COURSE SYLLABUS
Last Updated 9/4/17

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 3101--Introduction to Applied Behavior Analysis
COURSE CREDIT: 4 Semester Hours
TERM/YEAR: Fall 2017: 08/30/17 - 12/19/18
COURSE LOCATION: WSU-Oakland Center RoomTBD - 33737 W 12 Mile Rd, Farmington Hills
DAY/TIME: Wednesday from 8:30 am to 11:50 pm
INSTRUCTOR: Rachel Barnhart, MS, LLP, BCBA
OFFICE: N/A
OFFICE HOURS: After class
OFFICE PHONE: 517-648-1879
EMAIL: rodoher@dmc.org

COURSE DESCRIPTION:
Students will become familiar with Autism and techniques used in implementing Applied Behavior Analysis with people with special needs including Autism.

Techniques include reinforcement, shaping, extinction, prompting strategies, and discrimination teaching. Assignments include weekly readings, paper presentation, participation in discussions, and midterm and final exams.

This course is open to undergraduate students interested in obtaining knowledge of Behavior Analysis and certification as a Board Certified Assistant Behavior Analyst (BCaBA). Students are expected to read behavior analytic content, participate in discussions, complete a project applying concepts learned in class, and practice the application of behavioral principles. Completion of assignments and class participation are essential to meeting the course objectives.

COURSE OBJECTIVES:
After completing this course students will:
Be able to identify what is reinforcer and aversive condition is
Be able to develop a task analysis of a skill they would like to teach
Be able to define concepts in Applied Behavior Analysis such as shaping, pairing, reinforcement, extinction, etc.
Be able to describe how neutral stimuli become reinforcers or aversive conditions
Be able to identify how a token system works and discriminate the profile of a client for which token system would be most effective
PREREQUISITES: none

4 SEMESTER HOURS
Students will receive the following course content towards BCBA requirements:
2 hours measurement
0.5 hours behavior change consideration and intervention
17.5 hrs fundamental elements of behavior change and behavior change procedures
14.5 hrs concepts and principles of behavior analysis
4 hrs ethics
.25 implementation, management, and supervision
5.75 identification of problem and assessment
8.5 behavior change systems
7hrs discretionary

REQUIRED TEXTS:

The BCBA modules developed by Behavior Development Solutions are required for the course. The modules can be ordered at: HYPERLINK "https://www.behaviordevelopmentsolutions.com/" https://www.behaviordevelopmentsolutions.com/

READINGS:


NET article – To be determined

ADDITIONAL COURSE INFORMATION:
In this course students will be expected to read all materials prior to the scheduled class time in order to better understand the class content and participate with the class discussion. If assignments, quizzes, journals, or presentations are late points will be reduced. Students will be graded on their participation, weekly quizzes and exams. The instructor will be responsible for preparing lecture and activity based materials to help facilitate learning the course objectives. The instructor also provides ample opportunities for applied experiences with in the community for students who are interested in the real life applications of the skills learned in class. Topics covered in this course are taught in a specific sequential order. All material builds on previously covered topics. Missing a class will directly impact your ability to understand the next lecture and ultimately impact your overall grade. Students should plan on attending all classes.

**COURSE ASSIGNMENTS:**

All readings are due on the date listed. Readings are tentative and additional readings will be provided by the instructor as necessary.

<table>
<thead>
<tr>
<th>Session</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Roles and Responsibilities, Ethics, ASD&lt;br&gt;RBT Tasks: E01, E03-E05, F01-F04</td>
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<tr>
<td>2</td>
<td>ABA, Behavior, Functions&lt;br&gt;RBT Tasks: A01-A04, B01, D02&lt;br&gt;Quiz 1: Roles and Responsibilities - at start of class available at 8:40 am - Reading/Journal 1: Chapter 2&lt;br&gt;due/upload on Blackboard at 8:30 am</td>
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<tr>
<td>3</td>
<td>Reinforcement and Preference Assessments&lt;br&gt;RBT Tasks: B02, B04, C03, D04&lt;br&gt;Quiz 2: ABA and Functions - at start of class available at 8:35 am&lt;br&gt;Readings/Journal 2: Chapters 1 &amp; 3&lt;br&gt;due/upload on Blackboard at 8:30 am&lt;br&gt;<strong>Assignment 1:</strong> UPLOAD TOPIC of Presentation on BLACKBOARD by 8:30am</td>
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<tr>
<td>4</td>
<td>DTT/EIBI&lt;br&gt;RBT Tasks: C01, C02, C04, E02&lt;br&gt;Quiz 3: Reinforcement</td>
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<tr>
<td>5</td>
<td>Teaching Strategies&lt;br&gt;RBT Tasks: B03, C06</td>
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<tr>
<td>Week</td>
<td>Date</td>
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<td>------</td>
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<tr>
<td>6</td>
<td>10/4</td>
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<td>7</td>
<td>10/11</td>
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<td>8</td>
<td>10/18</td>
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<td>9</td>
<td>10/25</td>
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<td>10</td>
<td>11/1</td>
</tr>
<tr>
<td>Date</td>
<td>Task List</td>
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</tbody>
</table>
| 11/8 | Philosophy of ABA - 2.5hrs foundational task list  
Lawfullness of behavior  
Selectionism  
Determinism  
Empiricism  
Parsimony  
Pragmatism  
Environmental explanations of behavior  
Conceptual analysis of behavior, vs experimental analysis vs ABA vs behavioral service delivery  
- 7 dimensions of ABA (read article by Baer, Wolf & Risley (exp design .5))  
Ihr ethics  
- providing services that reduce need for ABA  
- guideline 1.0 and 2.0 (anything not covered later previous weeks)  
Quiz 10: generalization and maintenance  
Readings/Journal 8: Baer, Wolf, and Risley article due/upload on Blackboard at 8:30 am |
| 11/15 | Pairing- 4hrs foundational task list  
- define/explain:  
Respondent vs operant conditioning  
Conditioned/unconditioned reinforcement/punishment  
Reflexive relations  
Define stimulus  
Talk about how to pair and create reinforcers to set up for success  
Tie this into contingency shaped learning  
Readings/Journal 9: Chapter 21  
due/upload on Blackboard at 8:30 am  
Assignment 4: UPLOAD MODIFICATION of feedback part II on BLACKBOARD by 8:30 am |
| 11/22 | Holiday Vacation |
### Token systems - 3.5hrs specific bx change procedures
- rule governed vs contingency shaped bx (.5 concepts/principles)
- contingency contracting instructions and rules
- group oriented contingencies

**Quiz 11: Token systems**

**Readings/Journal 10:** Chapter 22, 23, 24
due/upload on Blackboard at 8:30 am

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### Presentation

Complete a task analysis and teach someone or something (an animal) a skill.
Create a PPT on the skill you taught, the task analysis, problems you encountered, prompts used, and a graph of the data.
Identify the reinforcer or aversive condition.

**Due by 8:30 am on 12/6**
**MUST UPLOAD TO BLACKBOARD**
this meets requirements for:
- use direct instruction (1hr- bx change systems))
- 3hrs fundamental elements of bx change
- use positive and negative punishment,
- use positive and negative reinforcement,
- use chaining, shaping, task analysis,

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### Final Exam

12/13

**Expectations:**
Students are expected to attend class sessions.
Students are expected to read the assigned materials prior to the class, integrate the information and participate in class discussions of the materials.
Students are expected to engage in respectful discourse.

**Evaluations:**

*Journals*
Readings are to be completed prior to the class session for which they are assigned.
Journal entries should be uploaded to the journal section on Blackboard each week prior to class. This means they are due before 8:30 am every Wednesday they are assigned.
The journal entries should be an integrated summary of what you learned from the readings. You should also be applying what you have learned from your readings to your
practicum experience which you will connect within your summaries. You should also be improving in your ability to write about and analyze the readings. Make sure to incorporate instructor feedback as you write each new entry otherwise points will be lost.

Assignments
There will be 3 assignments associated with the presentation. Each assignment will be outlined both in class and on Blackboard. Each assignment is worth 10 points and due at different intervals during the course. Assignments build from one to the next so you cannot skip any and must apply instructor’s feedback from previous assignment to the next.

Quizzes
There will be weekly quizzes which will include fill-in the blank, multiple choice and short answer format. They will cover the content learned in the previous class. Quizzes will be timed at least 20 minutes or more and completed on Blackboard. Quizzes will be available at the start of the next class. Due to construction on 12 mile quizzes will start at 8:40 am and will be available for at least 20 minutes. If a student is running late (of course text the instructor) they will be able to enter the class and begin with the time that is remaining. If this occurs and the student is unable to finish the quiz they will be given the opportunity at the end of the class to finish. In the event that the student is unable to sign in and start thus over 40 minutes late for class then they will not be allowed to make up the quiz. The lowest quiz grade will be thrown out. Quizzes should help students gauge their performance on class topics and if a student makes errors they should use that information to study that content more thoroughly for future.

Presentations
A class presentation will be given on the students’ implementation of ABA-based teaching technique you will develop. A rubric will be handed out to outline the expectations of the project. The presentation must be uploaded to Blackboard before presenting in class at 8:30 am.

Final Exam
There will be one final examination. The answer format will be multiple choice and short answer. The final will cover material from week 1 to the end of the course.

Grading:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
<th>Percent of Grade</th>
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</thead>
<tbody>
<tr>
<td>Weekly quizzes</td>
<td>10 points</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments</td>
<td>20 points</td>
<td>15%</td>
</tr>
<tr>
<td>Journals</td>
<td>10 points</td>
<td>15%</td>
</tr>
<tr>
<td>Presentation</td>
<td>100 points</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>100 points</td>
<td>30%</td>
</tr>
</tbody>
</table>

FINAL GRADES:
The following grading scale will be applied based on the total number of points accumulated by the semester end:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95% +</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>Fail</td>
<td>59% -</td>
</tr>
</tbody>
</table>

**ATTENDANCE AND PARTICIPATION:**
Students are required to attend all class meetings for all classes and field experience throughout the program. The content of each course builds intensively in a sequential fashion. Missing classes is not acceptable. Any exceptions must be explained to and approved by faculty. **Emergencies must be communicated to faculty in a timely manner.** If a student is running more than 5 minutes late for class they must notify the instructor (text only). When classes are missed that involved role playing, demonstrations, test administrations, or similar experiences, students will be required to conduct a make-up session with peers and video tape it for the instructor. **Make up quizzes will be under the discretion of the instructor.** Typically missed quizzes are not made up unless there is an excusable emergency. **Documentation of such emergencies will need to be provided in these situations.** Students are expected to read the assigned materials prior to the class, integrate the information and participate in class discussions of the materials. Students are expected to engage in respectful discourse.

**STUDENT USE OF LAPTOP COMPUTERS IN CLASS**
Students may, of course, use laptop computers in class. However, it is not acceptable to be doing anything on them except taking notes. Other activity on laptops is distracting to others, including the instructor, and is generally disrespectful to the educational process. Those who violate this will not be permitted to use a laptop in class.

**STUDENT USE OF PHONES IN CLASS**
Absolutely no texting or other phone use is allowed during class. Except under unusual circumstances, phones should be put away and not be on top of your desks. In the case of a true emergency, students are expected to step out of class in order to respond to it.

**WITHDRAWAL POLICY:**
Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
WN will be awarded if no materials have been submitted, and so there is no basis for a grade.

Students must submit their withdrawal request on-line through Academica. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

**ACADEMIC DISHONESTY, INCLUDING PLAGIARISM:**
No form of academic dishonesty will be tolerated. It is completely assumed that not only do you already know to avoid plagiarism, cheating, etc., but also that you have read formal WSU documents describing your responsibility as a student. Particularly on assignments such as those in this course, you must also paraphrase others' writing and never use verbatim statements without direct quotes and page numbers.

*Plagiarism*
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

It is the policy of this course that in cases of academic dishonesty, a grade of F is assigned for the course and charges may be filed with the WSU Judicial Officer. WSU also has policies about this. The following is taken directly from the WSU Bulletin: *Deception, Fraud and Misuse of Documents*

Intentionally furnishing false information to the University is explicitly prohibited, as is forgery, alteration, unauthorized possession, or misuse of University documents, records and identification cards. The University reserves the right to rescind degrees if the award of the degree was based in whole or in part on deception, fraud, other unacceptable academic conduct, or misuse of University documents.

**REFERENCING:**
When referencing others' work, you must paraphrase unless you use quotation marks to indicate that it is a direct quote, and indicate the page number from which you obtained the statement(s). Be sure to never use others' work and claim it as your own. Also, minimize the number of direct quotes. You must describe others' work in your own words and then cite the authors accordingly. Cite authors in the order in which their names were published. You never reorganize the authorship order. That order is determined by level of contribution to the article. See additional handout posted on Blackboard on how to create references using APA style.

WRITING SKILLS:
Quality writing skills are necessary for any career, especially one in the educational profession. For those students who have under-developed writing skills, WSU has a writing center, which can be found at http://www.clas.wayne.edu/writing/. The mission and services offered at the Writing Center can be found at that website.

There is also an online writing center (HOOT), which provides students the opportunity to converse with Writing Center staff online. See http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330 for information about HOOT. The site also has a list of additional resources.

ATTENTION STUDENTS WITH DISABILITIES
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

SDS NEWS:
Effective Fall semester 2010 Student Disability Services will be implementing a revised alternative testing form when a student schedules classroom exams/quizzes administration at SDS. As before the student and instructor each have a portion to complete. Exams are to be mailed to a new password protected email address: HYPERLINK "mailto:sdsexams2010@wayne.edu" sdsexams2010@wayne.edu.

**RELIGIOUS OBSERVANCE POLICY:**
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.