

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

ABAP 245– Introduction to Applied Behavior Analysis

**Created by: Applied Psychology Area
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**SCHOOL OF BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCES DEPARTMENT
Fall 2019**

- A. **TITLE:** Introduction to Applied Behavior Analysis
- B. **COURSE NUMBER:** ABAP 245
- C. **CREDIT HOURS:** 3 lecture hour(s) per week for 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** None
- F. **SEMESTER(S) OFFERED:** Fall and Spring
- G. **COURSE DESCRIPTION:**

In this course, students will be introduced to applied behavior analysis: the separate and independent natural science discipline of *WHY* human behavior happens. Students will learn to focus on understanding, explaining, predicting, controlling, and interpreting the environment, with emphasis on behavior functional relations, including the interactions of these relations with genetics and physiology. The course covers both (a) the elementary terms, principles, methods, and concepts of behavior analysis, and; (b) some basic contingency–change practices, derived from these principles, that lead to changes in behavior.

H. **PRE-REQUISITES/CO-REQUISITES:** None

I. **STUDENT LEARNING OUTCOMES:**

By the end of this course, students will be able to:

| <u>Course Student Learning Outcome</u> <u>[SLO]</u> | <u>PSLO</u> | <u>ISLO</u> |
|--|---|--------------------|
| a. Describe fundamental principles; | 1. Knowledge Base in Applied Behavior Analysis | 5 |
| b. Describe basic methods and measurements | 2. Scientific Inquiry and Critical Thinking | 2 [IA] |
| c. Describe elementary practical technologies | 4. Communication | 1[O] |
| d. Describe technique applications in several prevention and intervention settings | 4. Communication | 1 [O,W] |
| e. Summarize historical and philosophical perspectives | 5. Professional Development | 5 |
| f. Summarize ethical behavior and disciplinary trends | 3. Ethical and Social Responsibility in a Diverse World | 4 [ER] |

| KEY | <u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u> |
|--------|---|
| ISLO # | ISLO & Subset |
| 1 | Communication Skills Oral [O], Written [W] |
| 2 | Critical Thinking <i>Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]</i> |
| 3 | Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i> |
| 4 | Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i> |
| 5 | Industry, Professional, Discipline Specific Knowledge and Skills |

J. **APPLIED LEARNING COMPONENT:** Yes No

K. **TEXTS:**

Suggested text:

Principles of Everyday Behavior Analysis, by L. K. Miller, 4th Edition, 2006. (MUST be 4th edition!)

L. **REFERENCES:**

Cooper, J. O., Heron, T. E. & Heward, W. L. (2007). *Applied Behavior Analysis 2nd Edition*. Upper Saddle River, New Jersey: Pearson Education, Inc.

Dixon, M. R., Jackson, J. W., Small, S. L., Horner-King, M. J., Lik, N. M., et al. (2009). Creating single-subject graphs in microsoft excel 2007. *Journal of Applied Behavior Analysis, 42*, 277-293.

Durand, V. M., & Crimmins, D. B. (1988). Identifying the variables maintaining self-injurious behavior. *Journal of Autism and Developmental Disorders, 18*, 99-117.

Ledoux, S. F. (2014). *Running Out of Time—Introducing Behaviorlogy to Help Solve Global Problems*. Ottawa, Ontario, Canada: BehaveTech Publishing.

Van Houten, R. (1994). The right to effective behavioral treatment. In L. J. Hayes, G. J Hayes, S. C. Moore, & P. M. Ghezzi. (Eds). *Ethical Issues In Developmental Disabilities*. Reno, NV: Context Press.

Van Houten, R., Axelrod, S., Bailey, J. S., Favell, J. E., Foxx, R., Iwata, B., & Lovaas, O. I. (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis, 18*, 381-384.

M. **EQUIPMENT:** Technology enhanced classroom, DVD and video capability.

N. **GRADING METHOD:** A-F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

Exams, quizzes, essays, student presentations, writing assignments, and discussion

P. DETAILED COURSE OUTLINE:

- I. Development of Problem behaviors
 - A. Skinner's Operant model of learning
 - B. Pavlov's Respondent Conditioning
 - C. Video – Last Great disgrace – NYS Willowbrook institution

- II. Evidenced Based Practices
 - A. Adherence to data collection
 - B. Different experimental Designs (single subject, reversal, multiple baseline and alternating treatment design).
 - C. Example and repercussions of a treatment being released with no evidence – Facilitated communication.

- III. History and Overview of Applied Behavior Analysis
 - A. The history of learned behavior (Skinner)
 - B. What is behavior?
 - C. Dead Man's test
 - D. Three – term Contingency (A – B – C)
 - E. Positive and negative in terms of procedures)

- IV. Basic Principles - Reinforcement
 - A. Principle of Reinforcement
 - B. Positive Reinforcement
 - C. Negative Reinforcement
 - D. Reinforcement on the Three – term Contingency (A – B – C)
 - E. Effects of reinforcement

- V. Basic Principle – Behavior Reduction
 - A. Motivating operations – What are they?
 - B. Variables of Reinforcer Effectiveness
 - C. Extinction
 1. Extinction Burst
 2. Spontaneous recovery
 - C. Principle Punishment
 1. Positive Punishment
 2. Negative Punishment
 - D. Time out
 - E. Response cost

- VI. Antecedent Interventions
 - A. Non-Contingent Attention
 - B. Demand Fading
 - C. Errorless learning
 - D. Frequent breaks
 - E. Motivating operations

- VII. Consequent Interventions
 - A. Negative Punishment
 - B. Time Out , Response cost

- C. Differential Reinforcement (DRA, DRI and DRO)
- D. Extinction and Spontaneous recovery

VIII. Recording Behaviors

- A. Frequency
- B. Duration
- C. Latency
- D. Rate
- E. Graphing

IX. Recording Behaviors Part II

- A. Outcome recording
- B. Event recording
- C. Interval recording
 - 1. Partial Interval recording
 - 2. Whole interval recording
- D. Real recording example

X. Teaching New Behavior

- A. Task analysis
- B. Chaining
 - 1. Backward Channing
 - 2. Forward Channing
- C. Video Modeling

XI. Ethical considerations

- A. Ethical Guidelines for treatment
- B. Procedures and order of use
- C. Social Validity
- D. An example of proper treatment - Harry

Q. LABORATORY OUTLINE: N/A