

Grand Valley State University
ABA Graduate Certificate Program
Psy 522: Applied Behavior Analysis I (ABA): Foundational Principles

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Meeting location: Online through Blackboard

Phone: 616-331-3513

Office hours: By appointment

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

Learning Unit	BACB 4th Edition Task List
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* (2nd 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* (1st ed.). New York: Guilford Press. (chapter 3-Praise)

Coursepack

Go to the online store for coursepacksetc- <http://www.coursepacksetc.com/store/gvsu> . 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

Readings 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)
- Computer camera for synchronous meetings (most laptops have a camera)

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 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 ABA Graduate Certificate is a Verified Course Sequence (VCS) 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 pursue certification as a BCBA. Additionally, the BACB requires that you show proof of a master's degree in psychology, education, or behavior analysis and evidence that you have accrued the required number of supervised experience hours before you can register to take the BCBA exam. You are responsible for ensuring that you meet all of the current BACB standards. For more information about the Behavior Analyst Certification Board, go to www.bacb.com and click on "Obtain a Credential."

COURSE ORGANIZATION and ASSIGNMENTS

Synchronous Meetings (participate in at least 3 of the 4 synchronous meetings)

The course will start with a synchronous meeting with everyone logging onto Blackboard Collaborate to discuss course requirements and get an introduction to the course content. The date and time for these meeting will be announced on blackboard. Optional course review sessions prior to exams will also be scheduled and conducted via Blackboard Collaborate.

BACB Supervision Module

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 or 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 directions 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. You can receive extra credit for posting early. A grading rubric is provided on the Blackboard site under Course Basics.

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/

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 in Blackboard.

POINTS AND GRADING

Assignment	Points	Total Points for Semester
Synchronous meetings	2	6
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		444

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 2017**

Session Dates	Learning Unit	Readings	Assignments
Unit 1 Aug 28- Sept 10	1: Foundational principles and concepts <ul style="list-style-type: none"> Defining ABA Dimensions of ABA Respondent and operant behavior ABA in Education	<ul style="list-style-type: none"> Cooper Ch. 1 & 2 Baer, et al. (1968) Heward (2005) Michael (1993)-opt 	Synchronous meeting Cooper quizzes Discussion board Assignment 1 BACB supervision module
Unit 2 Sept 11- Sept 24	2: Measuring behavior <ul style="list-style-type: none"> Selecting, defining, and measuring behavior 	<ul style="list-style-type: none"> Cooper Ch. 3 & 4 Lee et al. (2011) Fiske et al. (2012) Barnett et al (1996) 	Cooper quizzes Term fluency Discussion board Assignment 2
Unit 3 Sept 25- Oct 8	3: Evaluating behavior change <ul style="list-style-type: none"> Assessing accuracy, validity, and reliability Understanding and interpreting graphs Analyzing behavior change ABA in Schools	<ul style="list-style-type: none"> Cooper Ch. 5 & 6 Vanselow et al. (2012) Ervin et. al (2000) Lane et al (2015) Ch 1 	Synchronous meeting Cooper quizzes Term fluency Discussion board Assignment 3
Oct 9 4:30-6:00			Exam 1
Unit 4 Oct 9-Oct 22	4: Reinforcement I <ul style="list-style-type: none"> Positive reinforcement Negative reinforcement 	<ul style="list-style-type: none"> Cooper Ch. 11, 12 DeLeon et al. (2001) Lane et al (2015) Ch 3 Miltenberger ch 4 (opt) 	Cooper quizzes Term fluency Discussion board Assignment 4
Unit 5 Oct 23- Nov 5	5: Reinforcement II <ul style="list-style-type: none"> Schedules of reinforcement 	<ul style="list-style-type: none"> Cooper Ch. 13 Lee & Belfiore (1997) Kodak et al. (2007) Cammilleri et al. (2008) 	Synchronous meeting Cooper quiz Term fluency Discussion board Assignment 5
Nov 7 4:30-6:00			Exam 2
Unit 6 Nov 6-Nov 19	6: Punishment <ul style="list-style-type: none"> Stimulus presentation Removal of a stimulus 	<ul style="list-style-type: none"> Cooper Ch. 14 & 15 Maag (2001) Carr & Briggs (2010) Miltenberger ch 6 (opt) 	Cooper quizzes Term fluency Discussion board Assignment 6
Unit 7 Nov 20- Dec 10	7: Motivating operations and Stimulus control <ul style="list-style-type: none"> Motivating operations – EO/AO Stimulus control, discrimination, and generalization <i>Extra week for Thanksgiving</i>	<ul style="list-style-type: none"> Miltenberger ch 7 Cooper Ch. 16 and Ch. 17 review pp. 261-265 Langthorne & McGill (2009) Rispoli, et al. (2011) 	Synchronous meeting Cooper quizzes Term fluency Discussion board Assignment 7
Final Dec 14 4:00-5:30			Exam 3

Coursepack Readings

- 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.
- 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.
- 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.
- Carr, J. E., & Briggs, A. M. (2010). Strategies for making regular contact with the scholarly literature. *Behavior Analysis in Practice*, 3(2), 13-18.
- 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.
- 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.
- 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.
- 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.
- Kennedy, C. H. (1994). Manipulating antecedent conditions to alter the stimulus control of problem behavior. *Journal of Applied Behavior Analysis*, 27(1), 161-170.
- 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.
- 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.
- 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.

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.

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

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.

Miltenberger, R. G. (2012). *Behavior modification: Principles and procedures* (6th ed.). Boston, MA: Cengage Learning.

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.

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.

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, both the unit discussion board and the open forum
- ☐ Ask questions of the instructor. Not just clarification questions about logistics, but content questions.