

**Grand Valley State University**  
Psy 523: Applied Behavior Analysis II: Application to Behavior Change  
Winter 2023

**Instructor:** Amanda Karsten, PhD, BCBA  
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**Phone:** 616-331-2388  
**Office hours:** Thursdays 5-6PM and by appointment  
**Meeting location:** Online through Blackboard and Zoom

**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.

<b>BACB 5<sup>th</sup> Edition Task List</b>		
<b>Section 1: Foundations</b>	<b>Task List Items</b>	<b>Content Hours</b>
A: Philosophical Underpinnings	A-1-5	15 hours
<b>Section 2: Applications</b>		
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* (3<sup>rd</sup> 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* (1<sup>st</sup> 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](mailto: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](http://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.

**Study Products – (each learning unit)**

Active study and review strategies will help you to learn material faster, retain it longer, and apply it with greater ease in the future. You will earn a small number of points for turning in evidence of your study activities in each unit. Option 1 is to submit a term fluency graph, and option 2 is to submit your notes on readings and objectives. For term fluency, you will practice terms and graph your assessment results each week and then turn in one updated graph each unit. You may use flashcards or Quizlet to practice. You are welcome and encouraged to engage in both term fluency and responding to objectives, however, you only need to turn in evidence of one study activity per unit.

*Note: The term fluency will be different from ABA I, so read the instructions on 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. 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
1-on-1 check-in meeting	5	5
Term fluency (7)	3	21
Practice quizzes (7)	3	21
Discussion board (7)	8	56
Assignments (7)	20	140
Exams (3)	60/60/80	200
TOTAL POINTS		458

### 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](http://www.gvsu.edu/coursepolicies)."

### **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. Please notify your instructor of any planned, non-emergency scheduling conflicts within the first week of the semester.

### **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 as soon as you are aware of circumstances that could affect your timely completion of assigned work in this course.

### **Religious Observances**

Your instructor is dedicated to maintaining the rights of students to observe religious holidays. If you need to miss a class to observe a religious holiday, please contact your instructor a week in advance to discuss any 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 or are considering suicide you can call 1-800-273-TALK at any time.

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<b>Dates</b>	<b>Learning Unit</b>	<b>Readings</b>	<b>Assignments</b>
<b>Unit 1</b> Jan 9-22	Philosophical underpinnings: <ul style="list-style-type: none"> <li>• ABA as a science</li> <li>• History, definition, and dimensions</li> </ul> ABA and PBIS	<ul style="list-style-type: none"> <li>• Cooper et al. (2020) – Ch. 1</li> <li>• Baer et al. (1968)</li> <li>• Dunlap et al. (2008)</li> </ul>	Discussion board Study product Practice quiz Assignment 1
<b>Unit 2</b> Jan 23 - Feb 5	Philosophical underpinnings: <ul style="list-style-type: none"> <li>• Antecedent-based approach</li> <li>• Function-based approach</li> </ul> ABA and PBIS	<ul style="list-style-type: none"> <li>• Miltenberger Ch. 16 (Anteced)</li> <li>• Lane et al. (2011) - Ch. 7</li> <li>• Hieneman (2015)</li> <li>• Reeves et al. (2017)</li> <li>• Critchfield (2015)</li> </ul>	Synchronous mtg 1/26 Discussion board Study product Practice quiz Assignment 2
<b>Unit 3</b> Feb 6-19	Developing new behaviors I <ul style="list-style-type: none"> <li>• Modeling and imitation</li> <li>• Behavior skills training (BST)</li> </ul>	<ul style="list-style-type: none"> <li>• Cooper et al. - Ch. 21</li> <li>• Miltenberger - Ch. 12 (BST)</li> <li>• DiGennaro Reed et al. (2018)</li> <li>• Nuerenberger et al. (2011)</li> <li>• Hine (2015)</li> </ul>	Discussion board Study product Practice quiz Assignment 3
<b>Exam 1 – Wednesday, February 22nd</b>			
<b>Unit 4</b> Feb 20- Mar 5	Developing new behaviors II <ul style="list-style-type: none"> <li>• Task analysis</li> <li>• Prompting</li> <li>• Shaping</li> <li>• Chaining</li> </ul>	<ul style="list-style-type: none"> <li>• Cooper et al. (2020) - Ch 22 &amp; 23</li> <li>• Miltenberger - Ch. 10</li> <li>• Albert et al. (2012)</li> <li>• Skinner (1951)</li> </ul>	Discussion board 1-on-1 check ins Study product Practice quiz Assignment 4
Mar 6-12	<b>Spring Break</b>	•	
<b>Unit 5</b> Mar 13-26	Increasing behaviors with antecedent and reinforcement-based instruction and interventions <ul style="list-style-type: none"> <li>• Group contingences</li> <li>• Contingency contracts</li> <li>• Token economies</li> <li>• High P request</li> </ul>	<ul style="list-style-type: none"> <li>• Cooper et al. (2020) - Ch. 26 &amp; 28</li> <li>• Donaldson et al. (2011)</li> <li>• Kellam et al. (2011)</li> <li>• Lane et al. (2015) – Ch. 6</li> </ul>	Synchronous mtg 3/23 Discussion board Study product Practice quiz Assignment 5
<b>Exam 2 – Wednesday, March 29<sup>th</sup></b>			
<b>Unit 6</b> Mar 27- Apr 9	Differentially increasing and decreasing behaviors <ul style="list-style-type: none"> <li>• Differential reinforcement</li> <li>• Extinction</li> </ul>	<ul style="list-style-type: none"> <li>• Cooper et al. (2020) – Ch. 25</li> <li>• Waters et al. (2009)</li> <li>• Austin &amp; Bevan (2011)</li> <li>• Krueger et al. (2016)</li> </ul>	Discussion board Study product Practice quiz Assignment 6
<b>Unit 7</b> Apr 10-23	Teaching strategies Generalization and maintenance	<ul style="list-style-type: none"> <li>• Martens et al. (2015)</li> <li>• Archer &amp; Hughes (2011) - Ch. 1 &amp; 2</li> <li>• Lane et al (2015) – Ch. 5</li> <li>• Cooper et al. (2019) – Ch. 30</li> </ul>	Synchronous mtg 4/13 Discussion board Study product Practice quiz Assignment 7
<b>Exam 3 – Wednesday, April 26<sup>th</sup></b>			

## 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* (3<sup>rd</sup> 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.

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.

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* (1<sup>st</sup> 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* (6<sup>th</sup> 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.

## Online Learning Tips

*Although some of these tips might seem obvious and simple to you, past students have found they make a tremendous difference in your online learning experience.*

- Read the syllabus and all preparatory information on Blackboard
- Stay organized and track due dates
- Schedule weekly study and reading times early in each unit so we can address any questions before the assignment and quiz deadlines for that unit
- Log onto Blackboard at least 3 times per week to check announcements, discussion board, and to interact with course material
- Get to know the other students in the class and help each other practice terms and relate concepts to scenarios you observe during practicum or fieldwork hours
- Study the course terminology and monitor your progress (e.g., practice quizzes, term fluency graph)
- Post questions, comments, and ideas on discussion board (unit discussion board and open forum)
- Ask questions of the instructor. Not just questions about logistics or grades, but content questions and personalized questions that can help your instructor present content in a way that is relevant and engaging for you (e.g., related to your career goals, interests, values, and prior experience)