



Applied Behavior Analysis 1

Time: Thursdays 12:30pm – 3:15pm
Place: PSY 2

Instructor: Matthew Normand, Ph.D., BCBA
Office: School of Psychology – Room 122
Hours: M R 10:00am – 12:00pm or by appointment

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Web: <http://www.theskinnerbox.com>
<http://www.fit.edu/faculty/profiles/profile.html?value=236>

I. Required Texts

Cooper, J. O., Heron, T. E., & Heward, W. L. (1987). *Applied Behavior Analysis*. Upper Saddle River, NJ: Prentice Hall.

Repp, A. C., & Horner, R. H. (1999). *Functional Analysis of Problem Behavior*. Belmont, CA: Wadsworth.

Behavior Analyst Certification Board. (2005). *Behavior Analyst Task List, Third Edition*. Print your own by going to <http://www.BACB.com>

In addition to these texts, there are a number of journal articles that will be assigned throughout the course. For a complete list of these articles see “Readings” (Section X) below.

II. Course Description

The present class is the first of a two-course sequence focusing on the application of behavior analytic principles and methods in applied settings. The class is approved by the BACB to meet part of the formal instruction eligibility requirement to sit for the Certification Examination for Behavior Analysis at the *Behavior Analyst* level (BCBA). The class is based in part on the *Behavior Analyst Task List* (BACB, 2005) that is used to develop items for the Certification Examination. ABA 1 will place particular emphasis on: **(1)** Definition and Characteristics of ABA; **(2)** Selecting Intervention Outcomes & Strategies; **(3)** Measurement of Behavior; **(4)** Displaying and Interpreting Behavioral Data; and **(5)** Behavioral Assessment. In addition, the course covers basic principles as related to ABA, and provides a very brief introduction to single-subject design methodology and ethical issues in ABA. The class includes out-of-class assignments in which students will begin to apply what they learn in class.

III. Assessment and Student Learning

Some look at education as a two stage process: First students learn, then teachers assess that learning, usually through quizzes, tests, oral presentations, papers, etc. However if done correctly, assessment is not separate from, but rather an integral part of student learning. Each performance measure, in the form of some student behavior on tests, papers, and oral responding in class, provides another opportunity for the student to interact with the subject matter and to receive immediate feedback. If many such opportunities are provided on a weekly basis in a course, then the student gets a lot of structured practice with the material.

IV. Attendance

Because of the arrangement of this course, attendance is mandatory. You are responsible for anything that occurs during class, including announcements, changes of schedule, additions to or deletions from the study objectives, and so on. So, if you miss a class, it is your responsibility to find out what you missed. Important: If you miss more than three classes you will fail the course unless the absences are cleared with both the instructor and the university in advance.

V. Cancelled Class

If a quiz cannot be given either because I am sick or because classes are canceled for any reason (e.g., hurricane, student protest, freak snowstorm blanketing the southeast), the scheduled test will be given the day we return. If non-quiz classes are canceled for any reason, the quiz still will be given on the scheduled day even if there has been no lecture over the material.

VI. Website

I will maintain a website for this course (<http://www.theskinnerbox.com/psy5245>) that will contain, among other things, additional information about certain topics, downloads, and useful web links relevant to the course. Additionally, the website will be the only place that you can obtain your study guides for each exam.

VII. Exams

There will be four exams administered throughout the semester, each worth 50-points. The exams will consist of multiple-choice, fill-in-the-blank, and short-answer questions. The exam dates appear on the course calendar and each exam will include the topics that have been covered since the previous exam. The exams will be administered during the first 75-minutes of the class period for which they are scheduled. If you arrive after the first person finishes, you will not be allowed to take the exam.

The final exam will be worth 100-points and will be administered during the time period designated by the University (to be announced during the semester). The format of the final exam will be identical to that of the four regular exams but will be cumulative in nature.

VIII. Assignments

1. The Seven Dimensions of Applied Behavior Analysis (10-points) (Due Sept. 16, 2004)

Write a brief (i.e., 2-3 page) critique of the following journal article (see below) with respect to how well it represents each of the seven dimensions described by Baer, Wolf, and Risley.

Spiegel, T. A., Wadden, T. A., & Foster, G. D. (1991). Objective measurement of eating rate during behavioral treatment of obesity. *Behavior Therapy*, 22, 61-67. (This article is available for download on the course website)

2. Descriptive Assessment (25-points) (Due November 23, 2004)

Obtain permission—in writing—to observe a child or adult who is exhibiting problem behavior. This individual can be a friend, family member, or client. First identify the target behavior, provide rationale for its selection, operationally define it, and select an appropriate measurement strategy. Next, administer the MAS (Durand & Crimmins, 1988) to a caregiver or parent and then directly observe the individual for at least three 20-minute sessions to collect A-B-C data. Graphically display your data and compare and contrast the results of the MAS and A-B-C data. Develop a hypothesis about the possible maintaining variables for the behavior.

3. Preference Assessment (15-points) (Due December 13, 2004)

Obtain permission—in writing—to conduct a preference assessment with a child or adult. This individual can be a friend, family member, or client and can be the same individual used for Assignment 2. Conduct each of the following assessment types with this individual: Paired-Stimulus, Multiple-Stimulus with Replacement, and Multiple-Stimulus without Replacement. Graph and describe your results, comparing and contrasting the results of each.

IX. Course Grade

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|-----------------------------|------------|
| 1. Exams | 200-Points |
| 2. Assignments | 50-Points |
| 3. Comprehensive Final Exam | 100-Points |

Total Possible Points = 350

Grade	Points	Percentage
A	> 315	90-100
B	280-314	80-89
C	245-279	70-79
D	210-244	60-69
F	< 210	< 60

Important: At the graduate level, you must earn at least a “B” to pass the course.

X. Readings

Some of the reading can be downloaded from the Articles Archive of the JABA website (http://seab.envmed.rochester.edu/jaba/articles_selected/index.html) but most will require a trip to the University library. Articles that are not available through the JABA website or through the FL Tech library (marked with an asterisk below) will be made available for download on our course website.

Anderson, C. M., Long, E. S. (2002). Use of a structured descriptive assessment methodology to identify variables affecting problem behavior. *Journal of Applied Behavior Analysis*, 35, 137-154.

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

Baer, D. M., Wolf, M. M., & Risley, T. (1987). Some still-current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 20, 313-328.

Bosch, S., & Fuqua, R. W. (2001). Behavioral cusps: A model for selecting target behaviors. *Journal of Applied Behavior Analysis*, 34, 123-125.

Carr, J. E., Nicolson, A. C., & Higbee, T. S. (2000). Evaluation of a brief multiple-stimulus preference assessment in a naturalistic context. *Journal of Applied Behavior Analysis*, 33, 353-357.

DeLeon, I. G., & Iwata, B. A. (1996). Evaluation of a multiple-stimulus presentation format for assessing reinforcer preferences. *Journal of Applied Behavior Analysis*, 29, 519-532.

Hanley, G. P., Iwata, B. A., & McCord, B. E. (2003). Functional analysis of problem behavior: A review. *Journal of Applied Behavior Analysis*, 36, 147-185.

Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis*, 27, 197-209. (Reprinted from *Analysis and Intervention in Developmental Disabilities*, 1982, 2, 3-20.)

Lerman, D., & Iwata, B. A. (1993). Descriptive and experimental analysis of variables maintaining self-injurious behavior. *Journal of Applied Behavior Analysis*, 26, 293-319.

Northup, J. (2000). Further evaluation of the accuracy of reinforcer surveys: A systematic replication. *Journal of Applied Behavior Analysis*, 33, 335-338.

* 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.

Roane, H. S., Vollmer, T. R., Ringdahl, J. E., & Marcus, B. A. (1998). Evaluation of a brief stimulus preference assessment. *Journal of Applied Behavior Analysis*, 31, 605-620.

Tentative Course Calendar

Week		Topic	Assignments	Exam
1	08/26	Introduction	Moore & Cooper (2003)	
2	09/02	Definition / Characteristics of ABA	Baer et al. (1968) Baer et al. (1987)	
3	09/30	Selecting Targets for Change / Target Def.	Cooper et al. Ch. 3 Bosch & Fuqua (2001)	Exam 1
5	10/07	Behavioral Measurement	Cooper et al. Ch. 4 & 5	
6	10/14	NO CLASS		
	10/21	Evaluating Interventions	Cooper et al. Ch. 3 Parsonson & Baer (1978)	
7	10/28	Introduction to Behavioral Assessment	Repp & Horner Ch. 2	Exam 2
8	11/04	Informant Methods		
9	11/11	Descriptive Assessment		
10	11/18	Functional Analysis	Repp & Horner Ch. 7 Hanley et al. (2003)	Exam 3
	11/25	NO CLASS (THANKSGIVING)		
12	12/02			
13	12/09	Preference / Reinforcer Assessments	Repp & Horner Ch. 4 DeLeon & Iwata (1996) Roane et al. (1998) Carr et al. (2000) Northup (2000)	Exam 4

* See the "Readings" section of your syllabus for complete references for the assigned readings.

SYLLABUS ADDENDUM

Ten Steps to a Successful and Happy Semester

Study Tips

*The following tips are intended to make your study time more efficient and effective. Most learning takes place outside of the classroom and, as such, you will be expected to put in a good amount of time and effort outside of class. **At the graduate level, you should expect to devote 3-4 hours of study outside of class for every 1-hour spent in class.** As such, a 3-credit course would entail 9-12 hours of study per week. Now you know why we want you to limit your work hours!!!!*

1. Read ALL assigned material BEFORE the first class during which that material will be covered.
2. Study an hour or two each and every day rather than cramming it all into one session. (I would also recommend taking at least one day a week off from studying...but not from schoolwork in general!)
3. Don't just read the chapter/article over and over again. Read it once, make flashcards (see below), and then try to outline the major points of the chapter. At that point, read the chapter/article through again. If study questions are provided, use them as a mini-exam and attempt to answer them without referring to the book or article or your notes. Review the material over those questions that you answer incorrectly.
4. Make flashcards of all key terms and practice, practice, practice. Try to recall as many correct answers as possible per minute. Also, don't study just one way. What I mean is, become fluent in providing a definition given a term AND a term given the definition.
5. If you have any questions, don't be afraid to ask me for help.

E-mail Tips

The following tips are related to e-mail correspondence. Tip 5 is very important as it involves the most efficient use and proper maintenance of your e-mail accounts. Tips 1-4 are intended to insure that we have the most seamless communication possible by allowing me easy reference to the source and topic of all e-mail correspondence. Following these simple tips will enable me to better organize my inbox and respond efficiently to all matters. If you have any questions or do not understand these tips, please see me and we will have an e-mail cram session!

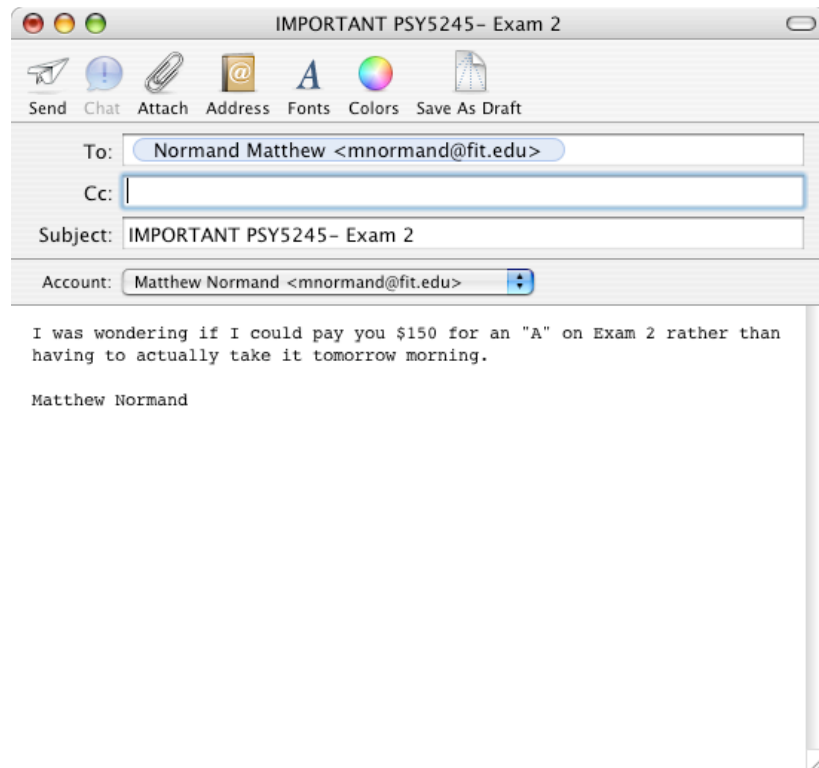
1. Check your e-mail at LEAST once every morning and once every evening. I will (usually) reply to any e-mail message within 24-hours of its receipt. I expect students to do the same.
2. E-mail is the BEST way to contact me. I am very bad about checking and/or returning phone messages!

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3. If you send an e-mail, please be sure to include the following information:

Subject Line: Description of topic prefaced by course number (if it is about a course-related issue)
Salutation: Sign your e-mail with your full name.

If the e-mail you send me requires an immediate response, add "IMPORTANT" to the subject line.



4. Change your e-mail settings so that your full name (rather than just your e-mail address) appears in the "From" field of any message you send.
5. Use your fit.edu address and a mail client that downloads your messages to your computer's hard drive, rather than a web-based e-mail client like Hotmail or Yahoo. Alternatively, you can use the FL Tech web-based E-mail (<https://webaccess.fit.edu/mail/src/login.php>), as it still has plenty of storage space (provided you keep your account clean as described below) should I need to send any large file attachments to the class. Often times, web-based e-mail clients like Hotmail and Yahoo kick such attachments back as being too large.

Most e-mail programs have the option of leaving a copy of a message on the mail server or removing it. Leaving a copy on the mail server can allow you to check the same message from multiple locations. If the messages are never removed from the server, however, the amount of mail you're storing on the e-mail system can grow too large. You must keep track of how much e-mail you have stored on your mail server. If you exceed the storage space allotted to your account, you will not be able to receive any new messages (or attachments) until you reduce your stored e-mail. If you use an e-mail software program, you can set it up to download your messages to your computer, where they can be stored indefinitely. If you use a Web mail service (not recommended), you must occasionally delete some messages in your mailbox.