

**Course Syllabus**  
**PSY/SPED 535—Applied Behavior Analysis**  
**Fall 2015**

**Dr. Kelly M. Carrero, BCBA**

**Office:** Henderson 227

**Email:** Kelly.Carrero@tamuc.edu

**Office Hours:** Tuesdays 2pm-4pm at Mesquite Campus  
Fridays 10am-1pm at Commerce Campus  
Or by appointment (face-to-face or virtually)

**Students with Special Needs:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a documented need for an accommodation and would like to exercise your right to reasonable accommodations, it is your responsibility to contact the Office of Student Disability Resources and Services. See their contact information below:

Office of Student Disability Resources and Services  
Gee Library, Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**Course Description.**

The course provides a focus on the principles of applied behavior analysis (ABA). While wide application of ABA principles is possible, the application of ABA to the field of education is highlighted.

**Learner Outcomes.** The overarching goal of this course is to provide advanced training proactive and scientific-based approaches to behavior management and behavioral aspects of education. In order to meet this overarching goal, students must be able to demonstrate mastery of the course objectives, or learner outcomes. At the conclusion of this course, students will be able to:

1. Demonstrate a thorough knowledge of the key concepts, vocabulary, techniques and outcomes of the use of the basic principles of Applied Behavior Analysis (ABA; the scientific approach).

2. Demonstrate skill in the use of ABA principles in the design of behavior change programs (systematic observation and recording of behavior, charting and graphing data, developing behavioral objectives, and designing and implementing behavior change programs) in classrooms for students with disabilities, including individual and group behavior management intervention strategies.
3. Understand components of a positive behavior interventions and supports (PBIS) and how these components are applied to individual, classroom, and schoolwide systems of support.
4. Understand the importance of professional ethics as related to special education programming and the use of behavior change programs.

### **TE<sub>x</sub>ES Competencies for Special Education**

Competency 002: The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Competency 004: The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.

Competency 006: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

### **TE<sub>x</sub>ES Competencies for Diagnosticians**

Competency 003: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Competency 004: The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.

Competency 006: The educational diagnostician understands appropriate curricula and instructional strategies for students with disabilities.

Competency 007: The educational diagnostician understands the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' behavioral and social skills.

Competency 008: The educational diagnostician understands and applies knowledge of professional practices, roles, and responsibilities and the philosophical, legal and ethical foundations of evaluation related to special education.

### **NASP Standards Covered (for School Psychologists)**

(Links to NASP Model 10 Domains of Practice)

2.1: Data-Based Decision Making & Accountability: *You will gain knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

2.2: Consultation and Collaboration: *You will gain knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.*

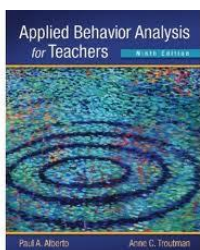
2.4: Interventions and Mental Health Services to Develop Social and Life Skills: *You will gain knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.*

2.6: Preventive and Responsive Services: *You will gain knowledge of principles and research related to resilience and risk factors in learning & mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.*

2.9: Research and Program Evaluation *You will gain knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.*

### **Required Readings (Additional readings will be assigned throughout the semester)**

Alberto, P. A., & Troutman, A. C. (2013). *Applied behavior analysis for teachers* (9<sup>th</sup> edition). Upper Saddle River, NJ: Pearson.



\*\*Bailey, J. S., & Burch, M. R. (2011). *Ethics for behavior analysts* (2<sup>nd</sup> edition). New York, NY: Brunner-Routledge.

\*\*You will read selected chapters of this textbook AND you can access the eBook FOR FREE in the Gee Library Digital Collections (I will embed specific directions when I assign the selected chapters).

**Other resources.** Texas A&M University—Commerce’s Gee Library provides access to thousands of online journals. Of particular interest to this class are resources found in the ERIC and PsychInfo databases. You may access these resources on campus or from home by using your CWID and password at <http://www.tamuc.edu/library/>

## Course Format

This course is to be considered a blended course format. Blended courses meet face-to-face at least 30% of the semester and no more than 70% of the semester. When we are not meeting face-to-face, you will be expected to work through course modules that will be on eCollege/Pearson Learning. You can access this system at <https://secure.ecollege.com/tamuc/index.learn?action=welcome> There are detailed log-on directions on that page. If you have problems accessing the system, immediately contact the system administrator through the help screens provided.

It will be important to keep up with the course work, as you will be required to participate in class discussions and activities that have specific time frames associated with them. For a more detailed look at what each unit will entail, as well as due dates for our assignments and activities, please refer to the *Course Schedule* portion of this syllabus.

## General Expectations

1. **Professionalism:** It is expected that you demonstrate professionalism. For the purposes of this course, professionalism will be exhibited by the student: (a) completing all assigned readings, (b) submitting assignments by the deadline, and (c) adhering to the university student code of conduct (e.g., plagiarism, cheating).
2. **Writing Assignments:** Prepare all written assignments according to the APA Publications Manual (6<sup>th</sup> ed.), as appropriate. You can access information regarding basic APA style at <http://owl.english.purdue.edu> or the Learning Center located on the main floor of the library. .
  - a. \*\*\*ALL WRITTEN WORK WILL BE SUBMITTED TO TURNITIN TO CHECK FOR PLAGIARISM (Turnitin will provide a score of the percentage of the paper that has been directly lifted from other sources). **SCORES OF 30% OR MORE** WILL BE IMMEDIATELY RETURNED TO THE STUDENT FOR REVISIONS. AFTER SECOND SUBMISSION, IF THE SCORE REMAINS 30% OR MORE, THE PAPER WILL AUTOMATICALLY RECEIVE A ZERO. The BEST way to avoid any potential confusion is to get very good at stating things in multiple ways--but most importantly, in a way that is different than the original source(s). Papers in this class will likely not require direct quotes. We will discuss when it is appropriate to use direct quotes in a paper (and it isn't very often).
  - b. I STRONGLY encourage you take advantage of the student resources TAMUC offers you. I will *reward students bonus points* if you can *provide documentation* that you have utilized the Writing Center to help you improve the quality of your written work. Here is a **link to the Online Writing Lab:** <http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/onlineWritingLab.aspx>

3. **On-time Submission of Assignments and Quizzes:** The information in this course builds on itself. Therefore, it is critical that work and quizzes be completed in a timely manner. Quizzes WILL NOT be re-opened because you forgot or didn't get to it in time. You will receive a zero. Course assignments and projects will receive 2 points off for each day that they are late; after 3 days, it will go down by a letter grade for each day that it is late.

### Specific Requirements

1. **Use of Person-First Language:** You are expected to use Person-First language at all times when referring to individuals with a disability. Refer to them with respect (e.g., a child with autism or a student with behavioral problems).
2. **Weekly Quizzes:** There will be quizzes for each week's readings. Students will take the quizzes online during the week, after completing the readings. You will have until Tuesday at 11:59 pm of each week to complete the exam. Exams will use the objective-type format (e.g., multiple choice) and you may be granted a second attempt IF you have earned **at least a 50%, but no more than 80%** on your first attempt.
3. **Behavior Change Project:** This assignment is designed to provide you with the opportunity to learn strategies for observing and managing student behavior. This procedure will involve systematic observation and recording of behavior, charting and graphing data, designing an intervention plan, developing behavioral objectives, and implementing behavior change programs in a classroom for students with problem behavior (See Appendix B for details).
4. **Student Presentation of Implemented Behavioral Techniques:** You will research behaviorally-based instructional and intervention techniques. Moreover, you will use one or more of these techniques in your Behavior Change Project. Each student will prepare a formal presentation designed to comprehensively teach and model the technique to the class. The presentation should include demonstration of the technique, information as to when the technique would be appropriate to use, and a practical handout/resource page for your peers.
5. **Class Participation:** The subject matter of this course, in particular, with its emphasis on the practical application is both challenging, and at times, wonderfully debatable. Therefore, student participation and discussion is a critical element of the course structure. Students will be expected to come to class well prepared to engage in the discussion of the evening's scheduled subject matter.

### Student Evaluation.

Percentage toward final grade	Assignment/Activity
25%	Weekly Exams
30%	Weekly Assignments
10%	Student Presentation of Behavioral Techniques
30%	Behavior Change Project
5%	Professionalism and Good Conduct

### Grading

The instructor reserves the right to make subjective judgments about the quality of student participation and products. In other words, quantity does not equate to quality nor does effort equate to quality. Moreover, a grade of A will be reserved for only the highest achieving students. If you need to receive an A in this course, I suggest you work hard to submit stellar products. My office hours are listed on the first page of this syllabus if you need to come and speak with me DURING the semester regarding your grades. Please do not wait until the semester is over to discuss grades.

In both undergraduate and graduate school, grades are earned according to individual student performance on described activities. Effort is important but the outcome of your effort is the product upon which grades are based. Final grades are assigned as follows using a weighted percentage points earned scale:

- ✓ Grades of A are reserved for students whose products are consistently exemplary and commensurate with the work of an accomplished graduate student. A products provide clarity of thoughts and ideas with no grammatical, structural, or spelling errors.
- ✓ Grades of B are earned by students whose products are good but not outstanding. B products provide detail and explanation; may have a few grammatical, structural, or spelling errors.
- ✓ Grades of C are earned by students whose products are limited but display sufficient understanding; may have major grammatical, structural, or spelling errors.

### Tentative Course Schedule

September 1: on-campus; Introductions; Review syllabus

Unit 1: Foundations of Applied Behavior Analysis

September 8: online

September 15: on-campus

Unit 2: Measuring Behavior

September 22: online

September 29: scheduled conferences with Dr. Carrero to discuss Behavior Change Project

Unit 3: Managing and Teaching Behavior

October 6: on-campus

October 13: online

October 20: on-campus

October 27: online

November 3: on-campus

Unit 4: Behavioral Techniques

November 10: on-campus (PBIS)

**BEHAVIOR CHANGE PROJECT DUE!!**

November 17: on-campus for student presentations

November 24: on-campus for student presentations

December 1: on-campus for student presentations

December 8: on-campus for student presentations

December 15: Final Exam

**BONUS COUPONS**

Name:

1-calendar day late assignment submission without penalty. ATTACH WITH ASSIGNMENT.

DUE DATE:

DATE SUBMITTED:

Name:

Please give me another attempt on Quiz #

Name:

1-calendar day late assignment submission without penalty. ATTACH WITH ASSIGNMENT.

DUE DATE:

DATE SUBMITTED:

Name:

I deserve 1 bonus point because....(give me a genuine reason). ☺

Name:

Drop my lowest quiz grade, Dr. C!

Name:

Include 1 quiz question that I developed (typed on a separate paper) for the next weekly quiz. There is no bonus point but you get to add a question for which you know the answer.

Submit at least 2 days before quiz.

**DISCLAIMER: You can only redeem Bonus Coupons if you have missed 1 or less face-to-face classes. Please write your name on your coupon when attempting to redeem.**



### **Description of Behavior Change Project**

This assignment is designed to provide you with the opportunity to learn strategies for observing and managing student behavior. This procedure will involve systematic observation and recording of behavior, charting and graphing data, designing an intervention plan, developing behavioral objectives, and implementing behavior change programs in a classroom for students with disabilities, including individual and group behavior management intervention strategies. See steps below:

1. Identify a student with mild to moderate problem behavior (behavioral excess or deficit).
2. Get Informed Consent signed from the student's parent/caregiver and teacher.
3. Collect some background information of student and setting.
4. Define target behavior(s) to facilitate measurement of occurrence of the behavior(s).
5. Develop a data collection system that will provide the best representation or measurement of the student's rate of occurrence of target behaviors.
6. Collect data (3-5 days) on the occurrence of these target behaviors during specific and selected time periods (e.g., class periods or contexts, like transition times where PB occurs at high rates). Please attach all original data collection sheets.
7. Graph the data to assess the behavioral pattern.
8. Develop a hypothesis for the purpose or function of problem behavior.
9. Develop at least two behavioral objectives each, to increase appropriate behavior and to decrease inappropriate or problem behavior (total 4 objectives).
10. Develop a positive behavior change program based on the behavioral objectives.
11. Implement these behavior change procedures (1 week).
12. Collect and graph data (3-5 days) on target behavior once again to determine any change in behavior.
13. Analyze results and provide logical explanations for the results. Present a brief summary of your intervention to the class for a group discussion (time permitting) and critique of your methods and results.
14. Insert all the above information in a typed paper following APA guidelines (including your tables and graphs) and submit to me. Be sure to check the rubric for self-evaluation of your assignment.

### Student Presentation of Behavioral Techniques

Each student will prepare a formal presentation (approximately 20 minutes) designed to comprehensively teach the model to the class. The behavioral technique presentation should demonstrate:

- a) Content: A thorough and accurate understanding and communication of the content in the text including the basic premise, a thorough knowledge of the behavioral technique as evidenced by information derived from readings and research, discussion of the central features of the technique..
- b) Accuracy of content: Make sure that information is obtained from legitimate and reliable sources (as opposed to advertisers or manufacturers of the products).
- c) Organization of information and quality: The ability to organize and present the information to the class in a thorough, meaningful, and interesting manner. **Handouts will be a required component** of this activity, but no formal paper is required. You can bring handouts or upload your handouts to eCollege (if you choose to upload to eCollege, it must be at least 12 hours in advanced).
- d) Presenters' evaluation and learning experience: Evaluative information and learning experiences based on the presenter's actual use of the behavioral techniques in a classroom/school or other applied setting (perhaps in your Behavior Change Project?).
- e) Presentation method and visual aids: A formal presentation normally includes visual supports but make sure that you do not read everything from your visuals. If using a Power Point, make sure that they meet the criteria for effective presentations to enable distance site learner read the materials easily.

**ABA Project Rubric: SUBMIT WITH YOUR PROJECT**

<b>Criteria</b>	<b>Poor to Fair Job</b>	<b>Good Job</b>	<b>Excellent Job</b>
<b>Student and Setting</b>	PB not really problematic. Little background information. <b>(0-2)</b>	Student has mild-moderate PB. However, background information is irrelevant/insufficient. <b>(3-4)</b>	Student has mild-moderate PB. Relevant background information provided. <b>(5)</b>
<b>Target Behavior Defined</b>	Target behavior not defined or definition not observable and/or measurable. <b>(0-6)</b>	Target behavior(s) not defined in observable and/or measurable terms raising issues of reliability. <b>(7-8)</b>	Target behavior(s) defined in observable and measurable terms. <b>(9-10)</b>
<b>Data Collection System</b>	Data collection system does not match the topography, frequency or duration of target behaviors. <b>(0-6)</b>	Data collection system is ineffective or impractical (e.g., too fancy); does not truly represent target behaviors. <b>(7-8)</b>	Data collection system provides best representation of the occurrence of target behaviors. <b>(9-10)</b>
<b>Actual Data on PB</b>	Less than 3 days of data for either BL or intervention. Data collected at different class periods (no pattern). Not all data sheets attached. <b>(0-10)</b>	At least 3 (but < 5) days of data on target behaviors for BL and/or intervention phases. Data are inconsistent across time or class periods. Not all data sheets attached. <b>(11-12)</b>	Up to 5 days of data on target behaviors during specific time periods for both BL and intervention. All original data sheets attached. <b>(13-15)</b>
<b>Graphs</b>	No graphs presented or data collected such that cannot be presented visually (e.g., anecdotal). <b>(0-6)</b>	Graphed data do not match raw data or graphs do not represent data accurately (e.g., pie instead of line graph). <b>(7-8)</b>	Graphed data provide an accurate assessment of the behavioral pattern. <b>(9-10)</b>
<b>Hypothesis</b>	The hypothesis is not noted or is not observable or measurable (i.e., psychoanalytic). <b>(0-2)</b>	The hypothesis does not accurately state the function of PB. <b>(3-4)</b>	Hypothesis accurately states the function of problem behavior. <b>(5)</b>
<b>Quality of Behavioral Objectives</b>	Less than 2 behavioral objectives for decreasing or increasing behavior but not for both. Poor quality of objectives. <b>(0-14)</b>	Two or more behavioral objectives for decreasing but not increasing behavior are noted. Average quality of objectives. <b>(15-17)</b>	At least 2 high quality behavioral objectives designed to increase appropriate behavior and 2 to decrease PB. <b>(18-20)</b>

<b>Positive Behavior Change Plan</b>	Behavior change plan is based solely on Type 1 punishment procedures. Implemented less than 1 week. <b>(0-6)</b>	Behavior change plan not entirely related to behavioral objectives. Implemented procedures for at least 1 week. <b>(7-8)</b>	Behavior change plan based on the behavioral objectives. Implemented procedures for at least 1 week. <b>(9-10)</b>
<b>Data (Results) Analysis</b>	Visual analysis done. Appears to have excessive or false claims about change in behavior. <b>(0-6)</b>	Visual analysis is selective. Provides logical explanations but does have excessive or false claims. <b>(7-8)</b>	Visual analysis of data with logical explanations for the results without excessive/false claims. <b>(9-10)</b>
<b>Writing Mechanics</b>	Product does not meet requirements for written assignments or APA guidelines as noted in the course syllabus. <b>(0-2)</b>	Product partially meets the requirements for written assignments or APA guidelines as noted in the course syllabus. <b>(3-4)</b>	Product meets all the requirements for written assignments as noted in the syllabus including APA guidelines. <b>(5)</b>
<b>Total Points Earned = ___ / 100</b>			