

Grand Valley State University
Psy 523: Applied Behavior Analysis II: Application to Behavior Change
Winter 2022

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Office hours: By appointment
Meeting location: Online through Blackboard

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		
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

Books and Articles:

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 multiple classes - (used previously in ABA I)

Required articles will be provided via Blackboard.

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 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 Behavior Analyst Certification Board (BACB). The BACB has approved the GVSU course sequence as meeting the 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 supervised fieldwork experience hours.

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, 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 recommended that you complete these brief activities since they will help solidify your understanding of information and help prepare you for the assignments and exams.

Synchronous Meeting (participate in 3 synchronous meetings)

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 BCBA exam. Most importantly, the reading content is necessary for your work as a practitioner.

Term fluency (weekly completion)

Fluency with ABA terms will help you understand concepts more deeply, speak the language of ABA and increase your odds of passing the BCBA exam. More information about the term fluency requirements will be available in the Term Fluency folder on Blackboard. You will practice terms and graph your term fluency assessment each week and then you will turn in one graph each unit. You will be using term cards and Quizlet to practice.

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. A grading rubric is provided on the Blackboard site under Course Basics.

Practice Quizzes – (Each Learning Unit)

You will complete a practice quiz for each unit. 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 practice activities will be posted on Blackboard.

Assignments – (each Learning Unit)

You will have an assignment associated with each learning unit. These will involve 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. More information about each of these assignments will be provided on Blackboard.

Exams – (3 exams)

You will have 3 exams scheduled throughout the semester focused on 2-3 units 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 BCBA exam. The final exam will include questions from all units but will be more heavily weighted on the last two units.

Note: All exams will use Respondus Lockdown and Monitor, which does not require a live proctor.

POINTS AND GRADING

Assignment	Points	Total Points for Semester
Synchronous meeting	5	15
Term fluency (14)	2	28
Practice quizzes (7)	3	21
Discussion board (7)	8	56
Assignments (7)	20	140
Exams (3)	60/60/80	200
TOTAL POINTS		460

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."

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Dates	Learning Unit	Readings	Assignments
Unit 1 Jan 10-23	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 Term fluency Practice quiz Assignment 1
Unit 2 Jan 24 - Feb 6	Philosophical underpinnings: <ul style="list-style-type: none"> • Antecedent-based approach • Function-based approach ABA and PBIS	<ul style="list-style-type: none"> • Miltenberger Ch. 16 (Anteced) • Lane et al. (2011) - Ch. 7 • Hieneman (2015) • Reeves et al. (2017) • Critchfield (2015) 	Synchronous mtg Discussion board Term fluency Practice quiz Assignment 2
Unit 3 Feb 7-20	Developing new behaviors I <ul style="list-style-type: none"> • Modeling and imitation • Behavior skills training (BST) 	<ul style="list-style-type: none"> • Cooper et al. - Ch. 21 • Miltenberger - Ch. 12 (BST) • Nuerenberger et al. (2011) • Hine (2015) 	Discussion board Term fluency Practice quiz Assignment 3
Exam 1 – Monday, February 21st			
Unit 4 Feb 21- Mar 6	Developing new behaviors II <ul style="list-style-type: none"> • Task analysis • Prompting • Shaping • Chaining 	<ul style="list-style-type: none"> • Cooper et al. (2020) - Ch 22 & 23 • Miltenberger - Ch. 10 • Albert et al. (2012) • Skinner (1951) 	Discussion board Term fluency Practice quiz Assignment 4
Mar 6-13	Spring Break	•	
Unit 5 Mar 14-27	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. (2020) - Ch. 26 & 28 • Donaldson et al. (2011) • Kellam et al. (2011) • Lane et al. (2015) – Ch. 6 	Synchronous mtg Discussion board Term fluency Practice quiz Assignment 5
Exam 2 – Monday, March 28th			
Unit 6 Mar 28- Apr 10	Differentially increasing and decreasing behaviors <ul style="list-style-type: none"> • Differential reinforcement • Extinction ABA and school instruction	<ul style="list-style-type: none"> • Cooper et al. (2020) – Ch. 25 • Waters et al. (2009) • Austin & Bevan (2011) • Krueger et al. (2016) 	Discussion board Term fluency Practice quiz Assignment 6
Unit 7 Apr 11-24	Teaching strategies Generalization and maintenance	<ul style="list-style-type: none"> • Martens et al. (2015) • Archer & Hughes (2011) - Ch. 1 & 2 • Lane et al (2015) – Ch. 5 • Cooper et al. (2019) – Ch. 30 	Synchronous mtg Discussion board Term fluency Practice quiz Assignment 7
Exam 3 – Thursday, April 28th			

Course Readings

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.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis* (3rd ed.). Hoboken, NJ: Pearson Education.

Critchfield T. S. (2015). PBIS may not qualify as classical Applied Behavior Analysis. So What? *Behavior Analysis in Practice, 8*(1), 99–100.

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, E. 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.

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.

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

- 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.