

University of North Alabama

EEX 435
Applied Behavior Analysis

Office: 520 SH
Phone: 765-4283

Credit: 3 undergraduate hours
Prerequisites: admission to teacher education for Dual Certification
Required Texts:

College Live Text Solutions membership

Consultative Texts: *Outrageous Behavior Modification (BT Christian)*
Applied Behavior Analysis (Cooper, Heron, & Heward)
Progress without Punishment (Donnellan, LaVigna, Negir-Soultz & Fassbinder.
Tools for Teaching (F. Jones)
Principles of Behavior (Malott & Suarez)

Room Day and Time:

Office Hours:

In accordance with the Americans with Disabilities Act, the University of North Alabama makes provisions to accommodate students with qualified physical, learning, and/or psychological disabilities. Complete guidelines and UNA documentation requirements can be found on the web pages of the Office of Disability Support Services at www.una.edu/disability-support. For questions or to request accommodations, students with disabilities should contact the Office of Disability Support Services. UNA Catalog (2010-2011)

Course Description:

An overview of theory and practice in establishing and maintaining classroom environments that maximize positive learning experiences for elementary students with and without disabilities is targeted. Overviews of best practices and research based strategies are presented in power point presentations, video simulations, web searches, and classroom discussions. A survey of data based approaches for individual/group behavioral programs/interventions are included for management of troublesome

behaviors as well as for effective instruction and acceleration of academic and social learning.

Course Standards and Objectives:

AL Code# &CF	Alabama Standard 290-3-3-.34(General Rules for All Special Education Teaching Fields	Assessment
(2)(e)2. CF 1- Professionalism CF 5-Diversity	Knowledge of research-based discipline interventions, which include school-wide, classroom, and individual proactive positive behavior supports. (2) (e) 2.	Exams Clinical Single subject design projects Homework Scenarios

Upon completion of this course, the candidate will demonstrate knowledge of:

1. Methods used to select and implement instructional strategies, including modification of the physical environment and use of resources/materials appropriate to goals of education of students with disabilities. 290-3-3-.34 (2)(e)2. CF 1 & 5
2. Methods used to evaluate the ongoing instructional program and needed revisions. 290-3-3-.34 (2)(e)2. CF 1 & 5
3. Methods of implementing students’ individual and collaborative use of technologies to locate, create, produce, communicate, and present information. 290-3-3-.34 (2)(e)2. CF 1 & 5
4. Technology tools (including, but not limited to, spreadsheets, web page development, digital video, chartings, and internet and e-mail) for instruction, assessment, management, reporting purposes and communication with parents/guardians of students. 290-3-3-.34 (2)(e)2. CF 1 & 5
5. How to facilitate students’ individual use of technologies (including but not limited to, spreadsheets, web page developments, digital video, internet, e-mail) to locate, collect, create, produce, communicate, and present behavioral information. 290-3-3-.34 (2)(e)2. CF 1 & 5
6. Research-based discipline structures, which include school-wide, classroom, and individual proactive positive behavioral supports. 290-3-3-.34 (2)(e)2. CF 1 & 5

Upon completion of this course, the student will demonstrate the ability to:

1. Apply appropriate procedures for collecting data. 290-3-3-.34 (2)(e)2. CF 1 & 5
2. Interpret data and make economical and sensible instructional decisions and recommendations based upon the data. 290-3-3-.34 (2)(e)2. CF 1 & 5

3. Apply appropriate interventions to desirable and undesirable behaviors in order to create a substantial learning environment that allows students to progress and improve in an accelerated fashion. *290-3-3-.34 (2)(e)2.*
4. Use applied behavior analysis as a significant management system for academics, affective skills, and functional skills. *290-3-3-.34 (2)(e)2*

Course Content and Outline:

1. Historical roots of behaviorism and explanations for behavior.
2. Preparing appropriate behavioral objectives.
3. Procedures for collecting and graphing data *290-3-3-.34 (2) (e)2. CF 1 &5*
4. Single subject designs. *290-3-3-.34(2)(e)2. CF1 & CF 5*
5. Development of behavior changes *290-3-3-.34(2)(e)2 .CF 1*
6. Consequences that increase and decrease behavior. *290-3-3-.34 (2)(e) 2. CF1*
7. Differential reinforcement: antecedent control and shaping. *290-3-3-.34 (2)(e)2.*
8. Generalization of behavior changes. *290-3-3-.34 (2)(e)2. CF1*
9. Teaching students to manage their own behavior. *290-3-3-.34 (2)(e)2. CF1 & CF 5*
10. Ethical use of applied behavior analysis. *290-3-3-.34 (2)(e) 2. CF 1 &5*

Course Requirements.

1. Articles (must pass with a C or better)

Each student will submit 5 article critiques through live text. Each article is worth 20 points and can be resubmitted within 2 class periods of receiving the first feedback. All articles must include a statement of purpose, identification of population, method, results, and a critique statement. Each article must address some component of Applied Behavior Analysis, reflect a public school inclusive population, and be published within the last decade. A power point of “How to critique an article “is included in the livetext class information page. *290-3-3-.34(2)(e)2. CF 1 & CF 5*

2. Chartings (2) and Clinical (must pass with a C or better)

Each student will choose a partner for the charting experiences. Student A will choose an academic behavior to chart within a designated school setting. Student B will serve as the inter-rater for Student A. After the academic charting is complete and correctly interpreted, Student B will choose an affective behavior to chart in the same school setting with Student A serving as the inter-rater. (Each student gets opportunity to chart as well as the opportunity to inter-rate). Charting sessions will be approximately 30 minutes. Each chart will include a minimum of 3 days of baseline and 9 days of intervention charting. A minimum of twelve (12) hours of clinical settings are required to facilitate chartings. Each student will complete 6 hours of primary charting and 6 hours of inter-rater charting. The clinical setting will be assigned by the instructor. The charts will be turned in as collaborative partners and will be assessed according to a rubric included in the syllabus as well as published on livetext. If students wish to resubmit chartings, they must be turned in early enough to allow the professor to have

appropriate grading time. Each graph will include a reflection of procedures and prediction of possible future problems that may arise with the intervention. Each graph counts as 50 points. A reflection of the clinical and charting activity is required in livetext. 290-3-3-.34(2)(e)2. CF 1 & CF 5

3. Live text assignments (Dossier)(must pass with a C or better)

- 5 chartings with supplied data points from live text. Students will chart supplied data and interpret appropriately. The data is supplied in livetext, however, a student may chart by hand if not proficient in excel or chart dog. (20 points) 290-3-3-.34 (2)(e)2. CF 1 & 5
- 5 graphs (already charted) will be analyzed and interpreted. Some graphs may be incorrect and the student will be expected to state the proper correction.(20 points) 290-3-3-.34 (2)(e)2.; CF 1 & 5
- 5 examples of Differential reinforcement will be supplied in live text. Each student will identify the appropriate type of Differential reinforcement and justify the choice. (20 points) 290-3-3-.34 (2)(e)2. CF 1 & 5
- 5 scenarios are provided. Each student will list, briefly describe, and justify an appropriate positive behavioral support. (40 points) 290-3-3-,34 (2)(e)2. CF 1&5

4. A midterm examination(must pass with a C or better)

5. A final examination (must pass with a C or better)

6. Homework assignments (must pass with a C or better)

- Create 2 behavioral contracts. One must be appropriate for an academic behavior and one must be appropriate for an affective/adaptive behavior 290-3-3-.34 (2)(e)2. CF. 1 & 5
 - Create a scenario for DRL and DRO 290-3-3-.34 (2)(e)2. CF 1 & 5
 - A one page descriptive essay on 2 Self-management procedures 290-3-3-.34 (2)(e)2. CF 1 & 5
 - A one page descriptive essay on 3 strategies for generalization 290-3-3-.34 (2)(e)2. CF 1 & 5
- Each student will create a functional behavior plan from a functional behavior analysis. Assessment data from a case study will be provided and each student will create a functional behavior plan with at least 5 behavior objectives, potential strategies, and justifications for objectives and strategies. 290-3-3-.34 (2)(e)2. CF 1 & 5

All assignments are expected to be error free, substantial, and academically mature to represent dual certification studies. In addition, all assignments are expected to be complete according to length and or time requirements. Incomplete assignments will receive a grade of zero. Specifically, a graph of only 8 of the 9 required days with intervention will receive a zero. A failure on any single assignment will result in failure of the class.

All requirements must be completed satisfactorily in order to receive credit for this course. All requirements must be submitted correctly. (livetext or hard copy)

Evaluation and Grading Criterion.

93-100	A	Articles	
92-85	B	& Dossier	1/6
84-77	C	Chartings	
		& clinical	1/6
76-68	D	Midterm	1/6
67 & below	F	Final	1/6
		Behavior	
		Intervention	1/6

Attendance Policy:

Consistent attendance is expected and required. Consistent attendance is a prime indicator of professional development and a major concern of job preparation. While absences may be excused due to illness and unforeseen happenings and occurrences, professionalism is expected at all times concerning absences.

Four absences will result in a failing grade. Three tardies (10 minutes or more) count as one full absence.

Each student is required to keep a copy of all assignments that are turned in—just in case!!!!

Rubric for Behavioral Charting

Make your behavioral hypothesis first and include on an appropriate cover sheet as the title.

All Components are Present. (5 points each)

- ___ 1. name of design
- ___ 2. purpose of design(causal, functional, comparative)
- ___ 3. Target behavior is identified.
- ___ 4. Desirable or undesirable behavior is identified
- ___ 5. Independent and dependent behavior is identified.
- ___ 6. Intervention that is used is identified.
- ___ 7. Results are discussed according to data.
- ___ 8. Data interference is discussed.
- ___ 9. A recommendation is appropriately made based upon the graphing, and the behavioral hypothesis.(This is to include a behavioral objective)
- ___ 10. The graph is attractive, readable, and sensible.

The Graph is Correct and Appropriate. (5 points each)

- ___ 1. The graph is correct according to purpose.
- ___ 2. The graph is appropriate for the charted behaviors.
- ___ 3. The intervention is appropriate for the charted behavior.
- ___ 4. The intervention is aimed at positive behavior change.
- ___ 5. The candidate attempted to avoid data interference.
- ___ 6. The data was recorded appropriately (must be included).
- ___ 7. An appropriate behavioral hypothesis was made first.
- ___ 8. The graph is an accurate visual display of behavior change.
- ___ 9. The graph enables the candidate to readily evaluate level of performance.
- ___ 10. The graph enables the candidate to readily evaluate speed of changes.

___ Total # of points

Comments: