

REHB 589: Procedures and Applications of Behavior Analysis

Fall 2016 Syllabus

"The methods of science have been enormously successful wherever they have been tried. Let us then apply them to human affairs."

-B.F. Skinner, *Science and Human Behavior*, 1953

COURSE AND INSTRUCTOR INFORMATION

Class Times: Mondays 6:00-9:00pm
Location: Lawson Hall 221
Professor: Erica S. Jowett Hirst, Ph.D., BCBA-D
Telephone: (618) 453-7724
Email: ejowetthirst@siu.edu
Office: 331A Rehn Hall
Office Hours: Wednesday 12:00pm-3:00pm
Thursday 12:00pm-3:00pm

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Office Hours: By appointment

COURSE DESCRIPTION AND OBJECTIVES

The primary course objective is for you to be able to identify, employ, and evaluate behavior analytic procedures across a number of settings. Special emphasis will be placed on those procedures that allow for function-based therapeutic approaches and system-change strategies.

To attain this objective, you will be required to (1) read each of the assigned chapter(s) and research articles each week, (2) discuss the points of each assigned chapter / article during class, (3) respond appropriately to questions provided on quizzes based on the assigned readings, (4) produce written examples of support plans and literature reviews, (5) and participate in role-plays designed to provide experiential exposure to procedures.

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

- Describe behavior procedures and the purpose for employing them
- Apply behavior-analytic procedures to solve problems of social importance or improve conditions for dependent or at-risk populations
- Be able to compose behavior analytic works, such as behavior support programs, that are both technologically adequate and conceptually systematic
- Be able to perform behavior analytic procedures as well as to train others on how to implement procedures.
- Produce scholarly works related to behavior analytic procedures.

REQUIRED TEXTS

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 from the publisher's website.

1. Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied Behavior Analysis* (2nd ed). Upper Saddle River, NJ: Pearson Prentice Hall
2. Strunk Jr., W & White, E. B. (2000). *Elements of Style* (4th ed). Needman Heights, MA: Pearson Education Company.

Note: Syllabus material is subject to change at instructor's discretion.

3. Additional readings can be accessed online through the library's website at <http://lib.siu.edu> or are otherwise available on D2L.

REQUIRED ASSIGNMENTS

Discussion Questions

Prior to each class, each student will submit two (2) discussion questions related to the assigned readings (5 points each). Discussion questions can relate to any portion of a reading (intro, methods, results, etc.) and should be written in a way that fosters intellectual discourse (tips and examples are provided on D2L).

Discussion questions are to be uploaded to D2L by 6:00pm on Sundays. Discussion questions submitted at or after 6:01pm on Sundays will receive zero points. Therefore, you should plan to submit your question several hours (or a full day) prior to the time at which the DQs are due in case of technical difficulties (e.g., power outage, D2L site down, computer crashes) or other unforeseen circumstances (e.g., death in the family, illness). No discussion questions may be made up; however, your lowest score will be dropped from the final calculation.

Reading Quizzes

A reading quiz will be administered at the start of each class and will be based on the reading material assigned for that class. Each reading quiz will be worth 10 points and will generally consist of 2-3 short answer/brief essay questions. **No quizzes may be retaken; however, your lowest score will be dropped. In addition, you may make up one missed quiz.** All reading quizzes will be graded and handed back the following week. After reviewing the quiz, students must return the quiz to the instructor for grades to be entered into D2L. **Quizzes may not be taken out of the classroom. If any student refuses to turn in a graded quiz, a score of 0 points will be entered to D2L.**

Brief Review Papers

Each student will compose two brief literature reviews on an applied area of behavior analysis (i.e., specific procedures or assessments or treatments for a specific behavior). The reviews should provide a comprehensive review of the recent scholarly works (peer-reviewed research; see list of acceptable journals on D2L) published in that area and should include limitations of that research and future directions. Emphasis will be placed on the appropriateness of the content, clarity of writing, and adherence to APA style (see grading rubric on D2L for additional details). Reviews are to be no more than 2,500 words and no less than 2,000 words (including title page and references). **Assignments are due at 11:59pm at the end of each week (Sundays) listed below. Policy for late submission: 5 points will be deducted for assignments submit on or after 12:00am on Mondays, and 5 additional points will be deducted each 24 hours following.**

Assignment details

Select topic: You may select a topic by posting the topic in the discussion board on D2L. **No more than three students may review the same topic, so be sure to see what other students have selected. In addition, you may not write on a topic for which there is already a recent review published on that topic.** This means, if a review has been published on that topic, and there have been very few articles published since then, you should not write on that topic. However, if, for example, a review was published in 2009, and several articles have been published since then, your review should include what has been done since 2009.

Lit review: Using the Excel template on D2L, enter information relevant to the articles you are reviewing, and upload the completed spreadsheet to D2L.

Outline: Upload a detailed outline of how your paper will be structured to D2L.

Complete draft – Peer: You will be assigned a peer to whom you will send your paper for review. **When you email your paper to the peer, you must cc the graduate teaching assistant (but not the instructor).**

Peer revisions: Using the checklist on D2L, you will look for errors in your peer's paper, and email it back to your peer. **When you email the paper back to your peer, you must cc the graduate teaching assistant (but not the instructor), and include the checklist.**

Final draft – Instructor: Upload your final paper to D2L.

Assignment due dates

Select topic
Lit review (Excel spreadsheet)
Outline
Complete draft – Peer
Peer revisions
Final draft – Instructor

Brief Review 1

Week 1
Week 3
Week 4
Week 6
Week 7
Week 8

Brief Review 2

Week 7
Week 10
Week 11
Week 13
Week 14
Week 15

Behavior Intervention Plan

Students will conduct observations of a child or staff member at a local school or organization, then select and define a behavior to increase or decrease. Based on information collected during the observation, students will develop a behavior intervention plan using the procedures discussed throughout the course. A detailed grading rubric is available on D2L. **The behavior intervention plan is due Friday, December 9th at 11:59pm. Policy for late submissions: 10 points will be deducted for any submission at or after 12:00am on Saturday, December 10th, and 10 additional points will be deducted each 24 hours following. Therefore, you should plan to submit your BIP several hours (or a full day) prior to the time at which the BIP is due in case of technical difficulties (e.g., power outage, D2L site down, computer crashes) or other unforeseen circumstances (e.g., death in the family, illness).**

Participation

During each class, students will be required to actively participate in group discussion of assigned readings (2 points) and asked to engage in role-play activities using Behavioral Skills Training (BST) involving the procedures discussed in class (2 points). Students will be graded on active participation and the completion of activities. **Your three lowest scores will be dropped.**

Presentations

During the final week of classes, students will give a 5-min Ignite presentation on one of the topics of their brief review papers. Students will be graded on aesthetics and content of PowerPoint, as well as presentation delivery. **Your presentation must be uploaded to D2L by Sunday, December 11th 11:59pm. Policy for late submissions: 10 points will be deducted for any submission at or after 12:00am on Monday, December 12th, and 10 additional points will be deducted each 24 hours following. Therefore, you should plan to submit your BIP several hours (or a full day) prior to the time at which the BIP is due in case of technical difficulties (e.g., power outage, D2L site down, computer crashes) or other unforeseen circumstances (e.g., death in the family, illness).** Below are some resources for creating an Ignite presentations:

1. <http://www.lauramfoley.com/wordpress/ignite/>
2. <http://www.speakingaboutpresenting.com/content/fast-ignite-presentation/>
3. <http://sixminutes.dlugan.com/ignite-presentations/>

Extra Credit

SAFMEDS: "Say all fast minute each day shuffle." A list of 8 key terms used in behavior analysis is on D2L. At any time during the semester, you can earn extra credit by defining all the words on this list in 1 minute using the definitions provided. You will earn one point per each correct definition (as written in the SAFMEDS document) you provide in 1 minute. If you correctly define all 8 words in 1 minute, you will earn 10 points (2% of total points). To schedule a testing date and time, email the instructor. **The deadline for SAFMEDS extra credit is Friday, December 9th.**

GRADES

Your course grade will be calculated based on the number of points that you can earn on the assignments listed above. The total number of possible points to earn during this course is 480. Grades are determined as follows:

Note: Passing grades for graduate courses are A and B. Grades of C and below require re-taking the class. It is the responsibility of the student to check his or her grades on D2L throughout the semester. If, near the end of the semester, you are close to the next letter grade, you should complete the extra credit activity, as grades that are "close" to the next letter grade will not be bumped.

| Assignment | Points | Quantity | Total | Points | Percentage | Grade |
|----------------------------|--------|----------|-------|-----------|-------------|-------|
| Discussion Questions (25%) | 10 | 12 | 120 | ≥ 432 | ≥ 90% | A |
| Reading Quizzes (25%) | 10 | 12 | 120 | 384-431.9 | 80% - 89.9% | B |
| Brief Reviews (20%) | 48 | 2 | 96 | 336-383.9 | 70% - 79.9% | C |
| BIP (10%) | 48 | 1 | 48 | 288-335.9 | 60% - 69.9% | D |
| Participation (10%) | 4 | 12 | 48 | < 288 | ≤ 59.9% | F |
| Presentation (10%) | 48 | 1 | 48 | | | |

CLASS POLICIES AND PROCEDURES

If you have a question about the syllabus or an assignment, you can:

- Look for information in the syllabus, on D2L, in your class notes, or in an email previously sent by the instructor
- Ask a classmate
- Ask the instructor during a class meeting time so that all students can obtain information
- **(The instructor will not reply to emails regarding syllabus or assignment questions)**

If you have a question about your class grade, you can:

- See instructor during office hours
- Email the instructor to schedule a meeting; be sure to include your availability
- **(The instructor will not discuss class grades during class or reply to emails regarding class grades)**

If there is an error in your point calculation for an assignment, you can:

- Email the graduate assistant the name of the assignment and the correct point calculation
- **Point calculation errors must be brought to the instructor's attention within 24 hours of receiving your quiz/assignment. Grades will not be adjusted after 24 hours.**
- **(The instructor is unable to make point adjustments during class)**

If you have a disagreement about the grading of an assignment, you can:

- See instructor during office hours; be prepared to provide support for your argument
- Email the instructor to set up a meeting; the email should include the name of the assignment, item of disagreement, and your availability
- **Grade disagreements must be brought to the instructor's attention within 24 hours of receiving your quiz/assignment. Grades will not be adjusted after 24 hours.**
- **(The instructor will not discuss grade disagreements during class or reply to emails with questions about grade disagreements)**

If you would like to schedule a meeting, you can:

- Email the instructor and include the topic of discussion along with your availability

If you need individualized assistance with an assignment or project, you can:

- See instructor during office hours
- Email the instructor to set up a meeting and include the name of the assignment or project along with your availability

If you would like to make up a quiz, you can:

- Email the instructor to set up an exam date and time along with your availability **(you may make up one quiz)**

Note: Communication is key in academia, much like in the real world. When important announcements are made, especially those involving time-critical events, they will be made via email and sent through SIU Online to your registered SIU email address. Students are expected to maintain their email accounts and check email at maximum intervals of 24 hours. Failing to check emails regularly will not be accepted as an excuse for missing important announcements. Relatedly, the instructor is committed to replying to emails within 24 hours of receipt (with the exception of weekend and holidays).

ADDITIONAL INFORMATION

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, etc. 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. You 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 for the course. Exception: If the student takes an alternate quiz or submits another piece of work and receives a passing grade, the student will receive 0 points on the assignment and their grade will be determined by the remaining points earned.

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 the quiz, 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.

Disabilities

Per the University's policies on disability, students may always choose whether or not to identify themselves as having a disability, but students who want the University to provide an accommodation need to follow these procedures. A student seeking accommodations for a disability should provide documentation about the disability to Disability Support Services ("DSS") and meet with a DSS staff person to discuss the disability and requested accommodations. On the basis of the documentation and the interview, DSS staff determines whether a student has a disability and which accommodations are appropriate. Requests for accommodations should be made in a timely manner and as far in advance of the relevant course, exam, activity or program as possible to allow for appropriate consideration and planning. Failure to do so may result in a delay of services. DSS staff will identify approved accommodations in an Accommodations Form, a copy of which will be shared with the student. For academic adjustments, DSS will prepare individual letters for each faculty member summarizing the approved accommodations. It is the student's responsibility to deliver these letters to his/her faculty. Faculty and other University officials are then expected to provide the accommodations in accordance with the DSS letter. If the faculty member or other University official does not agree to an accommodation request, the faculty member, University official, or student should contact DSS. DSS will work with faculty and staff as appropriate to assist with how accommodations might be implemented in the classroom as well as to respond to any questions or concerns of faculty or staff regarding the appropriateness of an accommodation. Additional guidelines for requests for academic adjustments, provision of auxiliary aids, service animals on campus, and other general information may be found on the DSS website at disabilityservices.siu.edu. You may also call 618-453-5730 or email DSSsiu@siu.edu.

COURSE OUTLINE

Week 1 (Aug 22):

- Review Syllabus
- Review D2L
- Discuss brief reviews

NON-VERBAL INTERVENTIONS

Week 2 (Aug 29): Intro and Procedures to Increase Behaviors (80 pages)

- E-10 Use the Premack principle.
 - Azrin, N. H., Vinas, V., & Ehle, C. T. (2008). Physical activity as reinforcement for classroom calmness of ADHD children: A preliminary study. *Child and Family Behavior Therapy*, 29(2), 1-8, DOI: 10.1300/J019v29n02_01
- D-01 Use positive and negative reinforcement.
 - Payne, S. W., & Dozier, C. L. (2013). Positive reinforcement as treatment for problem behavior maintained by negative reinforcement. *Journal of Applied Behavior Analysis*, 46(3), 699-703.
 - Payne, S. W., Dozier, C. L., Neidert, P. L., Jowett, E. S., & Newquist, M. H. (2014). Using additional analyses to clarify the functions of problem behavior: an analysis of two cases. *Education and Treatment of Children*, 37, 249-276.
- D-02 Use appropriate parameters and schedules of reinforcement.
 - Trosclair-Lasserre, N. M., Lerman, D. C., Call, N. A., Addison, L. R., & Kodak, T. (2008). Reinforcement magnitude: An evaluation of preference and reinforcer efficacy. *Journal of Applied Behavior Analysis*, 41(2), 203-220. doi:10.1901/jaba.2008.41-203
 - Latham, G. P., & Huber, V. L. (1992). Schedules of reinforcement: Lessons from the past and issues for the future. *Journal of Organizational Behavior Management*, 12(1), 125-149. doi:10.1300/J075v12n01_06. **D2L**

Week 3 (Sept 5): *****CLASS ONLINE*****

Topic: Identifying Reinforcers and Creating New Ones (61 pages)

- E-11 Use pairing procedures to establish new conditioned reinforcers and punishers.
 - Dozier, C. L., Iwata, B. A., Thomason-Sassi, J., Worsdell, A. S., & Wilson, D. M. (2012). A comparison of two pairing procedures to establish praise as a reinforcer. *Journal of Applied Behavior Analysis*, 45(4), 721-735.
- F-02 Use token economies and other conditioned reinforcement systems.
 - Phillips, E. L., Phillips, E. A., Fixsen, D. L., & Wolf, M. M. (1971). Achievement place: Modification of the behaviors of pre-delinquent boys within a token economy. *Journal of Applied Behavior Analysis*, 45-59.
 - Milan, M. A., & McKee, J. M. (1976). The cellblock token economy: Token reinforcement procedures in a maximum security correctional institution for adult male felons. *Journal of Applied Behavior Analysis*, 9(3), 253-275. doi:10.1901/jaba.1976.9-253
- Preference Assessments and Reinforcer Assessments
 - Jones, B. A., Dozier, C. L., & Neidert, P. L. (2014). An evaluation of the effects of access duration on preference assessment outcomes. *Journal of Applied Behavior Analysis*, 47, 209-213.
 - Fisher, W., Piazza, C., Bowman, L., Hagopian, L., Owens, J., & Slevin, I. (1992). A comparison of two approaches for identifying reinforcers for persons with severe and profound disabilities. *Journal of Applied Behavior Analysis*, 25, 491-498.

*****Quiz available on D2L at 9:00pm on Aug 29 until 9:00pm on Sept 5. Post your discussion questions to the Week 3 discussion board on D2L. For participation points, post a reply to two different threads by 11:59pm on Sept 5*****

Week 4 (Sept 12): Antecedent Manipulations (62 pages)

- E-01 Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli.
 - Vollmer, T., & Iwata, B. (1991). Establishing operations and reinforcement effects. *Journal of Applied Behavior Analysis*, 24, 279-291.

- O'Reilly, M. (1999). Effects of pre-session attention on the frequency of attention-maintained behavior. *Journal of Applied Behavior Analysis*, 32, 371-374.
- E D-20 Use response-independent (time-based) schedules of reinforcement (i.e., noncontingent reinforcement).
 - Wilder, D., Register, M., Register, S., Bajagic, V., & Neidert, P. (2009). Functional analysis and treatment of rumination by using fixed time delivery of a flavor spray *Journal of Applied Behavior Analysis*, 42, 877-882
 - Goubouth, D., Wilder, D. A., & Booher, J. (2007). The effects of signaling stimulus presentation during noncontingent reinforcement. *Journal of Applied Behavior Analysis*, 40, 725-730.
- D-02 Use discrimination training procedures.
 - Lazarowski, L., Foster, M. L., Gruen, M. E., Sherman, B. L., Fish, R. E., Milgram, N. W., & Dorman, D. C. (2015). Olfactory discrimination and generalization of ammonium nitrate and structurally related odorants in Labrador retrievers. *Animal Cognition*. DOI 10.1007/s10071-015-0894-9
- Choice Procedures
 - Parsons, M. B., Reid, D. H., Reynolds, J., & Bumgarner, M. (1990). Effects of chosen versus assigned jobs on the work performance of persons with severe handicaps. *Journal of Applied Behavior Analysis*, 23, 253-258.
 - Reid, D. H., Green, C. W., & Parsons, M. B. (2003). An outcome management program for extending advances in choice research into choice opportunities for supported workers with severe multiple disabilities. *Journal of Applied Behavior Analysis*, 36, 575-578.
 - Auckerland Brandt, J. A., Dozier, C. L., Foster Juanico, J., Laudont, C. L., & Mick, B. (2015). The value of choice as a reinforcer for typically developing children. *Journal of Applied Behavior Analysis*, 48, 344-362.

Week 5 (Sept 19): Procedures for Reducing Problem Behavior (63 pages)

- D-15 Identify punishers.
- D-16 Use positive and negative punishment.
 - White, A. G., & Bailey, J. S. (1990). Reducing disruptive behaviors of elementary physical education students with sit and watch. *Journal of Applied Behavior Analysis*, 23, 353-359
 - Linscheid, T. R., Iwata, B. A., Ricketts, R. W., Williams, D. E., & Griffin, J. C. (1990). Clinical evaluation of the self-injurious behavior inhibiting system (SIBIS). *Journal of Applied Behavior Analysis*, 23, 53-78.
- D-17 Use appropriate parameters and schedules of punishment.
 - Lerman, D. C., Iwata, B. A., Shore, B., & DeLeon, I. G. (1997). Effects of intermittent punishment on self-injurious behavior: An evaluation of schedule thinning. *Journal of Applied Behavior Analysis*, 30, 187-201.
- D-19 Use combinations of reinforcement with punishment and extinction.
 - Smith, R. C., Russo, L., & Le, D. D. (1999). Distinguishing between extinction and punishment effects of response blocking: A replication. *Journal of Applied Behavior Analysis*, 32, 367-370.
 - Hanley, G. P., Piazza, C. C., Fisher, W. W., & Maglieri, K. A. (2005). On the effectiveness of and preference for punishment and extinction components of function-based interventions. *Journal of Applied Behavior Analysis*, 38(1), 51-65. doi:10.1901/jaba.2005.6-04
 - Ingham, R. J., & Andrews, G. (1973). An analysis of a token economy in stuttering therapy. *Journal of Applied Behavior Analysis*, 6, 219-229.

Week 6 (Sept 26): Procedures for Simultaneously Increasing Appropriate Behaviors and Reducing Inappropriate Behaviors (65 pages)

- D-18 Use extinction.
 - Rivas, K. D., Piazza, C., C., Patal, M. R., & Bachmeyer, M. H. (2010). Spoon distance fading with and without escape extinction as a treatment for food refusal. *Journal of Applied Behavior Analysis*, 43, 673-683.
- D-21 Use differential reinforcement (e.g., DRO, DRA, DRI, DRL, DRH).
 - 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, 451-461.
 - Girolami, K. M., Kahng, S., Hilker, K. A., & Girolami, P. A. (2009). Differential reinforcement of high rate of behavior to increase the pace of self-feeding. *Behavioral Interventions*, 24, 17-22.

- Use functional communication training.
 - Carr, E., & Durand, M. (1985). Reducing behavior problems through functional communication training. *Journal of Applied Behavior Analysis*, 18, 111-126.
 - Duran, V. M., & Moskowitz, L. (2015). Functional communication training: Thirty years of treating challenging behavior. *Topics in Early Childhood Special Education*, 35, 116-126.
- F-08 Use augmentative communication systems.
 - Still, K., Rehfeldt, R., Whelan, R., May, R., & Dymon, S. Facilitating requesting skills using high-tech augmentative and alternative communication devices with individuals with autism spectrum disorders: A systematic review. *Research in Autism Spectrum Disorders*, 8, 1184-1199.

D2L

Week 7 (Oct 3): Training New Skills (48 pages)

- D-04 Use modeling and imitation training.
- D-05 Use shaping.
- D-07 Conduct task analyses.
- D-06 Use chaining.
- D-03 Use prompts and prompt fading.
- E-12 Use errorless learning procedures.
 - Jerome, J., Frantino, E. P., & Sturmey, P. (2007). The effects of errorless learning and backward chaining on the acquisition of internet skills in adults with developmental disabilities. *Journal of Applied Behavior Analysis*, 40, 185-189.
 - McKay, J. A., Weiss, J. S., Dickson, C. A., & Ahearn, W. H. (2014). Comparison of prompting hierarchies on the acquisition of leisure and vocational skills. *Behavior Analysis in Practice*, 7, 91-102. **D2L**
 - Stokes, J. V., Luiselli, J. K., & Reed, D. D. (2010). A behavioral intervention for teaching tackling skills to high school football athletes. *Journal of Applied Behavior Analysis*, 43(3), 509-512. doi:10.1901/jaba.2010.43-509.
 - Touchette, P. E., & Howard, J. S. (1984). Errorless learning: Reinforcement contingencies and stimulus control transfer in delayed prompting. *Journal of Applied Behavior Analysis*, 17, 175-188.
 - Fugazza, C., & Miklosi, A. (2015). Social learning in dog training: The effectiveness of the Do as I do method compared to shaping/clicker training. *Applied Animal Behavior Science*, 171, 146-151.
 - Locum, S. K., & Tiger, J. H. (2011). An assessment of the efficiency of and child preference for forward and backward chaining. *Journal of Applied Behavior Analysis*, 44, 793-805.

Week 8 (Oct 10): **Fall Break - No class**

LANGUAGE-BASED INVENTIONS

Week 9 (Oct 17): Verbal Behavior Therapy (60 pages)

- D-08 Use discrete-trial and free-operant arrangements.
- D-09 Use the verbal operants as a basis for language assessment.
- D-10 Use echoic training.
- D-11 Use mand training.
- D-12 Use tact training.
- D-13 Use intraverbal training.
- D-14 Use listener training.
- E-09 Arrange high-probability request sequences. (momentum)
 - Bullock, C., & Normand, C. B. (2006). The effects of a high-probability instruction sequence and response-independent reinforce delivery on child compliance. *Journal of Applied Behavior Analysis*, 39, 495-499.
 - Jennett, H. K., Harris, S. L., & Dehnolino, L. (2008). Discrete trial instruction vs. mand training for teaching children with autism to make requests. *Analysis of Verbal Behavior*, 24, 69-85.
 - Sundberg, M. L., Loeb, M., Hale, L., & Eigenheer, P. (2002). Contriving establishing operations to teach mands for information. *Analysis of Verbal Behavior*, 18, 15-29.
 - Lorah, E. R., Karnes, A., & Speight, D. R. (2015). The acquisition of intraverbal responding using a speech generating device in school aged children with autism. *Journal of Developmental and Physical Disabilities*, 27, 557-568.

- Esch, B. E., Carr, J. E., & Micahel, J. (2005). Evaluating stimulus-stimulus pairing and direct reinforcement in the establishment of an echoic repertoire of children diagnosed with autism. *The Analysis of Verbal Behavior*, 21, 43-58.

Week 10 (Oct 24): Advanced Verbal Behavior (62 pages)

- E-13 Use matching-to-sample procedures.
- E-06 Use stimulus equivalence procedures.
 - Eikeseth, S., & Smith, D. P. (2013). An analysis of verbal stimulus control in intraverbal behavior: Implications for practice and applied research. *The Analysis of Verbal Behavior*, 29, 125-135.
 - Rehfeldt, R., & Dixon, M. R. (2005). Evaluating the establishment and maintenance of visual-visual and gustatory-visual equivalence Relations in Adults with Developmental Disabilities. *Behavior Modification*, 29(4), 696-707. doi:10.1177/0145445503261048
 - Murphy, C., Barnes-Holmes, D., & Barnes-Holmes, Y. (2005). Derived manding in children with autism: Synthesizing Skinner's verbal behavior with relational frame theory. *Journal of Applied Behavior Analysis*, 38(4), 445-462. doi:10.1901/jaba.2005.97-04
 - Howard, J. S., & Rice, D. E. (1988). Establishing a generalized autoclitic repertoire in preschool children. *The Analysis of Verbal Behavior*, 6, 45-59.

Week 11 (Oct 31): Other Teaching Procedures (54 pages)

- F-03/04 Use direct instruction and precision teaching.
 - Flores, M. M., & Ganz, J. B. (2014). Comparison of direct instruction and discrete trial teaching on the curriculum-based assessment of language performance of students with autism. *Exceptionality: A Special Education Journal*, 22, 191-204.
 - Chapman, S. S., Ewing, C. B., & Mozzoni, M.P. (2005). Precision teaching and fluency training across cognitive, physical and academic tasks in children with traumatic brain injury: A multiple baseline study. *Behavioral Interventions*, 20, 37-49.
 - Bell, K. E., Young, K. R., Salzberg, C. L., & West, R. P. (1991). High school driver education using peer tutors, direct instruction, and precision teaching. *Journal of Applied Behavior Analysis*, 24, 45-51.
- F-05 Use personalized systems of instruction (PSI).
 - Oliveira, M., Goyos, C., Pear, J. (2012). A pilot investigation comparing instructional packages for MTS training: "Manual Alone" vs. "Manual-plus-computer-aided personalized system of instruction." *The Behavior Analyst Today*, 13, 20-26.
 - Svenningsen, L., & Pear, J. (2011). Effects of computer-aided personalized system of instruction in developing knowledge and critical thinking in blended learning courses. *The Behavior Analyst Today*, 12, 34-40.
- F-06 Use incidental teaching.
 - Miranda-Linne, F. Acquisition, generalization, and spontaneous use of color adjectives: a comparison of incidental teaching and traditional discrete-trial procedures for children with autism. *Research in Developmental Disabilities*. **D2L**
- <https://www.youtube.com/watch?v=xxQhLZwDazY>

CLINICAL AND ORGANIZATIONAL APPROACHES

Week 12 (Nov 7): Procedures for Verbally Capable Individuals (63 pages)

- E-03 Use instructions and rules.
- E-04 Use contingency contracting (i.e., behavioral contracts).
 - Miller, D. L. & Kelley, M. L. (1994). The use of goal setting and contingency contracting for improving children's homework performance. *Journal of Applied Behavior Analysis*, 27, 73-84.
- E-05 Use independent, interdependent, and dependent group contingencies.
 - Gresham, F. M., & Gresham, G. N. (1982). Interdependent, dependent, and independent group contingencies for controlling disruptive behavior. *Journal of Special Education*, 16, 101-110.
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- F-01 Use self-management strategies.
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Week 13 (Nov 14): Behavioral Skills Training (44 pages)

- Miltenberger, R., Gross, A., Knudson, P., Bosch, A., Jostad, C., & Brower Breitwieser, C. (2009). Evaluating behavioral skills training with and without simulated in situ training for teaching children safety skills. *Education and Treatment of Children*, 32, 63-75.
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- Lafasakis, M., & Sturmey, P. (2007). Training parent implementation of discrete-trial teaching: Effects on generalization of parent teaching and child correct responding. *Journal of Applied Behavior Analysis*, 40, 685-689.
- Sarokoff, R. A., & Sturmey, P. (2004). The effects of behavioral skills training on staff implementation of discrete-trial teaching. *Journal of Applied Behavior Analysis*, 37(4), 535-538. doi:10.1901/jaba.2004.37-535
- Johnson, B. M., Miltenberger, R. G., Knudson, P., Egemo-Helm, K., Kelso, P., Jostad, C., & Langley, L. (2006). A preliminary evaluation of two behavioral skills training procedures for teaching abduction-prevention to school children. *Journal of Applied Behavior Analysis*, 39, 25-34.
- Pan-Skadden, J. Wilder, D. A., Sparling, J., Severtson, E., Donaldson, J., Postma, N., Beavers, G., & Neidert, P. (2009). The use of behavioral skills training and in-situ training to teach children to solicit help when lost: A preliminary investigation. *Education and Treatment of Children*, 32, 359-370.

Week 14 (Nov 21): Advanced Topics (59 pages)

- E-07 Plan for behavioral contrast effects.
 - Koegel, R. L. Behavioral contrast and generalization across settings in the treatment of autistic children. *Journal of Experimental Child Psychology*. **D2L**
 - Waite, W., W., & Osborne, J. G. (1972). Sustained behavioral contrast in children. *Journal of Experimental Analysis of Behavior*, 18, 113-117.
- E-08 Use the matching law and recognize factors influencing choice.
 - Reed, D. D., & Kaplan, B. A. (2013). The matching law: a tutorial for practitioners. *Behavior Analysis and Practice*, 4, 15-24.
 - Oliveira-Castro, J. M., Foxall, G. R., & Wells, V. K. (2010). Consumer brand choice: Money allocation as a function of brand reinforcing attributes. *Journal of Organizational Behavior Management*, 30(2), 161-175. doi:10.1080/01608061003756455
 - Fisher, W. W., Thompson, R. H., Piazza, C. C., Crosland, K., and Gotjen, D. (1997). On the relative reinforcing effects of choice and differential consequences. *Journal of Applied Behavior Analysis*, 423-438.

Week 15 (Nov 28): Acceptance and Commitment Therapy (61 pages)

- Arch, J. J., Eifert, G. H., Davies, C., Vilardaga, J., Rose, R. D., & Craske, M. G. (2012). Randomized clinical trial of cognitive behavioral therapy (CBT) versus acceptance and commitment therapy (ACT) for mixed anxiety disorders. *Journal of Consulting And Clinical Psychology*, 80(5), 750-765. doi:10.1037/a0028310
- Nastally, B. L., & Dixon, M. R. (2012). The effect of a brief acceptance and commitment therapy intervention on the near-miss effect in problem gamblers. *The Psychological Record*, 62(4), 677-690.
- Bach, P., & Hayes, S. C. (2002). The use of acceptance and commitment therapy to prevent the rehospitalization of psychotic patients: A randomized controlled trial. *Journal of Consulting and Clinical Psychology*, 70(5), 1129-1139. doi:10.1037/0022-006X.70.5.1129
- Gifford, E. V., Kohlenberg, B. S., Hayes, S. C., Antonuccio, D. O., Piasecki, M. M., Rasmussen-Hall, M. L., & Palm, K. M. (2004). Acceptance-Based Treatment for Smoking Cessation. *Behavior Therapy*, 35(4), 689-705. **D2L**

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WEEK 16 (Dec 5): Making clinical decisions (no readings)

FINALS WEEK: Presentations & Potluck