PSY 4465: Introduction to Applied Behavior Analysis
Tuesdays and Thursdays 9:30AM – 10:45AM, 130 LS

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1. Required Readings:

Miltenberger, R. G. (2004). *Behavior modification: Principles and procedures* (3rd Edition). Belmont, CA: Wadsworth/Thomson Learning.

Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1, 91-97.

Cooper, J., Heron, T., & Heward, W. (1987). *Applied Behavior Analysis* (Ch. 3). Prentice Hall.

Parsonson, B. S., & Baer, D. M. (1978). The analysis and presentation of graphic data. In T. R. Kratochwill (Ed.), *Single subject research: Strategies for evaluating change* (p. 101-165). Orlando, FL: Academic Press, Inc.

Poling, A., Methot, L., & LeSage, M. (1995). *Fundamentals of behavior analytic research* (Ch. 5). Kluwer Academic Publishers.

Carr, J. E., & Burkholder, E. O. (1998). Creating single-subject design graphs with Microsoft Excel™. *Journal of Applied Behavior Analysis, 31*, 245-251.

2. Study Objectives:

For each unit covered, I will distribute a set of study objectives to guide your readings and to help you prepare for the quizzes. These objectives will be available for download from the course website (http://fit.blackboard.com) under the "Study Objectives" tab.

3. Course Description:

The present course provides an introduction to Applied Behavior Analysis. It will provide an overview of: (1) Basic principles of behavior; (2) characteristics of ABA; (3) how to select target behaviors and outcomes; (4) how to define, record, and graph behavior; and (5) how to perform preference assessments. The class includes assignments in which students will begin to apply what they learn in class. The class is the first of a two-course sequence focusing on the application of behavior analytic principles and methods in applied settings. The second class (PSY 4466) focuses on behavior change procedures and treatment techniques. The two-course sequence fulfills the formal instruction eligibility requirement to sit for the Certification Examination for Behavior Analysis at the Associate Behavior Analyst level (BCABA).

4. Course Assignments:

Web Quizzes *(100-points):* There will be a short 10-point quiz over each topic area covered this semester. Each of these quizzes will comprise ten multiple-choice and fill-in-the-blank questions and will be delivered via the Blackboard website (http://fit.blackboard.com). These quizzes can be taken at your convenience so long as each is completed before the announced due date. However, it is important that you are well prepared when you take each quiz, as the quizzes are timed and you have only 60 seconds to answer each question (and you cannot review questions after they've been answered).

Pop Quizzes *(50-points):* There will be six pop quizzes administered throughout the semester. These quizzes will (of course) be unannounced and will contain information about the topic covered in class on the day the quiz is given. The pop quizzes each will be worth 10-points and will comprise five short-answer questions. These quizzes may be administered at any point during the class period. A missed pop-quiz cannot be made up, but I will drop your lowest score.

Exams *(100-points):* There will be an in-class mid-term exam and final exam, each worth 50-points. The mid-term exam will cover all material from the first half of the semester and the final will cover all material from the second half of the semester. These exams will consist of multiple-choice, fill-in-the-blank, and short-answer questions. We will dedicate the class period just before each exam to reviewing exam material.

SAFMEDS *(50-points):* Say All Fast Minute Each Day Shuffled—words to live by! The SAFMEDS procedure involves creating flashcards for each key term to be learned and then arranging them in a single deck. The goal is to correctly identify as many terms (given the definition) or definitions (given the term) in one minute (Say All Fast Minute). This technique focuses not only on accuracy (how many you can answer correctly) but also on fluency (how quickly you can answer correctly). You should practice the flashcards each day (Every Day). After you've gone through the deck, you shuffle all the cards before going through the deck again (Shuffle).

The purpose of this assignment is to expose you to an incredibly effective, though often neglected, learning technique that will help you quickly develop mastery of some of the vocabulary terms related to applied behavior analysis. The terms that we will use throughout this course mean very specific things and these meanings will often be contrary to what you might assume them to be. Moreover, many of the terms might be entirely foreign to you. I expect you to develop a working *fluency* with these terms and to use them regularly (and accurately) in your writing and in discussing the material with me. You will be given a few opportunities to practice these terms in class, but you should practice at least once a day on your own.

Twice during the semester you will be tested to see how many of the terms / definitions you can accurately state in one minute. Your grade will be determined as follows:

- 25 points > 85% accurate in less than 1 minute
- 15 points > 75% accurate and your time is more than 1 minute
- 10 points 70% - 90% accurate in less than 1 minute
- 5 points 60% - 90% accurate between 1 and 2 minutes
- 0 points <60% accurate or more than 2 minutes

HW Projects *(50-points):* There will be two related out-of-class projects due this semester.

Project 1: Selecting and Defining a Target Behavior (15-points)

For this project you will be required to select some aspect of your own behavior that you want to increase or decrease. Once you've selected this behavior, you must:

- Operationally define the behavior and specify what will constitute an instance of the behavior (response).

- Indicate whether your definition is a functional or topographical response definition and explain why.

- Explain your rationale for selecting this particular target.

Project 2: Measuring and Recording a Target Behavior (35-points)

For this project you will be required to select an appropriate recording strategy for your target behavior and collect data on this target for 4 weeks. Once you've collected your data, you must:

- Clearly explain your measurement procedure.

- Explain the rationale behind your measurement procedure.

- Graph and explain your data.

5. Discussion Board

I will be enabling the discussion board feature of our Blackboard™ course website at http://fit.blackboard.com. This will allow for various threads to be posted and responded to, both by your fellow students and by me. I will moderate the forum via daily "drop-ins." It is my hope that this virtual study group will allow for easier communication amongst students and more contact with me.

6. Course Grade

Your course grade will be determined by the number of points you earn from the 350 total points available for the semester. You will be able to monitor your grade throughout the semester with the "Gradebook" feature of our course website (http://fit.blackboard.com). The breakdown is as follows:

A	> 89%	315 points
B	> 79%	280 points
C	> 69%	245 points
D	> 59%	210 points
F	< 60%	below 210 points

7. <u>Tentative Course Calendar</u>

	Date	Topic	Assignments, etc.
1	1-11	Introduction	BM, 1
2	1-13	Basic Principles	BM, 4-5
3	1-18	Basic Principles	BM, 6
4	1-20	Basic Principles	BM, 7
5	1-25	Basic Principles	BM, 8 SAFMEDS Practice
6	1-27	Definition & Characteristics of ABA	BM, 1
7	2-01	Definition & Characteristics of ABA	Baer et al. (1968)
8	2-03	Definition & Characteristics of ABA	Baer et al. (1968)
9	2-08	Definition & Characteristics of ABA	Baer et al. (1968) SAFMEDS Practice
10	2-10	ABA in Autism	TBA
11	2-15	Organizational Behavior Management	TBA
12	2-17	ABA in Education	TBA
13	2-22	ABA in Developmental Disabilities	TBA
14	2-24	Review	SAFMEDS
15	3-01	Mid-Term Exam	----
16	3-03	Selecting Targets & Outcomes	Cooper et al. (1987) Ch. 3
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17	3-15	Selecting Targets & Outcomes	Cooper et al. (1987) Ch. 3
18	3-17	Measurement	BM, 2
19	3-22	Measurement	BM, 2 Project 1 due
20	3-24	Data Display/Interpretation	BM, 3 Parsonson & Baer (1978)
21	3-29	Data Display/Interpretation	BM, 3 Parsonson & Baer (1978)
22	3-31	Experimental Design	Poling et al. (1995) Ch. 5 SAFMEDS Practice
23	4-05	Experimental Design	Poling et al. (1995) Ch. 5
24	4-07	Experimental Design	Poling et al. (1995) Ch. 5
25	4-12	Experimental Design	Poling et al. (1995) Ch. 5
26	4-14	Experimental Design	Poling et al. (1995) Ch. 5 Project 2 Due
27	4-19	Preference Assessment	TBA
28	4-21	Preference Assessment	TBA
29	4-26	Review	SAFMEDS
30	4-28	Final Exam	----