REHB 503: Basic Behavior Analysis

Fall 2015 Course Syllabus and Calendar

Instructor Information
Instructor: Mark R. Dixon, PhD  
Email: mdixon@siu.edu  
Office Location: 336A Rehn Hall  
Course Time: M 5pm – 7:50pm

Teaching Assistant: Kyle Rowsey, MS  
Email: rowsey27@siu.edu  
Office Location: 334 Rehn Hall  
Office Hours: M 3:30pm – 4:30pm or by appt.

Course Location: 0302 Wham Hall

Course Materials

Texts can be purchased at the Southern Illinois University Campus Bookstore located in the Student Center, at 710 Bookstore located on US 51, on Amazon, or directly from the publisher’s website.


2. Behavior Development Solutions’ BCBA Exam Prep program. This will be offered to you through BDS. Please ensure that your instructors have a correct email address as you will be contacted by BDS with ordering information. Extensions for this program can be purchased once the license is about to expire.


4. Additional readings will be provided via D2L as PDF attachments, or accessible online through the library’s website at http://lib.siu.edu or online at http://seab.envmed.rochester.edu/jaba/

5. Invertebrate Lab Products List: (Please bring these items to Rehn Hall 307A prior to your first invertebrate project)
   a. Box of Plastic Gloves (Latex Style is fine)
   b. Bottle of Hand Sanitizer
   c. Two Rolls of Paper Towels
   d. Zip locking sandwich bags
   e. Bottle of rubbing alcohol
   f. Cotton balls
   g. Various materials used for experiments as specified.

Course Description and Objectives

The primary course objective is for you to understand and be capable of correctly identifying and applying basic behavior analytic principles to varying domains and populations. To attain this objective, you will be required to (1) read each of the assigned chapter(s) and research articles each week, (2) be able to discuss the points of each assigned chapter/article during class, (3) respond appropriately to questions provided on examinations based on the text and class discussion, (4) conduct and present basic behavioral research in the invertebrate behavior lab, and (5) complete BDS modules based on the materials covered in class.

Upon successful completion of this class, you will know how to:

- Describe the assumptions, characteristics, and goals of applied behavior analysis
- Apply behavior-analytic procedures derived from basic learning principles to solve problems of social importance or improve conditions for dependent, or at-risk populations
- Become a more competent consumer of behavioral research
- Appreciate the complexity of causes and consequences
- Develop an ethic of social responsibility and citizenship

General Course Format

Each class period will begin with lecture and discussion over the materials indicated in the course calendar (approximately 2hr 20min.), and will end with an examination on the materials covered in the readings and lecture for that day (approximately 30min.). A brief break half way through each class period will be provided. Make plans to arrive on time. If you are late, you may miss out on pertinent information presented in class that may be covered on the exam.
Course Grades

Your course grade will be calculated based on the number of points that you can earn on the examinations, scholarly essays, and participation. The total number of possible points is thus 480, broken down as follows:

- Exams (13 @ 20pts) 260 points
- Participation (awarded during class) 20 points
- Invertebrate Lab Assignments (3 @ 50pts) 150 points
- BDS Homework Assignments (3 @ 40pts) 120 points
- Final Project 50 points
- **Total:** 600 Points

Grades will be determined according to the following point distribution:

<table>
<thead>
<tr>
<th>Percent</th>
<th>A</th>
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<tbody>
<tr>
<td>Points</td>
<td>540</td>
<td>480</td>
<td>420</td>
<td>360</td>
<td>300</td>
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Note: A grade of an 80% or higher is considered passing for this course. A grade of a 79% or lower is not considered passing for this course.

Students with Disabilities

If you have a documented disability and need reasonable accommodations, please contact me during the first week of class so that I can ensure that your needs are met in a timely manner. Students with disabilities must contact the University’s Disability Support Services at the beginning of the semester to inform them of the disability and obtain information about services that can facilitate learning. Please stop by their office in Woody Hall B-150, or refer to the DSS website for further information: http://disabilityservices.siuc.edu/.

Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or providing shelter within the facility.

Other Relevant Information

1. If you wish to drop this course for any reason, SIUC designates a final date by which you can do this. It is your responsibility to ensure that the drop process is officially completed.

2. A grade of incomplete will be given only under the conditions specified in the Undergraduate Catalog. That is, a grade of incomplete can only be given if a student has completed more than HALF of the semester and is PASSING the course. An incomplete exists to help those students who would have passed the course had they been able to continue, but EXTREME circumstances exist such that the student cannot continue.

3. Re-grade requests: If you receive a grade that you believe to be incorrect for any reason, I will be glad to review the grade to allot additional points, under the following conditions:
   a. You have 1 week after the work has been returned to you to submit a re-grade request to me.
   b. Requests should include the original work, a written explanation of why you think the grade you received was inaccurate, and specific evidence from class materials to support your original response.
Examinations

There will be 14 exams given during the course of this semester. Each exam will be worth 20 points. Each exam will cover the material presented that day in class and over the materials within the readings assigned for that class. Occasionally, there will be information on an exam from an earlier week as well. Exams will consist of essay questions. **NO MAKE-UP EXAMS WILL BE PROVIDED.** If you are not going to be in class for any given reason, you must notify Dr. Dixon or Kyle prior to the start of the class period so you can take the exam before the rest of the class. If there is an unexpected absence, we will need medical documentation in order for it to be excused. If we do not receive a message regarding your absence before class, you will receive a 0 for that exam. No exceptions. Your lowest single exam grade will be dropped from your final grade calculation.

Participation

This class will often be conducted as a seminar. Therefore, you are encouraged and expected to speak in class; indeed your contributions (or lack thereof) will be graded. We will discuss questions that you have about the text and any related issues. If you are silent or absent for an entire class period, you will not earn a point for participation that day.

Invertebrate Lab

This semester, you will be provided with the opportunity to conduct research projects with Madagascar Hissing Cockroaches. There will be three (3) invertebrate assignments throughout the semester, as indicated on the course calendar. Lab manuals and task analyses regarding the assignments will be distributed in class prior to the start of the research projects. For each of these projects, you will be expected to following a lab task analysis, collect and analyze data, and write a JABA brief report (outlined in the subsequent paragraph). You will be working on these assignments in groups of 3; once your groups are selected they will remain constant throughout the semester unless otherwise noted by the instructor. Lab hours will be posted in which you will have access to your subject and related materials. It is important that you choose a time to run your subjects and make it a priority to attend your allotted timeslot. Make-up times will not be given. A calendar will be distributed to allow for lab sign up times. You are only allowed to work with your subjects during the assigned lab times and under the supervision of Dr. Dixon and/or Kyle Rouncey or an assigned current member of the Cockroach Invertebrate Lab. The Cockroach Invertebrate Lab is located in Rehn Hall 307A and is only accessible via the persons listed above.

JABA Brief Report for Invertebrate Assignments:

For each of these assignments a JABA brief report will be due. The JABA website (http://seab.envmed.rochester.edu/jaba/) gives a detailed description of what should be included in a JABA brief report (number of words/lines, number of images, etc.). All brief reports must be written according to APA format; purchasing the APA formatting book will be beneficial to you throughout your graduate career as well as in this class. A template will be e-mailed out for you to write up your brief report in. A list of general formatting guidelines will also be provided. Each brief report will be due on the day indicated on the course calendar. No late assignments will be accepted.

BDS BCBA Exam Prep Homework Assignments

The Behavior Development Solutions BCBA Exam Prep program allows students to access additional support materials and reinforces the topics being presented in class. You will be required to do 3 homework assignments throughout the course of this semester. To receive full credit for this assignment you must complete all assigned modules to 100% prior to the deadline. For any assignments where the criterion is not met you will receive 0pts. You will be allowed to take these modules as many times as necessary to meet this criterion before the assignment is due. No late assignments will be accepted. Each assigned module will coincide with the materials being covered in class.

Final Project

One final project will be due during this semester. Your job will be to implement one of the 184 PEAK programs with an individual determined by your instructors and then present this project and the results to the class. This assignment will be due the last week of class. You will be placed into groups of 3. Each presentation should be approximately 10min in
length. Each partner should participate in some aspect of the presentation to receive credit. *No late assignments will be accepted.*

**Cell Phones**

Cell phones and other electronic devices not used for note taking must be turned off during all class periods. Students caught texting during class will be asked to leave. No exceptions.

**Academic Dishonesty**

You are responsible for making yourself aware of understanding the policies and procedures in the University Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is a reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Judicial Affairs. Your will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

If I have evidence of any form of academic dishonesty, I will charge the student with violating the Academic Honesty Policy of the University in a report to the Office of Student Judicial Affairs. A student who is found responsible for an act of academic dishonesty will receive a failing grade in the course.

Cheating consists of, but is not limited to, looking at another student’s quiz/exam, using external aids (such as books, notes, conversation with others) when taking a test, or plagiarizing the work of another person and submitting it as your original work. No course books or materials should be within the student’s view during quizzes or exams. NOTE: Changing the size of characters and/or spacing between paragraphs to make your paper appear longer is WIDELY APPARENT to those grading them. Do NOT attempt to do so or your efforts will be publicly acknowledged.
## Course Calendar

### Unit 1: Introduction and Abbreviated History of Behaviorism

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Readings</th>
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<tbody>
<tr>
<td>8/24</td>
<td>Syllabus</td>
<td>Introduction to 503</td>
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<td>No assigned readings</td>
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<td>8/31</td>
<td>Readings:</td>
<td>Cooper, Heron, &amp; Heward Ch. 1 &amp; 2</td>
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<td>Baer, Wolf, &amp; Risley (1968)</td>
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<td>Watson (1919) Ch. 1</td>
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<td>Watson (1913)</td>
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<td>Watson &amp; Rayner (2000)</td>
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<td>Handbook of Invertebrate Operant Conditioning (HIOC) Ch. 1, 2, &amp; 3</td>
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<td>9/7</td>
<td>No Class—Labor Day</td>
<td>No assigned readings</td>
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<td>9/14</td>
<td>Readings:</td>
<td>Cooper, Heron, Heward Ch. 3, 4, &amp; 5</td>
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<td>Skinner (1944)</td>
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<td>Skinner (1969)</td>
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<td>Windholz (1997)</td>
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<td>Readings:</td>
<td>Cooper, Heron, &amp; Heward Ch. 6 &amp; 7</td>
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<td>Abramson, C. I. (1990)</td>
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<td>Sokolowski, Disma, &amp; Abramson (2010)</td>
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<td>Crancher, King, Bennett, &amp; Montgomery (1972)</td>
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<td>HIOC Ch. 4, 5.</td>
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<td>Invertebrate Lab Manual – Preference Assessment Ch.</td>
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<td>9/28</td>
<td>Readings:</td>
<td>Cooper, Heron, &amp; Heward Ch. 8, 9, 10</td>
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<td>Hammond, Iwata, Fritz, Dempsey (2011)</td>
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<td>Fryling (2011)</td>
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<td>Beaulieu, Hanley, Roberson (2012)</td>
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<td>Lydon, Rohmeier, Yi, Mattanini, &amp; Williams (2011)</td>
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<td>Invert. assignment 1 due</td>
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<td>10/5</td>
<td>Readings:</td>
<td>Cooper, Heron, &amp; Heward Ch. 11, 12, &amp; 13</td>
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<td>Miller, Lund, &amp; Weatherly (2012)</td>
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<td>Sellers, Bloom, Samaha, &amp; Dayton (2013)</td>
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<td>Phillips, Philips, Fixsen, &amp; Wolf (1971)</td>
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<td>DeLuca &amp; Holburn (1992)</td>
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<td>Roane (2008)</td>
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<td>Lerman, Iwata, Rainville et al. (1997)</td>
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<td>HIOC Ch. 6</td>
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<td>10/12</td>
<td>No Class—Fall Break</td>
<td>No assigned readings</td>
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<tr>
<td>10/19</td>
<td>Readings:</td>
<td>Cooper, Heron, &amp; Heward Ch. 14 &amp; 15</td>
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<td>Donaldson, Collmer, Yakich, &amp; Camp (2013)</td>
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<td>Heal &amp; Hanley (2011)</td>
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<td>Capriotti, Brandt, Ricketts, Espil, &amp; Woods (2013)</td>
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Exam 6
BDS HW due by 11:59pm:
Foundational Know. unit modules FK-10, 11, 13-21, 23-25; Basic BA Skills unit C all modules
Basic BA Skills unit D 1-2, 15-21
Linscheid, Iwata, Ricketts, Williams, Griffin (1990)
Rolider, Cummings, & Van Houten (1991)
HIOC Ch. 7
Invertebrate Lab Manual – Reinforcer Assessment Ch.

<table>
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<tr>
<th>Date</th>
<th>Readings</th>
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| 10/26 | Cooper, Heron, & Heward Ch. 16 & 17   
O’Neil, Blanck, & Joyner (1980)   
Vollmer & Iwata (1991)   
Davis & Heslop (2004)   
Sato, Matsumoto, Sakura, & Mizunami (2006)   
Durier & Rivault (2000)   
Walker & Rehfeldt (2012)   
Fragale, et al. (2012)   
Doughy & Hopkins (2011) |
| Exam 7 |
| 11/2 | Cooper, Heron, & Heward Ch. 18, 19, & 20   
Slocum & Tiger (2011)   
Imam (2009)   
Pelaez, Virues-Ortega, & Gewitz (2011)   
Cuvo, Leaf, & Borakove (1978)   
Dowrick & Dove (1980) |
| Invert. assignment 2 due |
| Exam 8 |
| 11/9 | Cooper, Heron, & Heward Ch. 21, 22, & 23   
Wallace, Iwata, Hanley, Thompson, & Roscoe (2012)   
Falcornata, Wacker, Rindahl, Vinquist, & Dutt (2013)   
Lerman & Iwata (1996)   
Vollmer, Iwata, Zarcone, Smith, & Mazaleski (1993)   
LaRue, Stewart, Piazza, Volkert, Patel, & Zeleny (2011)   
Lambert, Bloom, & Irvin (2012) |
| Exam 9 |
| BDS HW due by 11:59pm:   
FK unit modules 22, 26-30;   
Basic BA Skills unit D 3-8;   
Basic BA Skills unit E all modules |

Unit 3: Applications of Basic Principles for Behavior Change

Unit 4: Basic Principles of Complex Behavior

11/16 | Cooper, Heron, & Heward Ch. 24 & 25   
Iwata, Dorsey, Slifer, Bauman, & Richman (1984)   
Carr & Durand (1985)   
Kennedy & Souza (1995)   
Coon & Miguel (2012)   
Smith, Houmanfar, & Louis (2011)   
Sanguinetti & Reyes (2011)   
Valentino, Shillingsburg, & Call (2012) |
| Exam 10 | Readings: Cooper, Heron, & Heward Ch. 26 & 27  
Morford & Cihon (2013)  
Skinner (1974) Ch. 2, 4, 5, 7, 9, & 10  
PEAK Intro  
HIOC Ch. 8, 9, & 10 |
|---|---|
| Exam 11 | Readings: Cooper, Heron, & Heward Ch. 28 & 29  
Visual Basic Ch. 1, 2, 3, 4, & 5  
Adkins (1997)  
Fraley (1994)  
Mesmer, Duohon, Dodson (2007)  
Newsome & Alavosius (2011)  
Rosales & Rehfeldt (2007)  
Barnes-Holmes, Murtagh, Barnes-Holmes, & Stewart (2010)  
Hayes (2004)  
Nastally, Dixon, McKeel, & Fleming (2010)  
Dixon, Bihler, & Nastally (2011) |
| Exam 13 | Student Presentations  
Review for Final  
BDS HW due by 11:59pm:  
Foundational Know. unit  
modules FK 31-37, 43-46  
Basic BA Skills unit D 9-14;  
Basic BA Skills Unit F 1-2 |

**Finals Week**

*12/14* Invert. Assignment 3 is due  
Final Exam Location, Time, and Date TBA

**Supplemental Reading List**


An *Analysis, 46*, 369-378.


SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu,

EMERGENCY PROCEDURES
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INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

Tutoring: http://tutoring.siu.edu/
Math Labs http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:

SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin

ADVISEMENT: http://advisement.siu.edu/

SIU ONLINE: http://online.siu.edu/