TEXAS A&M UNIVERSITY-SAN ANTONIO

Applied Behavior Analysis

ABA 3301 Introduction to ABA
Fall 2024

Instructor Information

- **Instructor:** Victoria Beaman
- **Virtual Office Hours:** Thursdays 7:30-9:30pm via (If you prefer to meet in person or need to meet at a different time, please email me for an in-person appointment.)
- **Office Telephone:** (210) 784-2407
- **E-mail:** vbeaman@tamusa.edu *(preferred method of contact- do not use Blackboard Messages to contact me)*

Course Description

This course provides an introduction to ABA. Students learn how behavior is scientifically analyzed. The fundamental principles of ABA learned through these analyses will be taught. Students will learn about respondent and operant conditioning and the three-term contingency.

Course Prerequisite

None

Zoom Information:

Victoria Beaman is inviting you to a scheduled Zoom meeting.

Topic: My Meeting
Time: Aug 29, 2024 06:00 PM Central Time (US and Canada)
      Every week on Thu, until Sep 26, 2024, 5 occurrence(s)
      Aug 29, 2024 06:00 PM
      Sep 5, 2024 06:00 PM
      Sep 12, 2024 06:00 PM
      Sep 19, 2024 06:00 PM
      Sep 26, 2024 06:00 PM

Please download and import the following iCalendar (.ics) files to your calendar system.
Weekly: https://tamusa.zoom.us/meeting/tZMrcOqtpj4jEtT4JjLSfroqq-asq_0AbwuY/ics?icsToken=98tyKuGvqDwpH9yQuRGHRpwEBI_Cb-_xiCVEj7dpyDXvLxNVcAznJ69DIaNAQPnS

Join Zoom Meeting
https://tamusa.zoom.us/j/87673585980?pwd=v6Ap8RCna0upjUcsZSa2mjalmihVhJ.1

Meeting ID: 876 7358 5980
Password: TexasAM

Toll Free

One tap mobile
+13052241968,,87673585980# US
+13017158592,,87673585980# US (Washington DC)

Dial by your location
Find your local number: https://tamusa.zoom.us/u/krDjrIypa

NOTE If you attend the optional live class, you are able to skip the reading reflection for that week since we will be covering the content during the live class. The specifics of how to skip the reading reflection for the week will be covered in the class!**

Course Structure

Asynchronous with optional synchronous class

Upon Completion of the course, the student will be able:
1. Define ABA.
2. Explain respondent conditioning.
3. Explain operant conditioning.
4. Identify ABA principles in various settings.

BCaBA Test Content Outline (6th ed.)

A.1. Identify and distinguish among behavior, response, and response class.
A.2. Identify and distinguish between stimulus and stimulus class.
A.3. Identify and distinguish between respondent and operant conditioning.
A.4. Identify and distinguish between positive and negative reinforcement contingencies.
A.5. Identify and distinguish between positive and negative punishment contingencies.
A.6. Identify and distinguish between automatic and socially mediated contingencies.
A.7. Identify and distinguish among unconditioned, conditioned, and generalized reinforcers and punishers.

B. Concepts and Principles
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B.6. Identify and distinguish between automatic and socially mediated contingencies.
B.7. Identify and distinguish among unconditioned, conditioned, and generalized reinforcers and punishers.
B.8. Identify and distinguish among simple schedules of reinforcement.
B.9. Identify examples of operant extinction.
B.10. Identify and distinguish between types of stimulus control.
B.11. Identify and distinguish between discrimination and generalization.
B.12. Define and identify examples of unconditioned motivating operations.
B.13. Identify and distinguish between rule-governed and contingency-shaped behavior.
B.14. Identify and distinguish among elementary verbal operants.
B.15. Define and identify examples of processes that promote emergent relations and generative performance.

C. Measurement, Data Display, and Interpretation
C.1. Define and identify dimensions of behavior (e.g., count, duration, magnitude).
C.2. Describe the form (i.e., topography) and develop operational definitions of behavior.
C.3. Distinguish among direct, indirect, and product measures of behavior.
C.4. Develop and implement continuous measurement procedures (e.g., duration recording, event recording).
C.5. Develop and implement discontinuous measurement procedures (e.g., interval recording, time sampling).
C.6. Evaluate the validity and reliability of measurement procedures.
C.7. Select a measurement system to obtain representative data given the dimensions of behavior and the logistics of observing and recording.
C.8. Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records).
C.9. Interpret graphed data.
C.10. Develop and evaluate mastery criteria.

D. Experimental Design
D.1. Distinguish between dependent and independent variables.
D.2. Distinguish between internal and external validity.
D.3. Identify the defining features of single-case experimental designs (e.g., individuals serve as their own controls, repeated measures, prediction, verification, replication).
D.4. Identify strengths of single-case experimental design.
D.5. Distinguish among and implement single-case experimental designs (e.g., reversal, multiple baseline, multielement, changing criterion).
D.6. Distinguish among and implement comparative, component, and parametric analyses.

E. Ethical and Professional Issues
E.1. Identify and apply core principles underlying the ethics codes for BACB certificants (e.g., benefit others; treat others with compassion, dignity, and respect; behave with integrity).
E.2. Identify the risks to oneself, others, and the profession associated with engaging in unethical behavior (e.g., misuse of social media, misrepresentation of one's credential, making confidential information public).
E.3. Identify one's area(s) of competence and when to seek a supervisor's guidance.
E.4. Identify professional development activities that strengthen and expand areas of competence (e.g., attend conferences, read literature, seek consultation, establish mentors).
E.5. Identify and comply with requirements for collecting, using, protecting, and disclosing confidential information.
E.6. Identify steps that should be taken when transitioning clients or supervisees to another professional or when a BCaBA transitions to a different supervisor.
E.7. Identify types of and risks associated with multiple relationships, and how to mitigate those risks when they are unavoidable.
E.8. Identify and apply interpersonal and other skills (e.g., accepting feedback, listening actively, seeking input, collaborating) to establish and maintain professional relationships.
E.9. Engage in cultural humility in service delivery and professional relationships.
E.10. Apply culturally responsive and inclusive service and supervision activities.
E.11. Identify and apply the legal, regulatory, and practice requirements (e.g., licensure, jurisprudence, funding, certification) relevant to the delivery of behavior-analytic services.

F. Behavior Assessment
F.1. Review relevant information in available records and data (e.g., educational, medical, historical) at the outset of a case.
F.2. Identify conditions that warrant behavior-analytic services.
F.3. Identify and prioritize socially significant, client-informed, and culturally responsive behavior-change goals.
F.4. Implement assessments of relevant skill strengths and deficits, and contextual fit (e.g., client values, cultural variables, social validity, environmental resources).
F.5. Implement preference and reinforcer assessments.
F.6. Implement functional assessments of behavior, including indirect, descriptive, and experimental analyses.

G. Behavior-Change Procedures

G.1. Develop and implement positive and negative reinforcement procedures, including contingent and noncontingent applications.
G.2. Develop and implement procedures to establish and use conditioned reinforcers.
G.3. Develop and implement procedures that incorporate motivating operations and discriminative stimuli.
G.4. Develop and implement procedures to teach simple and conditional discriminations.
G.5. Develop and implement procedures using stimulus and response prompts that include appropriate fading procedures (e.g., errorless, least-to-most, stimulus fading).
G.6. Develop and implement modeling procedures.
G.7. Develop and implement procedures that use instructions and rules.
G.8. Develop and implement shaping procedures.
G.9. Develop and implement client chaining procedures.
G.10. Develop and implement procedures to teach elementary verbal operants.
G.11. Develop and implement procedures to promote emergent relations and generative performance.
G.12. Develop and implement procedures that promote behavioral persistence.
G.13. Develop and implement acquisition procedures that are appropriate to the client's skills and intervention goals (e.g., discrete-trial, free-operant, and naturalistic teaching arrangements).
G.14. Develop and implement group contingency procedures.
G.15. Develop and implement contingency contracting procedures.
G.16. Develop and implement self-management procedures.
G.17. Develop and implement procedures to promote stimulus and response generalization.
G.18. Develop and implement differential reinforcement procedures with and without extinction.
G.19. Define and implement positive and negative punishment procedures (e.g., time-out, response cost, overcorrection).
G.20. Develop and implement procedures to promote maintenance of behavior change.

H. Intervention Development and Monitoring
H.1. State intervention goals in observable and measurable terms.
H.2. Identify potential interventions based on assessment results and scientific evidence.
H.3. Develop intervention goals and procedures based on risks and contextual fit (e.g., client preferences and values, cultural variables, social validity, environmental resources).
H.4. Identify alternative behaviors to be established or increased when a target behavior is to be decreased.
H.5. Identify possible unwanted effects when using reinforcement, extinction, and punishment procedures.
H.6. Evaluate client progress and procedural integrity.
H.7. Make data-based decisions about the effectiveness of procedures and the need for modification.
H.8. Collaborate with and include others who support and/or provide services to clients.

I. Supervisory Relationships
I.1. Use behavior-analytic supervision practices and state the potential risks of ineffective supervision (e.g., poor client outcomes, impaired job satisfaction, employee turnover).
I.2. Identify and apply strategies for establishing and maintaining effective supervisory relationships (e.g., active listening, providing reinforcement, reciprocal feedback).
I.3. Identify and implement methods that promote equity in supervision practices.

I.4. Establish clear performance expectations for the supervisor and supervisee.

I.5. Select supervision goals based on an assessment of the supervisee's skills.

I.6. Apply empirically validated and competency-based approaches to train supervisees to perform assessment and intervention procedures.

I.7. Identify and apply empirically validated and culturally responsive performance management procedures (e.g., modeling, practice, feedback, reinforcement, task clarification, manipulation of response effort).

I.8. Apply a function-based approach (e.g., performance diagnostics) to assess and improve supervisee behavior.

I.9. Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).

Textbook & Course Materials

- **Required Text:**
  - Alberto, P., Troutman, A. C., & Axe, J. B. (2021). *Applied Behavior Analysis for Teachers*. Pearson Education, Inc.

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

- **Recommended Text**
  Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied Behavior Analysis (*3rd ed.). Pearson Education Limited.
  American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

How to Access Course Materials

- Log into Jagwire: https://jagwire.tamusa.edu
- Click on Blackboard
- Under "My Courses," locate our course and click on it.

COURSE ACTIVITIES & ASSIGNMENTS

Please note: All assignments are due by 11:59 pm CCT on the date listed in the Course Schedule unless otherwise noted.

READING REFLECTION (6 at 5 POINTS EACH)

You will be required to complete the assigned readings from your text as well as other accompanying readings, viewing of videos, or other activities as assigned in each module to participate in the discussion for each week. You will be required to complete a discussion board thread and respond to <u>two</u> peers with a statement/question to keep the conversation going. Simply providing a comment that you agree or disagree is not sufficient. The reading reflections will follow APA format, including title page and references and should be at least 150 words (not including the question to peers).

See Blackboard for Reading Reflections grading rubric. Reading Reflection will be grades in weeks 1-8, as noted in the course schedule. There will be a total of 7 reading reflections (weeks 1-7). Your lowest score will be drooped. As such, the top 6 reading reflections each worth 5 points will count towards your grade for a total of 30 points.

QUIZZES (6 at 3 points EACH)

Quizzes will be given on weeks 1, 2, 3, 4, 5, 6, and 7 as noted in the course schedule. Quizzes will cover assigned reading material. Quizzes will cover assigned reading material for the day as well as material previously covered in class. There will be a total of 6 quizzes, each worth 3 points. The lowest quiz grade will be dropped. Quiz items may be multiple-choice, fill-in-the-blank, and short-answer questions. The time allotted completion time for quizzes will be 5 minutes. You are allowed to retake the quiz once before the due date.

FINAL EXAM (25 POINTS)

The final exams will consist of topics covered throughout the course. The format will be the same as the weekly quizzes but with additional questions. The questions will be derived from previous quizzes, assigned readings/assignments. The final exam will be a comprehensive exam consisting of 50 multiple choice questions. The time allotted for completion is 50 minutes. The final exam is worth 25 points. You are allowed to retake the final exam once before the due date.

VERBAL BEHAVIOR PROJECT (20 POINTS)

You will work with a partner to work on a project on one of the verbal operants. This project will be graded on the content covered, creativity, and presentation. You will be graded on your individual performance. Your presentation can be on PowerPoint, Prezi, or utilize another approach; I encourage you to be thoughtful and creative. See BB for the team training project grading rubric. The verbal behavior project is worth 20 points.

VERBAL BEHAVIOR PORJECT PARTICIPATION (10 POINTS)

On Week 7, you will listen/watch your peer's verbal behavior project presentation and

comment on at least 5 of your peers' presentations. See Blackboard for the verbal behavior participation grading rubric. The Verbal Behavior Participation is worth 5 points.

COURSE SCHEDULE

*The professor reserves the right to modify this course schedule as necessary to meet the needs of the students or professor during the semester. If changes are made, you will be notified of these changes on Blackboard. Additional readings and assignments may be assigned throughout the semester.

Week/Date	Topic	Readings	Assignments (Due Dates)
1 August 26th	Roots of Applied Behavior Analysis and Responsible Use	Alberto et al. (2021): Chapters 1 and 2 Baer, Wolf, & Risley (1968)	Reading Reflection 1& Quiz 1 (Due 9/1)
2 September 2nd	Objectives & Data Collection	Alberto et al. (2021): Chapters 3 & 4	Reading Reflection 2 & Quiz 2 (Due 9/8)
3 September 9th	Graphing & Single-Subject Designs	Alberto et al. (2021): Chapters 5 and 6	Reading Reflection 3 & Quiz 3 (Due 9/15)
4 September 16th	Functions of Behavior	Alberto et al. (2021): Chapters 7	Reading Reflection 4 & Quiz 4 (Due 9/22)
5 September 16th	Consequences to Increase Behavior	Alberto et al. (2021): Chapter 8	Reading Reflection 5 & Quiz 5 (Due 9/22)
6 September 23rd	Consequences to Decrease Behavior	Alberto et al. (2021): Chapters 9	Reading Reflection 6 & Quiz 6 (Due 9/29)

Week/Date	Topic	Readings	Assignments (Due Dates)
7 September 23rd	Differential Reinforcement and Generalization	Alberto et al. (2021): Chapters 10 and 11	Verbal Behavior Project (Due 9/25 by 5:30 pm) Reading Reflection 7 & Quiz 7 (Due 9/29)
8 September 30	Putting it all together	Alberto et al. (2021): Chapter 13	Verbal Behavior Project Participation & Final Exam (Due 9/30)

COURSE POLICIES

Attendance

• Class attendance is monitored through timely online participation and posting. It is the responsibility of the student to assure that his/her presence has been noted
• Anyone not present online in the first week of class will be marked not present in the registrar's office and will be dropped from the class.
 • Punctuality in submitting assignments and asking questions is expected as part of professional responsibility and courtesy.

Assignments

All assignments that are submitted via Blackboard must be submitted in a readable format on university computers. If you do not know how, please find out during the first week of class. See Submit Assignments.

Course Schedule

The instructor reserves the right to modify this course calendar as necessary to meet the needs of the students or instructor during the semester. If changes are made, you will be notified of these changes in class or via e-mail. Additional readings and assignments may be assigned throughout the semester.

Electronic Devices

Your participation in class is helpful to you and to your classmates. Please do not check social media during class time; this is an important aspect of professionalism. You are invited, however, to use your device to find resources that enhance our discussion.

Expected Quality of Work
Papers These requirements apply to any paper that is assigned, and that is to be completed outside of the classroom:
• Use of word processor to produce written assignments
• 1-inch margins
 • APA 7th edition format (read the manual)
• Proofread paper for grammatical, mechanical, and spelling errors
• It is highly suggested that students using the Writing Center for assistance
• TurnItIn may be utilized for submitted papers

Grading

Points	Description
6 at 5 points each = 30 points	Reading Reflections

Points	Description
6 at 3 points each = 18 points	Quizzes
25 points	Final Exam
20 points	Verbal Behavior Project
10 points	Verbal Behavior Project Participation
103 points	Total Points Possible

Viewing Grades in Blackboard

Points you receive for graded activities will be posted to the Blackboard Grade Center. Include a statement about the timeframe of when to look for grades. Your instructor will update the online grades each time a grading session has been complete—typically 7 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Letter Grade Assignment

Include an explanation of the relationship between points earned and the final letter grade. **Example:** Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Performance
A	90-100%	Excellent
B	80-89%	Good
C	70-79%	Average
D	60-69%	Passing
F	0-59%	Failure

Incomplete Grades
No grade of Incomplete will be issued. All material will be due by the end of class on the final day. Grades will be calculated on what has been turned in up to that point.

Important note: For more information about grading at A&M-SA, visit the grading section of the course catalog.

Late Work: Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Participation
Participation in class discussions is expected. Elements of appropriate participation include evidence of critical thinking, clarity in the identification of the issues, understanding of the problems, and ability to propose and evaluate solutions. It is expected that discussion in class will reflect reading related to the topic. All students are expected to welcome open expression of opinions, attitudes, and beliefs.

Plagiarism
Plagiarism is unacceptable and is not tolerated. Students found to plagiarize; including self-plagiarizing, will fail the assignment and be referred to The Office of Student Rights and Responsibilities.

Professionalism

Student involvement in classes is aimed at developing need skills and attributes that will enable them to productive and professional. It is expected that students will work on developing habits of punctuality, maturity, cooperation, initiative, enthusiasm, social sensitivity, and tactfulness. If you have a concern, problem, or questions, please schedule a time to meet with me for discussion. Should the issue require further attention you must follow the grievance policy.

Student Technical Skills Needed

Knowledge of computer skills including software applications (e.g. MS Word, PowerPoint, Blackboard, etc.) You are expected to be proficient with installing and using these basic computer skills and applications:
- Getting online
- Using an Internet browser. The IT department recommends Mozilla Firefox and Google Chrome.
- Downloading, saving, opening, and printing material found online.
- Conducting Internet searches.
- Email: You must have a working email account linked to Blackboard to ensure receipt of all course communication. You will be responsible for checking your email regularly for class-related announcements. Composing email/course messages and attaching documents. Need help? See Course Messages
- Blackboard: To participate in this course, you must have access to the internet and Blackboard. If the Blackboard site is not available, wait 15 minutes and try again. If your internet service is interrupted, it is your responsibility to locate a

computer at a library, A&M-SA computer lab, internet cafe, copy shop, friend's house, etc. Extensions of due dates will not be given due to a lack of internet service at home. Therefore, you should never wait until the last minute to upload assignments, take quizzes and exams, etc. If you experience technical difficulties (that are not related to service interruption at home) at any point during the semester, please contact the Information Technology Services help desk for assistance http://www.tamusa.edu/its/index.html.

- Posting to a discussion forum. Need help? See Threads
- Submitting work to Blackboard. Need help? See How to Submit and Upload an Assignment
- Using Microsoft Office. Need the program? It's FREE for currently enrolled students. See Microsoft Office for Students.
- Taking online examinations.

Technology Requirements

It is expected that you have the following skills: sending/receiving emails, attaching documents to emails, creating tables, using Microsoft Word, PowerPoint, and submitting artifacts to Blackboard. However, if you are struggling with technology, please post your questions on Questions & Coffee forum, or contact the Information Technology Services help desk http://www.tamusa.edu/its/index.html. In many cases, you can find answers to your question on Google or other search engines.

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Important Policies and Resources

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For Texas A&M University-San Antonio important policies and resources, see the document entitled "Important Policies and Resources Fall 2022."