

Instructor/TA Info

Instructor Information

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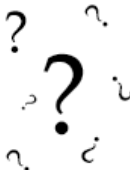
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Course Information

Description

The purpose of this course is to introduce you to the principles and procedures of applied behavior analysis as they pertain to individuals with intellectual and developmental disabilities. You will learn ways to create environments that facilitate learning of communication, academic skills, and social behaviors. You will also learn procedures to prevent and decrease problem behaviors in educational settings.

Materials

	Item	Price (new)	Price (used)
	<u>Behavior Modification</u> - Required by Miltenberger, R	228.00	171.00

Learning Outcomes

ABA history

(Knowledge-based objectives)

1. Describe the history of ABA.

Occurrence of Human Behavior

2. Describe several approaches for explaining the occurrence of human behavior.

Ethical and Responsible use of ABA

3. Describe the ethical and responsible use of ABA.

FBA and BIP

4. Describe the components of a Functional Behavior Assessment and Behavior Intervention Plan.

Target replacement behaviors

5. Describe the function and format of target replacement behaviors and behavior objectives.

Data collection

6. Describe data collection and graphing procedures.

Single-subject designs

7. Describe a variety of single-subject designs, their elements, how they are used, and when they are used.

Appropriate consequences

8. Describe the principles that underlie the selection of appropriate consequences and providing differential reinforcement.

Stimulus control

9. Describe stimulus control, its various facets, and how it is used.

Generalization procedures

10. Describe the principle components of generalization procedures and provide appropriate rationale for training for generalization.

Self-management

11. Effectively describe the elements of self-management and how it might be taught to children, youth, and adults.

FBA

(Skill-based objectives)

1. Use the Functional Behavior Assessment procedures to determine the function of an identified problem behavior.

TRB

2. Develop a target replacement behavior (TRB) that serves the same function as the identified problem behavior.

Behavioral objective

3. Develop a behavioral objective that corresponds with the target replacement behavior.

Behavioral Data

4. Observe, count, and graph behavioral data that is based on the target replacement behavior.

TRB

5. Make data based decisions using these data to determine the most effective intervention to increase the occurrence of the TRB.

Appropriate techniques

6. Employ appropriate techniques for designing the Behavioral Intervention Plan. This includes manipulating setting events, using instructional methods, providing differential reinforcement, and arranging appropriate consequences.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

-All quizzes are administered during class, and you cannot make up any quizzes. Your two lowest scores will be dropped.

-Assignments will be docked 10% for each day that they are late. Please come and talk to me if you need extra time due to extenuating circumstances.

Participation Policy

-Daily participation in discussions is encouraged in order to help you learn difficult behavioral concepts.

-Every day we will begin by:

-Asking/answering questions about the readings

-Discuss specific students from practicum

- Throughout the class we will:
 - Discuss the daily topic
 - Discuss the readings
 - Answer quiz questions related to the readings
- Throughout the semester we will:
 - Learn principles of behavior analysis in relatable terms
 - Have guest speakers related to various topics

Attendance Policy

-Attendance will be counted by way of the daily quizzes. If you are absent, you will miss a quiz and will be unable to make it up. Your two lowest quiz scores will be dropped at the end of the semester.

Assignments

Assignment Descriptions

Quiz #1

Sep
05

Due: Wednesday, Sep 05 at 11:00 am

Course introduction material

Quiz #2

Sep
10

Due: Monday, Sep 10 at 11:00 am

Introduction to behavior modification

Quiz #3

Sep
12

Due: Wednesday, Sep 12 at 11:00 am

Observing and measuring behavior (pt. 1)

Quiz #4

Sep
17

Due: Monday, Sep 17 at 11:00 am

Observing and measuring behavior (pt. 2)

Quiz #5

Sep
19

Due: Wednesday, Sep 19 at 11:00 am

Reinforcement

Quiz #6

Sep
26

Due: Wednesday, Sep 26 at 11:00 am

Reinforcement

Quiz #7

Oct
01

Due: Monday, Oct 01 at 11:00 am

Preference assessments & Token economy

Quiz #8

Oct
03

Due: Wednesday, Oct 03 at 11:00 am

Introduction to punishment

Notes from first observation

Oct
08

Due: Monday, Oct 08 at 9:30 am

During your first observation, take notes for at least 5 students in the classroom. For each student, provide three short details such as observable bx, language used, possible classification. Bring to class on Monday (10/8/18).

Example:

Johnny=

- 1. Non-compliant when asked to sit down (2 instances)*
- 2. Only uses about five words to communicate (No, up, eat, ball, mom)*
- 3. Has Down syndrome (Intellectual disability)*

Quiz #9

Oct
08

Due: Monday, Oct 08 at 11:00 am

Stimulus control: Discrimination and generalization

Quiz #10

Oct
10

Due: Wednesday, Oct 10 at 11:00 am

Extinction

Quiz #11

Oct
15

Due: Monday, Oct 15 at 11:00 am

Behavioral intervention plans (pt. 1)

ABC observation

Oct

Due: Monday, Oct 15 at 11:59 pm

15

Quiz #12

Oct
17

Due: Wednesday, Oct 17 at 11:00 am

Functional behavior assessments (pt. 2)

Midterm

Oct
22

Due: Monday, Oct 22 at 11:59 pm

Quiz #13

Oct
24

Due: Wednesday, Oct 24 at 11:00 am

Behavioral intervention plans

Functional behavior assessment

Oct
24

Due: Wednesday, Oct 24 at 11:59 pm

Quiz #14

Oct
29

Due: Monday, Oct 29 at 11:00 am

Graphing behavior and measuring change

Behavioral objective

Oct
31

Due: Wednesday, Oct 31 at 11:59 pm

Quiz #15

Nov
05

Due: Monday, Nov 05 at 11:00 am

Prompting

Quiz #16

Nov
07

Due: Wednesday, Nov 07 at 11:00 am

Discrete trial training (pt. 1)

Quiz #17

Nov
12

Due: Monday, Nov 12 at 11:00 am

Discrete trial training (pt. 2)

Quiz #18

Nov
14

Due: Wednesday, Nov 14 at 11:00 am

Generalization

Behavior support plan

Nov
14

Due: Wednesday, Nov 14 at 11:59 pm

Discrete trial training video

Nov
19

Due: Monday, Nov 19 at 11:59 pm

Quiz #19

Nov
26

Due: Monday, Nov 26 at 11:00 am

Teaching functional skills through ABA

Quiz #20

Nov
28

Due: Wednesday, Nov 28 at 11:00 am

MTSS

Natural environment training video

Nov
28

Due: Wednesday, Nov 28 at 11:59 pm

Quiz #21

Dec
03

Due: Monday, Dec 03 at 11:00 am

Ethics in applied behavior analysis

Data collection

Dec
03

Due: Monday, Dec 03 at 11:59 pm

Quiz #22

Dec
05

Due: Wednesday, Dec 05 at 11:00 am

Presentations

Quiz #23

Dec
10

Due: Monday, Dec 10 at 11:00 am

Presentations

FBA presentation

Dec
10

Due: Monday, Dec 10 at 11:59 pm

Quiz #24

Dec
12

Due: Wednesday, Dec 12 at 11:00 am

Final review

Final

Dec
17

Due: Monday, Dec 17 at 11:59 pm

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-

8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the

opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.


Respectful Environment


"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010


Schedule

Date	Class Topic	Readings due before class	Assignments due
Week 1			
W Sep 05 Wednesday	Course introduction		Quiz #1
Week 2			
M Sep 10 Monday	Introduction to behavior modification (pt. 1) -The history of behavior	Chapter 1	Quiz #2
W Sep 12 Wednesday	Introduction to behavior modification (pt. 2)	<u>Christ Can Change Human Behavior</u>	Quiz #3
Week 3			
M Sep 17 Monday	Observing and measuring behavior (pt. 1) -Data collection	Chapter 2 (pg. 19-32)	Quiz #4
W Sep 19 Wednesday	Observing and measuring behavior (pt. 2) -The occurrence of human behavior -Developing a behavior objective -The function and format of behavioral objectives	Chapter 2 (pg. 32-42)	Quiz #5
Week 4			
M Sep 24 Monday	-Class cancelled		
W Sep 26 Wednesday	Reinforcement	Chapter 4	Quiz #6
Week 5			

M Oct 01 Monday	Preference assessments Token economy	Chapter 22	Quiz #7
W Oct 03 Wednesday	Introduction to punishment	Chapter 6	Quiz #8
Week 6			
M Oct 08 Monday	Stimulus control: Discrimination and generalization -How SDs are used -The principle components and rationale for generalization	Chapter 7	Quiz #9 Notes from first observation
W Oct 10 Wednesday	Extinction Guest speaker	Chapter 5	Quiz #10
Week 7			
M Oct 15 Monday	Functional behavior assessments (pt. 1) -Applying the ABCs of behavior -The functions of behavior	Chapter 13 (pg. 243-261)	ABC observation Quiz #11
W Oct 17 Wednesday	Functional behavior assessments (pt. 2) -Components of an FBA	Chapter 13 (pg. 261-271)	Quiz #12
Week 8			
M Oct 22 Monday	No class: Midterms		Midterm

W Oct 24 Wednesday	Behavioral intervention plans <ul style="list-style-type: none"> -The components of a BIP -Designing a BIP -The function and format of replacement behaviors -Developing a target replacement behavior with proper data 		Functional behavior assessment Quiz #13
Week 9			
M Oct 29 Monday	Graphing behavior and measuring change <ul style="list-style-type: none"> -Graphing procedures -Single subject designs, elements, and uses 	Chapter 3	Quiz #14
W Oct 31 Wednesday	No Class: Happy Halloween! 		Behavioral objective
Week 10			
M Nov 05 Monday	Prompting	Chapter 10	Quiz #15
W Nov 07 Wednesday	Discrete trial training (pt. 1)	TBA	Quiz #16
Week 11			

M Nov 12 Monday	Discrete trial training (pt. 2) Guest speaker		Quiz #17
W Nov 14 Wednesday	Natural environment teaching Generalization -The principle components and rationale for generalization		Quiz #18 Behavior support plan
Week 12			
M Nov 19 Monday	No Class: Happy Thanksgiving!		Discrete trial training video
T Nov 20 Tuesday	Friday Instruction		
W Nov 21 Wednesday	No Classes No Class: Happy Thanksgiving! 		
Week 13			
M Nov 26 Monday	Teaching functional skills through ABA	Chapter 19	Quiz #19
W Nov 28 Wednesday	MTSS and group contingencies	TBA	Quiz #20 Natural environment training video
Week 14			

M Dec 03 Monday	Ethics in applied behavior analysis -The ethical and responsible use of ABA	TBA	Quiz #21 Data collection
W Dec 05 Wednesday	Presentations		Quiz #22
Week 15			
M Dec 10 Monday	Presentations		Quiz #23 FBA presentation
W Dec 12 Wednesday	Final review		Quiz #24
F Dec 14 Friday	Fall Exam Preparation (12/14/2018 - 12/14/2018)		
Sa Dec 15 Saturday	First Day of Fall Final Exams (12/15/2018 - 12/20/2018)		
Week 16			
M Dec 17 Monday	<u>Final exam</u> Due at=11:59 pm Merry Christmas! 		Final