

SPED 5010: Applied Behavior Analysis I: Principles, Assessment, & Analysis
Syllabus, Fall, 2009

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Office Hours: Thursdays 12:30-2:30 pm or by appointment

Course Date and Time: Tuesday, 1:30-4:15 p.m. *Location:* EDUC 131

Required Text:
 Miltenberger, R.G. (2008). *Behavior Modification* (4th Ed.). Belmont, CA: Wadsworth/Thomson Learning.

Other Readings: see course website for additional assigned readings

Course Overview:
 In this course you will learn about the basic principles of learning that govern human behavior as well as how these principles can be applied to help students reach their maximum potential.

Course Objectives:
 Objectives for this course are cross-referenced to The Council for Exceptional Children (CEC) Performance-Based Standards of 2003 (www.cec.sped.org/ps/perf_based_stds/standards.html).

Standard	Code*	Assessment of Performance
Models, theories, and philosophies that form the basis for special education practice.	CC1K1	Class Activities, SG 1
Laws, policies, and ethical principles regarding behavior management planning and implementation.	CC1K2	Class Activities
Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.	CC1K4	Class Activities
Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.	CC1K6	Class Activities
Definitions and issues related to the identification of individuals with disabilities.	IC1K1	Class Activities, SG 1

Theory of reinforcement techniques in serving individuals with disabilities.	IC1K7	Class Activities, SG 1, A1:Basic Principles #1 SG 2, A5: SPA SG 4, A:11 Shaping/ Chaining, SG 10, MidTerm
Plan and implement individualized reinforcement systems and environmental modifications.	IC7S1	Class Activity, A5: SPA SG 4, A:11 Shaping/ Chaining, SG 10, SG 11
Develop or modify individualized assessment strategies.	CC8S4	Class Activities, A7: SPA SG 8, A:8 Shaping/ Chaining, SG 9, A10: Prompting/Fading, SG 9-11
Theories of behavior problems of individuals with disabilities ^{1/} .	IC1K8	Class Activities, SG 1, A1:Basic Principles #1 SG 2, MidTerm
Etiology and diagnosis related to various theoretical approaches.	IC2K1	Class Activities, SG 1
Psychological and social-emotional characteristics of individuals with disabilities.	IC2K4	Class Activities, A6: Defining Behavior, SG 5
Impact of multiple disabilities on behavior.	IC3K3	Class Activities, A6: Defining Behavior, SG 5
Relate levels of support to the needs of the individual.	IC3S1	Class Activities, A6: Defining Behavior, SG 5
Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.	CC4S5	In Class Activities, SG 11, A12: Self-Monitoring
Prevention and intervention strategies for individuals with disabilities ^{1/} .	IC4K2	Class Activities, SG 9-11, A10: Prompting/Fading, SG 10
Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities ^{1/} .	IC4S3	Class Activities, SG 9-11, A10: Prompting/Fading, SG 10
Basic classroom management theories and strategies for individuals with exceptional learning needs.	CC5K2	Class Activities, A1:Basic Principles #1, SG 2, A2: Basic Principles #2, SG 3, A6: Defining Behavior SG 5, A7: Data Collection #1, SG 6
Social skills needed for educational and other environments.	CC5K5	Class Activities, A12: Self-Monitoring, SG 11, SG 12
Use effective and varied behavior management strategies.	CC5S10	Class Activities, A1:Basic Principles #1, SG 2, A2: Basic Principles #2, SG 3, A:11 Shaping/Chaining SG 10, A10: Prompting/Fading, SG 9, A12: Self-Monitoring, SG 11
Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.	CC5S11	Assignments

Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.	CC5S14	Class Activities, Final Exam
Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities ^{1/} .	IC8S1	Class Activities, A6: Defining Behavior, SG 5
Use verbal, nonverbal, and written language effectively.	CC9S8	Class Activity, Mid term
Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities.	IC10K1	Class Activities, SG 13
Potential impact of differences in values, languages, and customs that can exist between the home and school.	CC1K10	Class Activities, SG 13, Final Exam

(CC = Common Core, K = Knowledge, S = Skill, A=Assignment, SG=Study Guide)*

Evaluation:

All assignments must be typed and turned in via the Drop Box on the course website by 1:30 pm on the date they are due. See the course schedule for due dates for specific assignments. Late assignments will be subjected to a penalty of **15% per day late**.

Assignments: Students will complete 13 application assignments (approximately one per week) over the course of the semester. Assignments are worth 20 points each for a total of 200 points. See course schedule for assignment due dates. Assignments will be introduced in class and detailed instructions will be provided via the course website.

Study Guides: Prior to each class session, students will turn in weekly study guides covering the reading material for that day's lecture via the course website. There will be a total of 13 study guides available and students can drop their lowest study guide score. Study guides will be available on Blackboard one-week prior to their due date and must be completed before class begins each week. Study guides are worth 10 pts each.

Mid-Term Examination: The mid-term examination will take place during the class period on October 20th. The exam will cover all content up through class session 8. The mid-term exam will be worth 200 points.

Final Examination: The final examination will take place from 1:30-3:20 pm on December 8th. The final exam will be comprehensive and will be worth 200 points.

Participation Points: All students will begin the semester with 20 participation points. Any discourteous (e.g., reading the newspaper, surfing the internet/playing games on laptop, cell phone ringing, etc.) or disruptive (e.g., talking/laughing at inappropriate times, rude or inappropriate comments to other students or the instructor during class, etc.) behavior will result in the loss of some or all participation points.

Point Distribution:

Study Guides (12 @ 10 pts each)	120
Unit Assignments (13 @ 20 pts each)	260
Midterm Exam	200
Final Exam	200
Participation	20
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Total Points	800

Grading:

Percentage	Grade
94 - 100	A
90 - 93	A-
87 - 89	B+
83 - 86	B
80 - 82	B-
77 - 79	C+
73 - 76	C
70 - 72	C-
65 - 69	D+
60 - 64	D
Below 60	F

NOTE: Reasonable accommodations will be provided for students with disabilities, in cooperation with the Disability Resource Center. Course materials may be requested in alternative formats. Please contact the instructor during the first week of class to arrange such accommodations.

A Note on Academic Honesty and Appropriate Student Collaboration:

I expect and encourage group work in many course activities; however, in the past there have been situations in which group work could have been considered cheating or plagiarism. "Legitimate" group work is defined as that which takes advantage of consultation with your peers, providing you with ideas, suggestions, corrections, etc., which you take into consideration in the development of your unique and individual product.

Consulting with other students about technical problems that you have with assignments is legitimate and encouraged. Giving and receiving suggestions about ways to complete individual assignments is legitimate and encouraged. Copying someone else's assignment and changing some of the wording is not legitimate; it is cheating. Completing the assignments as a group project is not legitimate; it is cheating. You must make your own decisions about every detail of your assignment. Each assignment must represent your own individual work, not someone else's.

Cheating/plagiarism is a serious offense that could lead to failing the course and result in disciplinary action from the department and university. Always, if you are unsure about boundaries of legitimate group work, please (1) ask for clarification from the instructor, and (2) make full disclosure so that there is no question about your intentions. I am very happy to talk about these boundaries and work with you to maximize your learning and maintain individual accountability.

SPED 5010: Applied Behavior Analysis I
Course Schedule

Week	Date	Topic	Reading Assignment	Assignments Due (A=Assignment)
1	8/25	Syllabus Review, Definitions and Characteristics of Applied Behavior Analysis, Historical Roots of Behavior Analysis		
2	9/1	Basic Principles of Behavior Analysis I-Reinforcement	MB Ch. 1, MB Ch. 4	Study Guide 1
3	9/8	Basic Principles of Behavior Analysis II-Behavioral Antecedents	MB Ch. 7 CHH Ch. 16 (Web)	A1: Reinforcement A2: Vocabulary Cards Study Guide 2
4	9/15	Basic Principles of Behavior Analysis III-Extinction, Punishment, & the 3-Term Contingency	MB Ch. 5 & 6	A3: Antecedents Study Guide 3
5	9/22	Strategies for Identifying Reinforcers	Website Readings	A4:3-Term Contingency Study Guide 4
6	9/29	Defining Behavior Using Operational & Objective Terms	MB Ch. 2 Website Readings	A5: SPA Study Guide 5
7	10/6	Data Collection & Analysis I	MB Ch. 2 Website Readings	A6: Defining Behavior Study Guide 6
8	10/13	Data Collection & Analysis II Review for Mid-Term Exam	Website Readings	A7: Data Collection #1 Study Guide 7
9	10/20	Mid-Term Exam	None	Mid-Term Exam
10	10/27	Data Collection & Analysis III- Graphing and Analyzing Behavioral Data	MB Ch. 3 Website Readings	A8: Data Collection #2 Study Guide 8
11	11/3	Prompting and Transfer of Stimulus Control	MB Ch. 10	A9: Graphing Study Guide 9
12	11/10	Behavioral Shaping and Chaining	MB Ch. 9 & 11	A10: Prompting/Fading Study Guide 10
13	11/17	Self Management	MB Ch. 20	A11: Shaping/Chaining Study Guide 11
14	11/24	Generalization and Maintenance of Behavior	MB Ch. 19 Website Readings	A12: Self Management Study Guide 12
15	12/1	Cultural Influences on Behavior Review for Final Exam	Website Readings	A13: Generalization Study Guide 13
16	12/8	Final Exam—1:30-3:20 pm		Final Exam

Note: The instructor reserves the right to make modifications to this schedule during the course of the semester if the need arises.