1. Course Description

This is the second of a two-course sequence. This course covers behavior change procedures, maintenance and generalization of behavior change, and emergency interventions. The course also provides an introduction to ethical and legal issues related to behavioral intervention, and social and cultural issues. (Prerequisite: PSY 5245.)

2. Required Readings

There is one required text for this course: *Applied Behavior Analysis* (Cooper, Heron, & Heward, 1987), which also was required for ABA 1. As such, no new textbooks need be bought. Instead, this course will rely primarily on readings from the *Journal of Applied Behavior Analysis* and a few other sources. Be forewarned, this course requires A LOT of reading so plan your time accordingly.

Several journal articles will be assigned for each topic covered throughout the semester. Keep in mind as copy costs can add up quickly! 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](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 will be made available for download on our course website and this availability is indicated in the Readings list at the end of this syllabus.

I have created a job aid of sorts to aid you in reading through and digesting the assigned journal articles. You may choose to print the sheet and make notes directly on it as you read the article (this is recommended) or simply use it as a guide. The job aid can be found in the “Course Documents” section of our Blackboard™ course website at [http://fit.blackboard.com](http://fit.blackboard.com).

3. Course Requirements

**Study Objectives.** Each Friday, I will provide a set of study objectives for the next week’s readings and lecture to help you better organize your study time. These objectives will be available on the course website ([http://fit.blackboard.com](http://fit.blackboard.com)) in the “Study Objectives” section.

**Quizzes.** At the beginning of each class meeting there will be a 20-point short-answer quiz. The quiz questions will be drawn from the assigned readings for that week and will be based on 1) the study objectives I distribute, excluding those related to lecture material, 2) the study questions at the end of each journal article (where applicable), and 3) the “Key Terms” list at the beginning of each Cooper et al. chapter (where applicable).

**Presentations:** Each class period, one to two students will be required to provide a 20-minute introductory lecture over an assigned topic. The topic will be related to the material being covered in
class that day. Each student must prepare a 5-10 slide PowerPoint presentation to go along with his or her talk. The following components should be included in each presentation: 1) Definition of key terms, 2) pros and cons of procedure, and 3) at least 2 examples to illustrate the topic.

Your presentation will be worth a maximum of 25-points and your score will be determined by averaging the scores from my evaluation form and those of your classmates (see attached).

4. Written Assignments

All written assignments must be typed and a hard copy delivered to me by the date/time specified.

WA #1 – Literature Review (25-points)

Read and summarize a minimum of three journal articles from a behavioral journal other than JABA (e.g., Behavioral Interventions, Behavior Modification) and one book chapter (other than from the class textbooks) dealing with treatment procedures used for a specific behavior problem.

Include a statement of the problem, a paragraph (or two) summarizing each article or chapter, and an overall summary and conclusion.

DUE DATE: February 24, 2005 (2pm)

WA #2 – Behavior Reduction Plan (25-points)

Based on a behavioral assessment (you can use your assessment from last semester if you choose), develop a behavior plan to decelerate a problem behavior. Follow the guidelines that we will discuss in class (see course calendar).

DUE DATE: May 4, 2005 (Midnight)

WA #3 – Behavior Acquisition Plan (25-points)

Develop a behavior acquisition plan for a person’s problem behavior using the guidelines we discuss in class (see course calendar).

DUE DATE: May 4, 2005 (Midnight)

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 based on the number of points you accumulate out of a possible total of 300. The point breakdown is as follows: 200-points form quizzes (10 x 20-points each), 75-points from written assignments (3 x 25-points each), and 25-points from your presentation.

- **A** 90% - 100% (270 pts)
- **B** 80% - 89% (240 pts)
- **C** 70% - 79% (210 pts)
- **D** 60% - 69% (180 pts)
- **F** Below 60% (< 180 pts)

7. **Tentative Course Schedule**

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<th>Topic</th>
<th>Activities, etc.</th>
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<td>8</td>
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<td>4-28</td>
<td>Behavioral Consultation Skills</td>
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* I will accept these assignments through Midnight on Wednesday of Finals Week
READINGS

U1: Token Economies and Contingency Contracts


U2: Punishment: Time-Out, Response Cost, and Overcorrection


U3: Differential Reinforcement of Other Behavior


U3: DRA / DRI / DRL / DRH


U4: Non-Contingent Reinforcement


**U5: Shaping / Chaining / Prompting / Fading**


**U6: Behavioral Skills Training (BST) and Discrete Trial Training (DTT)**


**U7: Functional Communication Training (FCT) and “Verbal Behavior”**


**U8: Compliance Training and Behavioral Momentum**


**U9: Staff Training**


**U9: Generalization**


**U10: Respondent Conditioning (Fear and Anxiety Reduction)**