PSY/SPED 535—Applied Behavior Analysis
COURSE SYLLABUS: Spring 2022

INSTRUCTOR INFORMATION

Instructor: Dr. Kelly M. Carrero, BCBA, LBA-TX; Associate Professor of Special Education
Office Location: Henderson 227
Office Hours: Tuesdays from 2-4:30 pm via Zoom and Thursdays from 2-4:30 at Mesquite Metroplex or by appointment
Office Phone: 903.886.5592
Office Fax: 903.886.5510
University Email Address: Kelly.carrero@tamuc.edu
Preferred Form of Communication: Virtual Office Hours (VOH) through D2L or Remind app (see D2L for instructions)
Communication Response Time:
Using VOH through D2L or Remind App = within 48 hours Monday – Friday, weekends and holidays may take up to 48 hours;
Using University Email = within 72 hours Monday – Friday, weekends and holidays may take longer.
The Counseling Center at A&M-Commerce: Located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel
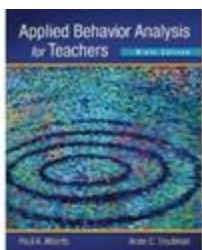
COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

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

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

American Psychological Association (APA). (2009). *Publication manual of the American Psychological Association*. (6th Ed.). Washington, D.C.

**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 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.

Student Learning 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.

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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.

TExES 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.

TExES 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*

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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.*

COURSE REQUIREMENTS

Minimal Technical Skills Needed

To be successful in this course, you will need to know how to access and navigate (a) Desire2Learn, (b) Microsoft Word, and (c) Microsoft Excel. If you use the program PAGES, you will need to convert your file to a Word document or PDF before submitting to Dropbox. **I will not serve as technical support**. TAMUC has multiple professionals (e. g., Instructional Technology, CITE, library) who will be able to help you troubleshoot and/or teach you how to navigate the necessary technical requirements for this course.

Instructional Methods

Each week, you will be responsible for completing an online module. In the module, you will have Background Information, Assignments, Discussions (sometimes), and Quizzes. All modules will be open from the beginning of the semester, BUT *they will close after the due dates* (so get your work in on time). Modules will close just prior to face-to-face classes. The face-to-face class schedule will be provided on the first day of class, but will is typically every other week. Approximately the last three classes will be face-to-face for student presentations. In addition to face-to-face classes and online modules, there will be a very involved applied project that will include additional contact hours (see below).

There is an applied project in this course and it accounts for much of your final grade. Therefore, it is critical that you keep up with the content at a pace that will allow you to apply it during the time sensitive applied project. **You will be required to schedule AT LEAST 2 virtual coaching sessions with me to discuss your project**. Failure to do this could substantially decrease your project grade and, therefore, your overall grade for the course. Historically, coaching sessions last approximately 20-30 minutes; although, some have lasted 15 and some over an hour. You will also have to present your final project to your peers during the last few classes. Your presentation is worth 5% of your total grade and you will be evaluated using a rubric that will be available for your review on D2L.

Student Responsibilities or Tips for Success in the Course

To contact success in this course, it is recommended that you log into the course at the very beginning of the semester and click through all of the modules to get an idea of the

coursework load (so you can schedule your time accordingly). This course is very content-heavy in the very beginning of the semester, but it tapers off quite significantly toward the mid-point—this is because of the intensive applied project you will be working on outside of class. It is expected that this will take significant time AND you HAVE to know the content from the beginning of the course in order to design and implement your behavior change project. After you have reviewed the content expectations and load, sketch out a schedule for yourself so you are getting your work completed in a timely manner. Whatever amount of weekly time you have given yourself to complete the work, add at least another 90 minutes. The point is to be highly prepared to fully engage in the content and submit work in a timely manner.

Secondly, it is HIGHLY recommended that you take every learning opportunity provided to you throughout the course. The purpose of face-to-face classes are to unpack and further discuss the highly technical and applicable concepts and techniques you are learning about in the course content. The content in this course is challenging (some universities offer entire doctoral training in applied behavior analysis and we are going to try and learn it in a semester long course!). To get the most out of the face-to-face class meetings, you will want to complete the course modules for each seminar prior to class.

Thirdly, it is ideal that you secure a placement for your applied project (there is quite a bit of flexibility, but ideally you all would work with a student in a setting similar to one you are training to work in professionally). If you are already working in a setting that will allow you to complete your applied project, you will need site authorization from a supervisor (more to come about what is required). **If you need assistance with a placement for your applied project, please schedule a time within the first 2 weeks of this course to identify a placement.** Exceptions may be made if discussed with me and approved by me.

Finally, to be successful in this class, I recommend you access your resources fully, frequently, and without timidity. Ask your peers questions in the discussion board. Email or text (Remind) the instructor if you have any questions or concerns. Contact the TAMUC librarians (they have provided multiple ways to contact them). You are ENCOURAGED to reach out to me and schedule times to meet outside of class and in addition to the minimum (2) coaching sessions. This content and applied nature of the content is incredibly intricate and challenging—I am here as a main resource for information—so **DO NOT be afraid to reach out to me for multiple coaching sessions or just to connect about concerns and/or questions.**

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.

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In both undergraduate and graduate school, grades are <u>earned</u> according to individual student performance on described activities. Effort is important but the <u>outcome</u> 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 <u>A</u> are *reserved* for students whose products are consistently exemplary and commensurate with the work of an accomplished graduate student. <u>A</u> products provide clarity of thoughts and ideas with no grammatical, structural, or spelling errors.
- ✓ Grades of <u>B</u> are earned by students whose products are good but not outstanding. <u>B</u> products provide detail and explanation; may have a few grammatical, structural, or spelling errors.
- ✓ Grades of <u>C</u> are earned by students whose products are limited but display sufficient understanding; may have major grammatical, structural, or spelling errors.

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Percentage toward final grade	Assignment/Activity
25%	Weekly Exams
35%	Weekly Assignments
30%	ABA Project Report
5%	ABA Project Presentation
5%	Professionalism and Good Conduct

Assessments

Weekly exams will be automatically graded by D2L. Weekly assignments will be graded on either accuracy or simple completion. The ABA Project Report will be graded based on the rubric (See D2L for rubric). The task analysis of the ABA Project aligns almost exactly to the content as it is introduced throughout the course. Each task within the ABA project has been TAUGHT to you in this course and will be assessed using the rubric. The last few weeks of class will consist of viewing and evaluating peer presentations of their ABA projects. Professionalism and good conduct will be evaluated using the Rules of Netiquette (see D2L) and ethical codes of Behavior Analyst

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Certification Board, Council for Exceptional Children, and National Association of School Psychology.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer
    - Speakers or headphones.

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- o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
>   Pop-ups are allowed.
>   JavaScript is enabled.
>   Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - o Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here**"** to submit an issue via email.

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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 (6th 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

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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 with 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 (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. Exams will use the objective-type format (e.g., multiple choice) and you will be given 2 attempts.

3.   ABA Project: This assignment is designed to provide you with the opportunity to learn strategies for observing, measuring, and managing behavior. This procedure will involve systematic observation and recording of behavior, charting and graphing data, designing an intervention plan, developing behavioral objectives, implementing ABA-based strategies, and measuring outcomes.

4.   Student Presentation of Behavioral Techniques: You will research behaviorally-based instructional and intervention techniques. Moreover, you will use one or more of these techniques in your ABA 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.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement

Students with Disabilities

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

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learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Please see D2L for the course calendar

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