ABA Graduate Certificate Program
PSY 658: Advanced Concepts in Applied Behavior Analysis

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Meeting location: Online through Blackboard

Office hours: Email or by appointment
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COURSE DESCRIPTION
This course will explore the advanced applications of the theory, principles, concepts, and practices of applied behavior analysis (ABA), and their application to educational and clinical settings. Students will also learn to use supervision and management practices based in behavior principles.

Objectives
Upon successful completion of this course, students will be able to
1. Describe concepts and principles that underlie research and practice in behavior analysis
2. Use behavior analytic principles and strategies in educational and clinical settings
3. Demonstrate the ability to supervise and train others to implement behavior analytic programs
4. Explain the theoretical underpinnings and key concepts of verbal behavior
5. Illustrate the use of verbal behavior in professional practice
6. Demonstrate ethical and professional principles as they relate to supervision

BACB 5th Edition Task List	
Section 1: Foundations	**Task List Items**
A: Philosophical Underpinnings	A-1-5
B: Concepts and Principles	B-10-15
I: Personnel Supervision and Management	I 1-8

Learning Unit	Task List Items	Content Hours
Unit 1: Establishing effective behavior analytic supervision through assessment, supervision, and monitoring	I-1-3	20 hours
Unit 2: Competency-based training for personnel	I-4-7	
Unit 3: Evaluating supervision and training	I-8	
Unit 4: Advanced philosophical underpinnings: The science and dimensions of ABA, radical behaviorism, complex behavior	A-1-5	25 hours
Unit 5: Advanced concepts and principles: Stimulus control and motivating operations, generalization and maintenance	B-10-12	
Unit 6: Advanced concepts and principles: Rule governed behavior, verbal behavior, derived stimulus relations	B-13-15	

READINGS

Articles and Chapters:
Available on Blackboard in the Unit folders.

Books:
LeBlanc, L. A., Sellers, T. P., & Alai'l, S. (2020). *Building and Sustaining Meaningful and Effective Relationships as a Supervisor and Mentor.* Sloan Publishing.

COURSE INFORMATION

BCBA Certification Information
This course is one of seven courses in the 21-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 Association of Behavior Analysis International (ABAI). The BACB has approved the GVSU course sequence as meeting the 5th edition Task List 315-hour coursework requirements for eligibility to pursue certification as a BCBA. Additionally, the BACB requires that you show proof of a master's degree 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.

Because this course is part of the GVSU VCS, it must meet specific competency requirements from the BACB 5th edition Task List. Therefore, this course will cover the ways that ABA is used to understand the behavior of individuals with ASD and develop programs that improve their learning, social interaction, and behavior. This course does not include information about diagnostic evaluation or interventions that are not related to ABA. However, feel free to ask questions outside of the realm of ABA and I will help you access the information you are looking for.

Required Equipment
● High-speed internet access
● Operating system that meets current Blackboard browser requirements
● Computer with a sound card and speakers
● Microphone (built in or external)
● Computer camera for videoconference, synchronous meetings (most laptops have a camera)

Blackboard is the Course Management System
To access Blackboard, go to https://lms.gvsu.edu/ and enter your log in and password.

Take a look at the GVSU Online Learning pages to find numerous materials about using Blackboard and online learning http://www.gvsu.edu/online/.

Check the current technical requirements to use Blackboard and preferred browser information.

If you experience technical problems, check the help website http://www.gvsu.edu/it/learn/. If you need further assistance, contact the help desk by email or phone - helpdesk@gvsu.edu or 616-331-3513.

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. General library [help site](#).

Graduate Writing Resources
The [Graduate Writing Resources](#) 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.

Accommodations for Students with Disabilities
If you are in need of accommodations due to a learning, physical, or other disability you must present a memo to me from Disability Support Resources (DSR), indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the [Disability Support Resources](#) office (4015 JHZ) by calling 331-2490 or email to dsrgvsu@gvsu.edu. Please note that I cannot provide accommodations based upon disability until I have received a copy of the DSR issued memo. All discussions will remain confidential.

COURSE ORGANIZATION and ASSIGNMENTS

Synchronous Meeting (participate in 2 synchronous meetings)
The synchronous meetings will provide an opportunity to talk about course materials and assignments as a group. You will be asked to have your video on during the meetings and participate with the group. The date and time for these meetings will be listed on Blackboard.

Readings (weekly)
You will have book chapters and articles to read weekly. It is critical to stay up on the readings since this is where you will learn much of the content that will be used for discussion board and assignments. It is also necessary for the BCBA exam, and important for your work as a practitioner.

Unit Content (two-week units)
The 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, and assignments. Units will open up two weeks at a time with assignments due at the end of the two-week period. All previous units will be open throughout the course.

Discussions – (each Learning Unit)
Discussion board 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 related to the topics in each unit. A grading rubric is provided on the Blackboard site under Course Basics.

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.

Unit reading quizzes – (6 quizzes)
Each unit will have a brief reading quiz at the end of the second week to check for understanding of the reading material and strengthen the preparation for discussions.

POINTS AND GRADING

Assignment	Points	Total Points for Semester
Synchronous meetings (2)	10	20
Discussion topics (6)	10	60
Assignments (6)	20	120
Quizzes (6)	10	60
TOTAL POINTS		260

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 course sequence.

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

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.

"This course is subject to GVSU's general requirements for courses. A full list with pointers to resources may be found at www.gvsu.edu/coursepolicies."

Use of Artificial Intelligence (AI) Policy
Many faculty and students are exploring the ways that ChatGPT and other AI resources can facilitate their learning and communication. You may explore these options for this course, including the possibility of meeting with the Writing Center to learn more about best practices for leveraging AI in the development of your original work products. If you utilize ChatGPT for an assignment that you submit in this class, please follow [guidance from the American Psychological Association](#) for explaining the role of AI and citing any specific information from AI sources.

Attendance Policy
In the event of an unavoidable absence from a synchronous meeting or exam window (e.g., illness, family emergency, weather-related disruption), students will have the opportunity to complete an alternative activity or to reschedule the exam as soon as possible, ideally within 48 hours.

Makeup/Late Work Policy
With exceptions for personal illness or emergencies, students will not have the opportunity to make up points lost due to late or missing discussion posts, assignments, or practice quizzes. Please notify your instructor if you are aware of circumstances that could affect your timely completion of assigned work in this course.

Religious Observances
If you need to miss a class to observe a religious holiday, please contact your instructor at least a week in advance to discuss arrangements.

Student Support
GVSU and your instructors are dedicated to helping you meet your academic and career goals. Please do not hesitate to contact your instructors if you wish to discuss your course performance or other academic issues. Additionally, if you would like to talk to a professional counselor about mental health concerns, phone the GVSU Counseling Center during normal business hours at 616-331-3266. If you are experiencing a crisis, you can call 1-800-273-TALK at any time.

PSY 658: Advanced Concepts in Applied Behavior Analysis
Spring/Summer 2024

Dates	Unit Content	Readings	Assignments
The first half of the course will focus on training, supervision, and performance management.			
Unit 1 5/6-5/19	Establishing effective behavior analytic supervision through assessment, supervision, and monitoring	• LeBlanc et al. (2020) - Ch. 1-4 • Valentino at al. (2016) • Garza et al. (2018) – opt • Hartley & Dubuque (2023) - opt	Discussion board Assignment 1 Reading quiz
Unit 2 5/20-6/2	Competency-based training	• LeBlanc et al. (2020) - Ch. 5-7 • DiGennaro Reed et al. (2018) – rev • Max and Lambright (2022)	Synch mtg 5/22 Discussion board Assignment 2 Reading quiz
Unit 3 6/3-6/16	Performance management and evaluation in supervision Professional behaviors and roles	• LeBlanc et al. (2020) - Ch. 9-11 • Brand et al. (2022) • LeBlanc & Nosik (2019) - opt	Discussion board Assignment 3 Reading quiz
The second half of the course will focus on various extension topics in ABA.			
Unit 4 6/17-6/30	Advanced concepts and principles I: • The science and dimensions of ABA • Progressing ABA	• Kirby et al. (2022) • Falcomata (2015) • Skinner (1981) • Breaux & Smith (2023) • Rohrer et al. (2021)	Discussion board Assignment 4 Reading quiz
7/1-7/7	**Break**		
Unit 5 7/8-7/21	Advanced concepts and principles II: • Circumstantial nature of behavior • Stimulus control and motivating operations	• Friman (2021) • Sundberg (2013) • Brady & Kotkin (2011)	Synch mtg 7/16 Discussion board Assignment 5 Reading quiz
Unit 6 7/22-8/4	Advanced concepts and principles III: • ABA and ACT • Derived relations and ACT	• Tarbox et al. (2022) • Epping-Jordan et al. (2020) • Kelly & Kelly (2022) • Hoffman et al. (2016) • Little et al. (2020) - opt	Discussion board Assignment 6 Reading quiz
Finals week – Unit 6 assignment due			

Course Readings

Brady, J., & Kotkin, R. (2011). Creating lasting behavioral change through the Generalization Analysis Worksheet. *Contemporary School Psychology, 15*, 131-137.

Brand D., Sellers T. P., Wilder D. A., Carr & J. E. (2022). The Performance Diagnostic Checklist - Human Services: Guidance for Assessment Administration. Behavior Analysis in Practice, 15(3), 951-957.

Breaux C. A., & Smith K. (2023). Assent in applied behaviour analysis and positive behaviour support: ethical considerations and practical recommendations. International Journal of Developmental Disabilities, 69(1), 111-121.

DiGennaro Reed, F. D., Blackman, A. L., Erath, T. G., Brand, D., & Novak, M. D. (2018). Guidelines for using behavioral skills training to provide teacher support. *Teaching Exceptional Children*, *50*(6), 373–380.

Epping-Jordan, J. E., Harris, R., Brown, F. L., Carswell, K., Foley, C., García-Moreno, C., Kogan, C., & van Ommeren, M. (2020). Self-Help Plus (SH+): A new WHO stress management package. *World Psychiatry, 15*(3), 295-296.

Falcomata, T. S. (2015). Defining features of applied behavior analysis. In H. S. Roane, J. E. Ringdahl, & T. S. Falcomata (Eds.), *Clinical and organizational applications of applied behavior analysis* (p. 1-18). Elsevier Academic Press.

Friman, P. C. (2021). There is no such thing as a bad boy: The circumstances view of problem behavior. *Journal of Applied Behavior Analysis, 54* (2), 636-653.

Garza, K.L., McGee, H.M., Schenk, Y.A. *et al.* (2018). Some tools for carrying out a proposed process for supervising experience hours for aspiring Board Certified Behavior Analysts®. *Behavior Analysis in Practice* 11**,** 62–70. https://doi.org/10.1007/s40617-017-0186-8

Hartley, B., & Dubuque, M. (2023). The Apprentice Model 2.0: Enhancement of the Apprentice Model. *Behavior Analysis in Practice* 16, 993–1005.

Hoffmann, A. N., Contreras, B. P., Clay, C. J., & Twohig, M. P. (2016). Acceptance and Commitment Therapy for individuals with disabilities: A behavior analytic strategy for addressing private events in challenging behavior. *Behavior Analysis in Practice, 9*, 14-24.

Kelly A. D., & Kelly M. E. (2021). Acceptance and Commitment Training in Applied Behavior Analysis: Where Have You Been All My Life? Behavior Analytic Practice, 15(1), 43-54.

Kirby, M.S., Spencer, T.D. & Spiker, S.T. (2022). Humble behaviorism redux. *Behavior and Social Issues.* https://doi.org/10.1007/s42822-022-00092-4

LeBlanc, L.A., & Nosik, M.R. (2019). Planning and leading effective meetings. *Behavior Analysis in Practice* 12, 696–708.

LeBlanc, L. A., Sellers, T. P., & Alai'I, S. (2020). *Building and Sustaining Meaningful and Effective Relationships as a Supervisor and Mentor.* Sloan Publishing.

Little, A., Tarbox, J., & Alzaabi, K. (2020). Using Acceptance and Commitment Training to enhance the effectiveness of behavioral skills training. *Journal of Contextual Behavioral Science, 16*, 9-16. (optional)
Max C, & Lambright N. (2021). Board certified behavior analysts and school fidelity of Applied Behavior Analysis services: Qualitative findings. International Journal of Developmental Disabilities, 68(6), 913-923.

McEnteggart C. A. (2018). Brief Tutorial on Acceptance and Commitment Therapy as Seen Through the Lens of Derived Stimulus Relations. *Perspectives on Behavior Science, 41*(1), 215-227. (optional)

Rohrer, J. L., Marshall, K. B., Suzio, C., & Weiss, M. J. (2021). Soft skills: The case for compassionate approaches or how behavior analysis keeps finding its heart. *Behavior Analysis in Practice*, 1. https://doi.org/10.1007/s40617-021-00563-x

Skinner, B. F. (1981). Selection by consequences. *Science, 213*(4507), 501-504.

Sundberg, M. L. (2013). Thirty points about motivation from Skinner's book *Verbal Behavior*. *The Analysis of Verbal Behavior, 29*, 13-40.

Tarbox, J., Szabo, T.G. & Aclan, M. (2022). Acceptance and Commitment Training Within the Scope of Practice of Applied Behavior Analysis. *Behavior Analysis in Practice* **15**, 11–32.

Valentino, A. L., LeBlanc, L. A., & Sellers, T. P. (2016). The benefits of group supervision and a recommended structure for implementation. *Behavior Analysis in Practice, 9*(4), 320-328.

Thoughts on a Successful Online Learning Experience

Taking an online course is different from traditional classroom courses. You will take a larger role in organizing your time and guiding your own learning. The role of the instructor becomes facilitator, guide, and resource to help you learn the course material and apply it in your personal and professional life. I am here to assist you, but you need to let me know what you need.

As a successful online learner, you will interact with the course materials regularly; manage your time; share thoughts and experiences with others; critically reflect on material; and apply what you are learning. You are the conductor of your own learning, which is what lifelong learning is all about!

Much to the surprise of many students, online courses are not easier than traditional courses. Quite the contrary. You may have more flexibility and less travel, but the content is the same and you have a greater responsibility for your learning. There are also more opportunities and expectations to participate in discussions. Online learning is an excellent format, but it is not and should not be passive. You want to be actively engaged with your instructor, other students, and your own thinking.