

**Grand Valley State University**  
**ABA Graduate Certificate Program**

Psy 522: Applied Behavior Analysis I (ABA): Foundational Principles

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**Office hours:** Email or by appointment

**Meeting location:** Online through Blackboard

## **COURSE DESCRIPTION**

Students will study the foundational theories, principles, and practices of applied behavior analysis. Students will gain an understanding of factors that govern behavior, processes for measuring behavior, and methods for minimizing behavioral problems and improving learning and performance.

### **Course Objectives**

<b>Learning Unit</b>	<b>BACB 4<sup>th</sup> Edition Task List</b>
1: Basic principles and concepts	FK-1, FK-2, FK-3, FK-4, FK-5, FK-6, FK-7, FK-8, FK-9, FK-10, FK-11, FK-13, FK-14, FK-15, FK-16, FK-17, FK-18, FK-19, FK-20, FK-21, FK-31, FK-32, FK-33, FK-41, FK-42
2: Measuring behavior	A-1, A-2, A-3, A-4, A-5, A-6, A-7, A-9, A-12, A-13, H-1, H-2, FK-47, FK-48
3: Evaluating behavior change	H-3, H-4, H-5, J-15, FK-33
4: Reinforcement I	D-1, FK-23
5: Reinforcement II	C-1, D-2, D-20, E-7, E-8, FK-38, FK-40
6: Punishment	C-2, D-15, D-16, D-17, FK-23
7: Motivating operations and stimulus control	B-2, E-1, E-6, FK-12, FK-24, FK-25, FK-34, FK-35

## **READING MATERIALS**

### Book

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education. (purchase from an online bookseller)

Lane, K., & Menzies, H. M. (2015). *Supporting behavior for school success: A step-by-step guide to key strategies* (1<sup>st</sup> ed.). New York: Guilford Press. (purchase from an online bookseller)

### Coursepack

Go to the online store for coursepacksetc- <http://coursepacksetc.com/student-store/> . Once the pack is ordered it will take one day to reproduce and another day for shipping. You must list a street address for delivery.

### Other

Materials as assigned and posted on Blackboard.

## **COURSE INFORMATION**

### **Required Equipment (owned or accessible)**

- High-speed internet access
- Computer with a sound card and speakers; operating system that meets current Blackboard browser requirements (see below)
- Microphone (built in or external)

### **Blackboard is the Course Management System**

To access Blackboard, go to <https://mybb.gvsu.edu/> and enter your log in and password.

This course utilizes Blackboard, GVSU's online course management system. Take a look at the GVSU Online Learning pages to find numerous materials about using Blackboard and online learning <http://www.gvsu.edu/online/>.

Use of Blackboard is integral to this course and students must log on a few times each week in order to complete course requirements, receive important announcements and updates, and communicate with instructors and other students about course content.

Check the current [technical requirements](#) to use Blackboard and [preferred browser information](#).

### Technical difficulties with Blackboard

If you experience technical problems with Blackboard, contact the help desk by email or phone - [helpdesk@gvsu.edu](mailto:helpdesk@gvsu.edu) or 616-331-3513. The help website is <http://www.gvsu.edu/it/learn/>

### **Accessing the Library**

Many of GVSU's library resources can be accessed online [Distance and Off-Campus Learning Services](#) with many journal articles available on demand. You must have an active GVSU student account to take advantage of the library's resources and services.

Some courses may have reading materials in course reserve. To access course reserve, [click here](#).

### **Writing Center**

The Writing Center is available to assist with all kinds of writing tasks and they will give feedback on writing assignments. It is not just for students who struggle with writing. They can help any student improve writing skills. Writing Center [online services](#).

**Accommodations for Students with Disabilities**

If you need specific accommodations and you have a documented disability, you will need to contact the Disability Support Resources Office at 616-331-2490 to coordinate accommodations. If you plan to request accommodations in this course, please let me know right away so I can assist you.

**BCBA Certification Information**

This course is one of six courses in the 18-credit Applied Behavior Analysis Graduate Certificate Program at GVSU. Successful completion of the course sequence results in the GVSU Graduate Certificate in Applied Behavior Analysis. The 18 credits that you earn by completing the program may be applied toward the requirements for certification by the Behavior Analyst Certification Board (BACB). The BACB has approved the GVSU course sequence as meeting the 270-hour coursework requirements for eligibility to take the BCBA examination.

Before you are eligible to take the BCBA certification exam, the BACB requires that you show proof of a master's degree in psychology or education and evidence that you have accrued the required number of supervised experience hours. You are responsible for ensuring that you meet all of the current BACB standards. For more information about the Behavior Analysis Certification Board, go to [www.bacb.com](http://www.bacb.com) and click on "Obtain a Credential."

## **COURSE ORGANIZATION and ASSIGNMENTS**

### **Synchronous Meeting** (first unit of class)

The course will start with a synchronous meeting with everyone logging into the online meeting system to discuss course requirements and get an introduction to the course content. The date and time for this meeting will be announced on blackboard. Optional course review sessions prior to exams may be scheduled as well.

### **BACB Supervision Training** (unit 1)

You will complete the BACB supervision module, which is required for you to begin supervised experience hours. Even if you do not plan to start accumulating hours at this time, it will be beneficial for you to understand the process of getting a supervisor, identifying qualified behavior analytic experiences, and keeping track of experience hours. More information will be provided on the Blackboard site.

Note: You will not be getting supervised experience hours through this course.

### **Readings** (weekly)

You will have book chapters and articles to read weekly. It is critical to stay up on the readings. This is where you will learn much of the content along with the ABA terminology, which is cumulative over the course of the ABA sequence and is important for course exams and the BACB exam. Most importantly, the reading content is necessary for your work as a practitioner.

### **Learning Units** (two week modules)

The learning units will be a foundational part of the course and this is where you will find instructions for each two-week segment of the course including reading assignments, course content presentations, practice activities, and assignments. Units will open up two weeks at a time and an assignment will be due at the end of the two-week period. All previous units will be open throughout the course.

Each unit will have embedded questions and practice activities associated with the content. These are ungraded activities. However, it is strongly recommended that you complete these brief activities since they will help you to solidify your understanding of information and they will help with the assignments and exams.

### **Term fluency** (weekly completion, submitted biweekly starting unit 2)

You will be practicing terminology weekly and across all of the courses. Fluency with ABA terms will help you understand concepts more deeply, speak the language of ABA and increase your odds of passing the BACB exam. More information about the term fluency requirements will be available in the Term Fluency folder on Blackboard. You will practice and graph your term fluency assessment each week but you will turn in one graph each unit. You will be using Quizlet to access the terms, practice, and quiz yourself. <http://quizlet.com>

**Discussion board** – (each learning unit)

Discussion board questions will be posted with each unit to promote discussion related to the topics covered in the unit. It is important to have interactions with others around the ABA terminology and application of concepts. A grading rubric is provided on the Blackboard site under Course Basics. You can receive extra credit for posting early.

**Cooper Quizzes** – (Each Cooper, Heron & Heward chapter)

You will complete a Cooper quiz for each chapter of the Cooper book that is assigned. These quizzes are graded with a small number of points assigned. It is highly recommended that you complete the assigned Cooper quizzes since they will allow you a quick check to know if you are understanding concepts in the chapter. Note that these questions tend to be easier than the questions on the course exams or the BACB exam. More information about the Cooper quiz requirements will be posted on Blackboard. Cooper quiz website - [http://wps.prenhall.com/chet\\_cooper\\_appliedbeh\\_2/](http://wps.prenhall.com/chet_cooper_appliedbeh_2/)

**Assignments** – (each Learning Unit)

You will have an assignment associated with each learning unit. These will vary in type and length but most will involve practice or application of concepts from the unit content. These are graded and will constitute an important part of your learning and grade for the course. All written assignments must be prepared in a professional manner (typed, and free from spelling/grammatical errors). More information about each of these assignments will be provided on Blackboard.

**Exams** – (3 proctored exams)

You will have 3 exams scheduled throughout the semester focused on 4-6 weeks of course content. The exams will be multiple choice and short answer, and will constitute a major portion of your grade. The multiple choice questions will mirror the types of questions on the BACB exam. The final exam will include questions from all units.

**Note: All exams must be proctored. If you are off-site and not available to participate in the exam at the scheduled location with the instructor, you will need to follow the guidelines for identifying an approved proctor and complete the exam on the scheduled exam date. Guidelines for finding an approved proctor are posted on Blackboard.**

## POINTS AND GRADING

Assignment	Points	Total Points for Semester
Synchronous meetings	2	4
Scavenger hunt	2	2
BACB Supervision module	6	6
Term fluency (13)	2	26
Cooper quizzes (13)	3	39
Discussion board (7)	5	35
Assignments (7)	20	140
Exams (3)	60/60/70	190
TOTAL POINTS		442

### Final Grade Requirement

Students seeking the ABA Graduate Certificate must complete all courses with a B- or higher in each course and finish with a minimum 3.0 grade point average in the 18-credit course sequence.

Letter Grade	Percentage Range
A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D	61-69%
F	0-60%

## ACADEMIC INTEGRITY

[GVSU Student Code regarding Integrity of Scholarship and Grades:](#)

### **Section 223.00: Integrity of Scholarships and Grades**

Truth and Honesty. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles, and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged.

### **Section 223.01: Plagiarism**

Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

## Psy 522: Applied Behavior Analysis I (ABA): Foundational Principles Schedule 2016

Session Dates	Learning Unit	Readings	Assignments
<b>Unit 1</b> Aug 29- Sept 11	<b>1: Foundational principles and concepts</b> <ul style="list-style-type: none"> <li>Defining science and ABA</li> <li>Foundational concepts</li> </ul> <b>ABA in Education</b>	<ul style="list-style-type: none"> <li>Cooper Ch. 1 &amp; 2</li> <li>Heward (2005)</li> <li>Lane et al (2015) Ch 1</li> <li>Michael (1993)-opt</li> </ul>	Synchronous mtg Cooper quizzes Discussion board Assignment 1 BACB supervision training
<b>Unit 2</b> Sept 12- Sept 25	<b>2: Measuring behavior</b> <ul style="list-style-type: none"> <li>Selecting, defining, and measuring behavior</li> <li>Assessing accuracy, validity, and reliability</li> </ul>	<ul style="list-style-type: none"> <li>Cooper Ch. 3 &amp; 4</li> <li>Lee et al. (2011)</li> <li>Fiske et al. (2012)</li> <li>Barnett et al (1996)</li> </ul>	Cooper quizzes Term fluency Discussion board Assignment 2
<b>Unit 3</b> Sept 26- Oct 9	<b>3: Evaluating behavior change</b> <ul style="list-style-type: none"> <li>Understanding and interpreting graphs</li> <li>Analyzing behavior change</li> </ul> <b>Dimensions of ABA</b> <b>ABA in School Psychology</b>	<ul style="list-style-type: none"> <li>Cooper Ch. 5 &amp; 6</li> <li>Vanselow et al. (2012)</li> <li>Baer, et al. (1968)*</li> <li>Ervin et. al (2000)</li> </ul>	Cooper quizzes Term fluency Discussion board Assignment 3
Oct 10 4:00-5:30			<b>Exam 1</b>
<b>Unit 4</b> Oct 10- Oct 23	<b>4: Reinforcement I</b> <ul style="list-style-type: none"> <li>Positive reinforcement</li> <li>Negative reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>Cooper Ch. 11, 12</li> <li>DeLeon et al. (2001)</li> <li>Lane et al (2015) Ch 3</li> <li>Miltenberger ch 4 (opt)</li> </ul>	Cooper quizzes Term fluency Discussion board Assignment 4
<b>Unit 5</b> Oct 24- Nov 6	<b>5: Reinforcement II</b> <ul style="list-style-type: none"> <li>Schedules of reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>Cooper Ch. 13</li> <li>Lee &amp; Belfiore (1997)</li> <li>Kodak et al. (2007)</li> <li>Cammilleri et al. (2008)</li> </ul>	Cooper quiz Term fluency Discussion board Assignment 5
Nov 8 4:00-5:30			<b>Exam 2</b>
<b>Unit 6</b> Nov 7- Nov 20	<b>6: Punishment</b> <ul style="list-style-type: none"> <li>Stimulus presentation</li> <li>Removal of a stimulus</li> </ul>	<ul style="list-style-type: none"> <li>Cooper Ch. 14 &amp; 15</li> <li>Boutot &amp; Hume 2012</li> <li>Maag (2001)</li> <li>Carr &amp; Briggs (2010)</li> <li>Miltenberger ch 6 (opt)</li> </ul>	Cooper quizzes Term fluency Discussion board Assignment 6



<b>Unit 7</b> Nov 21- Dec 11	<b>7: Motivating operations and Stimulus control**</b> <ul style="list-style-type: none"> <li>• Motivating operations</li> <li>• Stimulus control, discrimination, and generalization</li> </ul> <i>Extra week for Thanksgiving</i>	<ul style="list-style-type: none"> <li>• Miltenberger ch 7</li> <li>• Langthorne &amp; McGill (2009)</li> <li>• Cooper Ch. 16 and Ch. 17</li> <li>• Rispoli, et al. (2011)</li> <li>• Ebanks &amp; Fisher (2003)</li> <li>• Laraway et al. (2003) -(opt)</li> </ul>	Cooper quizzes Term fluency Discussion board Assignment 7
<b>Finals</b> Week Dec 15 4:00-5:30			<b>Exam 3</b>

\*Seminal article – please read carefully and keep on hand throughout the ABA course sequence

\*\* This is some of the heaviest content of the semester and the whole ABA course sequence. Make sure you schedule extra time for the reading and processing of this information. There is overlap between the materials in the first three bullets to help you process these concepts. You might even consider reading the Miltenberger chapter in advance of this unit.

**GVSU Psy 522**  
**Coursepack Readings F16**

Heward, W. L. (2005). Reasons applied behavior analysis is good for education and why those reasons have been insufficient. In W. L. Heward, et al. *Focus on Behavior Analysis in Education* (pp. 316-348). Upper Saddle River, NJ: Pearson.

Michael, J. L. (1993). Explanatory Fictions. In *Concepts and Principles of Behavior Analysis* (pp. 53-56). Kalamazoo, MI: Society for the advancement of behavior analysis.

Lee, D. L., Vostal, B., Lylo, B., & Hua, Y. (2011). Collecting behavioral data in general education settings: A primer for behavioral data collection. *Beyond Behavior*, 20(2), 22-30.

Fiske, K., & Delmolino, L. (2012). Use of discontinuous methods of data collection in behavioral intervention: Guidelines for practitioners. *Behavior Analysis in Practice*, 5(2), 77-81.

Barnett, D. W., Bauer, A. M., Ehrhardt, K. E., Lentz, F. E., & Stollar, S. A. (1996). Keystone targets for change: Planning for widespread positive consequences. *School Psychology Quarterly*, 11(2), 95-117.

Vanselow, N. R., & Bourret, J. C. (2012). Online interactive tutorials for creating graphs with Excel 2007 or 2010. *Behavior Analysis in Practice*, 5(1), 40-46.

Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1(1), 91-97.

Ervin, R. A., & Ehrhardt, K. E. (2000). Behavior analysis and school psychology. In *Handbook of applied behavior analysis*, edited by Austin, John, Carr, James E., 113-135. Reno, NV, US: Context Press.

DeLeon, I. G., Fisher, W. W., Rodriguez-Catter, V., Maglieri, K., Herman, K., & Marhefka, J. M. (2001). Examination of relative reinforcement effects of stimuli identified through pretreatment and daily brief preference assessments. *Journal of Applied Behavior Analysis*, 34, 463-473.

Lee D. L., & Belfiore, P. J. (1997) Enhancing classroom performance: A review of reinforcement schedules in the use of behavioral terms. *Journal of Behavioral Education*, 7(2), 205-217.

Kodak, T., Lerman, D. C., Volkert, V. M., & Trosclair, N. (2007). Further examination of factors that influence preference for positive versus negative reinforcement. *Journal of Applied Behavior Analysis*, 40(1), 25-44.

Cammilleri, A. P., Tiger, J. H., & Hanley, G. P. (2008). Developing stimulus control of young children's requests to teachers: Classwide applications of multiple schedules. *Journal of Applied Behavior Analysis*, 41, 299-303.

Boutot, E. A., & Hume, K. (2012). Beyond time out and table time: Today's applied behavior analysis for students with autism. *Education and Training in Autism and Developmental Disabilities*, 47(1), 23-38.

Maag, J. W. (2001). Rewarded by punishment: Reflections on the disuse of positive reinforcement in schools. *Exceptional children*, 76, 173-186.

Carr, J. E., & Briggs, A. M. (2010). Strategies for making regular contact with the scholarly literature. *Behavior Analysis in Practice*, 3(2), 13-18.

Miltenberger, R. G. (2012). *Behavior modification: Principles and procedures* (6<sup>th</sup> ed.). Boston, MA: Cengage Learning. Chapter 7

Langthorne, P., & McGill, P. (2009). A tutorial on the concept of the motivating operation and its importance to application. *Behavior Analysis in Practice*, 2(2), 22-31.

Rispoli, M., O'Reilly, M., Lang, R., Machalicek, W., Davis, T., Lancioni, G., & Sigafoos, J. (2011). Effects of motivating operations on problem and academic behavior in classrooms. *Journal of Applied Behavior Analysis*, 44(1), 187-192.

Ebanks, M. E., & Fisher, W. W. (2003). Altering the timing of academic prompts to treat destructive behavior maintained by escape. *Journal of Applied Behavior Analysis*, 36(3), 355-359.

Laraway, S., Snyderski, S., Michael, J., & Poling, A. (2003). Motivating operations and terms to describe them: Some further refinements. *Journal of Applied Behavior Analysis*, 36, 407-414.

## **Tips for a Successful Learning Experience**

*\*Although these might seem obvious and simple, they will make a difference*

- ☐ Read the syllabus and all preparatory information on Blackboard
- ☐ Stay organized and track due dates
- ☐ Plan weekly study times
- ☐ KEEP UP ON THE READING
- ☐ Log onto Blackboard at least 3 times per week to check announcements, discussion board, and interact with course material
- ☐ Get to know the other students in the class and help each other learn the language and the concepts
- ☐ Study the course terminology and monitor your progress on the term fluency graph
- ☐ Post questions, comments, and ideas on discussion board
- ☐ Ask questions of the instructor. Not just clarification questions about logistics, but content questions.