I. Catalog Description and Credit Hours of Course:

Empirically-validated behavior interventions and applied behavior analytic techniques within the context of a variety of applied settings, with considerations of ethics in for their selection and use. (3 Cr.)

II. Prerequisite(s):

CF 531 and CF 532; or permission of the instructor and program director.

III. Purposes or Objectives of the Course:

Students will:

A. Recognize and differentiate a variety of behavior-change strategies and demonstrate an understanding of proper procedures to implement them;
B. Select appropriate behavior-change strategies based upon the behavior of interest, underlying factors that impact the behavior, ethical considerations and guidelines, and published intervention research;
C. Empirically analyze and formulate the impact of intervention efforts;
D. Critically analyze intervention studies within and outside of the field of Applied Behavior Analysis and appraise the potential implications of these findings in applied settings;
E. Understand and specify how principles and strategies from applied behavior analysis can be applied at the systemic level;
F. Understand and follow nationally-recognized ethical guidelines while working with special populations.

III. Expectations of Students:

A. Attend class regularly;
B. Read the text and assigned readings from professional journals; participate in class and group discussions;
C. Successfully complete all quizzes, exams, and assignments.
V. Course Content or Outline:

1. Review of Ethical Considerations in Applied Behavior Analysis....................2 hrs.
   - Obtaining Consent
   - Confidentiality
   - Competence
   - Advertisement and Representation
   - Reporting Results
   - Ethical Implications for the Selection of Target Behaviors
   - Ethical Implications for the Selection of Intervention Efforts
   - Use of Emergency Procedures

2. Review of Basic Principles of Behavior............................................................2 hrs.
   - Behavior
   - Environment
   - Stimulus
   - Consequence
   - Antecedent
   - Respondent Conditioning Model
   - Operant Conditioning Model
   - Positive Behavior Support Model
   - Behavior Assessment Strategies

3. Selection of Targets for Change and Outcomes.............................................2 hrs.
   - Developing Behavioral Targets, Goals, and Objectives
   - Ultimate Outcomes
   - Sequential or Concurrent Intermediate Outcomes
   - Develop Least Restrictive Behavior Replacement Plan

   - Manipulating Setting Events and Antecedents
   - Behavioral Momentum
   - Choice
   - Predicting Reinforcement
   - Premacking
   - Noncontingent Reinforcement
   - Priming

5. Consequence-based Interventions.................................................................6 hrs.
   - Differential Reinforcement Efforts
   - Satiation and Ratio Strain
   - Extinction
   - Timeout
   - Response Cost
   - Overcorrection
   - Contingent Aversives
6. **Instructional and Stimulus Control Strategies** ………………….. 6 hrs.
   - Discrimination Training
   - Discrete Trial Teaching
   - Shaping and Chaining
   - Prompting and Prompt-Fading
   - Direct Instruction
   - Precision Teaching
   - Personalized Systems of Instruction
   - The Matching Law

7. **Maintenance and Generalization**………………………………………3 hrs.
   - Learning Sequences
   - Maintenance Schedules and Booster Sessions
   - Stimulus Generalization
   - Response Generalization
   - Instructional Strategies that Promote Generalization
   - Selecting Targets that will Contact Natural Contingencies

8. **Special Issues: Additional Applications and Motivations**…………6 hrs.
   - Establishing Rule-Governed Behavior
   - Behavior Contracting
   - Token Economy Systems
   - Establishing Operations
   - Self-Monitoring and Self-Reinforcement

9. **Special Issues: Analyzing and Teaching Language**………………..6 hrs.
   - Behavioral Categorizations of Verbal Behavior
   - Other Categorizations of Spoken Language
   - Alternative Forms of Communication
   - Discrete Trial Teaching Approaches to Speech and Language Development
   - Contingent Responsivity
   - Milieu Teaching

10. **Special Issues: Additional Strategies for Developmental Disabiliti**……4 hrs.
    - Visual Supports and Visual Strategies
    - Social Stories
    - Peer Modeling
    - Video Modeling
    - Computer-Based Instruction

11. **Special Issues: Self-Help Skills**………………………………………..3 hrs.
    - Toileting
    - Eating
    - Dressing and Self-Care
   Emergency Situations
   Role and Function of Emergency Procedures
   Essential Components and Precautions for Managing Emergency Procedures

Total: 45 hours

VI. Textbook(s) and/or Other Required Materials:

Required Readings:

Behavior Analyst Certification Board Guidelines for Responsible Conduct (www.bacb.com)
Columbus, OH: Merrill Publishing Company.

VII. Basis for Undergraduate Student Evaluation:

Evaluation:
Quizzes .................................................................15%
Assignments/ Projects..............................................25%
Exams .................................................................50%
Class participation.................................................10%

TOTAL 100

Grading Scale:
90-100%=A
80-89% = B
70-79% = C
60-69% = D
59 or less=F

The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.
VIII. **Basis for Graduate Student Evaluation:**

Graduate students additional assignments will include an extensive and analytical evidenced-based research/practice review and a 50 minute lecture to the class.

**Evaluation:**
- Quizzes .................................................. 15%
- Assignments/ Projects ................................. 25%
- Exams ..................................................... 50%
- Class participation .................................... 10%

**TOTAL** 100%

**Grading Scale:**
- 93-100% = A
- 85-92% = B
- 76-84% = C
- 75 or less = F

The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

VI. **Academic Policy Statement:**

Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to:

[http://www6.semo.edu/judaffairs/code.html](http://www6.semo.edu/judaffairs/code.html)

VII. **Student with Disabilities Statement:**

If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs.