

REHB 589: Procedures and Applications of Behavior Analysis
Spring 2017 Course Syllabus and Calendar

Instructor Information: Rachel Enoch, PhD, BCBA-D
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Course Materials:

Applied Behavior Analysis: Principles and Procedures for Modifying Behavior; Edward P. Sarafino
(You can purchase this book on Amazon. You can also access a digital copy of it via 'scribd.com' if you sign up for a membership)

Articles for the course will be accessible via D2L

Course Description and Objectives:

This course will be conducted as a hybrid course in order to maximize your learning experience. The class will meet twice on-site in Chicago for class on Friday afternoon and all day Saturday. The weeks in-between those in person meetings, the class will utilize Desire 2 Learn (D2L) SIU's online course platform to have weekly chats and interact through discussion boards and assignments.

The primary course objective is for you to be able to identify, employ, and evaluate behavior analytic procedures across a number of settings. This should be seen as a 'capstone' class, as it will be an accumulation of the information you have learned regarding the science of behavior, its applications, and work to prepare you for your exam (although exam prep is not necessarily a main focus, though it may occur through the course content). 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 complete the following:

1. Read and stay up to date on each of the assigned readings each week
2. Be able to discuss the points of each assigned reading during chat or in-person discussion
3. Respond appropriately to questions provided during discussion board posts and on examinations based on the text and chat discussions
4. Produce written examples of support plans and progress evaluations to demonstrate your understanding of the material
5. Participate in assignments designed to provide exposure to procedures/class content

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

1. Describe behavior procedures and the purpose for employing them based on the science of behavior
2. Apply behavior-analytic procedures to solve problems of social importance or improve conditions for dependent, or at-risk populations

3. Be able to compose behavior analytic works, such as behavior support programs, that are both technologically adequate and conceptually systematic
4. Be able to perform behavior analytic procedures as well as to train others on how to implement procedures
5. Produce/Critically examine scholarly works related to behavior analytic procedures

General Course Format

This course will be offered as a hybrid course, the class will meet in person twice during the semester and will meet in an online format via D2L the off-weeks. Several considerations are made to make the class maximally interactive and informative. This course will be held in a seminar intensive format. What this means in that no long PowerPoint lectures will be uploaded, this is intentionally done to create a more engaging learning environment and encourage you to interact with the assigned readings rather than relying on the information solely from the lecture. Class readings and discussion will be a large component to this course. The discussion board will be actively utilized to pose weekly questions regarding the reading content and it is expected that you will be interactive on the discussion board, posting your own answers and interacting with your peers. Additionally, weekly chat discussions will be held in D2L for one hour per week to have more interaction with the material. Lastly, when class is held in-person, the format will be discussion and presentation based, therefore reading completion is expected in order to have dynamic discussion as a long lecture will not be conducted. This type of classroom format is being utilized in this course to promote an interactive approach to learning the course material and encourage the critical application of the content.

Weekly Chats: Weekly chats will be held in D2L under “chats”. These chat times are an opportunity for you to ask questions about the material and interact with it and each other. The chats will be held each week (except the weeks we meet in person, Spring Break week, and Finals Weeks). **The chats will be each Wednesday from 8-9 PM CST.**

Course Points Breakdown

Content	Individual Points	Total Points
Quizzes- (15 quizzes)	5 points	75 points
Behavior Change Plan Part I	50 points	
Behavior Change Plan Part II	50 points	PART I AND II: 100 points
Technical Compositions – (3 compositions)	10 points	30 points
Group Presentation	30 points	30 points
Discussion Posts – (13 posts)	5 points	65 points
Total Class Points		300 points
A- 100%-90%	300-270 points	
B- 89%-80%	269-240 points	

C- 79%-70%	239-210 points	Below a C is a failing grade for this course
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Course Assignments

Discussion Boards: Discussion board content will be posted each week on Sunday and all responses will be due by the following Sunday, allowing you seven days to interact with the post content for that week. You will be required to respond to the instructor’s original post and then respond to one peer’s comment for full points. The discussion board will close at midnight (CST) each week and will be locked so no late responses will be accepted. The discussion board is meant to take the place of stagnate lectures, therefore a thorough and well thought out response is expected (i.e. longer than a couple sentences). If you write something to the effect of “I agree”, please expect no points to be awarded to you. If you agree, you must expand upon why you agree and the same goes with disagreements. There will be no discussion posts required the weeks that the class meets in person or the week of Spring Break and Finals week. Due dates and times will be detailed in the calendar section.

Examinations: Each week there will be a quiz based on the content for that week. The quiz may be made up of various types of questions (i.e. short answer, multiple choice, true/false, etc.). This quiz is not intended to be comprehensive but rather focus on the key points/topics for the week to allow you to demonstrate your understanding of the content. As you will see in the course grades section, these quizzes are not worth a large amount of points each week but do serve a purpose for content understanding and demonstration. Please plan accordingly and do not rely on your schedule or technology to be accommodating at the last minute, no make-up exams will be provided. This is a nudge to help you to stay on track with the readings and content each week and not fall behind. You will need to plan exams accordingly, as no extension or make-up exams will be provided. There will be no quizzes the week of Spring Break and Finals week. Due dates and times will be detailed in the calendar section. You will be provided 10 minutes to complete each quiz.

Assignments: There will be a variety of assignments this semester that each will focus on different skill-sets. The following assignments will be a part of this course. Due dates and times will be detailed in the calendar section.

Technical Composition: There will be 3 technical compositions assigned throughout the semester. Technical compositions consist of an APA formatted paper that provides rationale for the article, a critical evaluation of the measurements utilized, data collection system, and outcomes evaluation related to the specific research article. This is meant to be critical, critically evaluating the article, the introduction, procedures/methods, results, and discussion, to determine your perspective on whether it is a solid article that contributes to the science of behavior. For each technical composition, students will be provided the article to evaluate and a paper detailing their evaluation of the paper will be due. This paper should be between 2 pages in length (APA formatted). A grading rubric will be uploaded in the D2L content area to provide guidance for the expectations of the composition. Due dates and times will be detailed in the calendar section. To receive credit for technical compositions they are required to be

uploaded to D2L by the due date specified in the course calendar. No E-mailed compositions will be accepted.

Group Presentation: When the class meets for the first-time in person, the class will be divided into smaller groups for this assignment. The group will be provided a topic and will be required to work together to conduct a lit-review of the topic, write the lit-review in an APA formatted document (paper), and present their topic to the class, utilizing a visual aide of the group's choice. Additionally, the group should provide two critical questions regarding their topic as discussion points for the class, which are open to be utilized in the final exam. Each group will have time to work together on this assignment during the first in-person meeting and will be required to present it during the second in-person meeting. To recap for this assignment, each student will work together with their group throughout the semester to conduct a literature review on their assigned topic, write their literature review in APA format (there are many examples of how to write APA formatted lit reviews online), and present their topic to the class utilizing a visual aide and having two critical questions presented to the class. Due dates and times will be detailed in the calendar section.

Behavior Change Plan (Self-Directed –BCP IN CALENDAR--): Part 1 of the behavior change plan you will present to the class during our first in-person meeting. Please do not wait to begin starting this project. You will need to have part 1 completed prior to coming to our first in-person meeting session.

The behavior change plan is focused on being an accumulation of everything you have learned throughout the semester. This behavior change plan will be actually conceptualized and implemented. The behavior change plan must be implemented on someone else and cannot be done on yourself. If you choose to have a client/student be your subject for this project, you must obtain consent to do so and you must depersonalize your documents to maintain confidentiality. It is also important to note that this instructor nor the institution is responsible for the implementation or outcome of the project. If you feel more comfortable, and want to be able to create a plan and implement it with less pressure, you may utilize your own child, friend, partner, family member, etc. for your project. Below is a list of potential behaviors you can target that other students have targeted in the past. If you would like to choose a different behavior than the one listed, you must receive instructor approval prior to beginning your project. You may not use a project/topic/target behavior/client that you are utilizing in another class. For example, you cannot use your thesis data for this project or another class assignment as part of this. There are a few different components to this assignment so please read the instructions carefully.

Potential Target Behaviors:

Increasing on-task behavior

Decreasing insomnia/Out of Bed Behavior

Increasing food preferences

Decreasing non-compliance at bedtime

Decreasing texting and driving

Decreasing tobacco use

Increasing healthy eating

Increasing the use of daily organizers/calendars

Decreasing over-sleeping

Increasing task performance (test scores, meals cooked at home, etc.)

Increasing social interactions

Increasing daily exercise

Decreasing aggressive behavior

Increasing on-time homework completion

Decreasing negative self-talk

Decreasing phobias/fear reactions

Part 1: Behavior Contract and Proposal

(Note: If you do not complete Part 1: Contract and Proposal Assignment, you will receive a score of zero for both parts 1 and 2). **Paper should be double spaced and integration of concepts being learned is critical to earning a high grade. The next section should be typed up into paper format with a graph attached.**

Develop Your Intervention Plan (using the outline below, expand on each section to describe your proposed intervention plan).

1. Measurable Goals:
 - a. Write an overall behavioral goal you want to achieve by changing the target behavior you have identified
 - b. Operational Definition: Write an behavior analytic operational definition for your target behavior. You should write an overall goal for the behavior you are going to change and then behavioral objectives within that goal. Ensure the definition meets ABA guidelines.
 - c. Provide a rationale for why you chose this target behavior.

2. Baseline Data Observation, Recording, and Graphing Methods
 - a. Baseline Data Collection: You will be required to present an assessment of your baseline levels of your target behavior.
 - i. You will need to create a data sheet for your data collection. Often ABC data sheets are effective and helpful but you can utilize other forms of data collection for your baseline data, if you wish. Keep in mind that you will need to

utilize the same data collection process during your intervention as you used during baseline. *Remember, you do not intervene during baseline, you are only observing the behavior.*

- ii. Collection of baseline data recording either the frequency/duration/latency for a minimum of **three days is required. You must demonstrate a trend in the data before moving to the intervention phase.** Often three days is not enough to determine the trend in the data but that is the minimum data points necessary for a trend to emerge. (You will not move onto the intervention phase until you have presented PART 1 to the class).
 - iii. Develop and present an APA style line graph representing your baseline data.
 - iv. Describe how you conducted the observation and the specific type of recording method used (integrate key concepts from your readings).
 - v. Analyze the patterns that have emerged during baseline data collection.
 - vi. Discuss the trends in the data and based on current baseline levels of responding, what behavior pattern you predict to see during your intervention (remember Skinner discussed prediction and control of behavior!)
 - vii. Explain how you will continue data collection during your intervention phase (type of data, recording method, etc.).
3. Conduct a literature review related to your behavior change goal: Provide a brief summary of at least 3 research articles (published in 2000 or later; peer reviewed journal articles, not websites or website articles. The summary is to include a paragraph on each article that includes:
- a. Briefly summarizes the article
 - b. Highlights the behavioral modification techniques used to change that type of behavior 3-4 sentences of what you learned from the article that you will integrate into your behavior change plan. *three research articles are required and MUST be cited in APA format at the end of your summary.
4. Proposed Behavior/Intervention Plan to Change Behavior:
- a. Specific steps and strategies you will implement to change behavior (reinforcements, punishment, extinction, etc.)
 - b. Description of how you will manage situations and consequences (i.e. self-efficacy steps, strategies for self-control, contingency management, etc. and how these will be utilized to minimize the cause of the behavior)
 - c. Possible obstacles to your goal of changing the target behavior and ways of overcoming these obstacles. Include alternatives you will try if your plan doesn't work the way you initially plan
 - d. Various types of reinforcement/punishment schedules you are utilizing
 - e. Description of how progress will be reviewed and measured **It is important to integrate the research articles into your intervention plan and how you are incorporating past research to alter your present behavior**
5. Presentation

- a. Each student will be provided five minutes to present their behavior change plan proposal and present their baseline data. You may utilize a visual aide for your presentation but it should be sent to the instructor prior to class in order to cut down on inter-response time between presentations

PART II. Final Project Report (due date in calendar section). Part II of the behavior change plan you will present to the class during our second in-person meeting. Please do not wait to begin starting the second part of this project. You will need to have part II completed prior to coming to our second in-person meeting session.

Your PART II report should be typed in APA formatting and be organized with the headings listed below to provide organization to the paper. Emphasis will be placed on the appropriateness of the content, clarity of writing, and adherence to APA style. I advise every student to review this code and take special note of what constitutes plagiarism as it will not be tolerated.

1. Introduction
 - a. Description of overall goal and behavioral objective (target behavior) to include operational definition
2. Method
 - a. Describe in detail the actual intervention plan and steps you implemented. This should contain more strategies than listed in your Step 1 proposal as you have now learned more in class that you can integrate, and your plan may have been altered from the initial proposal. Use class concepts and principles to describe plan and be specific on explaining how you collected data, the length of data collection, antecedent control, reinforcement/punishment, and other strategies utilized. This should be written in APA format for a research methods section.
 - i. Describe how you managed the behavior plan, consequences, obstacles, and challenges
 - ii. Describe what type of schedules of punishment/reinforcement you used
3. **Results/Discussion/Critical Analysis**
 - a. Present baseline and intervention data in APA format for a results section of a research paper
 - b. Include graphs and/or tables providing a visual analysis of the data
 - c. The length of data collection should be long enough that steady responding is represented and trends in the data can be observed. If this is not provided, a strong rationale should be utilized to justify instability in the data in order to avoid losing points
 - d. Present a critical analysis of your project
 - i. Identify patterns that emerged
 - ii. Describe behavior principles that were effective with our intervention and what interventions were implemented that were not successful
 - iii. Discuss results and outcomes integrating key concepts from class. Consider effectiveness of the intervention in relation to improvement over baseline and/or whether the objective was met within the timeline you specified

- iv. Describe how you dealt with problems and report and changes or adjustments you needed to make to your intervention plan

4. Maintenance and Generalization

- a. Describe what you would do differently if you were to implement this plan again
- b. Describe how you plan to maintain and generalize your results
- c. Describe how you will apply the skills you learned through this project to future behavior plans

5. Presentation

- a. Each student will be provided ten minutes to present their behavior change plan report and present their data. You may utilize a visual aide for your presentation but it should be sent to the instructor prior to class in order to cut down on inter-response time between presentations

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 charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with the instructor if you are uncertain about an issue of academic dishonesty prior to submission of an assignment or exam. The student conduct code can be found here:

<http://srr.siu.edu/common/documents/scc.pdf>

Students with Disabilities:

If you have a documented disability and need reasonable accommodations, please contact the instructor the first week of class so that it can be insured 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. Documentation from Disability Support Services must be provided to the instructor before accommodations can be implemented. Please stop by their office in Woody hall B-150, contact them directly, or refer to the DSS website for further information:

www.disabilityservices.siu.edu

Reading Schedule for the Semester:

Chapter Readings from Sarafino Book

Week 1: No Readings

Week 2: Chapter 1, Chapter 2, Chapter 3

Week 3: Chapter 4, Chapter 5, Chapter 6

Week 4: Chapter 7; Chapter 8; Chapter 9, Chapter 10 (Chicago)

Week 5: Chapter 11, Chapter 12

Week 6: Chapter 13, Chapter 14

Week 7: Chapter 15, Chapter 16, Chapter 17

Week 8: Chapter 18, Chapter 19, Chapter 20

Week 9: SPRING BREAK- No Readings

Week 10: Chapter 21, Chapter 22

Week 11: Chapter 23, Chapter 24, Chapter 25, Chapter 26 (Chicago)

Week 12: Chapter 27

Week 13: Chapter 28

Week 14: Cantrell et al. (1969); Wysocki et al. (1979); Sanders & Glynn (1981)

Week 15: Hayes et al. (1986); Braam & Malott (1990), Partington & Bailey (1993);
Sundberg et al. (1990)

Week 16: No Readings- Quiz and Discussion Post will be based on content from Chapters
23-28

Week 17: FINALS WEEK- No Readings (Final quiz will pull questions from entire book)

January

2017

REHB 589

Course Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 Week 1	17 First Day of Semester	18 No Chat This Week	19	20 No Exam This Week	21
22 Introduction Discussion Post Due Midnight CST	23 Week 2	24	25 Chat in D2L: 8:00-9:00 PM CST	26	27 Exam Open at 8:00 AM CST	28 Exam Open
29 Discussion Post Due by Midnight CST Exam Closes at 8:00 PM CST	30 Week 3	31				

February

2017

REHB 589

Course Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Chat in D2L: 8:00-9:00 PM CST	2	3 Exam Open at 8:00 AM CST	4 Exam Open
5 Discussion Post Due by Midnight CST Exam Closes at 8:00 PM CST	6 Week 4	7	8 NO CHAT This Week	9	10 Class in Chicago: Class will meet from 4:00-8:00 PM CST BCP: PART I DUE	11 Class in Chicago: Class will meet from 9:00-3:00 PM CST
12 NO Discussion Due	13 Week 5	14	15 Chat in D2L: 8:00-9:00 PM CST	16	17 Exam Open at 8:00 AM CST	18 Exam Open
19 Discussion Post Due by Midnight CST Exam Closes at 8:00 PM CST	20 Week 6	21	22 Chat in D2L: 8:00-9:00 PM CST	23	24 Exam Open at 8:00 AM CST	25 Exam Open
26 Discussion Post Due by Midnight CST Exam Closes at 8:00 PM CST	27 Week 7	28				

March

2017

REHB 589

Course Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Chat in D2L: 8:00-9:00 PM CST	2	3 Exam Open at 8:00 AM CST	4 Exam Open
5 Discussion Post Due by Midnight CST Exam Closes at 8:00 PM CST	6 Week 8	7	8 Chat in D2L: 8:00-9:00 PM CST	9	10 Exam Open at 8:00 AM CST	11 Exam Open
12 Discussion Post Due by Midnight CST Exam Closes at 8:00 PM CST	13 SPRING BREAK Week 9	14 SPRING BREAK	15 SPRING BREAK NO CHAT	16 SPRING BREAK	17 SPRING BREAK NO EXAM	18 SPRING BREAK
19 SPRING BREAK NO DISCUSSION BOARD	20 Week 10	21	22 Chat in D2L: 8:00-9:00 PM CST	23	24 Exam Open at 8:00 AM CST	25 Exam Open
26 Discussion Post Due by Midnight CST Exam Closes at 8:00 PM CST	27 Week 11	28	29 NO CHAT THIS WEEK	30	31 Class in Chicago: Class will meet from 4:00-8:00 PM CST BCP: PART II DUE Group Project DUE	

April

2017

REHB 589

Course Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Class in Chicago: Class will meet from 9:00-3:00 PM CST
2 No Discussion Due	3 Week 12	4	5 Chat in D2L: 8:00-9:00 PM CST	6	7 Exam Open at 8:00 AM CST	8 Exam Open
9 Discussion Post Due by Midnight CST Exam Closes at 8:00 PM CST	10 Week 13	11	12 Chat in D2L: 8:00-9:00 PM CST	13	14 Exam Open at 8:00 AM CST	15 Exam Open
16 Discussion Post Due by Midnight CST Exam Closes at 8:00 PM CST Technical Composition I DUE by Midnight CST	17 Week 14	18	19 Chat in D2L: 8:00-9:00 PM CST	20	21 Exam Open at 8:00 AM CST	22 Exam Open
23 Discussion Post Due by Midnight CST Exam Closes at 8:00 PM CST Technical Composition II DUE by Midnight CST	24 Week 15	25	26 Chat in D2L: 8:00-9:00 PM CST	27	28 Exam Open at 8:00 AM CST	29 Exam Open
30 Discussion Post Due by Midnight CST Exam Closes at 8:00 PM CST	ON SUNDAY, the 30th ← Technical Composition III DUE by Midnight CST					

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May 2017

REHB 589 Course Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Week 16	2	3 Chat in D2L: 8:00-9:00 PM CST	4	5 Exam Open at 8:00 AM CST	6 Exam Open
7 Discussion Post Due by Midnight CST Exam Closes at 8:00 PM CST	8 FINAL WEEK BEGINS Week 17 EXAM OPENS at 8:00 AM CST	9	10 NO CHAT	11	12 EXAM CLOSES at 8:00 PM CST No exceptions, semester ends!	13 SEMESTER OFFICIALLY OVER!!
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			