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The mission of McKendree University is to provide a high quality educational experience to outstanding students.

~Responsible Citizenship ~Engagement ~Academic Excellence ~Lifelong Learning~

ABA 330: – Intro to Applied Behavior Analysis

Course Information

This course is an introduction to applied behavior analysis (ABA). Students will learn the basic principles and procedures of ABA. Research, ethics, and professional topics will also be covered. Students will be exposed to a wide range of ABA applications such as autism/developmental disabilities, geriatrics, business and others. Successful completion of this course satisfies the educational requirement for credentialing as a registered behavior technician (RBT) by the Behavior Analyst Certification board.

*Note: RBT certification also requires an experiential component as well as passing a standardized exam. Requirements will be reviewed in class. See also www.bacb.com/rbt

Course Learning Objectives

1. Students will become fluent in the basic principles of ABA
2. Students will learn the theory behind common ABA procedures and learn about best practices for implementing these.
3. Students will learn about research design in ABA
4. Students will learn how to take different forms of behavioral data
5. Students will learn about ethics and the professional practice of ABA, and hopefully have their interest piqued in future careers!

General Class Policies

This class consists of eight modules. Each module will represent one week/topic (see schedule). Modules will begin on Mondays at 8am and end on Sundays at 9pm. The exception is the final module, which will run Monday-Friday. Each module will contain: lecture and study guide, homework from the textbook and an experiential/application activity; either a discussion and/or journal assignment. There are also supplementary materials in each module to help enrich learning as well as an optional (not required) discussion board to pose questions about the material for answers from classmates/instructor.

There will be three exams. Exam dates are located in the course schedule/modules. Format includes mainly multiple choice and T/F. Exams may be

taken at any point during the week but must be completed by the end of the module above. These are not cumulative.

You should never be surprised by the information on tests, as such I will not spend much time reviewing point by point what will be on it. We will review but you will not get an outline of the test. If we covered it in class and in the book, chances are it's on the test.

The rest of the assignments are described below and in the attached rubrics.

Some basic rules:

1. We all agree to treat one another with respect. This means remaining civil during discussion, helping one another when we need clarification on a point, and not interrupting one another.
2. We all agree to remain professional. We may laugh at times, but remember that at the end of the day we are here to teach and learn. Also, some of the cases we discuss will include serious/sensitive matters such as aggressive behavior, self-injury, toileting, sexual behavior etc. It is important that we all treat these topics with maturity.
3. This course moves quickly and there is a lot of material covered in each module. You should expect to spend about seven hours per week on the module activities and work each one completely. If you are serious about becoming an RBT the more practice you get with the principles and procedures, the more likely you are to pass the standardized exam and feel comfortable in the field. If you feel you are falling behind, please let me know.

Academic Integrity

Any student detected of academic dishonesty will receive the appropriate sanctions, which can include a failing grade ("F") for the course. In cases of serious violations, additional sanctions (such as academic probation or suspension) are possible.

Accommodations and ADA Policy

In accordance with the Americans with Disabilities Act (ADA), McKendree University provides services, auxiliary aids, and accommodations to meet the unique learning needs of students with disabilities.

Students with officially documented disabilities, medical needs, legal problems, or who are the victims of crimes may qualify for educational accommodations. A student requiring assistance should contact the McKendree Student Success and Advising Center (SSAC). The SSAC provides coordination and implementation of special accommodations for students with documented disabilities.

For further information regarding university or course policies, please consult with your instructor and/or refer to the catalog.

Assignments

Each week's material will be posted in that week's module on blackboard. There will be links to turn in your assignments. Please submit your assignments using the links. Modules will consist of the following:

1. Lecture slides and study guide: I will post powerpoint presentations for each topic. Along with these I will post a study guide to help you pick out the key components of each lecture. These are optional and will not be graded. The lectures may also contain practice activities; I recommend that you run through the practice activity before moving on to the next slide (which will likely post the answers). You may post questions in the optional discussion.
2. Homework: Each week there will be homework assigned in the textbook. These are mainly practice tests/review questions and some application exercises. Homework be due by 9pm on the Sunday (or in the case of module 8 the last day of the module) of the week it is assigned. Post questions in the optional discussion.
3. Experiential/Application Exercises: The purpose of these assignments are to practice what you're learning in the module. As you'll see below they will be either a discussion or a journal entry. These are worth five points each, two points for participation and up to three points for critical thinking. See rubric below.
 - a. Discussion: Original posts are typically due the Thursday of the week and responses by Sunday at midnight. See the modules for specific due dates.
 - *Module 1*: Measurement practice-each student should post a video in which the same behavior occurs multiple times. Each student will define their behavior and give instructions to the other students for data collection. Respond to at least two other videos by collecting the data and stating what you gathered.
 - *Module 5*: Shaping/Chaining/Prompting video: Each student should post a video example of one of these principles/procedures. Respond to at least two other students' posts by noting the shaping/chaining steps they see in each video as well as the types of prompts.
 - *Module 8*: I will post several ethical scenarios. Students should identify the issues and potential solutions. Again, at least two posts/responses are required.

| <u>Participation Score (0-2 points)</u> | <u>Critical Thinking Score (0-3 Points)</u> |
|--|--|
| Two Points: Student makes original post per the prompt as well as two responses. | Three points: responses indicate self-reflection and critical analysis. The student advances the discussion at hand. |
| | Two Points: Surface analysis only |

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|---|--|
| One point: Either original post missing, or one or both responses missing | Zero-one point: Responses primarily general agreement/disagreement and lack specificity and/or analysis. |
| Zero-no posts | |

4. Journal: For these assignments students will be given additional material and asked to analyze it critically. Each will be worth five points per the rubric below.
- a. Module 2: Case Study: I will post a few different scenarios/cases. Students should read and respond by identifying and describing the different contingencies in the scenario. These may include positive and/or negative reinforcement, positive and/or negative punishment, and/or extinction. There is no specific format or length requirement you may use the examples in the lecture slides.
 - b. Module 4: Discrete Trial Training Practice: For this assignment you will choose a simple topic for which you are familiar but a loved one (family member, friend, roommate etc) is not and teach them about the topic using DTT. Obviously you will have had to review the other module information first. You'll write two paragraphs. The first paragraph you'll describe: what you taught, the steps you used to conduct teaching, the stimuli you used, and the results (you may use some of the example formats etc from the module). In the second paragraph you should reflect on your experience. Here are some example topics you could teach:
 - i. Sports: Match team member names to positions or stats, identify players by positions or stats (eg "point to the first baseman").
 - ii. Music: Match artist names to albums or songs, identify artists or albums (eg. "who released Lemonade").
 - iii. Animals/nature: identify dog breeds, different species etc by picture (eg "show me the basset hound" "Which one is a horseshoe crab?").
 - c. Module 6: ABC data collection and preference assessment practice: This entry has two parts. In the first I will post scenarios and videos as well as a behavior to look for. You will record each instance of behavior and note its antecedents and consequences. For the other part you will run a preference assessment (see the study guides posted for that module) with a friend or family member. You'll write two paragraphs. The first paragraph you'll describe: what type of preference assessment you used, the steps you used to conduct it, the stimuli you used, and the results. In the second paragraph you should reflect on your experience.

- d. Module 7: Case study: I will post a sample behavior plan. You will summarize it by identifying the following (you may use this outline form)
- i. Target behaviors to decrease and/or increase
 - ii. Functions of behaviors
 - iii. How are the alternative behaviors taught? How is differential reinforcement used/type? Are there other teaching procedures that we've discussed?
 - iv. How are the target behaviors reduced? Is extinction used? If so, how?

Journals will be graded as follows, on a 5 point scale similar to discussion:

| <u>Dimension</u> | <u>Score High</u> | <u>Score Mod</u> | <u>Score Low</u> |
|-------------------|--|---|--|
| Content | All components of the assignment are included and accurate- 2 | All components included, minor errors in accuracy- 1 | Missing one or more components or major problems with accuracy- 0 |
| Critical Thinking | Student's responses indicate self-reflection and critical analysis- 2 | Responses include a surface only analysis- 1 | Critical thinking is not demonstrated- 0 |
| Writing style | Writing is polished, proofread and professional- 1 | n/a | Not proofread, difficult to follow, etc. 0 |

5. Self-Management Project: Each student will choose a target behavior for themselves that they want to change. This may be a behavior that you want to decrease (e.g. biting your nails) or increase (e.g., drinking more water). You will define the behavior as we will learn in class, design a data collection system and take baseline data, develop a treatment to increase/decrease their behavior, and take and graph treatment data. An outline of the required components and rubric are attached. You will see in the schedule that one of the modules will include a place to discuss your project and get feedback from the class. I also highly recommend you send me a rough draft for feedback. I love to read drafts! It's a fact that students who turn in rough drafts in my classes tend to get better grades on their final papers! Due _____ by midnight.

*Note: There will be an OPTIONAL discussion in module 7 in which students may ask for feedback from the other students and the instructor regarding their project/paper.

Grading Information

| Assignment Title | Points |
|-------------------------------------|--|
| Homework | 10 points each (the number of questions per assignment will vary so I will determine individual question values based on 10/#questions) x 8 = 80 |
| Discussion assignments and Journals | 5 points each x 7= 35 |
| Exams | 100 points each x3 =300 |
| Self-Management Project | 100 points |
| TOTAL | 515 Points |

Grading Scale

| | | | |
|---------|----|--------|----|
| 93-100% | A | 77-80% | C+ |
| 90-93% | A- | 74-77% | C |
| 87-89% | B+ | 70-73% | C- |
| 84-87% | B | 60-69% | D |
| 80-83% | B- | 0-59% | F |

Course Schedule

| <u>Date</u> | <u>Topic/Module</u> | <u>Module Activities</u> | <u>Assignments Due</u> |
|-------------|--|---|--|
| | 1 Introduction Measurement Research methods and graphing | Discussion: syllabus Q&A, introductions, Discussion: homework discussion, measurement practice Lecture slides and study guide | Homework: Chapter 2 Practice Test, Applications 2&3, Misapplications 1&3 Chapter 3 Practice Test, Applications 2&3, Misapplications 1-3 |
| | 2 Reinforcement Extinction Punishment | Lecture slides and study guide Discussion: Homework discussion Journal-case study | Homework: Chapters 4-6 Practice Test |
| | 3 Stimulus Control Prompting | Lecture Slides and Study Guide Discussion: Homework Discussion | Homework: Chapter 7 Practice Test Chapter 10 Practice Test, choose one |

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|--|--|---|--|
| | | Exam 1 (covers modules 1-3) | application and one misapplication |
| | 4 Basic Verbal Behavior and DTT | Lecture Slides and Study Guide Discussion: Homework Discussion Journal: DTT practice | Readings and homework posted online |
| | 5 Developing Behavior: Shaping, Chaining | Lecture Slides and Study Guide Discussion: Homework and video Exam 2 (modules 4&5) | Chapter 9 Practice Test Choose Application 1 or 2 and one misapplication Chapter 11 Practice Test Application 1 & 2 |
| | 6 Functional Assessment and functions of behavior Preference Assessment | Lecture Slides and Study Guide Discussion: Homework, Journal: ABC data and preference assessment practice | Chapter 13 Practice Test, Application 2 and choose one misapplication Preference assessment reading and HW questions on blackboard |
| | 7 Behavior Plans: Differential Reinforcement Token Economy Antecedent Procedures | Lecture slides and study guide Discussion: Homework Journal: Case study/behavior plan review | Chapter 14 Practice Test, choose one misapplication Chapter 15 Practice Test, Choose one application and one misapplication Chapter 22 Practice test, applications 2-4, choose one misapplication Chapter 16, practice test, choose one |

| | | | |
|--|--|--|---|
| | | | application 2-6, and one misapplication |
| | 8 Generalization Professional and Ethical Issues | Lecture slides and study guide Discussion: Homework, Scenarios/Case Studies Exam 3 (modules 6-8) | Chapter 19 practice test Self-Management Project due |

If necessary, adjustments to the Grading Information and/or Course Schedule may occur.

*Note that we don't cover the self-management chapter, but you will probably want to read this for an additional reference for your project! (Maybe also the behavior contracts and habit reversal chapters!)



Self-Management Project Outline and Rubric

This is in outline form but you will need to write in complete sentences. The format is up to you, just ensure all the components are included. Also, the terms may make no sense right now, but they will soon.

1. Target Behavior and definition
2. Goal: What is the level you wanted to get to? Think frequency, duration, etc
3. Measurement:
 - a. What dimension did you measure?
 - b. What method are you using (eg interval-type, frequency, duration, permanent product).
 - c. When do you self-monitor and how do you self-monitor?
4. Assessment:
 - a. What are the behaviors and contingencies that "get in the way" (competing behaviors and contingencies) of performing your goal behavior? For example-I often don't drink enough water when I am busy with a lot of office work, or because I really like to drink coffee during the day.
 - b. What are the contingencies/reinforcers that will help maintain your positive behavior (e. g. I may drink more water if it's flavored instead of plain).
 - c. How can you arrange variables such as MOs, SDs (prompts etc) response effort? (eg. If I keep a water bottle with me I may be more likely to drink water)
5. Intervention/Procedure: What changes did you make to the variables determined during assessment to increase/decrease your behavior?
 - a. Antecedent manipulations (prompting, SDs, MOs, effort etc)
 - b. Consequence manipulations (reinforcement, extinction etc)
6. Graph:
 - a. You need to graph at a minimum, at least three baseline points and six intervention points. Remember that you will want your baseline stable or trending in the opposite direction! (AB design)]
 - b. You must have: axis labels, phase change line, condition titles, data points and path
7. Results and conclusion
 - a. were you successful? Why or why not?
 - b. How will you promote maintenance of your behavior change if you were successful or what might you change to reach your goal in the future?

Self-Management Rubric

Paper: 100 points

| | High | Medium | Low |
|--|--|---|--|
| Content 75 points -required components included (5) | All components included 5 | Major components included but minor details may be missing 3. | Missing a major component 0-1 |
| data collection, intervention (30) | logically based in principles/research There may be minor technological/conceptual flaws 20-30 | Some choices did not logically follow principles 10-19 | Procedures and data collection chosen without reference to research/principles 0- 10 |
| -Behavioral definition (5) | All components of a definition are included: is clear, complete, objective 5 | One component missing-3 | Two or more components missing 0- 1 |
| -Graph includes all components (5) | All components or only minor format flaws-5 | Missing one whole component-3 | Missing more than one component- 0-1 |
| -Conclusion and assessment sections (15 each) | These sections display critical thinking and analysis 12-15 | Sections display a surface analysis 7-11 | No analysis, only statements of results. 0-7 |
| Style 20 points | Clear, proofread, professional and polished, no more than three minor errors 15-20 | Some problems with word choice or more than three minor errors 10-15 | Unprofessional tone, unclear descriptions, or not proofread 0-9 |
| Format-10 points | Clear and easy to follow- 8-10 | Some issues with format make reading difficult-5-7 | Difficult to follow 0-4 |