BAT 406, Experimental Analysis of Behavior (ABA II)  
Spring 2017  
Course Syllabus and Calendar

Course Time: Tuesday and Thursday, 9:35AM – 10:50 AM  
Course Location: Wham 203

Instructor Information

Professor: Ryan N. Redner, Ph.D., BCBA-D  
Email: rredner@siu.edu  
Office Location: 335-A Rehn Hall  
Office Hours: Tuesday 11 AM - 2 PM // Wednesday 9:00 AM – Noon  
Office Phone Number: 453-8295

Please don’t hesitate to stop by during office hours. I have devoted my career to behavior analysis, and enjoy teaching the subject matter. I would like everyone to succeed in this course. The outline of this course is not meant to be a mystery, so if something is not clear feel free to contact me.

Course Description

The field of behavior analysis is built on a small number of fundamental principles of behavior. Many of these principles were examined and outlined by B. F. Skinner. Other researchers have continued work in this area and have produced a body of work that helps us to understand these principles. We will study these principles because they help us to understand why behavior is occurring. Having a strong ability to think about behavior using these principles will help you to succeed as a behavior analyst.

Course Materials

Readings for this class will consist of chapters from the primary texts and assigned articles. Students are expected to have read all assigned readings prior to the specified class. Readings should be completed prior to the class date which they are listed on the syllabus.


- Pryor, K. (1999) Don’t shoot the dog. New York, NY: Bantam. (The 2002 reprinted version is also fine but the page numbers might be different)

- Assigned research articles can be accessed online, from the specific journal website. I will also place them on D2L.

- Echo application on your phone or tablet. This software and be installed by following a link provided on D2L.

Course Goal

The goal of this course is to teach students to have a thorough understand of the principles of behavior (reinforcement, punishment, classical conditioning, extinction, schedules of reinforcement) and complex issues with each of these principles (resurgence, generalization gradients). To understand these principles we will learn about the basic studies on which these principles are based.

Course Objectives
Overall, students should have a thorough understanding of the principles of behavior, which were largely derived from the animal laboratory.

1. Understand the basic assumptions of behavior analysis
2. Be able to discuss the basic principles of behavior in an elegant way, as well as studies discussing these principles
3. Be able to recognize instances of behavior change and the principles that affected behavior
4. Discriminate between principles of behavior, such as reinforcement and punishment
5. Understand how the Experimental Analysis of Behavior informs Applied Behavior Analysis

Grades
Your grade will be calculated based on points earned from unit exams, class participation, and a comprehensive final exam. Your grade is simply based on the number of points you accumulate in the course. I want you to get all the points you have earned. Therefore, if there was a mistake in grades please talk with me during office hours.

Tests (8 @ 35pts each) 280 points (70%)
Participation (24/27 @ 2.5 pts each) 60 points (15%)
Final Exam 60 points (15%)
Total: 400 points

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>360 - 400</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>320 - 359</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>280 - 319</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>240 - 279</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>Less than 239</td>
<td>0% - 59%</td>
</tr>
</tbody>
</table>

Lectures
Lectures will occur during each class period. During class periods in which there is a unit exam, the lecture will follow the exam.

Points Awarded For:

1. Unit Exams (8 total, 1 remedial opportunity)
   Unit exams will be given in class at the beginning of class. Unit exams will consist of questions on the materials covered during the previous unit. Though less likely, material from past readings and lecture can be included. Unit exams will contain content from assigned reading materials and lecture materials for that unit. There is an opportunity for one (1) remedial unit exam, so plan accordingly (it occurs at the end of the semester). Unit exams will be completed in class on your laptop or tablet. They will be done using D2L using a secure browser. (Please download Respondus LockDown Browser in advance. This software works on tablets.). To succeed on exams you should read the material again, read lecture notes, and know all material on study guides.
On the rare occasion a make-up unit exam is given, it will only be counted toward a final grade if a score of C (24.5+) or more is acquired. Otherwise the quiz will be scored as a zero (0). The reason for this rule is that sufficient time with the material is required, just like students who attended class.

2. Participation (24/27 @ 2.5 pts each)
   Participation points will be earned by engaging with classroom activities including those that are presented through echo software. Multiple choice questions will be presented through echo and answered on your phone. If you do not participate points cannot be earned. More points will be awarded for correct answers. Three participation scores will be dropped.

3. Final Exam
   This final exam will cover all material presented throughout the class. This exam will be conducted on D2L with Respondus Lockdown browser. This final exam will be conducted during finals week.

Study Guides
Study guides are provided for unit exams. To succeed on the exams you must know the material well, including the terms. Study guides are available online. It is *highly* recommended that you utilize the study guides.

Checking your Email

Some assignments or modifications to assignments may come through email, therefore as part of the class you are required to check your email on at least five (5) different days of the week.

Recommended steps to get an “A”

1. Read Chapters, completing study guides as you read.
   a. Think about the material you read
   b. Write down discussion questions for class
2. Read additional material and watch videos
3. Be ready to discuss content in class (bring your discussion questions)
4. Study notes and re-read material for exams with a focus on study objectives

Students with Disabilities

Support for Students with Disabilities. If you think you need an accommodation for a disability, please let me know at your earliest convenience and register with Disability Support services (618-453-5738; DSSsiu@siu.edu; http://disabilityservices.siu.edu/). Some aspects of this course, the assignments, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with Disability Support Services to help us determine appropriate academic accommodations. Any information you provide is private and confidential and will be treated as such.

Academic Dishonesty

Each student is responsible for making himself or herself aware of the policies and procedures in the Graduate Catalog (see policies.siu.edu/_common/documents/StudentConductCode.pdf) that pertain to Acts of Academic Dishonesty. These policies cover such acts as plagiarism, preparing work for another student, cheating by any method or means, falsifying or manufacturing data, furnishing false information to a university official relative to academic matters, and soliciting, aiding, concealing, or attempting conduct in violation of this code. The student is also responsible for making himself or herself aware of the procedures applicable to cases of academic dishonesty as outlined in the Graduate Catalog, including jurisdiction at the department or college level, informal resolution, and formal disciplinary measures. A student must consult with the instructor if he or she has questions pertaining to academic dishonesty prior to the submission of an assignment or test.

Electronics Etiquette
The rule is very straightforward: No cell phones, computers, or other electronics may be used during lecture. At the first warning participation points will be lost for that class period. ***** At the second warning twenty points will be automatically deducted from a student’s grade for using a laptop, ipad, or cell phone. *****

Laptops and tablets will be used for taking quizzes and echo questions, at which point it is okay to use these electronics.

Grade Change Procedures

According to SIU policy, grades given at the end of a course are final and may not be changed by additional work or submitting additional materials. When work is completed for a course in which an INC grade has been given, instructors notify the Registrar's Office of that fact, along with the final grade to be given, by processing a Grade Change Card through the academic dean's office. Similarly, if the original grade that was submitted was done in error, a Grade Change Card should be processed.

Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety 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 sheltering within the facility.

Things to Keep in Mind:

- If you are having difficulty with this material, contact the course instructor or teaching assistant as soon as possible.
- If you wish to drop this course for any reason, the Graduate School has a final date that you can do this. It is your responsibility to drop by the date designated by the Graduate School. See http://registrar.siu.edu/calendars/index.html
- A grade of Incomplete will be given only under the conditions specified in the Graduate School catalog. This generally refers to situations involving emergencies or unusual family circumstances. It does not pertain to a student who is failing the course. See http://registrar.siu.edu/grades/incomplete.html
- This syllabus is subject to modification to correct errors. The instructor reserves the right to make additions or deletions at any time as he sees fit.

Class Schedule

BAL: Behavior Analysis and Learning
DSTD: Don’t Shoot the Dog

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Test</th>
<th>Before Class Activity</th>
<th>In-Class Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read Syllabus and visit D2L site</td>
<td>Discuss Syllabus and Course Expectations &amp; Pretest</td>
</tr>
<tr>
<td>UNIT 1</td>
<td>Introduction to the class</td>
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</table>

CLASS 1: 1/17
| CLASS 2: 1/19 | Who are the founders of behavior analysis? Assumptions of Behavior Analysis | • Read: BAL Ch. 1  
• Watch B.F. Skinner: A Fresh Appraisal (link available on D2L)  
• Read: DSTD Forward | Lecture: Assumptions of Behavior Analysis  
Discussion: Science and Free Will, Is human behavior beyond science?  
Participation #1 |
| CLASS 3: 1/24 | Assumptions of Behavior Analysis cont., Review of operant class | • BAL Ch. 2 29-34  
• BAL Ch. 4 85-89, 105  
• DSTD Ch. 1 1-12 | Lecture: What is an operant class?  
Participation #2 |

**UNIT 2**

| CLASS 4: 1/26 | Reinforcer relativity & Motivation | 1 | • BAL Ch 2 34-36  
• BAL Ch 4 91-93 | Lecture: MOs  
Exercise Sd vs. MO  
Participation #3 |
| CLASS 5: 1/31 | Conditioned reinforcement (1) | • Read DSTD Chpt. 1 (13-end)  
• Read BAL Chpt. 10 pgs. 293-299 (stop before “A brief…”), & 310-316 (omitting section on Experimental analysis of token reinforcer). | Lecture: Conditioned reinforcement & token economies  
Participation #4 |
| CLASS 6: 2/2 | Extinction & Shaping | • Read DSTD Chpt. 2, 6 is Optional  
• Read BAL Chpt. 4 pgs. 106-end | Video: Clicker training  
Special topics lecture: resurgence  
Participation #5 |

**UNIT 3**

| CLASS 7: 2/7 | Stimulus Control | 2 | Lecture: generalization/discrimination, Peak shift  
Participation #6 |
| CLASS 8: 2/9 | Stimulus Control continued | • DSTD Chpt. 3  
• BAL Chpt. 4 pg. 46-50.  
• BAL Chpt. 8 (skip pg. 227-233 | Special topics lecture: drug discrimination  
Review: errorless learning,  
Participation #7 |
<p>| CLASS 9: 2/14 | Concept Formation &amp; Conditional Discrimination | • BAL Chpt. 8 (241-end) | Lecture: concept formation, conditional discrimination |</p>
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 10</td>
<td>2/16</td>
<td>Simple schedules</td>
<td>3</td>
<td>Watch lecture on simple schedules, generate different schedules using link provided.</td>
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<tr>
<td>Class 11</td>
<td>2/21</td>
<td>Complex schedules and conditioned reinforcement (2)</td>
<td></td>
<td>BAL Chapter 8, 227-233</td>
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<tr>
<td>Class 12</td>
<td>2/23</td>
<td>Complex schedules cont.,</td>
<td></td>
<td>BAL Chapter 10: Second order schedules and experimental analysis of token reinforcement</td>
</tr>
<tr>
<td>Class 13</td>
<td>2/28</td>
<td>Concurrent Schedules</td>
<td>4</td>
<td>Lecture: Matching Exercises: Matching Law</td>
</tr>
<tr>
<td>Class 14</td>
<td>3/2</td>
<td>Concurrent Chains &amp; Self control</td>
<td></td>
<td>BAL Chpt. 9</td>
</tr>
<tr>
<td>Class 15</td>
<td>3/7</td>
<td>Commitment responses, Discounting &amp; risky choice</td>
<td></td>
<td>“Impulsivity” by Madden &amp; Bickel (available online)</td>
</tr>
<tr>
<td>Class 16</td>
<td>3/9</td>
<td>Respondent Behavior</td>
<td>5</td>
<td>Participation #15</td>
</tr>
<tr>
<td>3/14 &amp; 3/16</td>
<td></td>
<td></td>
<td></td>
<td>SPRING BREAK – No Class</td>
</tr>
<tr>
<td>Class 17</td>
<td>3/21</td>
<td>Respondent Behavior and Conditioning</td>
<td></td>
<td>Review lecture material BAL Chapter 3</td>
</tr>
<tr>
<td>Class 18</td>
<td>3/23</td>
<td>Respondent Cond. Extensions Operant/respondent interactions</td>
<td></td>
<td>BAL Chpt. 7</td>
</tr>
<tr>
<td>CLASS 19: 3/28</td>
<td>Selection</td>
<td>• BAL Chpt. 14</td>
<td>Lecture on natural selection, Natural selection exercises, Cultural evolution, Participation #18</td>
<td></td>
</tr>
<tr>
<td>UNIT 7</td>
<td></td>
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</table>
| CLASS 20: 3/30 | Applied Behavior Analysis | 6 | • Read BAL Chpt. 13  
• Read DSTD Chpt. 5 | Special Topic Lecture: contingency- management addiction treatment, Participation #19 |
| CLASS 21: 4/4 | Punishment | • BAL Chpt. 6, pgs. Up to pg. 168 | Special Topic lecture: is punishment the opposite of reinforcement?, Participation#20 |
| CLASS 22: 4/6 | Behavioral Reduction/ Functional Analysis | • DSTD Chpt. 4 pgs. 117-147  
| CLASS 23: 4/11 | Negative reinforcement | • BAL Chpt. 6, pgs. 168-end  
• DSTD Chpt. 4 pgs. 98-147 | Lecture on avoidance: molar vs. molecular theories, Participation #22 |
| UNIT 8 |
| CLASS 24: 4/13 | Rule-governed behavior & imitation | 7 | • BAL Chpt. 11 | Lecture: rule governed behavior, Participation#23 |
| CLASS 25: 4/18 | Verbal Behavior & private events | • BAL Chpt. 12, omitting section on stimulus equivalence (pg. 384-392) | Lecture: Verbal Behavior, Verbal Behavior exercises, Participation #24 |
| CLASS 27: 4/25 | Complex Behavior | Watch Video: cognition, creativity and behavior | Participation #26 |
| CLASS 28: 4/27 | Relational Frame Theory | Complete the tutorial at: https://foxylearning.com/tutorials/rft/basic Lessons 1-8 | Lecture: Relational Frame Theory, Participation #27 |
| CLASS 29: 5/2 | | | No Lecture |
| CLASS 30: 5/4 | Remedial Exam | R | Optional remedial exam |
| FINALS WEEK: | Comprehensive Final Exam |
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://safety.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: call (618) 453-1492, email suncares@siu.edu, or http://salukicares.siu.edu

SIU’S EARLY WARNING INTERVENTION PROGRAM (EWIP)

Students enrolled in courses participating in SIU’s Early Warning Intervention Program might be contacted by University staff during a semester. More information can be found at the Core Curriculum’s Overview webpage: http://corecurriculum.siu.edu/program-overview

EMERGENCY PROCEDURES

We ask that you become familiar with Emergency Preparedness @ SIU. Emergency response information is available on posters in buildings on campus, on the Emergency Preparedness @ SIU website, and through text and email alerts. To register for alerts visit: http://emergency.siu.edu

STUDENT MULTICULTURAL RESOURCE CENTER

The Student Multicultural Resource Center serves as a catalyst for inclusion, diversity and innovation. As the Center continues its work, we are here to ensure that you think, grow and succeed. We encourage you to stop by the Center, located in Grinnell Commons, to see the resources available and discover ways you can get involved on the campus. Visit us at http://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 Lab: http://math.siu.edu/comps/maths-help.php

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/

MILITARY COMMUNITY

There are complications of being a member of the military community and also a student. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate academic life. If you are a member of the military community and in need of accommodations please visit Veterans Services at http://veterans.siu.edu/

Additional Resources:

ADVICE: http://advice.siu.edu/
SIU ONLINE: https://online.siu.edu/
SALUKI SOLUTION FINDER: http://solutionfinder.siu.edu/
MORRIS LIBRARY HOURS: http://library.siu.edu/library/hours
BCaBA Undergraduate Syllabus Addendum

Students earning a Bachelor’s degree in Behavior Analysis and Therapy have the opportunity to fulfill, in part, the requirements for becoming a Board Certified Assistant Behavior Analysis® (BCaBA®). The BCaBA is an undergraduate-level certification in behavior analysis. Professionals who are certified at the BCaBA level may not practice independently, but must be supervised by someone certified at the BCBA/BCBA-D level. In addition, BCaBAs can supervise the work of Registered Behavior Technicians, and others who implement behavior-analytic interventions. Obtaining certification as a BCaBA improves job applicants’ eligibility and qualification for many positions in the field of behavior analysis. Requirements for the BCaBA are outlined in the table below.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
<th>Fulfilled by completion of degree requirements for a Bachelor’s in Behavior Analysis and Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>Applicants must possess a minimum of a bachelor’s degree from a qualifying accredited institution. The bachelor’s degree may be in any discipline.</td>
<td>Yes</td>
</tr>
<tr>
<td>Coursework</td>
<td>Coursework must come from a qualifying accredited institution and cover the required content outlined in the BACB’s Fourth Edition Task List and Course Content Allocation documents. Only courses where the applicant was formally enrolled and earned a passing grade (“C” or better for graded courses) are acceptable.</td>
<td>Yes</td>
</tr>
<tr>
<td>Examination</td>
<td>Applicants must take and pass the BCaBA examination. Authorization to take the exam is only provided to applicants who have submitted a complete exam application to the BACB, including all documentation necessary to demonstrate that they have met all of the criteria above. For more information, visit: <a href="http://bacb.com/examination-information/">http://bacb.com/examination-information/</a></td>
<td>No</td>
</tr>
</tbody>
</table>

As outlined in the table above, the degree you receive and the courses you complete as part of the degree requirements for a Bachelor’s in Behavior Analysis and Therapy will be accepted by the Behavior Analyst Certification Board. However, the experience hours required to sit for the examination are not provided by participation in this program. In order to obtain these experience hours, an applicant must seek out an external site and supervisor. These experience hours may be obtained during or following completion of the program (see the BACB Experience Standards). In addition, the Behavior Analysis and Therapy program does not administer the examination; an applicant must first apply to take this exam through the BACB (fees apply) and take the exam through Pearson VUE (fees apply).