**ampbellsville University**

**School of Education**

**SED 760**

**Applied Behavior Analysis**

**Instructor:** Nathan Havens, ABD

**Email:** [pbrame@campbellsville.edu](mailto:pbrame@campbellsville.edu)

**Phone:**

**Information:** 3 Credit Hours

**Classroom:** Online

**Chat Time:** Tuesday (7:30 – 8:45 pm EST)

Graduate Term 5 (March 20 – May 13, 2017)

**Virtual Office Hours:** The professor can be reached anytime by email.

**School of Education Conceptual Framework**

***THEME: “EMPOWERMENT FOR LEARNING”***



**Required Text**

Cooper, J.O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis (2nd ed*.). Upper Saddle River, NJ: Pearson. ISBN 10: 0131421131; ISBN-13: 9780131421134

**Additional outside readings will be assigned by the instructor.**

**Course Description**

This is an introductory course to applied behavior analysis which is designed to provide students with knowledge and understanding of its principles and procedures including definitions, characteristics, processes, and concepts. The identification of factors that contribute to academic and social problem behaviors of children and youth and interventions that can be used to improve those behaviors will be explored.

**School of Education Vision and Mission.**  “Whoever wants to be a leader among you must be your servant.” Matthew 20:26

The School of Education envisions a global society in which individuals are empowered to learn and attain their goals, thereby enabling them to positively impact others through Christian servant leadership. To realize this vision, the School of Education’s mission is to prepare teachers for their respective fields by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society. The performance based teacher preparation program strives to achieve this mission by:

* preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels;
* honoring, understanding, and respecting diverse voices and communities in society;
* establishing partnerships and collaborating with the professional community;
* supporting and enhancing Christian characteristics of servant leadership.

Since research has demonstrated that the teacher is the most important factor impacting student learning (Darling-Hammond, 2000), the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.

**Methods of Instruction**

The instructional methods will include:

* online learning lessons
* individual consultation with instructor
* online discussion groups
* threaded discussions
* collaborative / cooperative learning activities
* site visitation and classroom observation

# Purpose of Course

The purpose of the course is to prepare teachers to effectively design and implement intervention strategies for children and youth with problem behaviors that affect their academic and social achievement. They will learn behavioral methods and principles needed to develop programs for this population of diverse learners.

**Council of Exceptional Children Standards**

This course meets the guidelines designated under the CEC standards for common core of knowledge and skills.

**Standard #1: Foundations:** ICC1K4, ICC1K5, DD1K1, DD1K2, DD1K5

**Standard #2: Development of Characteristics of Leaders:** ICC2K2, ICC2K3, ICC2K6, DD2K2

**Standard #3: Individual Learning Differences:** ICC3K1, ICC3K5

**Standard #4: Instructional Strategies:** DD4K1, ICC4S1, ICC4S5, ICC4S6

**Standard #5: Learning Environment/Social Interactions:** ICC5K1, ICC5K5, ICC5S1, ICC5S2, ICC5S3, ICC5S4, ICC5S7, DD5S2, DD5S3, DD5S5

**Standard #6: Language:** ICC6K4, ICC6S1

**Standard #7: Instructional Planning:** DD7K1, ICC7S4, ICC7S9, DD7S3

**Standard #8: Assessment:** ICC8K1, ICC8K2, ICC8K3,ICC8S1

**Standard #9: Professional and Ethical Practice:** DD9K1, ICC9S1, ICC9S2, ICC9S5

**Standard #10:** Collaboration: ICC10K2, ICC10K3, ICC10K4, DD10K1, ICC10S2, ICC10S3, ICC10S10, DD10S1

**IRA Standards**

**2** The Curriculum and Instruction Standard recognizes the need to prepare educators who have a deep understanding and knowledge of the elements of a balanced, integrated, and comprehensive literacy curriculum and have developed expertise in enacting that curriculum. The elements focus on the use of effective practices in a well-articulated curriculum, using traditional print, digital, and online resources.

**5** The Literate Environment Standard focuses on the need for candidates to synthesize their [foundational knowledge](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard1.aspx) about content, pedagogy, the effective use of physical space, instructional materials and technology, and the impact of the social environment to create an environment that fosters and supports students’ traditional print, digital, and online reading and writing achievement. This standard recognizes that candidates must create a literate environment that meets the diverse needs of students and facilitates connections across content areas as well as with the world outside the school.

**Framework for Teachers**

**Domain 1**

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.

**Domain 2**

An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.

**Domain 3**

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

**Domain 4**

Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned skill; mentors, coaches and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.

**Kentucky Common Core Standards and College Readiness Standards**

Students will use the Common Core State Standards in designing learning goals/objectives and assessments.

**Diversity Proficiencies**

1.2 Connects content to life experiences of student.

2.2 Uses contextual data to design instruction relevant to students.

2.4 Plans instructional strategies and activities that address learning objectives for all students.

3.3 Values and supports student diversity and addresses individual needs.

5.4 Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.

**Course Objectives**

Upon completion of this course, each student will be able to:

1. discuss the historical development of applied behavior analysis and how the impact of different interpretations of human behavior have influenced practitioners and teachers
2. know how to pinpoint and operationally define behaviors
3. address the components of objectives and be able to write measurable behavioral objectives
4. define the purpose of a behavior intervention plan and how behavioral objectives are tied to this plan
5. explain why data collection is important and how to construct data collection forms in order to collect simple or more complex behaviors
6. transfer various data to a graph
7. understand the basic components of single-subject designs
8. define a functional relationship and identify experimental designs that allow for its demonstration
9. understand the advantages and disadvantages of each experimental design
10. analyze results via visual analysis of graphs
11. describe how behavior support plans are developed and used by teachers
12. identify the strategies that result in behavior increases
13. define and discriminate between positive, negative, and natural reinforcement
14. describe various procedures to decrease or eliminate inappropriate or maladaptive behaviors
15. understand the guidelines for using reinforcement-based strategies, extinction, punishment, and aversives to decrease a behavior
16. discuss the advantages and disadvantages of using aversive procedures
17. define stimulus generalization, maintenance, and response generalization
18. understand why including self-management procedures in instruction is important for promoting student independence
19. understand the importance of the physical arrangement of the classroom
20. explain how applied behavior analysis procedures are used ethically and responsibly

**Class Attendance and Participation**

#### Class attendance will be checked. Two unexcused absences (at instructors discretion) results in an automatic “F” for the course. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, Discussion Board study questions, and reflective writing assignments). Students must contribute to each class discussion a minimum of five times. Please notify the instructor if you are to be absent or need to leave class early.

# Course Assignments

All assignments must be word-processed using Microsoft Word formatted for XP & MS Word 2003 or higher. Rubrics for the assignments are posted on the course page.

* **Discussion Board Forums (KTS 1, 5, 6, 7; ACS 3)**

Students will participate in weekly discussion forums by responding to questions and/or topic items posted by the instructor. To receive full credit, students' responses must be insightful, demonstrate that they have an understanding of the topic, and posted by the due date. Additionally, students must read classmates' responses and post comments to at least two. These comments must be respectful and professional.

* **Mini-Assignments (4) (KTS 1, 5, 6 7; ACS 2, 3)**
* **Behavioral Objective Activity**

Given a list of behavioral objectives, students will identify the four components of each objective. Given a second list of objectives, students will state whether each objective is measurable. If the objective is not measurable, students will state the reason and rewrite the objective so that it meets the requirements for a measurable objective.

* **Data Collection Activity**

Identify a behavior you want to change in yourself, someone around you, or a household pet. Pinpoint the behavior, provide an operational definition of it, and write a measurable objective. Select an appropriate recording system for measuring the behavior, and collect sufficient data so that it can be represented with at least 7 – 10 data points on a graph.

* **Graphing Activity**

Use a computer program such as Excel to construct a simple line graph to plot the data that was collected in the “Data Collection Activity”. The graph should be constructed with the required basic elements and conventions of a line graph. Read ‘How to Make a Graph Using Microsoft Excel’ by Silvestri (2003) online at [www.prenhall.com/cooper](http://www.prenhall.com/cooper).

* **Journal Article Review**

Review an article from the list of applied research literature provided by the instructor. (a) Identify the behavior targeted for change, (b) data collection method, (c) type of graph used to display the data, (d) the intervention used by the investigator(s), and (e) state whether a functional relation was established. You will present your findings in class.

* **Human Behavior Explanation (KTS 1, 7, 9; ACS 3)**

Write a three to five-page paper in APA format involving two of the four philosophical explanations of human behavior (behaviorism, biophysical, developmental, or cognitive) where you (a) identify and describe the philosophical explanation of human behavior that aligns most with your beliefs and the philosophy with which you least agree; (b) describe similarities and differences between these two philosophies; and (c) explain how the philosophy that aligns most with your beliefs may impact your instruction and your students’ learning.

* **Intervention Proposal Plan (KTS 2, 3, 5, 6, 7, 8, 9, 10; ACS 2, 3, 4, 6)**

After consulting with a classroom teacher, identify a child or youth whom has a behavior that can be targeted for change. Pinpoint the behavior, provide an operational definition of it, and write a measurable objective. After identifying the data recording procedure and format that will be used to record the behavior targeted for change, you will collect data during your eight hours of field experience and transfer the data to a graph. You will not implement the intervention but will meet with the child’s teacher and present a proposed plan of intervention. Write a 3 – 5 page summary of your collaborative efforts and complete Task D, which can be found, electronically on the School of Education web page at [www.campbellsville.edu](http://www.campbellsville.edu).

* **Field Experiences (KTS 1, 2, 3, 4, 5, 7, 8, 9, 10; ACS 2, 4, 6)**

Candidates will participate in **8 hours** of field experience. Candidates will observe students with moderate to severe disabilities in various settings including but not limited to classroom, community-based setting, and dining/cafeteria. The instructor will provide additional details for the observation hours. The special education program chair will randomly contact P-12 instructors to follow-up on the candidates’ field placement/experiences. Use psuedo names when you write about learners, teachers, and districts to maintain confidentiality. See the field hour requirement document for details (located on the University web page). Logs must be kept of the field experiences. Submit the original log to the Special Education Program office (or FAXed—270 -789-5508). Submit a copy of the log and a 2-3 page reflection of the field experience to the professor. The form must be completed in order to receive credit for the course. A rubric for this assignment is included on the course page.

Field experiences:

After consulting with a classroom teacher, identify a child or youth whom has a behavior that can be targeted for change. **(KTS 1; InTASC 1,2,)** Observe the student in three separate settings (i.e. on the playground, in the general education setting, at lunch), pinpoint the behavior, collect data and write measurable objectives. **(KTS 4; INTASC 9)** Develop a collaborate plan (Task D) and discuss the interventions with the classroom teacher. **(KTS 3; InTASC 3)**

* **Quizzes (KTS 6, 9; ACS 3)**

Quizzes are based on the reading assignments and class discussions. The quizzes include objective-type questions, and they must be completed within the designated timeframe. One attempt for each quiz is allowed.

**Grading System**

Assignments Points

Class Participation (10 points each session) 80

Field Hours 60

Discussion Board Forums 45

Human Behavior Explanation 25

Intervention Proposal Plan & Task D 100

Mini Assignments 4@ 10 points each 40

Quizzes 100

**Total 450**

Course Grading Scale Total Points

93 – 100% = A

86 – 92% = B

79 – 85% = C

72 – 78% = D

Below 72% = F

**Academic Integrity Statement**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2013-15 Bulletin Catalog)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**Campus Security**

Office:  (270) 789-5555

Cell Phone:  (270) 403-3611

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Incomplete Policy**

In accordance with Special Education Program policies at Campbellsville University, candidates failing to complete requirements within the timeframe of a course, with justifiable cause, may make application for an Incomplete from the professor by submitting an Application for an Incomplete form.  This form can be obtained by contacting the Special Education Program Office or by accessing the University web page ([www.campbellsville.edu/mase](http://www.campbellsville.edu/mase)). It is the candidate’s responsibility to apply two (2) days prior to the last class meeting and make arrangements with the professor in order to receive an “I”.

If approved by the professor, coursework and other requirements to change the “I” grade must be completed by the designated time and no longer than 8 weeks following the date the form is submitted. If by the end of the designated time, the requirements have not been met, the professor will change the “I” to an “F”.

**Technical Support and Assistance**

Students are required to have a computer, e-mail and Internet access to enroll in this course. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the Internet.

**Title IX**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter 1 University Drive UPO Box 944 Administration Office 8A Phone – 270-789-5016 Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

**References**

Burden, Paul R. (2003). Classroom *Management- Creating A Successful Learning Community.* New York, New York. John Wiley & Sons.

Cambone, J. (1994). *Teaching troubled children: A case study in effective classroom practice.* New York: Teachers College Press.

Carter, D. R., & Horner, R.H. (2007). Adding functional behavioral assessment to First Step Success: A case study. *Journal of Positive Behavior Interventions*, 9, 229-238.

Cartledge, G., & Cochran, L. (1993, Spring). *Developing cooperative learning behaviors in students with behavior disorders.* *Preventing School Failure,* 37(3), 5-10.

Chazan, M., Laing, A.F., & Davies, D. (1994). *Emotional and behavioral difficulties in middle childhood: Identification, assessment, and intervention in school.* London, England: Falmer Press.

Cihak, D., Alberto, P., Troutman, A., & Flores, M. (2005). Creating graphs *for the classroom and publication* [Webtext]. Columbus, OH: Prentice Hall.

Cooper, J. O., Heward, W. L., & Heron, T. E. (2007). *Applied behavior analysis.* Pearson Education.

Cummings, Carol. *Winning Strategies for Classroom Management.* Alexandria, Virginia. Association for Supervision and Curriculum Development.

Dice, M.L. (1993). *Intervention strategies for children with emotional or behavioral disorders.* San Diego, CA: Singulair.

Dunlap, G., dePerczel, M., Clarke, S., Wilson, D., Wright, S., White, R., & Gomez, A. (1994). Choice making and proactive behavioral support for students with emotional and behavioral challenges. *Journal of Applied Behavioral Analysis*, 27: 505-518.

Epanchin, B.C., Townsend, B., & Stoddard, K. (1994). *Constructing classroom management: Strategies for creating positive learning environments.* Pacific Grove, CA: Brooks/Cole.

Horner, R. H. (1999). Positive behavior supports. In M. I. Wehmeyer & J.R. Patton, (Eds.), *Mental retardation in the 21st century* (pp.181-196. Austin, TX: PRO-ED.

Karlin, J.S., & Berger, R. (1992). *Discipline and the disruptive child: A new, expanded, practical guide for elementary school teachers* (2nd ed.). Englewood Cliffs, NJ: Parker.

Mendler, A. (1994, Fall). *Behavior management in the inclusive classroom*. *Journal of*

*Emotional and Behavioral Problems*, 3(3), 59-60.

Newcomer, P.L. (1993). *Understanding and teaching emotionally disturbed children and adolescents* (2nd ed.). Austin, TX: Pro-Ed.

Owen, I. (Ed.) (1994, Spring). *Dealing with aggressive and violent students [special issue]*. *Preventing School Failure,* 38(3).

Reid, R., & Harris, K.R. (1993). Self-monitoring of attention versus self-monitoring of performance: Effects on attention and academic performance. *Exceptional Children,* 60, 29-40.

Rockwell, S. (1993). *Tough to reach, tough to teach: Student with behavioral problems.* Reston, VA: Council for Exceptional Children.

Rosenberg, M. S., Wilson, R., Maheady, L., & Sindelar, P.T. (1991). *Educating students with behavior disorders.* Boston: Allyn and Bacon.

Scott, T.M., & Nelson, C.M. (1998). Confusion and failure in facilitating generalized social responding the school setting: Sometimes 2 + 2 = 5. *Behavioral Disorders,* 23, 264-275.

Scott, T.M., & Nelson, C.M. (1999). Using functional assessment to develop effective intervention plans: A practical classroom application. *Journal of Positive Behavioral Support*, 1, 242-251.

Scott, T.M., & Nelson, C.M. (1999). Universal school discipline strategies: Facilitating positive learning environments. *Effective School Practices, 17*(4), 54-64.

Smith, M. (1993). *Modification for Exceptional Children and Youth.* Boston, MA: Andover Medical Publishers.

Walker, H.M., Colvin, G., & Ramsey, E. (1995). Antisocial *behavior in school: Strategies and best practices.* Pacific Grove, CA: Brooks/Cole.

Walker, H. M., Horner, R.H., Sugai, G., Bullis, M., Sprague, J.R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. *Journal of Emotional and Behavioral Disorders*, 4, 194-209.

Wolfgang, C. H. (1995). *Solving discipline problems: Methods and models for today’s teachers (3rd ed.).* Boston, MA: Allyn and Bacon.

Wong, K.L.H., Kauffman, J.M., & Lloyd, J.W. (1991, November). *Choices for integration: Selecting teachers for mainstreamed students with emotional and behavioral disorders.*  *Intervention in School and Clinic,* 27(2), 108-115.

Workman, E.A., and Katz, A.M. (1995). *Teaching behavioral self-control to students* (2nd ed.).

Austin, Texas: Pro-Ed. Zoints, P. (1996).

(Updated 1/19/17:pbb)