Grand Valley State University
ABA Graduate Certificate Program

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

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Office hours: Tuesday 5:00-5:45 and as scheduled
Meeting location: Online through Blackboard

Instructor: Victoria Fogel, BCBA
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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>
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</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>
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<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-5, F-1, F-2, J-3, FK-31, FK-39, FK-42</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 MATERIALS

Book:

Coursepack:
Motivating

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.

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 our 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 “Becoming Certified.”

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.

COURSE ORGANIZATION and ASSIGNMENTS

Synchronous or Face to Face Meeting (first week of class and mid-semester)
The course will start with a synchronous meeting with everyone logging into Blackboard Collaborate or scheduled as a face-to-face meeting. The dates for these meetings will be announced on blackboard.

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 ABA terminology, which is cumulative over the course of the ABA sequence and is necessary for course exams and the BACB exam.

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, course materials, lesson 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 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)
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 on Blackboard. You will be using Quizlet to access the terms, practice, and quiz yourself. [http://quizlet.com](http://quizlet.com)

More information about the term fluency assignment will be posted on Blackboard.

Discussion board (always available)
An open discussion forum will be available to allow you to communicate with the instructor and other students. It will be important to stay connected with others to have conversations about the content and ask questions. The general discussion forum is not a graded component of the course however some of the graded assignments may include an additional discussion board component.
Cooper Quizzes – (Each Cooper et al. chapter)
You will complete a Cooper quiz for each chapter of the Cooper book that is assigned. These quizzes are graded with a minimal number of points assigned. It is highly recommended that you complete all of the Cooper quizzes since it will allow you a quick check to know if you are understanding concepts in the chapter. Cooper quiz website - [http://wps.prenhall.com/chet_cooper_appliedbeh_2/](http://wps.prenhall.com/chet_cooper_appliedbeh_2/)
More information about the Cooper quiz requirements will be posted on Blackboard.

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.

Assignments – (learning units 2-8)
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 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 in 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 will constitute a major portion of your grade. The questions will mirror the types of questions on the BACB exam.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total Points for Semester</th>
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<tbody>
<tr>
<td>Synchronous/face-to-face meetings</td>
<td>2</td>
<td>4</td>
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<tr>
<td>Term fluency (13)</td>
<td>2</td>
<td>26</td>
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<tr>
<td>Cooper quizzes (10)</td>
<td>2</td>
<td>20</td>
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<tr>
<td>Discussion board (8)</td>
<td>2</td>
<td>16</td>
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<tr>
<td>Assignments (7)</td>
<td>10</td>
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<td>Exams (3)</td>
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<td>108</td>
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<tr>
<td>TOTAL POINTS</td>
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<td>Letter Grade</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.
# Psy 523: Applied Behavior Analysis II: Application to Behavior Change
## Winter 2015

<table>
<thead>
<tr>
<th>Session Dates</th>
<th>Learning Unit</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| **Unit 1** Jan 5-18 | ABA in Education  
  - ABA and PBIS  
  Motivating operations  
  - Motivating operations  
  - Stimulus control review |  
  - Cooper Ch. 16  
  - Dunlap et al. (2008)  
  - Laraway et al. (2003)  
  Cooper quiz  
  Term fluency  
  Discussion board  
  Assignment 1 |
| **Unit 2** Jan 19-Feb 1 | Developing new behaviors I  
  - Modeling and imitation  
  - Prompting  
  - Expectations and rules |  
  - Cooper Ch. 18  
  - MacDuff et al. (2001)  
  - Baer et al. (1987)-review | Cooper quizzes  
  Term fluency  
  Discussion board  
  Assignment 2 |
| **Unit 3** Feb 2-15 | Developing new behaviors II  
  - Task analysis  
  - Shaping  
  - Chaining |  
  - Cooper Ch. 19, 20  
  - Fogel et al. (2010)  
  - Peterson (2006)  
  - Skinner (1951) | Cooper quizzes  
  Term fluency  
  Discussion board  
  Assignment 3 |
| Feb 19 |  |  | Exam 1 |
| **Unit 4** Feb 16-Mar 1 | Increasing behaviors  
  - Group contingences  
  - Contingency contracting  
  - Token economies  
  - Self-management |  
  - Cooper Ch. 26, 28  
  - Theodore et al. (2001)  
  - Plavnick et al (2010)  
  - Matson & Boisjoli (2009) | Cooper quizzes  
  Term fluency  
  Discussion board  
  Assignment 4 |
| Mar 2-8 | SPRING BREAK | | |
| **Unit 5** Mar 9-22 | Decreasing behaviors  
  - Extinction  
  - Differential reinforcement |  
  - Cooper Ch. 21, 22  
  - Lerman & Iwata (1995)  
  - Waters et al. (2009)  
  - Austin & Bevan (2011) | Cooper quizzes  
  Term fluency  
  Discussion board  
  Assignment 4 |
| Mar 26 |  |  | Exam 2 |
| **Unit 6** March 23-Apr 5 | Antecedent interventions  
  Generalization and maintenance |  
  - Cooper Ch. 23, 27  
  - Tiger et al. (2008)  
  - Flood & Wilder (2002)  
  - Lee et al. (2008)  
  - Stokes & Baer (1977) | Cooper quizzes  
  Term fluency  
  Discussion board  
  Assignment 6 |
| **Unit 7** Apr 6-19 | Introduction to Behaviorally-based Teaching Strategies  
  - Explicit instruction  
  - Precision teaching  
  - Introduction to verbal behavior |  
  - Archer & Hughes (2011) chs. 1 & 2  
  - Singer-Dudek et al. (2010)  
  - Johnson & Street (2012) ch. 4  
  - Chapman et al. (2005) | Cooper quizzes  
  Term fluency  
  Discussion board  
  Assignment 7 |
| **TBD** | Finals week | | Exam 3 |
**Coursepack Readings**


Quick Tips for a Successful Learning Experience

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

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