Grand Valley State University
ABA Graduate Certificate Program

Psy 523: Applied Behavior Analysis II: Application to Behavior Change

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Phone: 616-331-3513
Office hours: By appointment
Meeting location: Online through Blackboard

Content Instructor: Victoria Fogel, BCBA
Presentations and support for Units 1 & 3

COURSE DESCRIPTION
Students will explore the applications of behavior analytic principles in changing behavior. Selection and application of strategies to different contexts, populations, and age groups will be discussed along with effective communication and collaboration with other professionals and families. Ethical considerations and strategies will be addressed.

COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>Learning Unit</th>
<th>4th Edition Task List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivating operations</td>
<td>E-1, FK-26, FK-27, FK-28, FK-29, FK-30</td>
</tr>
<tr>
<td>Developing new behaviors I</td>
<td>D-3, D-4, E-3, J-1, J-8, J-13</td>
</tr>
<tr>
<td>Developing new behaviors II</td>
<td>D-5, D-6, D-7</td>
</tr>
<tr>
<td>Increasing behaviors</td>
<td>C-1, D-1, D-2, E-4, E-5, F-1, F-2, J-3, J-10, J-14</td>
</tr>
<tr>
<td>Decreasing behaviors</td>
<td>C-3, D-18, D-19, D-21, F-7, J-10, FK-22</td>
</tr>
<tr>
<td>Antecedent interventions</td>
<td>E-9, E-10, E-11</td>
</tr>
<tr>
<td>Generalization and maintenance</td>
<td>J-11, J-12, J-14, FK-36, FK-37</td>
</tr>
<tr>
<td>Interventions</td>
<td>D-8, E-2, E-12, E-13, F-3, F-4, F-5, F-6, FK-43, FK-44, FK-45, FK-46</td>
</tr>
</tbody>
</table>

READING AND ADDITIONAL VIDEO LECTURES

Book:


Coursepack:
Go to the online store for coursepacketc- [http://www.coursepacksetc.com/store/gvsu](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.
Video Lecture:
You will purchase one video lecture from the Florida Institute of Technology (FIT) continuing development library. More information will be provided. Access to the video will cost no more than $40.

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.


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 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 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 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.

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](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. 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/](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 about half 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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total Points for Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synchronous meeting (at start of course)</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Term fluency (13)</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>Cooper quizzes (11)</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>Discussion board (7)</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>Assignments (7)</td>
<td>20</td>
<td>140</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>60/60/70</td>
<td>190</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td></td>
<td>426</td>
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**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.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>70-76%</td>
</tr>
<tr>
<td>D</td>
<td>61-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-60%</td>
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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.
<table>
<thead>
<tr>
<th>Session Dates</th>
<th>Learning Unit</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| **Unit 1** Jan 11-24 | Review and Expansion of ABA I Concepts  
- Dimensions of ABA  
- Motivating operations  
- Stimulus control  
- Pre-correction | - Baer et al. (1987)  
- Cooper Ch. 16 and Ch 17 review  
- Lane et al (2015) Ch 7 | Synchronous mtg  
Cooper quizzes  
Discussion board  
Assignment 1 |
| **Unit 2** Jan 25-Feb 7 | ABA in Education  
- ABA and PBIS  
Developing new behaviors I  
- Behavioral skills training  
Modeling and imitation  
- Prompting | - Dunlap et al. (2008)  
- Miltenberger Ch 12  
- Cooper Ch. 18  
- MacDuff et al. (2001) | Cooper quiz  
Term fluency  
Discussion board  
Assignment 2 |
| **Unit 3** Feb 8-21 | Developing new behaviors II  
- Task analysis  
- Shaping  
- Chaining | - Cooper Ch. 19, 20  
- Fogel et al. (2010)  
- Peterson (2006)  
- Skinner (1951)-optional | Cooper quizzes  
Term fluency  
Discussion board  
Assignment 3 |
| Feb 23 | Exam 1 |
| **Unit 4** Feb 22-Mar 6 | Increasing behaviors  
- Group contingences  
- Contingency contracting  
- Token economies  
- High P request sequence | - Cooper Ch. 26, 28  
- Theodore et al. (2001)  
- Matson & Boisjoli (2009)  
- Lane et al 2015 Ch. 6 | Cooper quizzes  
Term fluency  
Discussion board  
Assignment 4 |
| Mar 7-13 | SPRING BREAK |
| **Unit 5** Mar 14-27 | Decreasing behaviors  
- Extinction  
- Differential reinforcement | - Cooper Ch. 21, 22  
- Waters et al. (2009)  
- Austin & Bevan (2011) | Cooper quizzes  
Term fluency  
Discussion board  
Assignment 4 |
| Mar 29 | Exam 2 |
| **Unit 6** March 28-Apr 10 | Antecedent interventions  
Generalization and maintenance | - Cooper Ch. 23, 27  
- Flood & Wilder (2002)  
- Lane et al 2015 Ch. 7  
- Lee et al. (2008)-optional  
- Stokes & Baer (1977) | Cooper quizzes  
Term fluency  
Discussion board  
Assignment 6 |
| **Unit 7** Apr 11-24 | Introduction to Behaviorally-based Teaching Strategies  
- Explicit instruction  
- Precision teaching | - Archer & Hughes (2011) 1 & 2  
- Johnson & Street (2012) 2 & 4  
- FIT video lecture  
- Lane et al 2015 Ch. 5 | Term fluency  
Discussion board  
Assignment 7 |
| TBD | Finals week | Exam 3 |
Coursepack Readings


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.