

Grand Valley State University
ABA Graduate Certificate Program
Psy 522: Applied Behavior Analysis I (ABA): Foundational Concepts and 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 concepts, 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

1. Demonstrate knowledge of concepts and principles of behavior and define key behavior analytic terms.
2. Describe respondent and operant conditioning and their relationship to the practice of applied behavior analysis.
3. Define and provide examples of behavioral principles including reinforcement, punishment, extinction, stimulus control, and motivating operation.
4. Examine reinforcement schedules and how they apply to behavior analytic practice.
5. Demonstrate the use of measurement as it applies to the understanding of behavioral concepts and principles.

BACB 5 th Edition Task List		
Section 1: Foundations	Task List Items	Content Hours
B: Concepts and Principles	B-1-12	45 hours

READING MATERIALS

Book

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis* (3rd ed.). Hoboken, NJ: Pearson Education. ([digital or print version available here](#) from Pearson)

*You will use this book in multiple classes.

Daniels, A., C., & Lattal, A. D. (2017). *Life's a PIC/NIC® when you understand behavior*. Hudson, NY: Sloan Publishing. (purchase from an online bookseller such as Amazon)

Coursepack

Go to the online store for [Coursepacks.etc](https://www.coursepacks.etc/) and select GVSU Psy 522. Once the pack is ordered, it will generally take one day to reproduce and another day for shipping.

COURSE LOGISTICS

What do I need to know about ABA I and ABA as a science?

Applied behavior analysis (ABA) is a behavioral science with a strong conceptual and empirical foundation that is used in a variety of settings to make a socially significant impact on people's lives. ABA I is the first course in a sequence of seven courses that leads to a deep understanding of how behavior analysis is applied systematically and with fidelity. In ABA I, we focus on terminology, core principles, and concepts, which is necessary to learn how to effectively implement behavior analytic practices. This course is a bit like what you might experience in an introductory class in healthcare, law, or engineering, which also require a technical understanding of concepts before practicing those concepts. You cannot practice without the foundation. Mastering the basics can be the most difficult part of launching into a new field, but it is worth it if you want to use behavior analysis effectively to make significant, meaningful change.

You might notice that what you learn in this course sequence actually goes beyond just learning a field of study. When you understand human behavior change, it will influence your worldview and daily actions. This will take time since it involves a shift in thinking and actions. Fully understanding all of the principles and concepts will take time as will. This course is the first set of building blocks; you will keep adding layers when you take additional courses and begin to apply what you are learning in your professional and personal life. Challenge yourself to take what you are learning into all aspects of your life and see how the concepts and principles are everywhere. It is like gravity (also a principle of science), you can't not see it once you know about it.

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.

*Once you begin the ABA course sequence, you can start accumulating fieldwork experience hours.

Required Equipment (owned or accessible)

- High-speed internet access
- Operating system that meets current Blackboard browser requirements (see below)
- Computer with a sound card and speakers
- 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 network 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](#).

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 need specific accommodations and you have a documented disability, you will need to contact the [Disability Support Resources](#) Office to coordinate accommodations. If you plan to request accommodations in this course, please let me know right away so I can assist you.

COURSE ORGANIZATION and ASSIGNMENTS

There are a number of activities involved in the course. Once you get the rhythm of the units and establish your work pattern, it is manageable.

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 assignments will be due at the end of the two-week period. All previous units will be open throughout the course.

Most units will have embedded questions and practice activities associated with the content. These are ungraded activities. It is strongly recommended that you complete these brief activities since they will help you to solidify your understanding of information and help prepare you for the assignments and exams.

Synchronous Meetings (participate in 3 synchronous meetings)

Early in the course, we will have a synchronous meeting with everyone logging onto Zoom to get an introduction to the course. Subsequent synchronous meetings will provide an opportunity to talk about course materials and assignments, as well as prepare for exams. The dates and times for these meeting are listed on Blackboard.

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. It is important for course exams and the BACB exam. Most importantly, the reading content is necessary for your work as a practitioner.

Term fluency (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; however, you will turn in one graph with all data for each two-week unit. You can use Quizlet to access the terms, practice the terms, and quiz yourself.

<http://quizlet.com>

Discussion board – (each learning unit)

Discussion board questions are posted with each unit to promote discussion related to the readings and topics covered in the unit. It is important to have interactions with others around the ABA terminology and application. You will facilitate a discussion board once during the semester. More information about discussion board and a grading rubric are provided on the Blackboard site.

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

You will complete a Cooper quiz for each chapter of the Cooper book that is assigned. These short quizzes are worth a small number of points and the grade is based on submission, not your score on the quiz. These questions tend to be easier than the questions on the course exams or the BACB exam; however, they do provide a quick check to know if you are understanding general concepts in the chapter. More information about the Cooper quiz requirements will be posted on Blackboard.

Note: The new edition of the Cooper (2019) book does not yet have quizzes set up. You will use the Cooper quiz website from the previous edition. These questions are still relevant and will help with your understanding of foundational concepts.

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 application of concepts from the unit. These 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 BCBA exam. The final exam will cover the last two units of the course and will include questions from the previous units (i.e. a cumulative exam).

Note: All exams must be proctored. Exams are scheduled on campus for students who live near campus. If you do not live near campus, EITHER you will need to follow the guidelines for identifying an approved proctor for the scheduled exam date, OR we will be trying a new program called Respondus Lockdown, which does not require a proctor. More information will be provided on Blackboard.

POINTS AND GRADING

Assignment	Points	Total Points for Semester
Synchronous meetings	5	15
Scavenger hunt	2	2
Term fluency (12)	2	24

Cooper quizzes (11)	3	33
Discussion board (6) - participant	8	48
Discussion board (1) - facilitator	15	15
Assignments (7)	20	140
Exams (3)	80/80/100	260
TOTAL POINTS		537

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
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.

"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."

**Psy 522: Applied Behavior Analysis I (ABA): Foundational Principles
Schedule 2019**

Session Dates	Learning Unit	Readings	Assignments
Unit 1 Aug 26- Sept 8	1: Foundational principles and concepts - Defining ABA - Respondent conditioning - Operant conditioning	- Cooper (2019) Ch. 2 - Mayer (2019) Ch. 2 - Daniels & Lattal (2017) Chs. 1-3	Synchronous meeting 9/4 Cooper quiz Discussion board Assignment 1
Unit 2 Sept 9- Sept 22	2: Reinforcement I - Positive reinforcement - Negative reinforcement - Automatic and socially-mediated contingencies	- Cooper Ch. 11, 12 - Graff (2012) - Daniels & Lattal (2017) Chs. 4-6	Cooper quizzes Term fluency Discussion board Assignment 2
Sept 23 4:30-6:00			Exam 1
Unit 3 Sept 23- Oct 6	3: Reinforcement II Schedules of reinforcement ABA in Context	- Cooper Ch. 13 - Cammilleri et al. (2008) - Lee & Belfiore (1997) - Mayer et al., (2019) Ch. 3 - Daniels & Lattal (2017) Chs. 7-9	Cooper quiz Term fluency Discussion board Assignment 3
Unit 4 Oct 7- Oct 20	4: Punishment - Stimulus presentation - Removal of a stimulus Introduction to measurement	- Cooper Ch. 14 & 15 - Maag (2001) - Miltenberger Ch. 2 - Daniels & Lattal (2017) Chs. 10-11	Synchronous meeting 10/15 Cooper quizzes Term fluency Discussion board Assignment 4
Unit 5 Oct 21- Nov 3	5: Extinction Measurement and intro to analyzing change	- Cooper Ch. 24 - Lee et al. (2011) - LeBlanc (2016) - Cooper Ch. 6	Synchronous meeting Cooper quizzes Term fluency Discussion board Assignment 5
Nov 5 4:30-6:00			Exam 2
Unit 6 Nov 4- Nov 17	6: Stimulus control: Discrimination and generalization	- Miltenberger Ch. 7 & 19 - Stokes & Baer (1977)	Term fluency Discussion board Assignment 6
Unit 7 Nov 18- Dec 8	7: Motivating operation and Stimulus control <i>Extra week for Thanksgiving</i>	- Cooper Ch. 16 & 17 - Langthorne & McGill (2009) - Rispoli et al. (2011) - Carbone et al. (2010)	Synchronous meeting 11/25 Cooper quizzes Term fluency Discussion board Assignment 7
Dec 12 4:30-6:00	Finals week		Exam 3

Additional Readings

*alphabetical order

- 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.
- Carbone, V. J., Morgenstern, B., Zecchin-Tirri, G., & Kolberg, L. (2010). The role of the reflexive-conditioned motivating operation (CMO-R) during discrete trial instruction of children with autism. *Focus on Autism and Other Developmental Disabilities*, 25(2), 110-124.
- Graff, R. B., & Karsten, A. M. (2012). Assessing preferences of individuals with developmental disabilities: A survey of current practices. *Behavior analysis in practice*, 5(2), 37-48.
- 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.
- LeBlanc, L.A. Raetz, P.B., Sellers, T.P., & Carr, J.E. (2016). A proposed model for selecting measurement procedures for the assessment and treatment of problem behavior. *Behavior Analysis in Practice*, 9, 77-83.
- 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.
- Mayer, G. R., Sulzer-Azaroff, B., & Wallace, M. (2019). *Behavior analysis for lasting change* (4th ed.). New York: Sloan Publishing. (assigned chapters)
- Miltenberger, R. G. (2012). *Behavior modification: Principles and procedures* (6th ed.). Boston, MA: Cengage Learning. (assigned chapters)
- 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.
- Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis*, 10, 349-367.

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.

Online Learning Tips Checklist

- ☐ 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.

**Although these might seem obvious and simple, they will make a tremendous difference in your online learning experience.*