Instructor: Dr. Mark R. Dixon, PhD  
Email: mdixon@siu.edu  
Office Location: 334 Rehn Hall Suite C  
Office Hours: M 8:00 am - 2:00 pm  
Course Time: M 6:00 pm - 9:00 pm

Teaching Assistant:  
Email:  
Office Location: 334 Rehn Hall Suite B  
Office Hours: M 3:00 pm - 5:50 p  
Course Location: 0141 Lawson Hall

Course Materials

Tests 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.

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

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) be able to discuss the points of each assigned chapter/article during class, (3) respond appropriately to questions provided on examinations based on the text and class discussion, (4) produce written examples of support plans and progress evaluations, (5) participate in role plays designed to experiential exposure to procedures.

Upon successful completion of this class, you will know how to:
- Describe behavior procedures and the purpose for employing them
- Use 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.

General Course Format

Each class period will consist of an examination (20-30 min) covering the materials reviewed up until that point of the class and the assigned readings for that class period, a lecture and discussion focused on procedures and techniques, and an experiential role-play segment in which students will be tasked with performing the procedures discussed.

Course Grades

Your course grade will be calculated based on the number of points that you can earn on the examinations, technical compositions, scholarly essays, and participation. Points cannot be earned by doing alternative or extra activities, except those described later in this syllabus. The total number of possible points is thus 880, broken down as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (13 @ 20 pts)</td>
<td>260</td>
</tr>
<tr>
<td>Scholarly Essays (1 @ 50 pts)</td>
<td>100</td>
</tr>
<tr>
<td>Technical Compositions (13 @ 20pts)</td>
<td>260</td>
</tr>
<tr>
<td>Performance during Role-Play procedures (13 @ 20 pts)</td>
<td>260</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>880</strong></td>
</tr>
</tbody>
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Grades will be determined according to the following point distribution:

- A: 90% - 100%
- B: 80% - 89%
- C: 70% - 79%
- D: 60% - 69%
- F: <60%

Examinations

There will be 14 exams given during the course of the semester. Each exam will be worth 20 points. Each exam may cover any materials presented in class and within the assigned readings up until that point in the class, i.e. assigned readings for the current class are fair game. Questions will consist of a variety of short answers and brief essays. NO MAKE-UP EXAMS WILL BE PROVIDED. If you are not going to be in class for any given reason, you must notify me prior to the start of the class period and you will need to take the exam before the rest of the class. If there is an unexpected absence, I will need medical documentation. If I do not receive a message regarding your absence before class, you will receive a 0 for that exam. No exceptions. Your lowest single exam grade will be dropped from your final grade calculation.

Scholarly Article

By the end of the semester, each student will compose a literature review covering an assigned area of procedures. This literature review will consist of a 20 to 30-page paper that presents the rationale for a given set of procedures and provides a comprehensive review of the scholarly works published in that area. Emphasis will be placed on the appropriateness of the content, clarity of writing, and adherence to APA style.

Technical Compositions

There will be 13 technical compositions assigned each week. Technical compositions consist of documents that provide rational, instruction, recording materials, and evaluation of outcomes related to specific behavior procedures. Each week, students will be assigned a specific behavioral procedure and will be asked to compose a behavior support plan or recommendation document outlining the rational for the procedure and a task-analysis for implementation. Students will be expected to provide adequate materials for data recording, and a hypothetical progress evaluation report. Specific details and requirements for each assignment will be discussed in the class proceeding its due date.

Performance during Role-Play procedures

During each class, students will be asked to engage in a behavior skills training (BST) style session involving the procedures discussed in class. These sessions will conducted as a inter- teach seminar in which students will be provided with instruction and modeling. Students will then role-play and practice the procedures in small groups while the instructor provides specific feedback to each group. Students will be graded on active participation and the completion of in class data collection.

Academic Dishonesty

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

If I have evidence of any form of academic dishonesty, I will charge the student with violating the Academic Honesty Policy of the University in a report to the Office of Student Judicial Affairs. A student who is found responsible for an act of academic dishonesty will receive a failing grade in the course.
Cheating consists of, but is not limited to, looking at another student’s quiz/exam, using external aids (such as books, notes, conversation with others) when taking 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. NOTE: Changing the size of characters and/or spacing between paragraphs to make your paper appear longer is WIDELY APPARENT to those grading them. Do NOT attempt to do so or your efforts will be publicly acknowledged and shamed.

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

Course Calendar

Week 1: Intro and Procedures to Increase Behaviors
   o Review Syllabus
     o E-10 Use the Premack principle.
     o D-01 Use positive and negative reinforcement.
   o D-02 Use appropriate parameters and schedules of reinforcement.

Week 2: Identifying Reinforcers and Creating New Ones
   o E-11 Use pairing procedures to establish new conditioned reinforcers and punishers.
   o F-02 Use token economies and other conditioned reinforcement systems.
   o Preference Assessments and Reinforcer Assessments

Week 3: Antecedent Manipulations
   o E-01 Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli.
   o E-D-20 Use response-independent (time-based) schedules of reinforcement (i.e., noncontingent reinforcement).
   o D-02 Use discrimination training procedures.
     - Choice Procedures

Week 4: Procedures for Reducing Problem Behavior
   o D-15 Identify punishers.
   o D-16 Use positive and negative punishment.
   o D-17 Use appropriate parameters and schedules of punishment.
   o D-19 Use combinations of reinforcement with punishment and extinction.
Week 5: Procedures for Simultaneously Increasing Appropriate Behaviors and Reducing Inappropriate Behaviors

- Use functional communication training.
- Use differential reinforcement (e.g., DRO, DRA, DRL, DRI, DRH).
- Use functional communication training.
- Use augmentive communication systems.

Week 7: Training New Skills

- Use modeling and imitation training.
- Use shaping.
- Conduct task analyses.
- Use chaining.
- Use prompts and prompt fading.
- Use errorless learning procedures.

LANGUAGE BASED INVERTENTIONS

Week 8: Verbal Behavior Therapy

- Use discrete-trial and free-operant arrangements.
- Use the verbal operators as a basis for language assessment.
- Use echoic training.
- Use man mand training.
- Use tact training.
- Use intraverbal training.
- Use listener training.
- Arrage high-probability request sequences. (momentum)

Week 9: Advanced Verbal Behavior

- Use matching-to-sample procedures.
- Use stimulus equivalence procedures.
Clinical and Organizational Approaches

Week 11: Procedures for Verbally Capable Individuals
- E-03 Use instructions and rules.
- E-04 Use contingency contracting (i.e., behavioral contracts).
- E-05 Use independent, interdependent, and dependent group contingencies.
- F-01 Use self-management strategies.

Week 12: Behavior Skills Training
- Instruction
- Modeling
- Role-play
- Feedback

Week 13: Advanced Topics
- E-07 Plan for behavioral contrast effects.
- E-08 Use the matching law and recognize factors influencing choice.
  - Biosketch

Week 14: System Wide Interventions

Week 15: Acceptance and Commitment Therapy

Finals Week: Exam