Applied Behavior Analysis
PSYC 420, Spring 2023

Instructor: DaShae Rodriguez-Harris, M.A.   **Email**: dasrodr@siue.edu
Office: Alumni Hall, 0138   **Class Location**: Founders Hall, 0116
Office Hours: By Appointment   **Class Time**: Mondays, 5pm-7:50pm

Course Description
This course is designed to cover the basic theoretical and methodological concepts of Applied Behavior Analysis (ABA). Information learned in this course will emphasize the application of ABA principles via intervention delivery, behavioral research methods, and assessment of behavior function. The course will emphasize class discussion to improve students' engagement with the material, as well as their ability to speak fluently about the various topics and discuss them professionally. Particular attention in this course will be paid to the technical vocabulary inherent in the field of ABA. The prerequisite for this course is PSYC 111.

Course Texts
Miltenberger, R.G. (2012). *Behavior Modification: Principles and Procedures (5th Ed).* Belmont, CA: Wadsworth, Cengage Learning.
Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). Applied Behavior Analysis (3rd Edition). Hoboken, NJ: Pearson Education.

Additional Readings (Available on Blackboard)
Andzik, N. R., Smith, & Neef, N. A. (2022). Using a token economy to treat escape-maintained problem behavior without extinction. Behavior Modification, 46, 128 –146. doi: 10.1177/0145445520966762
Dotson, W. H., Leaf, J. B., Sheldon, J. B., & Sherman, J. A. (2010). Group teaching of conversational skills to adolescents on the autism spectrum. *Research in Autism Spectrum Disorders, 4*, 199-209. https://doi.org/10.1016/j.rasd.2009.09.005
Foxx, R. M, & Rubinoff, A. (1979). Behavioral treatment of caffeinism: Reducing excessive coffee drinking. *Journal of Applied Behavior Analysis, 12,* 335 – 344. doi: 10.1901/jaba.1979.12-335
Perrin, C. J., Hensel, S. A., Lynch, D. L., Gallegos, L. R., Bell, K., & Carpenter, K. (2021). Using brief habit reversal and an interdependent group contingency to reduce public-speaking speech disfluencies. Journal of Applied Behavior Analysis, 54, 15523-1565. doi: 10.1002/jaba867
Wilder, D. A., Normand, M., & Atwell, J. (2005). Noncontingent reinforcement as treatment for food refusal and associated self-injury. *Journal of Applied Behavior Analysis, 28*, 549-553. doi: 10.1901/jaba.2005.132-04

Course Objectives By the completion of the course students will:
1. Demonstrate an understanding of learning principles, Applied Behavior Analysis and how to measure human behavior
2. Demonstrate an understanding of establishing new behavior and decreasing undesirable behavior through manipulation of environmental variables
3. Enhance critical thinking skills regarding research and ethics involved in applying principles of

behavior analysis
4. Understand the strengths and weaknesses of various single case designs
5. Demonstrate an understanding of the procedures involved in evaluating behavior analytic interventions using single case design

Course Requirements

Quizzes. Each specified class period will begin with a brief quiz. Each quiz will include review questions from the previous week as well as questions covering the assigned readings for the current module. Questions from the previous module will assess students' understanding of the material, while questions from the current module will assess their recognition and recall of important concepts from the readings. Students are expected to arrive to class on time. As such, quizzes will not be made up after they are submitted unless prior approval has been granted by the instructor. Quizzes will be worth 10 points each and the lowest quiz grade will be dropped, for a total of 100 points.

Participation (45 points – 3 per class). The primary basis of participation in this course is via in-class discussion and/or activities. Students will be placed into a discussion group the first day of class to help facilitate in-class discussion. However, other ways in which students may enrich their overall grade via participation include asking questions and raising discussion points during all class meetings and complying to expectations for academic engagement. Students must attend class to receive participation points.

Article Analysis Assignment(s) (50 points each). This assignment, worth 50 points, will help students develop their skills in conducting literature searches and APA formatting. Students will be required to find an article from a peer reviewed journal. Ideally the selected article will be related to your behavior change project. Detailed assignment instructions will be provided on Blackboard. Graduate students will complete 2, while undergraduate students will complete 1.

Behavior Change Project (BCP; 100 points). Ideally, your article analysis assignment would have helped you in selecting a behavior of your own to change. As we approach the mid-point of the semester, you will complete the *Behavior Definition Brainstorming Assignment (10 points),* which will help you finalize your selection of the behavior you would like to change.

From there, you'll:
- Operationally define the behavior you want to change
- Devise a self-management system for monitoring and recording behavior
- Collect baseline data of your own behavior for 3 – 5 days
- Develop a self-management intervention
- Track your behavior and implement the intervention over at least 2 weeks
- Graph your behavior on Excel

Using two research studies in which the target behavior and/or change procedure are relevant to your behavior change project, students will: (1) write a paper reviewing the relevant research, (2) summarizing their behavior change project, including the components in bullet form above, and (3) analyzing the outcomes of their own change project. Specific information regarding how to format and submit the paper will be provided when the behavior change project is discussed in class.

BCP Draft (10 points). To help assist you in completing the project in a timely manner and to provide you with feedback about your project a draft of the BCP will be reviewed by a peer during class. For the BCP draft you will be required to bring a **paper copy** to class. Your draft should include all the components of the project, apart from the outcome of your change project and your completed graph.

Undergraduate Course Grades

Assessment	Point Value	Final Grades (points)*
Quizzes	100	**A:** 284+
Participation	45	**B:** 252 - 283
Article Analysis Assignment	50	**C:** 221 - 251
Behavior Change Project	100	**D:** 189 - 220
Behavior Definition Brainstorming Assignment	10	**F:** < 188
BCP Draft	10	
Total	**315**	

*Grades will not be rounded up or curved.

Graduate Course Grades

Assessment	Point Value	Final Grades (points)*
Quizzes	100	**A:** 329+
Participation	45	**B:** 292 - 328
Article Analysis Assignments (2 at 50 points each)	100	**C:** 256 - 291
Behavior Change Project	100	**D:** 219 - 255
Behavior Definition Brainstorming Assignment	10	**F:** < 218
BCP Draft	10	
Total	**365**	

*Grades will not be rounded up or curved.

Course Expectations

Academic Engagement and Class Attendance. Students are expected to read all assigned materials for the corresponding week's module before coming to class. Classroom time will be dedicated to lectures covering the material, critical discussions of the assigned readings, and class activities. Students are expected to attend every class session. Any student who is absent due to an emergency should contact the professor as soon as possible regarding the absence, although students remain responsible for any material/assignments missed. **Please be aware that it is completely your responsibility to adhere to all relevant university guidelines related to officially withdrawing from this course.**

Communication and Technology. All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding assignments, any changes to course structure, and to provide individual student feedback, when necessary. Students are expected to check their university email every 48 hours for announcements regarding the course. Within class, personal technology should be prepared in such a way as to minimize distractions to oneself and fellow students. The receipt and transmission of personal phone calls or messages during class time should be limited to vital correspondence.

Late Assignments. The instructor reserves the right to determine the appropriate number of points to deduct from work turned in late. Any late work will be subject to an initial point deduction off the total possible points to be earned (5-10% of total point value), and smaller subsequent point deductions will be applied for each day that the assignment is not turned in after the due date. Excused absences that occur early in the semester do not excuse tardiness in submitting work later in the semester.

Technology Requirements. This course will use Blackboard (https://bb.siue.edu) as the primary vehicle for disseminating class materials. Announcements, updates, grades, and other important course information will be posted to Blackboard. It is your responsibility to regularly check this course's Blackboard website throughout the semester. All assignments will be turned in on Blackboard (when applicable) unless otherwise instructed to do something differently by the instructor of this course.

Support for using Blackboard is available by calling 618-650-5500, or by visiting the SIUE web pages that provide information about Blackboard, e.g., http://www.siue.edu/its/bb/. Please note that there are scheduled maintenance times for Blackboard. It is essential that you be aware of those times and make sure you have accessed or uploaded required course materials prior to the systems being shut down for maintenance.

Accommodations
It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement, please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. To properly determine reasonable accommodations, students must register with ACCESS either online at https://www.siue.edu/access/ or in person in the Student Success Center, Room 1203. You can also reach the office by email at myaccess@siue.edu or by calling 618-650-3726.

The Psychology Department's Policy on Plagiarism
Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (http://www.siue.edu/policies/3c2.shtml). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (http://www.siue.edu/policies/1i6.shtml). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the

Department of Psychology webpage at
https://www.siue.edu/education/psychology/undergraduate/handbook.shtml.

APA Format in Written Work
Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the 7th edition of the *Publication Manual of the American Psychological Association*. A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism.

If you would like additional instruction in the use of APA format, please set up an appointment to see me, or seek out the resources described in the departmental writing policy, below.

The Psychology Department's Writing Policy
As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:
- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references

This is by no means an exhaustive list of basic writing skills but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (http://www.siue.edu/is/writing) or utilize one of the many online resources they have identified to help students (http://www.siue.edu/lss/writing/resources.shtml). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: If more than three writing errors are found on any one page of a written assignment, grading will cease, and the student's paper will be returned with a grade equal to 50% of the total point value for the assignment.

The Psychology Department's Policy on Withdrawals and Incompletes
All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see https://www.siue.edu/policies/1j1.shtml). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework

before the deadline for grade submission. An "I" must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from an I to F.
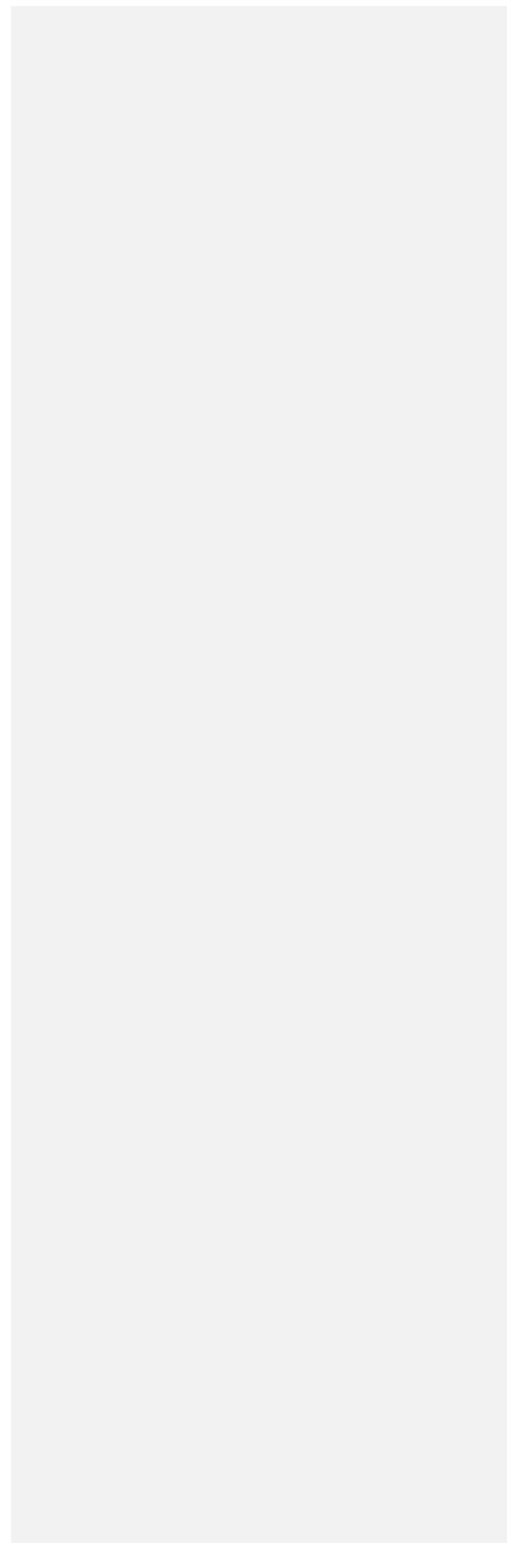
Course Calendar (Subject to Change)

Date	Topic and Readings (to be done *before class*)		Assignments & Activities
1/9	Introduction to Applied Behavior Analysis	Cooper Ch. 1	Review Syllabus
1/16	**No Class – Martin Luther King Jr. Day**		
1/23	Observing and Recording Behavior & Graphing Behavior and Measuring Change	Miltenberger Ch. 2 & 3	Quiz 1
1/30	Analyzing Behavior Change & Single Case Design Research • Andzik, Smith, & Neef, 2022 • Dotson et al., 2010 • Foxx & Rubinoff, 1979 • Perrin et al., 2021 • Wilder et al., 2005	*You will be assigned one article to read for class*	Quiz 2 **In Class:** *Introduction to BCP*
2/6	Reinforcement & Extinction	Miltenberger Ch. 4 & 5	Quiz 3
2/13	Punishment & Ethics	Cooper Ch. 14 & 15	***Article Analysis #1 for Graduate students** Due @ 11:59pm on BB*
2/20	Stimulus Control & Respondent Conditioning	Miltenberger Ch. 7 & 8	Quiz 4
2/27	Shaping & Prompting and Transfer of Stimulus Control	Miltenberger Ch. 9 & 10	***Article Analysis for Undergrads & #2 for Graduate students** Due @ 11:59pm on BB*
3/6	**No Class – Spring Break**		
3/13	Chaining & Behavioral Skills Training Procedures	Miltenberger Ch. 11 & 12	Quiz 5
3/20	Antecedent Control & Self-Management	Miltenberger Ch. 16 & 20	Quiz 6 **In Class:** *BCP Behavior Definition Brainstorming*
3/27	Applying Extinction & Differential Reinforcement	Miltenberger Ch. 14 & 15	Quiz 7
4/3	Functional Behavior Assessment	Cooper Ch. 27	Quiz 8
4/10	Token Economy & Behavioral Contracts	Miltenberger Ch. 22 & 23	Quiz 9
4/17	Fear and Anxiety Reduction & Cognitive Behavior Modification	Miltenberger Ch. 24 & 25	Quiz 10 **In Class:** *Review of BCP Draft*

Commented [RHD1]: Graphing Activity — show graphs

Commented [RHD2R1]: Possibly give them some data

Commented [RHD3]: Jigsaw article review

Commented [RHD4]: Article analysis activity

Commented [RHD5]: Punishment/Reinforcement Identification activity — worksheet/PP

Commented [RHD6]: Videos to watch & concept review? Operant vs classical

Commented [RHD7]: Shaping Activity

Commented [RHD8]: BCP Definition

Commented [RHD9]: Token economy TED talk

Commented [RHD10]: Draft review

4/24	Promoting Generalization	Cooper Ch. 30	Quiz 11
5/1	**Finals Week – Behavior Change Project Due @ 11:59pm on BB**		