

Applied Behavior Analysis (Psy/Sped 535)

Monday's at 7:20 pm

Instructor: Michelle De La Garza, PhD

☐ Email: midelagarza@att.net - note: please always CC this address in addition to the University related email address.

☐ Office Hours: by appointment

Course description:

The course provides a focus on the principles of applied behavior analysis (ABA). While wide application of ABA principles is possible, the application of ABA to the field of education is highlighted.

Goals:

1. To increase understanding of the principles of applied behavior analysis.
2. To develop beginning competency in the application of applied behavior analysis.

Textbook: Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). Applied Behavior Analysis (Second Edition). Upper Saddle River, NJ: Merrill/Prentice Hall.

Requirements & Grading:

Students are expected to complete all readings and attend each class prepared to ask questions and/or contribute to class discussions. Course grades will be determined by performance in the following areas:

1. Exams – Exams will constitute a major portion of the grade. There will be two multiple-choice/short-answer exams (one mid-course and one final) worth 100 points each. Total: 200 points
2. Homework Activities – As we progress through the materials you will be given homework assignments to complete. They will be given out during the class period that we cover (and finish) a given topic and will be due the following week. There will be five assignments, each worth 25 points. You will be allowed to throw out your lowest score. Please be aware that some of these activities involve writing short (about 1 page) papers. Keep in mind that clarity of writing (which includes proper spelling and punctuation) will be considered part of the overall grade. ☐ Total: 100 points
3. Selection of Journal Articles – Given that reviewing research is an essential component to determining which interventions are evidence-based, you will be asked to find two journal articles related to applied behavior analysis. The articles must be data-based and must be turned in to the instructor. You will be graded on simply turning in two articles (worth 25 points each). However, there is a special opportunity to earn extra credit. If your article is chosen by the instructor to be discussed during the last class period, you have the opportunity to present a summary of that article to the class and receive 10 extra credit points. ☐ Total: 50 (+10) points

4. Functional Assessment Activity – For this activity you will be asked to choose someone that you come into regular contact with and conduct a functional assessment of their behavior using the strategies covered in class. Part of the assignment will include summarizing this information and developing possible intervention strategies to use given your results. Keep in mind that clarity of writing (which includes proper spelling and punctuation) will be considered part of the overall grade. More info to follow. Total: 100 points

Failure to turn in assignments on time will result in points being deducted from the assignment grade. The number of points deducted for each day the assignment is late is equal to one letter grade. For example, if an assignment is worth 100 points and it is submitted a day late the maximum number of points you can earn is 89.

Evaluation:□

Homework activities (25 points each) = 100 points

Mid-term exam = 100 points

Final exam = 100 points

Journal Articles □ Total points possible = 50 points

Functional Assessment Activity = 100 points

= 450 points

A 90% and above

B 80-89%

C 70-79%

D 60-69%

F <60%

Ethical Considerations

“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.”

Students are expected to follow the code of conduct in class described in the Student Handbook (Policies and Procedures, Code of Student Conduct). Violation of the code will lead to an initiation of the disciplinary processes described in the Handbook. Proper student conduct also includes maintaining a standard of academic honesty. This means that neither cheating nor plagiarism will be tolerated and students who engage in either will be subject to the disciplinary processes described in the Code of Student Conduct). Plagiarism essentially means that you cannot use the words and ideas of another person without giving them credit. Therefore, “quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author you will need to credit the source in the text” (APA, 2001, p. 249). If you have any questions about what constitutes cheating or plagiarism please see me. Students who plagiarize any material will earn a grade of F for the course.

Students are expected to attend all classes unless they have excused absences as described in the Student’s Handbook (Policies and Procedures, Academics). When students are absent from

class they are responsible for making up the work covered in class and speaking with me about these arrangements. More than 3 absences during the semester is considered excessive. "It is the prerogative of the faculty to drop students from courses in which they have obtained excessive absences as defined in the course syllabus. In such cases, faculty recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will make a reasonable effort to communicate with the student prior to recommending a drop. If approved, the college dean will forward the recommendation to the Records Office (Systems Policy 13.2)."

Student Conduct and Absences:

Students are responsible for following University procedures to drop a class. If you stop attending the class for any reason, you must initiate the process of dropping, or you will receive a failing grade. Plan to take care of this several days ahead of time, so that you will have the time required to get the forms signed, submitted, etc.

Accommodations: Students requesting accommodations for disabilities must go through the Academic Support Committee. Instructors must be notified in writing by the Director of Disability Resources & Services before accommodations will be made. For more information, please contact the Director of Disability Resources & Services, Halladay Student Services Bldg., Room 303D, (903) 886-5835.

TExES Competencies for Diagnosticians

Competency 003: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Competency 004: The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.

Competency 006: The educational diagnostician understands appropriate curricula and instructional strategies for students with disabilities.

Competency 007: The educational diagnostician understands the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' behavioral and social skills.

Competency 008: The educational diagnostician understands and applies knowledge of professional practices, roles, and responsibilities and the philosophical, legal and ethical foundations of evaluation related to special education.

TExES Competencies for Special Education

Competency 002: The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Competency 004: The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.

Competency 006: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

NASP Standards Covered (for School Psychologists)

Data-Based Decision-Making and Accountability (2.1)

Consultation and Collaboration (2.2)

Socialization and Development of Life Skills (2.4)

Prevention, Crisis Intervention, and Mental Health (2.7)

Research and Program Evaluation (2.9)

	Proposed Class Schedule	
Week	Date Topic	Articles Due
1	. 8/26 Introduction & Overview/ Basic Concepts	Chapter 1
2	. 9/2 Labor Day; No Class	Chapter 2
3	. 9/9 Basic Concepts & Selecting & Defining Behavior	Chapter 3
4	. 9/16 Measuring Behavior & Improving Measurement	Chapter 4 & 5
5	. 9/23 FBAs (eCollege)	Chapter 24
6	. 9/30 Increasing Behavior □	Chapter 11 and 12
7	. 10/7 Midterm Exam (eCollege)	
8	. 10/14 Schedules of Reinforcement	Chapter 13
9	. 10/21 Shaping (eCollege)	Chapter 19
10	. 10/28 Extinction	Chapter 21
11	. 11/4 Decreasing Behavior (eCollege)	Chapter 14 & 15
12	. 11/11 Differential Reinforcement □	Chapter 22
13	. 11/18 Generalization and Maintenance	Chapter 28
14	. 11/25 Self-Management	

15	. 12/2 Article presentations	
16	. 12/9 Final Exam (eCollege)	

**Please be aware that this syllabus will serve as a guideline for the course and is subject to change as necessary.