



MHS 4943

**Practicum Seminar in Applied Behavior Analysis**

Course Syllabus

**Instructor:**

Department of Child and Family Studies  
College of Behavioral and Community Sciences  
University of South Florida

**Email:**

**Phone:**

**Teaching Assistants**

**Office Hours:**

**Course Prerequisite:**

MHS 3204 Fundamentals of ABA *or* CLP 4414 Behavior Modification **and**  
MHS 4202 Behavior Assessment and Intervention Planning in Applied Behavior Analysis.

\*MHS 4202 can be taken simultaneously with MHS 4943

**Classroom:** MHA (Westside) 126 E

**Class Times:** Monday/Wednesday 11:00 am – 12:15 pm  
**First class:** 8/26/19  
**Last class:** 12/4/19  
**Final:** Monday, December 9, 2019; 10:00 a.m. – 12:00 p.m.

**Important Dates:**

- 8/26/19: First day of semester
- 11/2/19: Last day to drop with "W"; no refund & no academic penalty

<b><i>Passing Grades</i></b>	
Enrolled at USF before 2019-2020 Catalog	C-
Enrolled at USF under Catalog 2019-2020	B-

*In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, email messaging and/or an alternate schedule. It's the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and GoBull messages for important general information.*

**Course Objectives**

This 45-hour undergraduate course provides the student with information on how to find a quality placement in the community to gain the necessary experience to sit for national certification, how to navigate the Behavior Analyst Certification Board process in order to become certified, and how to conduct proper documentation of their

experience. In addition, students will receive training on current ABA technologies in the form of lectures, demonstrations, and practical exercises to prepare students for a placement in the community. During class, there is a heavy emphasis on students practicing technologies through role-plays. This course covers 15 hours of “Behavior Assessment”; 9 hours of “Behavior-Change Procedures”; and 15 hours of “Personnel Supervision and Management” from the BACB Task List (5<sup>th</sup> Edition).

### **Course Objectives**

- Identify and describe the components of the BACB task list
- Properly submit an application for national certification
- Identify and perform current ABA technologies

### **Student Learning Outcomes**

Behavior-Assessment = 15 hours

F-5 Conduct preference assessments

F-8 Conduct functional analysis of problem behavior

F-9 Interpret functional assessment data

Behavior-Change Procedures = 9 hours

G-1 Use positive and negative reinforcement procedures to strengthen behavior

G-2 Use interventions based on motivating operations and discriminative stimuli

G-3 Establish and use conditioned reinforcers

G-4 Use stimulus and response prompts and fading (e.g., errorless, most-to-least, least-to-most, prompt delay, stimulus fading)

G-5 Use modeling and imitation training

G-6 Use instructions and rules

G-7 Use shaping

G-8 Use chaining

G-9 Use discrete-trial, free operant, and naturalistic teaching arrangements

G-10 Teach simple and conditional discriminations

G-11 Use Skinner’s analysis to teach verbal behavior

G-12 Use equivalence-based instruction

G-13 Use the high-probability instructional sequence

G-14 Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).

G-15 Use extinction

G-16 Use positive and negative punishment (e.g., time-out, response cost, overcorrection)

G-17 Use token economies

G-18 Use group contingencies

G-19 Use contingency contracting

G-20 Use self-management strategies

G-21 Use procedures to promote stimulus and response generalization

G-22 Use procedures to promote maintenance

Personnel Supervision and Management = 15 hours

### **Required Text**

None

### **Laptop, Cell Phones, and other Electronic Devices**

Laptops/tablets should only be used for taking notes. Cell phones should be on silent. No other electronic devices are permitted to be used in the class without the written permission of the instructor.

### **Class Format**

- Prior to each class, a power point presentation will be posted on Canvas to aid in note taking during class.
- If there is a quiz administered, it will be a 10-point quiz covering the reading materials and/or lecture materials to prepare students for the class discussions and activities.
- The instructor will expand upon the assigned reading and highlight the key points through lecture, demonstrations, and activities.
- After the lecture, students will engage in a practical exercise “check off” on the ABA technology. During the practical exercises, students will practice a technique covered in the lecture in a role-play format, receive feedback from their peers, and provide feedback to their peers. In addition, the students will receive feedback from the instructor and/or teaching assistants.

### **Grades**

**Grades will be based upon the following categories:**

- A. Cumulative Final (45%)
- B. Pop Quizzes (15%)
- C. Check-Offs (5%)
- D. Application Based Assignments (25%)
- E. Practical Opportunity Fair (10%)

## **Assignments**

### **A. Cumulative Final**

- a. Students will complete a cumulative final during finals week. The final will consist of short answer and fill in the blank questions. Students will be provided a final study guide at the start of the semester. The study guide will have prompts for students to practice applying the information covered in class. There will be questions on the study guide that directly apply to each topic covered across the 15 weeks. Students are encouraged to complete the study guide during the weeks topics are covered by the instructors. The study guide will help students organize and apply the information.

### **B. Pop Quizzes**

- a. Throughout the semester, the instructor will administer pop quizzes at the beginning or end of classes.
- b. Pop quizzes at the beginning of class will cover the assigned reading for that day. For example, if the syllabus states DeLeon & Iwata (1996) is assigned for 9/4/19 and the instructor administers a pop quiz on that day, the pop quiz would consist of questions specific to DeLeon & Iwata (1996).
- c. Pop quizzes at the end of class will cover reading and lecture material that has been covered up to the date of the administered pop quiz.

### **C. Check-Offs**

- a. Check offs will consist of role-plays in which students will be asked to correctly demonstrate with a peer or instructor ABA technologies taught in class. Students must demonstrate each step in the check off correctly. Students may be asked at random to come up and demonstrate the check off for the class.
- b. Role plays can occur on any day throughout the semester. This is an experiential course – meaning it is hands-on and not a passive lecture based course.
- c. Students will be provided a task analysis on the day of role-plays and that task analysis will be used as the check-off form. Each student must turn in a check-off form by the end of the class role-plays are conducted.

## D. Application Based Assignments

- a. *All assignments must be upload to CANVAS by the deadline stated in the course schedule*
- b. Students will be required to complete four assignments throughout the course. Instructions for each assignment will be given in class before the assignment is due. Late assignments will **NOT** be accepted. The five assignments are listed below:
  - i. **Curriculum Vitae (CV 25 points):** Students will create a vitae outlining all their professional accomplishments
  - ii. **BST Training (50 points). In class training part, 25 points and the write up, 25 points**
    1. You will use Behavioral Skills Training to train the class on some aspect of a job you choose to improve. This will involve a write-up and an in-class presentation
  - iii. **Behavioral Contract (25 points):** Students will develop a behavioral contract to gain experience in how to effectively set up and implement a contract
  - iv. **Functional Analysis (50 points):** Students will develop a recorded video of their group conducting a functional analysis (FA) for a hypothetical case. They will also turn in a graph with the results from their FA.
    1. Students will be provided ample in-class time to complete this activity
    2. Students will be provided the FA methodology they must act out in their video
    3. Students will turn in a graph of their FA results (based on what happened in their video)
    4. Students are expected to attend class each day their group is working on the FA assignment. For each day missed the absent student will have 10% deducted from the final group grade

### Group Assignment (BST)

Your final grade on the BST group assignment will include the following:

1. Your participation in the role-play (you must have one role during the role-play to earn all 25 points).
2. Your portion of the write-up being completed by **you**. If you do not complete your assigned section of the write-up, **you** will be awarded a zero for the entire write-up assignment. Conversely, your group partners will still turn in the assignment (minus your section) and be graded based on their work.
3. The grade earned based on the sections turned in will be the grade awarded to all students in that group.
4. **Please note:** You must turn in an outline of which sections will be completed by each participant in your group. This is due by **11:59 p.m. on 10/07/19**. If this outline is not turned in or late, the final written project will not be graded, thus everyone in the group will earn a zero.

## E. Practical Opportunity Fair

- a. A Practical Opportunity Fair will be held on **11/27/19** at the Marshal Student Center.
- b. Professors and professionals from the university and community will present on opportunities for students to gain research and practical experience to aid in achieving the supervised hours needed in order to sit for the BCaBA exam.
- c. During this fair, students will be expected to dress in professional attire and will be required to ask questions during the presentation. **The grade for this event will be based on attendance, professional attire, and submitting five written questions for the presenters by the start of the practical opportunity fair (i.e., 11/27/19 by 11:00 am) via Canvas.** Points for attendance for the event will only be given for being on time and staying for the entire duration (11:00 am- 12:15 pm).
- d. If students are on time and stay for the entire duration, they will receive full credit for attendance. If students are not on time and/or decide to leave early, they will receive a 0%.

**Make-Up policy:** When a student misses class, he/she will not earn points for **quizzes and check offs (if applicable)** for that day. Students are allowed one excused absence. Students do not need to provide a reason for missing and will be allowed to make-up the quiz and check-off missed on that one day. Students have 5 business days from the missed class to make-up the work. Any absence in excess of one will be counted as unexcused and students will not be permitted to make up graded work completed on that day in-class.

***Please note:*** During all quizzes students are not permitted to have out of storage electronic devices including by not limited to cell phones, laptops, and/or tablets or notes. Electronic devices and/or notes may not be out for the entire duration of the quiz administration. For example, if a student finishes a quiz early and other students are still completing a quiz, the student may not use any electronic device or notes until all quizzes have been collected. If a student does use an electronic device or notes while said student or other students are still completing a quiz, the student will be awarded a **zero** on the respective quiz.

If a student feels the need to use an electronic device or notes while quizzes/exams are still being administered, said student may exit the class to do so **after** turning in his or her quiz/exam for grading.

After the first student has exited the class after completing a quiz, late students will not be permitted to complete a quiz (**To avoid being denied access to complete a quiz, be on time to class**).

## **CLASS POLICIES**

### **Email Policy:**

- Emails during the week and during business hours (Monday through Friday, 9am-5pm), will be answered within 48 hours. Emails on the weekend will likely not be answered until Monday morning. Therefore, it is recommended if the student has any questions regarding an assignment or a question pertaining to the exam, that he or she begin the assignment with sufficient time to email with questions (if needed) between Monday and Friday.

### **Participation:**

Participation in lectures, presentations, activities, demonstrations, and evaluations is expected. Students are expected to engage in professional behavior in the classroom, defined as:

- Attending to lecture (e.g. taking notes, asking appropriate questions, commenting on lecture, etc),
- Being respectful of other students, instructors, and teaching assistants,
- Practicing all steps during the check offs, and
- Providing honest feedback on check offs with peers.

Unprofessional behavior:

- Engaging in texting, internet surfing, Instagramming, Twittering, Snapchatting, Facebooking, etc. (hopefully you get the idea),
- Making rude comments, gestures, or facial expressions about other students and/or instructors/ TAs,
- Completing assignments or studying for other classes,
- Completing work assignments,
- Failure to complete check offs or in class activities, and
- Falsifying check-offs\*.

*\*falsifying check offs will be considered academic dishonesty and treated accordingly*

### **Right to Change Syllabus**

If necessary, some components of this syllabus may change. However, any such changes will be announced to the students in class and posted on Canvas. The student is responsible for any such announced changes.

### **Course Attendance at First Class Meeting**

Students are required to attend the first class meeting of undergraduate courses for which they registered prior to the first day of the term. Names of students who register prior to the first day of the term are printed on the first

class roll for each course section. The first class roll is used by professors to drop students who do not attend the first day of class. Students having extenuating circumstances beyond their control and who are unable to attend the first class meeting must notify the instructor to the department prior to the first class meeting to request waiver of the first class attendance requirement. Students who add course or late-register during the first week of classes will not be on the first class roll and, therefore, will not be dropped for nonattendance by the instructor. To avoid fee liability and academic penalty, the student is responsible for ensuring that he/she had dropped or been dropped from all undesired courses by the end of the 5th day of classes.

### **Class Notes**

Please be aware that students are not permitted to take notes in class for remuneration or for the purpose of sale to any person or entity. The course material (lectures, handouts, check offs, etc.) is property of the instructor and cannot be used for other means outside of the class (i.e. disseminating to other students, employers, etc., and/or using for training purposes) without the instructor's permission. This means you do not have my permission to upload course material to any website outside of CANVAS.

### **Audio or Video Recording Policy**

You must obtain advance written permission from the Instructor prior to audio recording or video recording any lecture or discussion with the Instructor. Suitable reasons may include a reasonable accommodation for a disability. However, students are not permitted to sell notes or tapes of class lectures.

### **Letter grades will be assigned according to the following scale:**

98 - 100%	= A+	78 - 79.9%	= C+
93 - 97.9%	= A	73 - 77.9%	= C
90 - 92.9%	= A-	70 - 72.9%	= C-
88 - 89.9%	= B+	60 - 69.9%	= D
83 - 87.9%	= B	Less than 60%	= F
80 - 82.9%	= B-		

**\*\*Please Note: I do not round up. For example, if you earn a 97.9% I will award you a 97.9%, an A not an A+.**

## Assigned Readings

\*Unless otherwise specified, you will need to find the articles through the library databases\*

### Week one Readings

(8/26): No readings

(8/28): BACB

- Go to [www.bacb.com](http://www.bacb.com) and reading the following:
  - **Board Certified Assistant Behavior Analysts:** <https://www.bacb.com/bcaba/>
  - **Becoming Certified:** <https://www.bacb.com/bcaba/bcaba-requirements/>
  - **Maintaining Certification:** <https://www.bacb.com/maintain/maintaining-bcaba/>
  - **Experience Newsletter (March 2018):** [https://www.bacb.com/wp-content/uploads/BACB\\_March2018\\_Newsletter.pdf](https://www.bacb.com/wp-content/uploads/BACB_March2018_Newsletter.pdf)

### Week Two Readings

(9/2): No Class – Holiday

(9/4): Preference Assessments: In class role-plays

DeLeon, I. G., & Iwata, B. A. (1996). Evaluation of a multiple-stimulus presentation format for assessing reinforcer preferences. *Journal of applied behavior analysis*, 29, 519-532

Karsten, A. M., Carr, J. E., & Lepper, T. L. (2011). Description of a Model for Identifying Preferred Stimuli with Individuals with Autism Spectrum Disorder. *Behavior Modification*, 35, 347– 369

### Week Three Readings

(9/9): Direct Preference Assessments (MSWO) & Single Stimulus: In class role-plays

Fisher, W., Piazza, C. C., Bowman, L. G., Hagopian, L. P., Owens, J. C., & Slevin, I. (1992). A comparison of two approaches for identifying reinforcers for persons with severe and profound disabilities. *Journal of Applied Behavior Analysis*, 25, 491-498

(9/11): Evidence-Based Training & Supervision

Parsons, M. B., & Rollyson, J. H. (2012). Evidence-based staff training: A Guide for Practitioners. *Behavior Analysis in Practice*, 5 (2), 2-11

Sellers, T. P., Valentino, A. L., & LeBlanc, L. A. (2016). Recommended practices for Individual Supervision of Aspiring Behavior Analysts. *Behavior Analysis In Practice*, 9, 274-286

### Week Four Readings

(9/16): Behavioral Skills Training & Supervision

Turner, L. A., Fischer, A. J., & Luiselli, J. K. (2016). Towards a Competency-Based, Ethical, and Socially Valid approach to the Supervision of Applied Behavior Analytic Trainees. *Behavior Analysis in Practice*, 9, 287-298.

(9/18): BST & Supervision: In class role-plays

### Week Five Readings

(9/23): BST & Parent Training & Supervision

Franks, S. B., Mata, F. C., Wofford, E., Briggs, A. M., LeBlanc, L. A., Carr, J. E., & Lazarte, A. A. (2013). The effects of Behavioral Parent Training on Placement Outcomes of Biological Families in a State Child Welfare System. *Research on Social Work Practice*, 23 (4), 377-382.

(9/25): BST & Parent Training & Supervision: In class role-plays

Forehand, R., & Kotchick, B.A. (2016). Cultural Diversity: A wake-up call for parent training. *Behavior Therapy*, 47, 981-992

### **Week Six Readings**

#### **(9/30): Token Economy & Identifying Bx for Change.**

Donaldson, J. M., DeLeon, I. G., Fisher, A. B., & Kahng, S. (2014). Effects of and preference for conditions of token earn versus token loss. *Journal of Applied Behavior Analysis*, 47, 537-548.

#### **(10/2): Token Economy.**

Ghezzi, P.M., Wilson, G. R., Tarbox, R. S. F., & MacAleese, K. R. (2003). Token Economy. In O'Donohue, W., Fisher, J. E., Hayes, S. C. (Eds). *Cognitive Behavioral Therapy*. John Wiley & Johns, New Jersey. Available through library ebook

### **Week Seven Readings**

#### **(10/7): Discrete Trial Training**

Smith, T. (2001). Discrete trial training in the treatment of autism. *Focus on Autism and Other Developmental Disabilities*, 16, 86-92

#### **(10/9): Discrete Trial Training: In Class role-plays**

### **Week Eight Readings**

#### **(10/14): Functional Communication Training**

Tiger, J. H., Hanley, G. P., & Bruzek, J. (2008). Functional communication training: A review and practical guide. *Behavior Analysis in Practice*, 1, 16-23.

Rosales, R., Stone, K., & Rehfeldt, R. A. (2009). The effects of behavioral skills training on implementation of the picture exchange communication system. *Journal of Applied Behavior Analysis*, 42, 541-549. doi: 10.1901/jaba.2009.42-541

#### **(10/16): FCT: In class role-plays**

### **Week Nine Readings**

#### **(10/21): Behavior Contract/Self-Management**

Mann, R. A. (1972). The behavior-therapeutic use of contingency contracting to control an adult behavior problem: Weight control. *Journal of Applied Behavior Analysis*, 5, 99-109.

Houmamfar, R., Maglieri, K.A., & Roman, H.R. (2003). Behavioral Contracting. In O'Donohue, W., Fisher, J. E., Hayes, S. C. (Eds). *Cognitive Behavioral Therapy*. John Wiley & Johns, New Jersey. Available through library ebook

#### **(10/23): Functional Analysis**

Iwata, B. A., Dorsey, M. F. et al. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis*, 27, 197-209.

### **Week 10 Readings**

#### **(10/28): Functional Analysis**

Perrin, C. J., Perrin, S. H., Hill, E. A., & DiNovi, Kristin. (2008). Brief Functional Analysis and Treatment of elopement in preschoolers with autism. *Behavioral Interventions*, 23, 87-95

#### **(10/30): Functional Analysis: In class role-play of FA**

### **Week 11 Readings**



**(11/4): Functional Analysis: In class role-play of FA**  
**(11/6): Functional Analysis: In class data analysis**

**Week 12 Readings**

**(11/11): No Class – Holiday**

**(11/13): BST Training Demonstration: Groups 1 & 2**

**Week 13 Readings**

**(11/18): *BST Demonstration: Groups 3 & 4***

**(11/20): *BST Demonstration: Groups 5 & 6***

**Week 14 Readings**

**(11/25): *BST Demonstration Groups 7 & 8***

**(11/27): Practical Opportunity Fair**

**Week 15 Readings**

**(12/2): Final Exam Review**

**(12/4): In-Class Work Day**

## Table of Course Schedule

Week	Class	BACB Task List	Agenda	Assignments Due
1	26-Aug	0 hours	Introduction and Course Syllabus	
	28-Aug	0 hours	Introduction to BACB & Curriculum Vitae	
2	2-Sep	0 hours	<b>No CLASS</b>	<b>NO CLASS</b>
	4-Sep	F-5	Preference Assessments (PA)	
3	9-Sep	F-5	PA Continued	
	11-Sep	I1-8	Evidence-Based Training/ Supervision	
4	16-Sep	I1-8	BST & Supervision	CV due by 11:59 p.m.
	18-Sep	I1-8	BST & Supervision	
5	23-Sep	I1-8	BST/Parent Training/Supervision	
	25-Sep	I1-8	BST/Parent Training/Supervision	
6	30-Sep	F5	Token Economy: Importance of Preference	
	2-Oct	G-17, G-18, G-22	Token Economy	
7	7-Oct	G-2, -4, -7, -8, -9, -10, -11,	DTT	Agreed upon BST sections by 11:59 p.m.
	9-Oct	-12, -13, -14, -15 -21, -22	DTT	
8	14-Oct	G-2, -3, -4, -5, -6, -7, -8, -	FCT/PECS	
	16-Oct	9, -10, -11, -14, -15, -21 -22	FCT/PECS	
9	21-Oct	G-19, -20, -21, -22	Behavior Contracts/Self-Management	Token Economy due by 11:59 p.m.
	23-Oct	F-8, F-9	Functional Analysis	
10	28-Oct	F-8, F-9	Functional Analysis	
	30-Oct	F-8, F-9	Functional Analysis	Contracts due by 11:59 p.m.
11	4-Nov	F-8, F-9	Functional Analysis	
	6-Nov	F-8, F-9	Functional Analysis	
12	11-Nov	0 hours	<b>No CLASS</b>	<b>NO CLASS</b>
	13-Nov	I1-8	BST Training Demonstration	
13	18-Nov	I1-8	BST Training Demonstration	
	20-Nov		BST Training Demonstration	
14	25-Nov	I1-8	BST Training Demonstration	BST write-up due by 11:59 p.m.
	27-Nov	I-1, -2, -8	<b>Practical Opportunity Fair</b>	
15	2-Dec	F-5, F-8, F-9	Final Exam Review	
	4-Dec	I1-8	In-Class Work Day	FA assignment due by 11:59 p.m.
	9-Dec	F-5, -8, -9	<b>Cumulative Final</b>	<b>10:00 am - 12:00 pm</b>

## **INSTITUTIONAL POLICIES**

Policies about disability access, religious observances, academic grievances, academic misconduct, and several other topics are governed by a central set of policies that apply to all classes at USF. These may be accessed at: <https://www.usf.edu/provost/faculty-info/core-syllabus-policy-statements.aspx>.

### **Student Handbook:**

May be found at: <https://www.usf.edu/student-affairs/dean-of-students/resources/handbooks-and-guides.aspx>

### **Student Conduct:**

USF Student Rights/Responsibilities: <https://www.usf.edu/student-affairs/student-rights-responsibilities/conduct/rights-responsibilities.aspx>

USF Student Code of Conduct: <https://www.usf.edu/student-affairs/student-rights-responsibilities/conduct/index.aspx>

### **Incomplete Grade:**

Definition: An Incomplete grade (“I”) is exceptional and granted at the instructor’s discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. This applies to all gradable courses, including pass/fail (S/U). Students may only be eligible for an “I” when:

- The majority of the student’s work for a course has been completed before the end of the semester
- The work that has been completed must be qualitatively satisfactory
- The student has requested consideration for an “I” grade as soon as possible but no later than the last day of finals week. Policy may be found at: <http://ugs.usf.edu/policy/IGradePolicy.pdf>

### **Safety and Student Well Being**

Center for Victim Advocacy and Violence Prevention: (813) 974-5757

<http://www.sa.usf.edu/ADVOCACY>

Counseling Center: (813) 974-2831 <http://www.usf.edu/student-affairs/counseling-center/>

Student Health Services: (813) 974-2331 <http://www.usf.edu/student-affairs/student-health-services/>