University of North Alabama
Spring 2012

EEX 635   *Dr. Annie Dillon*
Applied Behavior Analysis   *Office: 520 SH*
                                                             Phone: 765-4283
                                                             adillon@una.edu

Credit: 3 graduate hours
Prerequisites: admission to graduate studies at UNA
Required Texts: Applied Behavior Analysis for Teachers by Alberto & Troutman (8th)
            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: Tuesday nights- 5:00 -7:45/ Room 419 SH

Office Hours:

Monday	Tuesday	Wednesday
		3:00-5:00

It is the policy of the University of North Alabama to afford equal opportunity in education to qualified students. Therefore, a student who has a disability that inhibits the student's ability to meet regular course requirements and who desires accommodations must contact the instructor and Developmental Services within the first three class meetings of the semester. The goal is to develop a timely accommodation plan and to file an American with Disabilities Act (ADA) Accommodation Form. Course requirements will not be waived, but accommodations may be made to allow each student to meet course requirements. (2008-2009) Catalog for the University of North Alabama, p. 40).

Course Description:

An overview of theory and practice in establishing and maintaining classroom environments that maximize positive learning experiences for elementary students is emphasized. 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 are included for management of troublesome behaviors as well as for effective instruction and acceleration of academic and social learning.

Course Objectives:

Conceptual Framework Reference	Alabama Standard Rule	Standard	Assessment Rubrics in livetext for the following assignments
CF 1- Professionalism	290-3-3-.34 (2)(e)2.	Knowledge of research-based discipline intervention, which include school-wide, classroom, and individual proactive positive behavior supports.	Exams Single subject design projects Research Papers
CF 5- Diversity	ALL	ALL	ALL

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.
2. Methods used to evaluate the ongoing instructional program and needed revisions.
3. Methods of implementing students' individual and collaborative use of technologies to locate, create, produce, communicate, and present information.
4. Technology tools (including, but not limited to, spreadsheets, web page development, digital video, internet and e-mail)for instruction, assessment, management, reporting purposes and communication with parents/guardians of students.
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 information.
6. Research-based discipline structures, which include school-wide, classroom, and individual proactive positive behavioral supports. *CF 1* (2)(e)2.

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

1. Apply appropriate procedures for collecting data.
2. Interpret data and make economical and sensible instructional decisions and recommendations based upon the data.

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 (2)(e)2; CF 1
4. Use applied behavior analysis as total management system for academics, affective skills, and functional skills. (2)(e)2. CF 1

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
4. Single subject designs. (2)(e)2.CF 1
5. Development of behavior *changes*(2)(e)2. CF1
6. Consequences that increase and decrease behavior. (2)(e)2. CF1
7. Differential reinforcement: antecedent control and shaping. (2)(e)2. CF 1
8. Generalization of behavior changes. (2)(e)2. CF 1
9. Teaching students to manage their own behavior. (2)(e)2. CF1
10. Ethical use of applied behavior analysis.

Course Requirements.

1. Each student will submit 10 article critiques through live text. Each article is worth 10 points and can be resubmitted until total points are earned. 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. These articles may "double" as references for your APA paper. (2)(e)2.
   CF 1

2. Each student will submit two graphs of data collected through appropriate procedures. One graph will target an academic behavior or an extended standard, and one graph will target an affective, adaptive, or self-help skill/standard.
   Each graph will contain the name of the single subject design, independent and dependent variables, nature of the purpose, target behavior, intervention used, discussion of results, and a recommendation for future use. Each graph is to consist of a minimum of 3 days baseline and 15 days of data. You may resubmit the graph if allows. If the data is less than the minimum number of days required- a grade of zero will be awarded. (2)(e)2.
   CF 1 & CF 5

3. A 7-10 page research paper typed and written in APA style is required for this class. The topic may be chosen by each student, but the topic is limited to components and practices of applied behavior analysis. APA format for fonts, spacing, subheadings, citations, references, and style will be followed. Topics must be verbally approved before you begin. This paper may be resubmitted if the student turns it in before the last day for paper resubmit noted in the lecture and due section of this syllabus. The

paper is meant to evolve from the personal interests and motivations of the candidate concerning applied behavior analysis. Examples of topics submitted in past classes include: (2)(e)2.*CF1 & CF 5*

- The Dilemma of Using Reinforcement: Is it Bribery?
- Is Applied Behavior Analysis Effective in the Classroom?
- Who Has Time to Graph Behavior?
- The Multiple Baseline Design vs. The ABAB Design
- Modeling for Language Instruction
- The Advantages and Disadvantages of Shaping Behavior
- Time- out Procedures
- Response Cost Procedures
- Ethics of Applied Behavior Analysis

The minimum paper length is 7 <u>full</u> pages without the cover sheet or the references or an appendix. Papers that are less than 7 <u>FULL</u> pages will be considered incomplete. Six and ½ pages or 6 and ¾ pages are inadequate. Seven (7 full pages) is the minimum. Also, papers that have a larger font other than is acceptable by APA will not be accepted or considered complete. This is a formal research paper.

4. A midterm Examination
5. A Final Examination
6. Pop Tests and Homework Assignments

<u>All assignments are expected to be error free, substantial, and academically mature to represent graduate studies and an advanced student. 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 9 of the 10 required days with intervention will receive a zero: likewise, an APA paper of only 6 pages will receive a grade of zero.</u>

Evaluation and Grading Criterion.

93-100	A	Articles, Pops	
92-85	B	& Homewrk	1/5
84-77	C	Charting	1/5
76-68	D	Midterm	1/5
67 & below	F	Final	1/5
		APA Paper	1/5

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.

Each student is required to keep a copy of assignments that are turned in—just in case!!!!
Lcture Topics and Due Dates
Fall 2011

Wed. Aug. 24-Class Overview, Introduction, and Requirements. Examples of
Chartings. Discussion of APA Topics- Roots of applied Behavior
Analysis. (Chapter 1 & 2))

Wed. Aug 31- Class will not meet- E-mail Dr. Dillon your paper topic and a short
Outline. Also e-mail brief explanations of your plan for chartings.

Wed. Sept. 7- Data collection procedures
- Single Subject Designs(Chapter 5)
Reversal and Alternating Treatment Designs
Multiple Baseline and Changing Criterion Designs

Wed. Sept. 14- Graphing Data in Single Subject Designs (Chapter5)
Labling components of the graph
Interpretation and Recommendations
Article # 1 Due

Wed. Sept. 21--Planning and Evaluating Applied Behavior Analysis as research
(Chapter 5)
Functional analysis and functional Assessment (Chapter 6)

Wed. Sept. 28- Consequences that Increase Behavior (Chapter 7)
Positive Reinforcement; contracting; schedules of reinforcement;
Negative reinforcement.

Wed. Oct. 5- Consequences that Decrease Behavior (Chapter 8)
Differential Reinforcements
Creating a response cost system
Article # 4 Due

Wed. Oct. 12- Midterm Examination (application)

Wed. Oct. 19- Test Feedback-
Differential Reinforcement; antecedent; Shaping(Chapter 9)
Article #5 Due

Wed. Oct. 26- Generalization of Behavior (Chapter 10)
Article # 6 Due

Wed. Nov. 2- Self- Management (Chapter 11)
        Article # 7 &   Behavior Chartings Due

Wed. Nov. 9 -Self-Management (Chapter 11))
        Article # 8 Due
        Last Day for submission of rough draft of Research Paper

Wed. Nov. 16- Verbal Behavior and Special Applications (Chapters 25, 26, & 27)
        Article # 9 Due

Wed. Nov. 23- Happy Turkey Days

Wed. Nov. 30- Sharing of papers (informal) and sharing of chartings (informal)
        Everyone must participate

Wed. Dec. 7- The future of Applied Behavior Analysis-
        A guided discussion with research (provided by the members of the class.)

Wed. Dec. 14- Final Examination @ 5:00 PM

Drafts of behavior chartings and research papers may begin at the student's discretion.

The Schedule above is tentative and may be changed according to student and/or instructor needs.

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:

Rubric and Checklist for APA Paper for Review of Literature

6th edition is required.

Cover sheet includes centered title of paper. Candidates name, class name and date appear in lower right hand corner.

Introduction
___ is unlabeled (Do not label anything "Introduction").
___ leads the reader to the purpose/Problem under study
___ develops the background for the question studied
___ answers the following questions in 1-3 well developed paragraphs
- *What is studied/*
- *Why is it important to study this?*
- *How does the topic posed relate to theory?*
- *Is there good rationale here?*

The Review of Literature
___ further develops and expands the introduction
___ includes specific research to support the purposes of the paper
___ is organized with subheadings that relate to the title and each other
___ is beyond the material in the required textbooks.
___ is substantial and sophisticated in analysis and synthesis of research findings
___ includes research that is appropriate and aligned to the topic.

Style of writing
___ is concise
___ is clear
___ is brief
___ has a smooth flow
___ has an orderly presentation of ideas
___ a formal tone exists (no friendly letter style)
___ is an easy read

Organization of Paper
___ at least 3 subheadings are present (you may choose to use all level 3 subheadings)
___ the subheadings reflect the title of the paper
___ the subheadings reflect purpose and development
___ the subheadings relate to each other
___ the content within each subheading is well organized.
___ the organization of the content supports the conclusion of the paper.
___ the organization is appropriate- not too little and not too much.

Conclusion.
___ *the conclusion reflects the introduction and major points of the review of literature*
___*the conclusion is substantial (makes a point or points based upon the review of*
    literature.
___ *the conclusion includes instructional implications for teachers.*
___ *the conclusion does not include any new information. (references to previously*
    reported material in the review may be made, but no new material may appear in
    conclusion unless a reference to a poem, song, or famous quotation for emphasis).
___ *the conclusion leaves the reader with a strong summation of the review content*

Citations
___ *follow APA style*
___ *are appropriately placed where needed.*
___ *support appropriate material*
___ *an appropriate number of citations appear*
___ *no more than one personal communication appears as a citation*
___ *all that is needed to be cited IS cited.*
___ *Agreement of text and reference list occurs*
___ *citations must be from refereed journals*

Reference Page
___ *has an appropriate title*
___ *is alphabetized*
___ *contains the correct elements in the correct order*
___ *is written in the dictated APA style including the use of capitals*
___ *includes references from refereed journals*
___ *agreement of text and reference list occurs*
___ *references are "Cadillacs" of the topic –these are the major researchers for your*
    chosen topics. These are substantial researchers.

Grammar & mechanics of APA
___ *Correct grammar is in place at all times. Incorrect grammar can result in a failing*
    grade upon this assignment.
___ *abbreviations are correct*
___ *language is not biased*
___ *punctuation is correct*
___ *ordinal numbers are correct*
___ *plurals are correct*
___ *roman numerals are correct*
___ *decimals are correct*
___ *capitalization is correct*
___ *spacing is correct*
___ *alignment is correct*

_____ *font is correct*
_____ *the paper is double spaced.*
_____ *tables and figures are correctly inserted*
_____ *graphs and photographs are correctly inserted*
_____ *Appendixes are appropriately inserted*
_____ *quotations are correctly inserted and cited*
_____ *margins are according to APA*
_____ *Indentations are correct in paper body and reference page*
_____ *levels of headings are appropriate.*
NA *abstract is correct(optional)*
_____ *page numbers at the bottom of the page*
_____ *headers are in place (headers are optional)*
_____ *the paper has consistent colored black ink*
_____ *the paper is neat*

<u>Overall Withitness-</u> A paper may be well organized and have all elements above present and aligned, but still not be an "A" paper. Withitness may be best described as how all of the elements in a research paper fit together and connect to lead the reader to one or several strong points. This quality is difficult to measure in a rubric situation, so I have included a 1-5 rating of withitness. (5 is the highest)

Withitness   1   2   3   4   5

Grade of Paper= _____	*Excellent*	*A (97-100)*
	Very Very Good	*A (93-96*
Comments	*Very Good*	*B (89-92)*
	Good	*B (85-88)*
	High Average	*C (84-80)*
	Low Average	*C (77-79)*
	Needs Much	
	Improvement	*D (69-76)*
	Unacceptable	*F (68 & below)*