

BAT 433: Applied Behavior Analysis in Pediatric Populations

Spring 2017 Syllabus

COURSE INFORMATION

Class Times: Wednesdays 2:00pm-4:50pm
Location: Wham 203

INSTRUCTOR INFORMATION

Professor: Erica S. Jowett Hirst, Ph.D., BCBA-D
Telephone: (618) 453-7724
Email: ejowetthirst@siu.edu
Office: 331A Rehn Hall
Office Hours: Mondays 9:30am-11:30am
Wednesdays 9:30am-1:30pm

Graduate Assistant: Falyn Lockenour
Email: flockenour2@siu.edu
Office: B104 Northwest Annex B
Office Hours: By appointment

COURSE DESCRIPTION & OBJECTIVES

This course provides students with knowledge related to the application of behavior-analytic approaches to assessment and treatment of many childhood behavior problems. Topics covered will include assessment and treatment of problem behavior exhibited in school and home settings displayed by typically functioning individuals, as well as individuals with a variety of developmental disorders. Prerequisite course: REHB 312 & BAT 406. Upon completion of this course, students will be able to:

- Describe behaviors exhibited during typical child development
- Describe behaviors associated with common childhood disorders
- Understand common functions of behavior
- Describe and implement treatments for behavior reduction and skill acquisition
- Train caregivers how to implement interventions
- Describe ways to accommodate children with behavioral challenges in a classroom setting
- Understand group contingencies and how to use them in classroom settings
- Develop curriculum for children with special needs

REQUIRED COURSE MATERIALS

There are no required texts for this course. All materials are on Desire2Learn (D2L). Several in-class activities will require a laptop computer or tablet with internet accessibility.

Note: This syllabus is a guide and subject to change as necessary.

REQUIRED ASSIGNMENTS

Quizzes: At the start of each class, a quiz will be administered. Quizzes will cover content from the previous week's lecture. All quizzes are worth 15 points, and students will have up to 15 minutes to complete the quiz; therefore, you should plan to arrive 5 minutes prior to the start of class to ensure maximum allotted time to complete the quiz. **Any student arriving to class after all students have completed the quiz may not begin the quiz and will receive no credit. In addition, you may not retake any quiz; however, your lowest score will be dropped and you may make up one missed quiz. Make-up quizzes must be completed prior to the next class.**

In-Class Activities: During each class, students will be expected to participate in a variety of activities. Each activity is worth 10 points and will require the use of a laptop or tablet. **Activity points may only be earned in class; however, your lowest score will be dropped.**

Final Exam: A comprehensive final exam will be administered during finals week (100 points). The final exam is optional and will cover all material discussed throughout the course. The final exam will include short answer, fill-in-the-blank, and multiple choice questions. **If a student elects to take the final exam, the student's grade will be calculated out of 425 points.**

Extra Credit: 5-min oral review. You will be given 5 minutes to briefly describe 5 studies on an applied topic of behavior analysis regarding treatment of children (details available on D2L). Extra credit will be worth (up to) an additional 2% toward your final grade. **Extra credit must be complete by Thursday, May 4th at 5pm.**

GRADES

Your course grade will be based on the number of points you earn on the assignments listed above. **Grades that are nearing a higher letter grade will not be bumped; therefore, students should maintain awareness of their grade throughout the semester and take advantage of the extra credit opportunity. Note that a letter grade of C or higher is required to pass this course.**

Assignment	Points	Quantity	Total	Points	Percentage	Grade
Quizzes (60%)	15	13	195	> 292.5	> 90%	A
Activities (40%)	10	13	130	260-292.4	80% - 89.9%	B
Final Exam (optional*)	100	1	100	227.5-259.9	70% - 79.9%	C
				195-227.4	60% - 69.9%	D
				< 195	< 60%	F
TOTAL			325			

***If you elect to take the final exam, your grade will be calculated out of 425 points.**

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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 instructor the name of the assignment and the correct point calculation
- **(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
- **(The instructor will not discuss grade disagreements during class or reply to emails with questions about grade disagreements)**
- **Note: grade disagreements must be brought to the instructor's attention prior to the next class. Grades will not be adjusted after the next class.**

If you would like to see your quiz, you can:

- See instructor during office hours
- Email the instructor to schedule an appointment to review your quiz if not available during office hours; indicate your availability when emailing
- **Quizzes will not be handed back in class; however, answer keys will be provided in class. If you have a concern about your quiz grade, you should plan to see the instructor the week the quiz was administered; grades will not be adjusted after the next class**

If you are unable to meet the instructor during office hours and 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, you can:

- See instructor during office hours
- Email the instructor to set up a meeting and include your availability

If you encounter technical difficulties when submitting an assignment:

- You must notify the instructor in class **(You will not get an extension or accommodation unless you do this)**

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ADDITIONAL INFORMATION

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.

Academic Misconduct

Per the University's student code of conduct, students shall not:

- 1. Plagiarize or represent the work of another as one's own work*
- 2. Prepare work for another that is to be used as that person's own work*
- 3. Cheat by any method or means*
- 4. Knowingly or willfully falsify or manufacture scientific or educational data and represent the same to be the result of scientific or scholarly experiment or research*
- 5. Knowingly furnish false information to a university official relative to academic matters*
- 6. Solicit, aid, abet, conceal, or attempt acts of 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

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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.

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.

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COURSE OUTLINE

Week	Date	Topic
1	1/18	Course overview & expectations
2	1/25	Typical Child Development
3	2/1	Typical Child Development (cont'd) Quiz 1
4	2/8	Childhood Disorders & Disabilities Quiz 2
5	2/15	Childhood Disorders & Disabilities (cont'd) Quiz 3
6	2/22	Problem Behavior Assessment and Intervention for Children Quiz 4
7	3/1	Individualized Instruction for Early Learners Quiz 5, Mid-semester evaluations
8	3/8	Acceptance & Commitment Therapy for Kids Quiz 6
9	3/15	SPRING BREAK
10	3/22	Problem Behaviors Related to Sleeping & Bedtime Routines Quiz 7
11	3/29	Problem Behaviors Related to Feeding & Eating Quiz 8
12	4/5	Toilet Training & Problem Behaviors Related to Toileting Quiz 9
13	4/12	Teaching Safety Skills to Young Children Quiz 10
14	4/19	Parent & Teacher Training Quiz 11
15	4/26	Classroom Interventions & Group Contingencies Quiz 12
16	5/3	Curriculum Development & Environmental Arrangement Quiz 13, End-of-semester evaluations
17	5/10	Quiz 14 / FINAL EXAM

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