

PSY 5248: Applied Behavior Analysis 2

Thursdays 2:00PM – 4:45PM, PSY 3

Matthew Normand, Ph.D., BCBA

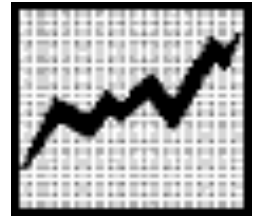
Office: 122 SOP

Phone: (321) 674-7108

E-mail: mnormand@fit.edu (this is the best way to reach me)

Web: <http://www.theskinnerbox.com>

Office Hours: By appointment



1. Course Description

This is the second of a two-course sequence. This course covers behavior change procedures, maintenance and generalization of behavior change, and emergency interventions. The course also provides an introduction to ethical and legal issues related to behavioral intervention, and social and cultural issues. (Prerequisite: PSY 5245.)

2. Required Readings

There is one required text for this course: *Applied Behavior Analysis* (Cooper, Heron, & Heward, 1987), which also was required for ABA 1. As such, no new textbooks need be bought. Instead, this course will rely primarily on readings from the *Journal of Applied Behavior Analysis* and a few other sources. Be forewarned, this course requires A LOT of reading so plan your time accordingly.

Several journal articles will be assigned for each topic covered throughout the semester. Keep this in mind as copy costs can add up quickly! Some of the reading can be downloaded from the Articles Archive of the JABA website (http://seab.envmed.rochester.edu/jaba/articles_selected/index.html) but most will require a trip to the University library. Articles that are not available through the JABA website or through the FL Tech library will be made available for download on our course website and this availability is indicated in the Readings list at the end of this syllabus.

I have created a job aid of sorts to aid you in reading through and digesting the assigned journal articles. You may choose to print the sheet and make notes directly on it as you read the article (this is recommended) or simply use it as a guide. The job aid can be found in the “Course Documents” section of our Blackboard™ course website at <http://fit.blackboard.com>.

3. Course Requirements

Study Objectives. Each Friday, I will provide a set of study objectives for the next week’s readings and lecture to help you better organize your study time. These objectives will be available on the course website (<http://fit.blackboard.com>) in the “Study Objectives” section.

Quizzes. At the beginning of each class meeting there will be a 20-point short-answer quiz. The quiz questions will be drawn from the assigned readings for that week and will be based on 1) the study objectives I distribute, excluding those related to lecture material, 2) the study questions at the end of each journal article (where applicable), and 3) the “Key Terms” list at the beginning of each Cooper et al. chapter (where applicable).

Presentations: Each class period, one to two students will be required to provide a 20-minute introductory lecture over an assigned topic. The topic will be related to the material being covered in

class that day. Each student must prepare a 5-10 slide PowerPoint presentation to go along with his or her talk. The following components should be included in each presentation: 1) Definition of key terms, 2) pros and cons of procedure, and 3) at least 2 examples to illustrate the topic.

Your presentation will be worth a maximum of 25-points and your score will be determined by averaging the scores from my evaluation form and those of your classmates (see attached).

4. Written Assignments

All written assignments must be typed and a hard copy delivered to me by the date/time specified.

WA #1 – Literature Review (25-points)

Read and summarize a minimum of three journal articles from a behavioral journal other than JABA (e.g., Behavioral Interventions, Behavior Modification) and one book chapter (other than from the class textbooks) dealing with treatment procedures used for a specific behavior problem.

Include a statement of the problem, a paragraph (or two) summarizing each article or chapter, and an overall summary and conclusion.

DUE DATE: February 24, 2005 (2pm)

WA #2 –Behavior Reduction Plan (25-points)

Based on a behavioral assessment (you can use your assessment from last semester if you choose), develop a behavior plan to decelerate a problem behavior. Follow the guidelines that we will discuss in class (see course calendar).

DUE DATE: May 4, 2005 (Midnight)

WA #3 –Behavior Acquisition Plan (25-points)

Develop a behavior acquisition plan for a person's problem behavior using the guidelines we discuss in class (see course calendar).

DUE DATE: May 4, 2005 (Midnight)

5. Discussion Board

I will be enabling the discussion board feature of our Blackboard™ course website at <http://fit.blackboard.com>. This will allow for various threads to be posted and responded to, both by your fellow students and by me. I will moderate the forum via daily “drop-ins.” It is my hope that this virtual study group will allow for easier communication amongst students and more contact with me.

6. Course Grade

Your course grade will be based on the number of points you accumulate out of a possible total of 300. The point breakdown is as follows: 200-points from quizzes (10 x 20-points each), 75-points from written assignments (3 x 25-points each), and 25-points from your presentation.

A	90% - 100%	(270 pts)	C	70% - 79%	(210 pts)	F	Below 60%	(< 180 pts)
B	80% - 89%	(240 pts)	D	60% - 69%	(180 pts)			

7. Tentative Course Schedule

	Date	Topic	Activities, etc.
1	1-13	Introduction	
2	1-20	Token Economies and Contingency Contracts	
3	1-27	Time-Out, Response Cost, Overcorrection	
4	2-03	Differential Reinforcement	
5	2-10	Noncontingent Reinforcement	
6	2-17	TBA	
7	2-24	Shaping, Chaining, Prompting, and Fading	WA1 Due
8	3-03	Behavioral Skills Training, Discrete-Trial Training	
----	3-10	Spring Break	
9	3-17	Functional Communication Training, Verbal Behavior	
10	3-24	Compliance Training, Behavioral Momentum	
11	3-31	Staff Training	
12	4-07	Generalization	
13	4-14	Anxiety and Fear Reduction	
14	4-21	Writing Behavior Plans	
15	4-28	Behavioral Consultation Skills	WA 2 and WA3 Due *

* I will accept these assignments through Midnight on Wednesday of Finals Week

READINGS

U1: Token Economies and Contingency Contracts

Kazdin, A. E. (1982). The token economy: A decade later. *Journal of Applied Behavior Analysis, 15*, 431-445.

Christophersen, E. R., Arnold, C. M., Hill, D. W., & Quilitch, H. R. (1972). The home point system: Token reinforcement procedures for application by parents of children with behavior problems. *Journal of Applied Behavior Analysis, 5*, 485-497. [available on course website]

Cooper, J. O., Heron, T. E., & Heward, W. L. (1987). *Applied Behavior Analysis* (Chapters 23-24). Upper Saddle River, NJ: Prentice-Hall.

U2: Punishment: Time-Out, Response Cost, and Overcorrection

Mace, F. C., Page, T. J., Ivancic, M. T., & O'Brien, S. (1986). Effectiveness of brief time-out with and without contingent delay: A comparative analysis. *Journal of Applied Behavior Analysis, 19*, 79-86.

White, A. G., & Bailey, J. S. (1990). Reducing disruptive behaviors of elementary physical education students with Sit and Watch. *Journal of Applied Behavior Analysis, 23*, 353-359.

Cooper, J. O., Heron, T. E., & Heward, W. L. (1987). *Applied Behavior Analysis* (Chapters 19-22). Upper Saddle River, NJ: Prentice-Hall.

U3: Differential Reinforcement of Other Behavior

Repp, A. C., Barton, L. E., & Brulle, A. R. (1983). A comparison of two procedures for programming the differential reinforcement of other behaviors. *Journal of Applied Behavior Analysis, 16*, 435-445.

Cowdery, G. E., Iwata, B. A., & Pace, G. M. (1990). Effects and side effects of DRO as treatment for self-injurious behavior. *Journal of Applied Behavior Analysis, 23*, 497-506.

Cooper, J. O., Heron, T. E., & Heward, W. L. (1987). *Applied Behavior Analysis* (Chapter 18). Upper Saddle River, NJ: Prentice-Hall.

U3: DRA / DRI / DRL / DRH

Cooper, J. O., Heron, T. E., & Heward, W. L. (1987). *Applied Behavior Analysis* (Chapter 18). Upper Saddle River, NJ: Prentice-Hall.

U4: Non-Contingent Reinforcement

Vollmer, T. R., Iwata, B. A., Zarcone, J. R., Smith, R. G., & Mazaleski, J. L. (1993). The role of attention in the treatment of attention-maintained self-injurious behavior: Noncontingent reinforcement and differential reinforcement of other behavior. *Journal of Applied Behavior Analysis, 26*, 9-21.

Kahng, S., Iwata, B. A., DeLeon, I. G., & Wallace, M. D. (2000). A comparison of procedures for programming noncontingent reinforcement schedules. *Journal of Applied Behavior Analysis, 33*, 223-231.

Hagopian, L. P., Crockett, J. L., van Stone, M., DeLeon, I. G., & Bowman, L. G. (2000). Effects of noncontingent reinforcement on problem behavior and stimulus engagement: The role of satiation, extinction, and alternative reinforcement. *Journal of Applied Behavior Analysis, 33*, 433-449.

Ecott, C. L., & Critchfield, T. S. (2004). Noncontingent reinforcement, alternative reinforcement, and the matching law: A laboratory demonstration. *Journal of Applied Behavior Analysis, 37*, 249-265.

U5: Shaping / Chaining / Prompting / Fading

Pace, G. M., Iwata, B. A., Edwards, G. L., & McCosh, K. C. (1986). Stimulus fading and transfer in the treatment of self-restraint and self-injurious behavior. *Journal of Applied Behavior Analysis, 19*, 381-389.

Cuvo, A. J., Davis, P. K., O'Reilly, M. F., Mooney, B. M., & Crowley, R. (1992). Promoting stimulus control with textual prompts and performance feedback for persons with mild disabilities. *Journal of Applied Behavior Analysis, 25*, 477-489.

Cooper, J. O., Heron, T. E., & Heward, W. L. (1987). *Applied Behavior Analysis* (Chapters 14 and 15). Upper Saddle River, NJ: Prentice-Hall.

U6: Behavioral Skills Training (BST) and Discrete Trial Training (DTT)

Miltenberger, R. G. (2004). *Behavior modification: Principles and procedures* (Chapter 12). Belmont, CA: Thomson/Wadsworth. [available on course website]

U7: Functional Communication Training (FCT) and “Verbal Behavior”

Carr, E. G., & Durand, V. M. (1985). Reducing behavior problems through functional communication training. *Journal of Applied Behavior Analysis, 18*, 111-126.

Durand, V. M., & Carr, E. G. (1992). An analysis of maintenance following functional communication training. *Journal of Applied Behavior Analysis, 25*, 777-794.

Sundberg, M. L., & Michael, J. (2001). The benefits of Skinner's analysis of verbal behavior for children with autism. *Behavior Modification, 25*, 698-724. [available on course website]

U8: Compliance Training and Behavioral Momentum

Shriver, M. D., & Allen, K. D. (1996). Defining child noncompliance: An examination of temporal parameters. *Journal of Applied Behavior Analysis, 30*, 173-176.

Mace, F. C., Hock, M. L., Lalli, J. S., West, B. J., Belfiore, P., Pinter, E., & Brown, D. K. (1988). Behavioral momentum in the treatment of noncompliance. *Journal of Applied Behavior Analysis, 21*, 123-141.

Rortvedt, A. K., & Miltenberger, R. G. (1994). Analysis of a high-probability instructional sequence and time-out in the treatment of child noncompliance. *Journal of Applied Behavior Analysis, 27*, 327-330.

U9: Staff Training

Shore, B. A., Iwata, B. A., Vollmer, T. R., Lerman, D. C., & Zarcone, J. R. (1995). Pyramidal staff training in the extension of treatment for severe behavior disorders. *Journal of Applied Behavior Analysis, 28*, 323-332.

Randi A. Sarokoff & Peter Sturmey (2004). The effects of behavioral skills training on staff implementation of discrete-trial teaching. *Journal of Applied Behavior Analysis*, 37, 535-538.

Cooper, J. O., Heron, T. E., & Heward, W. L. (1987). *Applied Behavior Analysis* (Chapter 28). Upper Saddle River, NJ: Prentice-Hall.

U9: Generalization

Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis*, 10, 349-367.

Durand, V. M., & Carr, E. G. (1991). Functional communication training to reduce challenging behavior: Maintenance and application in new settings. *Journal of Applied Behavior Analysis*, 24, 251-264.

Cooper, J. O., Heron, T. E., & Heward, W. L. (1987). *Applied Behavior Analysis* (Chapter 27). Upper Saddle River, NJ: Prentice-Hall.

U10: Respondent Conditioning (Fear and Anxiety Reduction)

Miltenberger, R. G. (2004). *Behavior modification: Principles and procedures* (Chapter 24). Belmont, CA: Thomson/Wadsworth. [available on course website]