

Grand Valley State University

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

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Office hours: By appointment
Meeting location: Online through Blackboard

Content Instructor: Victoria Fogel, BCBA
Presentation for Unit 3

COURSE DESCRIPTION

Students will study the philosophical underpinnings of applied behavior analysis and explore the applications of behavior analytic principles and practices to behavior change, including strengthening and weakening behaviors. Selection and application of strategies to different contexts, populations, and age groups will be discussed.

COURSE OBJECTIVES

1. Discuss the historical foundations, philosophical underpinnings, and current issues related to the practice of behavior analysis.
2. Describe behaviorism, the experimental analysis of behavior, and applied behavior analysis and distinguish from other theories of human behavior.
3. Show the relationship between behavior change procedures and basic behavioral principles.
4. Analyze function-based relationships and their application to behavior change.
5. Apply methods for strengthening behaviors.
6. Explain and demonstrate the process of using interventions for instruction and prevention for challenging behaviors.

BACB 5th Edition Task List		
Section 1: Foundations	Task List Items	Content Hours
A: Philosophical Underpinnings	A-1-5	15 hours
Section 2: Applications	Task List Items	
F: Behavior Assessment	F-3, F-6	5 hours
G: Behavior-Change Procedures	G-1-4, 6-8, 13-19, 21, 22	25 hours
H: Selecting and Implementing Interventions	H-1-9	

READINGS

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 - (used previously in ABA I)

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.

*You will use this book in more than one class.

Coursepack:

Go to the online store at coursepacksetc.com. 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.

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 videoconference, 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 helpdesk@gvsu.edu or phone 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](#).

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 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

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.

Some 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 Meeting (participate in 3 synchronous meetings)

The course will start with 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 date and time 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 and is important for course exams and the BACB exam. Most importantly, the reading content is necessary for your work as a practitioner.

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>

Note: The term fluency will be different from ABA I so read the instructions in Bb carefully.

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 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 (2020) 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 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 almost 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. 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 you can use Respondus Lockdown, which does not require a proctor. Proctor’s must be submitted to the instructor for approval at least two weeks before the exam. More information will be provided on Blackboard.

POINTS AND GRADING

Assignment	Points	Total Points for Semester
Synchronous meeting	5	15
Term fluency (13)	2	26
Cooper quizzes (8)	3	24
Discussion board (7)	8	56
Discussion board facilitator (1)	15	*
Assignments (7)	20	140
Exams (3)	60/60/80	200
TOTAL POINTS		461

* You will facilitate one discussion board in either ABA I or ABA II. For that unit, you will receive up to 15 points rather than the typical 8 points for that discussion board.

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 523: Applied Behavior Analysis II: Application to Behavior Change
Winter 2020**

Dates	Learning Unit	Readings	Assignments
Unit 1 Jan 6-19	Philosophical underpinnings: <ul style="list-style-type: none"> • ABA as a science • History, definition, and dimensions ABA and PBIS	<ul style="list-style-type: none"> • Cooper et al. (2020) – Ch. 1 • Baer et al. (1968) • Dunlap et al. (2008) 	Discussion board Assignment 1
Unit 2 Jan 20 - Feb 2	Philosophical underpinnings: <ul style="list-style-type: none"> • Function-based intervention Behavioral intervention in schools	<ul style="list-style-type: none"> • Hieneman (2015) • Reeves et al. (2017) • Miltenberger Ch. 16 • Lane et al. (2015) – Ch. 3 	Cooper quiz Term fluency Discussion board Assignment 2
Unit 3 Feb 3 -16	Developing new behaviors I <ul style="list-style-type: none"> • Modeling and imitation • Behavioral skills training 	<ul style="list-style-type: none"> • Cooper et al. - Ch. 21 • Miltenberger - Ch. 12 • Nuerenberger et al. (2011) • Hine (2015) 	Synchronous mtg Cooper quizzes Term fluency Discussion board Assignment 3
Exam 1 – Feb 17th			
Unit 4 Feb 17 – Mar 1	Developing new behaviors II <ul style="list-style-type: none"> • Task analysis • Prompting • Shaping • Chaining 	<ul style="list-style-type: none"> • Cooper et al. (2019) - Ch 22 & 23 • MacDuff et al. (2001) • Miltenberger - Ch. 10 • Skinner (1951) 	Cooper quizzes Term fluency Discussion board Assignment 4
Spring Break Week			
Unit 5 Mar 9 - 22	Increasing behaviors with antecedent and reinforcement-based instruction and interventions <ul style="list-style-type: none"> • Group contingences • Contingency contracts • Token economies • High P request 	<ul style="list-style-type: none"> • Cooper et al. (2019) - Ch. 26 & 28 • Donaldson et al. (2011) • Kellam et al. (2011) • Lane et al. (2015) – Ch. 6 	Synchronous mtg Cooper quizzes Term fluency Discussion board Assignment 5
Exam 2 – March 23rd			
Unit 6 Mar 23 - Apr 5	Decreasing/weakening behaviors <ul style="list-style-type: none"> • Differential reinforcement • Extinction Teaching strategies I	<ul style="list-style-type: none"> • Cooper et al. (2019) – Ch. 25 • Waters et al. (2009) • Austin & Bevan (2011) • Martens et al. (2015) 	Cooper quizzes Term fluency Discussion board Assignment 6
Unit 7 Apr 6 - 19	Teaching strategies II Treatment integrity Generalization and maintenance	<ul style="list-style-type: none"> • Archer & Hughes (2011) - Ch. 1 & 2 • Krueger et al. (2016) • Lane et al (2015) – Ch. 5 • Cooper et al. (2019) – Ch. 30 	Synchronous mtg Term fluency Discussion board Assignment 7
Exam 3 – Apr 23rd			

Coursepack Readings

Books - Cooper et al. (2020) and Lane et al. (2015) chapters will not be on this list.

Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. (Ch. 1 & 2). New York: Guilford.

Austin, J. L., & Bevan, D. (2011). Using differential reinforcement of low rates to reduce children's requests for teacher attention. *Journal of Applied Behavior Analysis, 44*(3), 451-461.

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.

Donaldson, J. M., Vollmer, T. R., Krous, T., Downs, S., & Berard, K. P. (2011). An evaluation of the good behavior game in kindergarten classrooms. *Journal of Applied Behavior Analysis, 44*(3), 605-609.

Dunlap, G., Carr, E. G., Horner, R. H., Zarcone, J. R., & Schwartz, I. (2008). Positive behavior support and applied behavior analysis. *Behavior Modification, 32*(5), 682-698.

Hieneman, M. (2015). Positive behavior support for individuals with behavior challenges. *Behavior Analysis in Practice, 8*(1), 101-108.

Hine, K. (2014). Effects of behavioral skills training with directed data collection on the acquisition of behavioral practices by workers in a private, not-for-profit child care center. *Journal of Organizational Behavior Management, 34*(3), 223-232.

Kellam, S. G., Mackenzie, A. C. L., Brown, C. H., Poduska, J. M., Wang, W., Petras, H., & Wilcox, H. C. (2011). The good behavior game and the future of prevention and treatment. *Addiction Science & Clinical Practice, 6*(1), 73-84.

Kruger, A. M., Strong, W., Daly, Edward J., I., II, O'Connor, M., Sommerhalder, M. S., Holtz, J., . . . Heifner, A. (2016). Setting the stage for academic success through antecedent intervention. *Psychology in the Schools, 53*(1), 24-38.

MacDuff, G. S., Krantz, P. J., & McClannahan, L. E. (2001). Prompts and prompt-fading strategies for people with autism. In C. Maurice, G. Green, & R. M. Foxx (Eds.), *Making a difference: Behavioral intervention for autism* (pp. 37-50). Austin, TX, US: PRO-ED.

Martens, B. K., Daly, E. J., I., II, & Ardoin, S. P. (2015). Applications of applied behavior analysis to school-based instructional intervention. In H. S. Roane, J. E. Ringdahl & T. S. Falcomata (Eds.), *Clinical and organizational applications of applied behavior analysis; clinical and organizational applications of applied behavior analysis* (pp. 125-150) Elsevier Academic Press, San Diego, CA.

Miltenberger, R. G. (2012). *Behavior modification: Principles and procedures* (6th ed.). Boston, MA: Cengage Learning. (chapters 10, 12, & 16)

Nuernberger, J. E., Ringdahl, J. E., Vargo, K. K., Crumpecker, A. C., & Gunnarsson, K. F. (2013). Using a behavioral skills training package to teach conversation skills to young adults with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 7(2), 411-417.

Reeves, L. M., Umbreit, J., Ferro, J. B., & Liaupsin, C. J. (2013). Function-based intervention to support the inclusion of students with autism. *Education and Training in Autism and Developmental Disabilities*, 48(3), 379-391.

Skinner, B.F. (1951). How to Teach Animals. *Scientific American*, 185(12), 26-29.

Waters, M. B., Lerman, D. C., & Hovanetz, A. N. (2009). Separate and combined effects of visual schedules and extinction plus differential reinforcement on problem behavior occasioned by transitions. *Journal of Applied Behavior Analysis*, 42(2), 309-313.

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. Post questions relevant to all students on the Open Forum.