighting the most important aspects of the chapter. The majority of the lecture, however, will be a function of the student’s request from the inter-teaching sessions. Lecture will be a time for clarification and expansion of concepts and principles.

Fluency Drills:

1. For each chapter of the text, you will be given study questions as well as the correct answer to each of the questions.
2. The last 30 minutes of each class will be devoted to fluency drills.
 - a. The instructor will randomly select a student(s) each week to serve as Drill Masters for other students.
 - Drill Masters may practice on their own if there are periods in which other students do not choose to come before the Drill Master.
 - Drill Masters need to read the questions as quickly as possible. No chit-chatting.
 - Read the question with the card flat on the table and the answer NOT visible to the other student.
 - Flip the card so that the answer is visible to you, but not the other student while s/he is answering.
 - Once the other student has answered the question, you give the feedback “Correct” or “Incorrect” as a function of if the question is correct or not. Do not give any other feedback.
 - During the drill, discard the cards as a function correct vs. incorrect.
 - Once the drill is over, score the sheet and return to the student. Each correct response earns the student 2 points. The student is responsible for turning the score sheet in to Dr. Metzger.
 - b. Students not selected as Drill Masters have three options:

1. Practice the fluency drills on your own.
 2. Practice the fluency drills with a partner of your choice.
 3. Have a Drill Master give you a drill.
- c. How the fluency drills work:
1. You have two opportunities to go before the Drill Master for each unit.
 - If you score at least 9/10 correct within 3 minutes on your first attempt, then you can turn in your drill sheet to Dr. Metzger and leave.
 - If you do not score at least 9/10 correct within 3 minutes on at least one drill, then you may not leave class early. You must stay and practice.
 - The highest score of your two attempts will be the recorded score for that unit.

Exams:

There will be four comprehensive exams. The exams will be taken from the fluency drill questions as well as identifying and providing examples of key concepts. Each exam will consist of 20 multiple choice questions and cover about 5-6 chapters of material.

Course Project:

Each student will write a brief report on a behavior-change project using the principles of reinforcement. You may choose to change your own behavior, or that of another person or animal. At the end of the semester, each student will give a brief oral presentation to the class which must include a graph for visual analysis.

Class Participation:

Students can earn class participation points through attendance, promptness, making relevant comments and asking questions.

Task	Number	Points	Total Points
Fluency Drills	10	20	200
Written Report on Behavior Change Project	1	100	100
Oral Report on Behavior Change Project	1	60	60
Article Reviews	3	20	60
Application Journals	7	20	140
Class Participation	2	20	40
Exams	4	100	400
			1000

Letter Grade	Percent	Range
A	90%	900-1000
B	80%	800-899
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. Late policy -- unless you have a written doctor's excuse for an extreme illness or a verified death in the family:
 - a. Students who take an exam or fluency drill late or who turn in an assignment late will be penalized at least one letter grade. Excessive lateness may be penalized more at the discretion of the professor.
3. 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.

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. 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.

Tentative Course Schedule:

Date	Activities	BCBA Content Area Hours*	Assignments
Class 1 08-20	Introductions Review Syllabus Overview of the LIDA Program Pre-Test Lecture <ul style="list-style-type: none"> • Introduction to Behavior Analysis 	G = .5 G = .25 G = 1 B = 1.25	Text, Introduction and Ch.1
Class 2 08-27	Inter-teaching Session Lecture <ul style="list-style-type: none"> • Defining Behavior • Measuring Behavior Article Review #1 Fluency Drill #1	E = 1 E = 1 B = .5 B = .5	Text, Ch. 2 Text, Ch. 3 Study for Fluency Drill #1 – Ch. 1
Class 3 09-03	Labor Day Holiday!		No Class
Class 4 09-10	Inter-teaching Session Lecture <ul style="list-style-type: none"> • Reliability and Validity • Experimental Designs Application Journal Fluency Drill #2	E = 1 E = 1 B = .25 + E = .25 E = .5	Text, Ch. 4 Text, Ch. 5 Application Journal #1 Due – Ch. 1-3 Study for Fluency Drill #2 – Ch. 2 and 3
Class 5 09-17	Inter-teaching Session Lecture <ul style="list-style-type: none"> • Visual Analysis • Positive Reinforcement Article Review #2 Fluency Drill #3	E = 1 B = 1 B = .5 E = .5	Text, Ch. 6 Text, Ch. 8 Study for Fluency Drill #3 – Ch. 4 and 5
Class 6 09-24	Exam 1 (Chapters 1-5) Discuss Behavior Change Project <ul style="list-style-type: none"> • Topics • Ethics • Measurement and Graphing Discuss Graphing Basics	E = .75 + B = .25 G = .75 A = .25 E = .50 E = .50	Study for Exam 1 Graphing Handout

Class 11 10-29	Inter-teaching Session Lecture • Extinction • Differential Reinforcement Application Journal Fluency Drill #7	B = 1 B = 2 B = .25 B = .25+ C = .25	Text, Ch. 9 Text, Ch. 10 Application Journal #4 Due – Ch. 20, Basics Handout Study for Fluency Drill #7 – Ch. 20 and Basics Handout
Class 12 11-05	Inter-teaching Session Lecture • Shaping • Stimulus Discrimination Application Journal Fluency Drill #8	B = 1 B = 1 B = .5 B = .5	Text, Ch. 11 Text, Ch. 16 Application Journal #5 – Ch. 9,10 Study for Fluency Drill #8 – Ch. 9, 10
Class 13 11-12	Exam 3 (Ch. 20, Basics Handout, 9,10,11,16) Discuss Behavior Change Projects • Sample Presentation	B = .75 C = .25 G = 1	
Class 14 11-19	Behavior Change Project Presentations	E = 1 F = 2	Behavior Change Project Report Due
Class 15 11-26	Inter-teaching Session Lecture • Generalization • Prompting • Imitation and Instructions Application Journal Fluency Drill #9	B = 2 B = .5 B = .5	Text, Ch. 17 Text, Ch. 18 Text, Ch. 19 Application Journal #6 – Ch. 11,16 Study for Fluency Drill #9 – Ch. 11,16
Class 16 12-03	Inter-teaching Session Lecture • Positive Punishment • Negative Punishment Application Journal Fluency Drill #10	B = 2 B = .5 B = .5	Text, Ch. 22 Text, Ch. 23 Text, Ch. 24 Application Journal #7 – Ch. 17,18,19 Study for Fluency Drill #10 – Ch. 17,18,19
Final Exam 12-10-07	Exam 4 (Ch. 17,18,19,22,23,24) Post-test	B = 1 G = 1	

* BCBA Content Area Hours

- A = Ethical Considerations in Behavior Analysis
- B = Definitions and Characteristics; Principles, Processes and Concepts
- C = Behavioral Assessment and Selecting Intervention Outcome Strategies
- D = Experimental Evaluations of Interventions
- E = Measurement of Behavior and Displaying and Interpreting Data
- F = Behavior Change Procedures and Systems Support
- G = Discretionary

Internet Address for the Behavior Analysis Certification Board's Content Hours:
<http://www.bacb.com/>

Performance Matrix

Course Learning Objectives	Activities	Performance Assessment	BACB's Standard(s)
1. Define using technically accurate terms the basic principles of Applied Behavior Analysis.	<ul style="list-style-type: none"> • Interteaching • Lecture 	<ul style="list-style-type: none"> • Interteaching Forms • Fluency Drills • Exams • Class Participation 	3-1 3-3 3-4 3-5 3-6 3-7 3-8 3-9 3-10 3-11 3-12 4-4 4-6
2. Graph data and conduct a visual analysis.	<ul style="list-style-type: none"> • Read Research • Interteaching • Lecture 	<ul style="list-style-type: none"> • Article Reviews • Behavior Change Project 	7-1 7-2 7-4 7-6
3. Measure and graphically represent responding.	<ul style="list-style-type: none"> • Read Research • Interteaching • Lecture 	<ul style="list-style-type: none"> • Article Reviews • Behavior Change Project 	6-1 6-2 6-4 6-5 6-6 6-7 6-14
4. Read and interpret original research	<ul style="list-style-type: none"> • Read Research 	<ul style="list-style-type: none"> • Article Reviews • Class Participation 	2-7 7-6

5. Conduct practice of ABA according to ethical guidelines	<ul style="list-style-type: none"> • Behavior Change Project 	<ul style="list-style-type: none"> • Behavior Change Project Rubric • Behavior Change Project Presentation Rubric • Class Participation 	<p>1-4 1-7 1-8 1-9 1-10 1-11 1-12</p>
6. Explain Behavior Analytic philosophy; Become Familiar with the LIDA program; Become familiar with the BACB requirements and website	<ul style="list-style-type: none"> • Interteaching • Lecture 	<ul style="list-style-type: none"> • Interteaching Forms • Fluency Drills • Exams 	<p>2-1 2-2 2-3 2-4 2-5</p>
7. Identify the measureable dimensions of behavior, use operational definitions of behavior, evaluate the outcomes of measurement procedures, and identify basic single-subject designs.	<ul style="list-style-type: none"> • Read Research • Interteaching • Lecture • Behavior Change Project 	<ul style="list-style-type: none"> • Interteaching Forms • Fluency Drills • Exams • Behavior Change Project Rubric • Class Participation 	<p>6-1 6-2 6-14 7-6</p>

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