

SPED 6710: Concepts and Principles of Behavior Analysis in Education Syllabus

Instructor: Thomas S. Higbee, Ph.D., BCBA-D

Email: tom.higbee@usu.edu

Phone: (435) 797-1933

Office: Education Building Room #328

Office Hours: by appointment

Text: Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied Behavior Analysis (2nd Ed.)*. Prentice Hall: Upper Saddle River, NJ.

Other Readings: see course website for additional assigned readings

Course web site: <http://bb.usu.edu>

Course Overview

The purpose of this course is to expand students' understanding of the theoretical and conceptual framework of behavior analysis as well as the experimental research that underlies this approach. This will be accomplished by reviewing the philosophical underpinnings of behavior analysis as well as the experimental research from which the approach is derived.

Summary of Behavior Analysis Certification Board BCBA Tasks Covered in SPED 6710
(See Course Schedule for class-by-class breakdown and evaluation of task content):

Task	Description
2-1	Explain and behave in accordance with the philosophical assumptions of behavior analysis, such as the lawfulness of behavior, empiricism, experimental analysis, and parsimony.
2-2	Explain determinism as it relates to behavior analysis.
2-3	Distinguish between mentalistic and environmental explanations of behavior.
2-4	Distinguish among the experimental analysis of behavior, applied behavior analysis, and behavioral technologies.
2-6	Use the dimensions of applied behavior analysis (Baer, Wolf, & Risley 1968) for evaluating interventions to determine if they are behavior analytic.
3-1	Define and provide examples of behavior/response/response class.
3-2	Define and provide examples of stimulus and stimulus class.
3-3	Define and provide examples of positive and negative reinforcement.
3-4	Define and provide examples of conditioned and unconditioned reinforcement.
3-5	Define and provide examples of positive and negative punishment.

3-6	Define and provide examples of conditioned and unconditioned punishment.
3-7	Define and provide examples of stimulus control.
3-8	Define and provide examples of establishing operations.
3-9	Define and provide examples of behavioral contingencies.
3-10	Define and provide examples of functional relations.
3-11	Define and provide examples of extinction.
3-12	Define and provide examples of generalization and discrimination.
3-13	Describe and provide examples of the respondent conditioning paradigm.
3-14	Describe and provide examples of the operant conditioning paradigm.
3-15	Define and provide examples of echoics and imitation.
3-16	Define and provide examples of mands.
3-17	Define and provide examples of tacts.
3-18	Define and provide examples of intraverbals.
3-19	Define and provide examples of contingency-shaped and rule governed behavior and distinguish between examples of each.

General Expectations

- Assignments are to be turned in at the beginning of class time (4:30 p.m.) on the date they are due. Late assignments will be assessed a 15% penalty ***per day late***. (e.g., 4:31pm Tuesday-4:30 Wednesday= -15%, 4:31pm Wednesday-4:30 Thursday= -30%, etc.).
- Students are expected to attend class sessions and to remain for the entire scheduled period (4:30 p.m. to 7:00 p.m.) unless previous arrangements are approved by the instructor.
- Students are expected to actively participate in class discussions and activities.
- Students are to adhere to the USU Honor Code and Classroom Civility policy (see course website for details).

Student Evaluation

Weekly Quizzes:

At the beginning of class each week, beginning with the second class session, there will be an in-class quiz. Quizzes will be composed of fill-in-the-blank and short

answer questions. The questions on the quiz will be from material covered in the previous class session and the readings assigned for the current class session (i.e., the topic for today's class). Questions on material for the current class session will be general in nature and will be easy to answer having read the material to be discussed. Quizzes will be worth 25 points each. There will be a total of 13 quizzes during the course. Each student may drop their lowest quiz score.

Note: Quizzes cannot be made up if they are missed and will only be given at the scheduled times listed on the syllabus. There are no exceptions to this policy.

Review Paper:

Students will write a 10-15 page review paper (not including references) **written in APA style** describing one of the areas of research we discuss in class. Each student's paper topic must be approved by the instructor before it is begun and no later than week 11. An outline of your paper including a complete reference list will be due at the beginning of class on week 13. The completed paper is due at the beginning of class on week 15. Further details about this project will be provided at a later date via the course website. The review paper is worth 100 points.

Final Exam:

The final exam will be worth 100 points and will be given during week 17. The final exam will be comprehensive. The format will be the same as the weekly quizzes but with additional questions.

Submitting and formatting for Assignments and Review Papers:

All assignments must be submitted via the electronic submission system on the course Blackboard website. All documents should be

- submitted using the Blackboard course website
- use Arial or Times New Roman font
- size 12 font
- double spaced
- top, bottom, and side margins set to 1 inch
- follow all other APA style guidelines

Absences:

Contact the instructor prior to scheduled class time to report absences.

Allocation of Points and Grading

<u>Course Product/Activity</u>	<u>Points</u>
Quizzes (12 @ 25 pts each)	300
Review Paper	100
Final Exam	100
Total	500

GRADE SCALE

94-100%	A
90-93%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
60-66%	D
59% & below	F

Accommodations and Alternate Format Materials

In coordination with the USU Disability Resource Center (DRC), reasonable accommodation will be provided for qualified students with disabilities. Please notify the instructor during the first week of class if accommodations are necessary. Accommodations and alternate format materials are available through the DRC found at TSC 104 or call (435) 797-2444, TTY: (435) 797-0740

SPED 6710: Concepts and Principles of Behavior Analysis in Education
Course Schedule

Week	Date	BACB Task	Topic	Reading Assignment	Assignments Due
1	1/12	2-1 2-2 2-3 2-4 2-6	Course Introduction, Definitions and Characteristics of Behavior Analysis	CHH, Ch. 1	
2	1/19	3-1 3-2 3-9 3-10 3-13 3-14	Basic Concepts of Behavior Analysis, Respondent Conditioning I	CHH, Ch. 2 Website Readings	Quiz 1
3	1/26	3-13	Respondent Conditioning II	Chance, Ch. 4 (website)	Quiz 2
4	2/2	3-3 3-4 3-9 3-10	Positive Reinforcement	CHH, Ch. 11 Website Readings	Quiz 3
5	2/9	3-3 3-4 3-9 3-10	Negative Reinforcement	CHH, Ch. 12 Website Readings	Quiz 4
6	2/16		NO CLASS-MONDAY SCHEDULE		
7	2/23		Schedules of Reinforcement	CHH, Ch. 13 Website Readings	Quiz 5
8	3/2	3-5 3-6	Punishment by Stimulus Presentation	CHH, Ch. 14 Website Readings	Quiz 6
9	3/9	3-5 3-6	Punishment by Removal of a Stimulus	CHH, Ch. 15 Website Readings	Quiz 7
10	3/16		NO CLASS-SPRING BREAK		
11	3/23	3-8	Motivating Operations	CHH, Ch. 16 Website Readings	Quiz 8 Review Paper Topic
12	3/30	3-7 3-12	Stimulus Control	CHH, Ch. 17 Website Readings	Quiz 9
13	4/6	3-11	Extinction	CHH, Ch. 21 Website Readings	Quiz 10 Review Paper Outline
14	4/13	3-15 3-16 3-17 3-18	Verbal Behavior I	CHH, Ch. 25 Website Readings	Quiz 11
15	4/20	3-15 3-16 3-17 3-18	Verbal Behavior II	Website Readings	Quiz 12 Review Paper
16	4/27	3-19	Rule Governed Behavior, Review for Final	Hayes, Zettle, & Rosenfarb (1989)	Quiz 13
17	5/4		Final Exam		Final Exam