



SPED 535 Applied Behavior Analysis

COURSE SYLLABUS: Fall 2024

INSTRUCTOR INFORMATION

Instructor: Dr. April Haas, BCBA-D, LBA-TX; Adjunct Professor of Special Education

Office Location:

Office Hours: Via Zoom M-W 7-8 pm and Thur-Fri 9-10am

Office Phone:

Office Fax:

University Email Address: April.haas@tamuc.edu

Preferred Form of Communication: Dr. April Haas, BCBA-D, LBA-TX; Adjunct Professor of Special Education **Communication Response Time:**

Using VOH through D2L = within 72 hours Monday – Friday, weekends and holidays may take up to 96 hours;

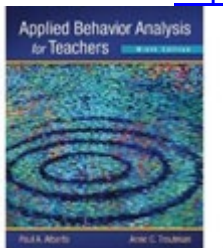
Using University Email = within 48 hours Monday – Friday, weekends and holidays may take longer.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

1. Alberto, P. A., & Troutman, A. C. (2013). *Applied behavior analysis for teachers (9th edition)*. Upper Saddle River, NJ: Pearson.
 - a. <https://bookshelf.vitalsource.com/books/9781506306674>



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

The syllabus/schedule are subject to change.

3. American Psychological Association (APA). (2019). *Publication manual of the American Psychological Association*. (7th Ed.). Washington, D.C.

Software Required

Optional Texts and/or Materials

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).

Course Description

Student Learning Outcomes

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.

The overarching goal of this course is to provide advanced training in 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. After this course, students will be able to:

1. Demonstrate a thorough knowledge of the key concepts, vocabulary, techniques and outcomes of using 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 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.

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TEXES Competencies for Special Education

1. Competency 002: The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
2. 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.
3. 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

1. Competency 003: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.
2. Competency 004: The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.
3. Competency 006: The educational diagnostician understands appropriate curricula and instructional strategies for students with disabilities.
4. Competency 007: The educational diagnostician understands the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' behavioral and social skills.
5. 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)

1. 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. 2.2: 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.*

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3. 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.*
4. 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.*
5. 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/Readings, 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). In addition to 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 be evaluated using a rubric that will be available for your review on D2L.

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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 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 class, you will want to make every effort to review all of the content provided to you and complete the course modules.

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). For those of you who are not working in an applied setting and/or who do not wish to complete your project in an applied setting, you may consider completing a self-management project. Either way, 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 that are specific to you. 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

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

The syllabus/schedule are subject to change.

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

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; and may have major grammatical, structural, or spelling errors.

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

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

Assessments

The syllabus/schedule are subject to change.

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

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 a demonstration of the technique, information as to when the technique would be appropriate to use, and a practical handout/resource page for your peers.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

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LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

COMMUNICATION AND SUPPORT

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

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,

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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 from 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 to take advantage of the student resources TAMUC offers you. I will reward students with bonus points if they can provide documentation that they have utilized the Writing Center to help them improve the quality of their 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.**

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 can be found at <https://www.tamuc.edu/student-code-of-conduct/>.

If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at <https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
<https://www.britannica.com/topic/netiquette>

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 student academic dishonesty policy
[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Undergraduate student academic dishonesty policy
[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:
<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Graduate student academic dishonesty form:
<https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage.

Artificial Intelligence

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

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Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students with Disabilities-- ADA Statement

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 disability requiring an accommodation, please contact:

Office of Student Disability Services
Velma K. Waters Library- Room 162

Phone (903) 886-5930

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: <http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx>

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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A&M-Commerce Supports Students' Mental Health

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

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.

A&M-Commerce Supports Students' Mental Health

Counseling Center Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections 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

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regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

Please see D2L for the course calendar

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