**Instructor:** W. Larry Williams Ph.D., BCBA-D., LBA (NV)

**Contact information:** Ph# -­‐ (775)-­‐682 -­‐ 8689, e-­‐mail -­ [Larryw@unr.edu](mailto:Larryw@unr.edu) (preferred)

**Office Hrs. & Location:** T 4:00-4:30 (or by appointment) Room 404 MSS 4th floor

**Teaching Assistant:** Mariela Castro, M.S.

Marielacastro92@gmail.com

**Class time:** Tues. Thurs 2:30-­‐ 3:45

**Class Location: DMS 103**

**Meeting dates:** 08/29/2016 -­‐ 12/13 /2016\*

**Final Date: N/ A**

**Drop Dates: Sept 2** – 100% refund, Wed Oct 28– final day to audit or withdraw\*

**Grade Posting:** Monday Dec 19, 5pm\*

*\*This information is provided as a courtesy. Students are responsible for double-­‐checking the accuracy of this information.*

**Communication and Updates**: The instructor will primarily use Web CT announcements and email to communicate with students outside the classroom regarding matters such as class cancellations, meeting times, or quiz information etc. **Please double check that your most current email is listed with Web CT or you may miss out on important updates regarding the course**. Please contact the instructor or TA via their email address provided above. Allow at least 24 hours for an initial response. If the correspondence is in regards to a class related issue. please allow additional time for follow up or a resolution. Students are welcome to approach the instructor before or after class with questions and to follow up. Students are expected to conduct themselves in a professional manner towards the instructor and TA during all correspondence. Aggressive, harassing, or demeaning behavior or comments are not conducive to a proactive learning environment and therefor will not be considered acceptable behavior or tolerated. Students and the instructors will abide by the University of Nevada, Reno’s policies on sexual harassment, discrimination, etc.

# TEXT:

Fisher, Piazza & Roane (2011) Handbook of Applied Behavior Analysis. NY.NY: The Guilford Press *9781462513383), hardcover (ISBN 9781609184681) , and PDF e-­‐Book (ISBN 9781609185039) on line or in the UNR Book Store.*

1. Specific assigned readings on Web Campus

**Description**: Behavior analysis has experienced a rejuvenated growth over the last 20 years. There is increasing demand for Behavior Analysts in a number of applied settings. Consistent with an increase in graduate programs in Behavior Analysis, there has been an increase in undergraduate interest in our field. This course aims at providing an overview of Applied Behavior Analysis application and technological advancements in order to better prepare undergraduates for Bachelor level employment and graduate level training in Behavior Analysis

**Objectives:** At the completion of this course passing students will be able to:

1. Describe typical behavioral assessment and intervention methods used across various populations (e.g., developmental disabilities, Autism, adolescents, older adults), settings (e.g., human service, organizational), and professional disciplines (e.g., pediatrics, rehabilitation, clinical psychology, education).
2. Provide examples of: operationally defined measurable behavioral performance in humans, observation and recording methods used to track that performance in baseline and intervention phases, and behavior change outcomes and associated contingent environmental manipulations.
3. Describe, in detail, current Applied Behavior Analytic applications and issues in the recent published literature related to an area of application.

**Prerequisite skills and courses:** Given recent demands on the Psychology department, it has become necessary to focus the emphasis of Psy 407 on an overview of Applied Behavior Analysis application and technological advancements. Basic principles, therefore, is now the topic of Psy 205. Although only possibly currently a prerequisite, completion of 205 or an understanding of the basic principles of Behavior Analysis is strongly recommended for success in this course. It is recommended that students less familiar with the Behavior Analysis approach and the science of human behavior enroll in Psy 205 prior to taking Psy 407 or speak with the instructor on how to supplement their current knowledge. Students interested in the latter or just wanting an overview or refresher of Behavioral principles and procedures should contact the instructor for additional readings and support.

**Course format:** Course points are earned through: (a) quizzes based on text chapters, articles, and lecture material; (b) formal exams based upon all class and other material that have already been quizzed; (c) a team case presentation; (d) attendance; discussion/participation; (e) and extra research credit.

Class Structure and Lectures: Students will attend typical lectures each class. Lectures will be approximately 30 minutes in length and allow for approximately 15 minutes of discussion time during which questions and clarifications regarding the lecture topic and readings can be made. Student presentations (see below) will occur during the remainder of the 30 minutes of class.

Class Materials: Class Materials will be posted on web campus each week for the next week, before their respective class date.

Quizzes: There will be a total of 29 quizzes. The lowest 9 quiz scores will be dropped. Quizzes will consist of short Web CT campus exams based on lecture, study/discussion questions, text material, or special assigned readings selected by the instructor from the previous class discussion. Once started, quizzes will have a time limit of 30 minutes to complete. Each student must complete the quiz within the allotted time. There will be no makeup quizzes and missed quizzes will be scored as zero. Questions will occur in multiple formats including but not limited to true and false, multiple choice, select all that apply, fill in the blank, etc. Quizzes will be available immediately following their respective class lecture and must be completed by 5 p.m. the next day. Quiz feedback will be available to students for 24 hours following the closing of the quiz.

Exams: There will be 6 exams for the class. Exams can be accessed on web campus and are based on lecture, study/discussion questions, text material, or special assigned readings selected by the instructor associated with each part or section in the assigned text or topic area. Once started, exams will have a time limit of 1 hour and 30 minutes to complete. Each student must complete the exam within the allotted time. There will be no make up exams and missed exams will be scored as zero. Questions will occur in multiple formats including but not limited to true and false, multiple choice, select all that apply, fill in the blank, etc. Exams will be available to complete on web campus starting at 12:01 a.m. on the Sunday following the end of its respective book section and close the following Saturday at 11:59 p.m. No late exams will be accepted.

Case Presentation: Beginning on OCT 13, designated teams of 5students will be responsible for developing a 20-­‐minute in class case presentation on a behavioral assessment and intervention for a fictional client. The content will be developed from and based upon topics and information pulled from their team’s assigned chapter. Teams will be responsible for but are not limited to providing background information on the client, reason for referral, previous treatment history, and a review of a behavior plan based upon best practices for their client. The team’s case presentation should “build the case” for the behavior plan selected. A hand out of the behavior plan should be provided to classmates. Team’s should select and describe a single subject design methodology to evaluate the effectiveness of the behavior plan. Hypothetical outcome data based upon a single subject design that demonstrates the effectiveness of the selected intervention or lack thereof should be presented for the class to review. Finally, next steps, recommendations for follow-­‐up treatment, and conclusions should be provided. Students should be prepared to offer rational and support for the features of their case for 10 minutes of Q & A following the presentation. All students are expected to participate in the Q & A session in a respectable and professional manner. A rubric for the Case presentation will be available via Web-­‐CT. Students are asked to submit their team’s presentation to the instructor 1 week in advance of the schedule date for approval and feedback. Students may sign up for case presentations on a first come first serve basis following an initial posting of the presentation schedule. Student’s failing to sign up by 3:45pm on Oct 4, 2016 will be automatically assigned to a team and presentation. The team members, topics and presentation dates will be posted on Web Campus

Attendance: Students are expected to attend lectures and presentations. Attendance will be determined through participation, discussion, random sign-­‐ins, and submission of in-­‐class tasks. Students will earn 100 points for attendance but will loose 5 points for each class they do not attend and attendance / participation are monitored.

In-­‐class participation and discussion: Students are expected to come prepared for class having read the assigned reading material and ready for discussion. At some point during some lectures a randomly selected discussion question from the assigned reading will be presented. Students will have 5 minutes to write and submit a brief written response. Accurate or well-­‐written responses submitted will receive up to ten points. Students who participate when called on may receive additional points for discussion. These random measures will be worth 50 points

Extra Credit: Up to 25 course points for participation in Psychology research or submission of article reviews are available in addition to the 850 regular course points. Each unit of participation in an experiment or completion of an article review can earn up to 5 extra credit points for a maximum of up to 25 course points. Psychology research participation credits can only be used for Psychology 407, NOT any other course. In addition 15 of the 25 possible points (for participation in research) must be completed before Nov 1, 2016. Thereafter only 10 credits will be available to be earned until Dec. 9, 2016 All extra credit articles are due by Dec 12, 2016 and must follow the grading rubric posted on Web CT to obtain full credit.

# Psy 407 Calendar of classes and topics

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| --- | --- | --- | --- | --- |
| Date | Topic | Chapter / Specific Topic | Material | *Quiz/ Exam* |
| AUG 30 | Intro | Applied Behavior Analysis: History, Philosophy, Principles, and Basic Methods | Text Ch. 1 | *Quiz 1* |
| SEPT 1 | Basic principles and Concepts | Respondent Conditioning | Text Ch. 2 | *Quiz 2* |
| SEPT 6 | Basic principles and Concepts | Basic Operant Contingencies:  Main Effects and Side Effects | Text Ch. 3 | *Quiz 3* |
| SEPT 8 | Basic principles and Concepts | Schedules of Reinforcement | Text Ch. 4 | *Quiz 4* |
| SEPT 12 | Basic principles and Concepts | Stimulus Control and Generalization | Text Ch. 5 | *Quiz 5* |
| SEPT 15 | Basic principles and Concepts | Designing Instructional  Programming for Early Reading Skills | Text Ch. 6 | *Quiz 6 Exam 1 (Ch. 1-­‐6)* |
| SEPT 20 | Measurement Issues | Defining and Measuring Behavior | Text Ch. 7 | *Quiz 7* |
| SEPT 22 | Design and  Methodological issues | Single-­‐case Experimental Designs | Text Ch. 8 | *Quiz 8 Exam 2 (Ch. 7-­‐8)* |
| SEPT 27 | Behavioral Assessment | Identifying and Enhancing the Effectiveness of Positive Reinforcement | Text Ch. 9 | *Quiz 9* |
| SEPT 29 | Behavioral Assessment | Functional and Structural Approaches to Behavior Assessment of problem Behavior | Text Ch. 10 | *Quiz 10* |
| OCT 4 | Behavioral Assessment | Indirect Behavioral Assessment: Interviews and Rating Scales | Text Ch. 11 | *Quiz 11* |
| OCT 6 | Behavioral Assessment | Direct Observation | Text Ch. 12 | *Quiz 12* |
| OCT 11 | Behavioral Assessment | Functional Analysis: History and Methods | Text Ch. 13 | *Quiz 13 Exam 3 (Ch. 9-­‐ 13)* |
| OCT 13 | Interventions for  Increasing Desirable  Behavior | Differential Reinforcement Procedures | Text Ch. 14 | *Quiz 14* |
| OCT 18 | Interventions for  Increasing  Desirable Behavior | Building Complex Repertoires from discrete behaviors by Establishing Stimulus Control, Behavioral Chains, and Strategic Behavior | Text Ch. 15 | *Quiz 15* |
| OCT 20 | Interventions for  Increasing Desirable  Behavior | Teaching Verbal Behavior | Text Ch. 16 | *Quiz 16* |
| OCT 25 | Interventions for  Increasing Desirable  Behavior | Staff Training and Management | Text Ch. 17 | *Quiz 17* |
| OCT 27 | Interventions for Decreasing Problem Behavior | Developing Antecedent Interventions for Problem Behavior | Text Ch. 18 | *Quiz 18 Exam 4 (Ch. 14-­‐18)* |
| NOV 1 | Interventions for  Decreasing Problem  Behavior | Developing Function-­‐Based Extinction Procedures for Problem Behavior | Text Ch. 19 | *Quiz 19* |
| NOV 3 | Interventions for  Decreasing Problem  Behavior | Developing Function Based Reinforcement Procedures for Problem Behavior | Text Ch. 20 | *Quiz 20* |
| NOV 8 | Interventions for  Decreasing Problem  Behavior | Developing Function-­‐Based Punishment Procedures for Problem Behavior | Text Ch. 21 | *Quiz 21* |
| NOV 10 | Interventions for  Decreasing Problem  Behavior | Token Economies | Text Ch. 22 | *Quiz 22 Exam 5 (Ch. 19-­‐22)* |

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| NOV 15 | Subspecialties | Behavioral Approaches to Education | Text Ch. 23 | *Quiz 23* |
| NOV 17 | Subspecialties | Behavior Treatment of Autism | Text Ch. 24 | *Quiz 24* |
| NOV22 | Subspecialties | Teaching Safety Skills to Children | Text Ch. 25 | *Quiz 25* |
| Nov 29 | Subspecialties | Behavior Pediatrics: Integrating Applied Behavior Analysis with Pediatric Medicine | Text Ch. 26 | *Quiz 26* |
| DEC 1 | Subspecialties | Behavior Analysis and  Treatment of Drug Addiction | Text Ch. 27 | *Quiz 27* |
| Dec 6 | Subspecialties | Behavioral Gerontology | Text Ch. 28 | *Quiz 28)* |
| Dec 8 | Professional Issues | Behavior Analysis and Ethics | Text Ch. 29 | *Quiz 29*  *Exam 6 (Ch. 23-29* |
| Dec 13 |  | Review |  | *Possible Final option* |

**Final Grades**: Points awarded are as follows for a total of 750 points: exams: 6x 50 =300 points, quizzes:20 x 10=200 points, case presentation 100 points, Attendance/Participation 150 points. Final grades are assigned according to the number of points a student has accumulated by the end of the semester. Student’s cumulative points will be categorized as a letter grade according to the UNR grade distinctions including a plus or minus distinction.

**Statement on Academic Dishonesty**: Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student's enrollment without a grade, giving an F for the course or for the assignment. For more details, see the University of Nevada, Reno General Catalog.

**Class conduct**: Students are expected to conduct themselves in a professional manner towards the instructor and other students both in and out of the classroom when covering class content. All students and the instructor are expected to respond to classmate’s comments and projects in a courteous, supportive and constructive manner and manage their behavior in a similar manner during class. Aggressive, harassing, or demeaning behavior or comments are not conducive to a proactive learning environment and therefor will not be considered acceptable behavior or tolerated. Students and the instructor will abide by the University of Nevada, Reno’s policies on sexual harassment, discrimination, etc. For more details, see the University of Nevada, Reno General Catalog.

**Statement of Disability Services**: Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations."

**Statement on Audio and Video Recording**: Surreptitious or covert video-­‐taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded."

**Statement for Academic Success Services**: Your student fees cover usage of the Math Center (775) 784-­‐4422, Tutoring Center (775) 784-­‐ 6801, and University Writing Center (775) 784-­‐6030. These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

**Updates & Changes**: The instructor reserves the right to alter, change, and modify the course shell and syllabus at any moment with 1 week’s notice.

**Additional Readings**: Assigned readings are subject to change throughout the semester at the discretion of the instructor. The readings below can be found on Web CT.

Allyon T, & Michael, J. (1959). The psychiatric nurse as a behavioral engineer. *Journal of the Experimental Analysis of Behavior, 2, 323-­‐334.*

Baer, D.M., Wolf, M.M. & Risley, T.R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1,* 91-­‐97.

Bijou,S., Peterson,R. and . Ault, A.(1968). A method to integrate descriptive and

experimental field studies at the level of data and empirical concepts. *Journal of Applied Behavior Analysis, 1*, **175–191.**

Camp, E.M., Iwata, B A., Hammond, J. L. & Bloom, S. E.(2009). Antecedent Versus

Consequent Events As Predictors Of Problem Behavior. *Journal of Applied Behavior Analysis,* 42, 469–483.

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-­‐533.

Fawcett, S.B. (1991). Some values guiding community research and action. *Journal of Applied Behavior Analysis, 24,* 4, 621-­‐ 636.

Friman,P. C.; Hayes, S.C. & Wilson, K.G. (1998) Why behavior analysts should study emotion: The example of anxiety. *Journal of Applied Behavior Analysis*, 31, 1, 137-­‐156.

Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a

functional analysis of self-­‐injury. *Journal of Applied Behavior Analysis, 27*, 197-­‐209. Reprinted from *Analysis and Intervention in Developmental Disabilities, 2*, 3-­‐20.

Jackson,M., Williams,W.L., & Biesbrouck, J.(2006).Conditional discrimination ability,

Equivalence formation and Mental Retardation: Implications for development in children with developmental disabilities. Journal of Speech Language Pathology and Behavior Analysis,1, 1, 27-­‐42.

Johnson, K. R., & Layng, t. V. J. (1992). Breaking the structuralist barrier: Literacy and numeracy with fluency. *American Psychologist*, 47, 1475-­‐1490.

Lang, R., Sigafoos, J., Lancioni, G., Didden, R., & Rispoli, M. (2010).

Influence Of Assessment Setting On The Results Of Functional Analyses Of Problem Behavior. *Journal Of Applied Behavior Analysis, 43,* 565–567.

Murphy,C., Barnes-Holmes, D., & Barnes-Holmes, Y. (2005). Derived manding

in children with autism: Synthesizing Skinner’s *Verbal Behavior* with relational frame theory. *Journal of Applied Behavior Analysis, 37,* 445-462.

Sulzer-­‐Azaroff, B.(2000). Of eagles and worms: Changing behavior in a complex

world. *Journal of Organizational Behavior Management.* Special Issue Organizational behavior management in the year 2000: Reflections on the past

and challenges of the future,20(3-­‐4),139-­‐163.

Wolf, M. M. (1978). Social validity: The case for subjective measurement or

How applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis, 11*, 203-­‐214.