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


**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  

**Graduate Assistant:** Isaac M. Nzuki, M.S.  
Email: imnzuki@siu.edu  
Office: Northwest Annex B, room 104  
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.


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](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.

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<thead>
<tr>
<th>Assignment due dates</th>
<th>Brief Review 1</th>
<th>Brief Review 2</th>
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<tbody>
<tr>
<td>Select topic</td>
<td>Week 1</td>
<td>Week 7</td>
</tr>
<tr>
<td>Lit review (Excel spreadsheet)</td>
<td>Week 3</td>
<td>Week 10</td>
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<tr>
<td>Outline</td>
<td>Week 4</td>
<td>Week 11</td>
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<tr>
<td>Complete draft – Peer</td>
<td>Week 6</td>
<td>Week 13</td>
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<tr>
<td>Peer revisions</td>
<td>Week 7</td>
<td>Week 14</td>
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<tr>
<td>Final draft – Instructor</td>
<td>Week 8</td>
<td>Week 15</td>
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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:
2. http://www.speakingaboutpresenting.com/content/fast-ignite-presentation/

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.

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<td>120</td>
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<tr>
<td>Reading Quizzes (25%)</td>
<td>10</td>
<td>12</td>
<td>120</td>
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<tr>
<td>Brief Reviews (20%)</td>
<td>48</td>
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<tr>
<td>BIP (10%)</td>
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<td>Participation (10%)</td>
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<tr>
<td>Presentation (10%)</td>
<td>48</td>
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<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
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<td>≥432</td>
<td>≥90%</td>
<td>A</td>
</tr>
<tr>
<td>Reading Quizzes (25%)</td>
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<td>80% - 89.9%</td>
<td>B</td>
</tr>
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<td>Brief Reviews (20%)</td>
<td>336-383.9</td>
<td>70% - 79.9%</td>
<td>C</td>
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<tr>
<td>BIP (10%)</td>
<td>288-335.9</td>
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<td>D</td>
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<tr>
<td>Participation (10%)</td>
<td>&lt;288</td>
<td>≤59.9%</td>
<td>F</td>
</tr>
<tr>
<td>Presentation (10%)</td>
<td>48</td>
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Total: 480
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 DSSiusi@siui.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.
• D-01 Use positive and negative reinforcement.
• D-02 Use appropriate parameters and schedules of reinforcement.

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.
• F-02 Use token economies and other conditioned reinforcement systems.
• Preference Assessments and Reinforcer Assessments

***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.

- E D-20 Use response-independent (time-based) schedules of reinforcement (i.e., noncontingent reinforcement).

- D-02 Use discrimination training procedures.

- Choice Procedures

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

- D-15 Identify punishers.
  - D-16 Use positive and negative punishment.

- D-17 Use appropriate parameters and schedules of punishment.

- D-19 Use combinations of reinforcement with punishment and extinction.

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

- D-18 Use extinction.

- D-21 Use differential reinforcement (e.g., DRO, DRA, DRI, DRL, DRH).
• Use functional communication training.

• F-08 Use augmentative communication systems.

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.

• 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)

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

LANGUAGE-BASED INVERTENTIONS

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

• D-08 Use discrete-trial and free-operant arrangements.
• D-09 Use the verbal operands 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)
Week 10 (Oct 24): Advanced Verbal Behavior (62 pages)

- E-13 Use matching-to-sample procedures.
- E-06 Use stimulus equivalence procedures.

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

- F-03/04 Use direct instruction and precision teaching.

- F-05 Use personalized systems of instruction (PSI).

- F-06 Use incidental teaching.

- 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).
- E-05 Use independent, interdependent, and dependent group contingencies.
Week 15

- [https://www.youtube.com/watch?v=KlMM7ScTTiw](https://www.youtube.com/watch?v=KlMM7ScTTiw)

- F-01 Use self-management strategies.

Week 13 (Nov 14): Behavioral Skills Training (44 pages)


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

- E-07 Plan for behavioral contrast effects.

- E-08 Use the matching law and recognize factors influencing choice.

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


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

FINALS WEEK: Presentations & Potluck