



TEXAS A&M UNIVERSITY-SAN ANTONIO

Applied Behavior Analysis

**ABA 5301 Concepts and Principles in ABA/
EDSE 5353 Advanced Applied Behavior Analysis
Fall 2024 1st 8 Weeks**

Instructor Information

- **Instructors:** Drs. Janet Sanchez Enriquez & Ruby Mannankara-Cabrera
- **Office Hours:** By Appointment Only via Email to schedule
- **Email:** Dr. Janet Sanchez Enriquez (jerinquez@tamusa.edu) & Dr. Ruby Mannankara-Cabrera (rcabrera@tamusa.edu)

Course Description

This course covers the basic concepts that are necessary to scientifically analyze behavior. The fundamental principles discovered through these analyses are introduced. Students will learn about respondent and operant conditioning, the three-term contingency, and difficulties faced when implementing ABA.

Course Prerequisite

None

Course Structure

Asynchronous with highly encouraged synchronous classes on Thursdays from 5:30-8:15 pm.

Student Learning Outcomes/Objectives

Upon completion of the course, the student will be able:

1. Define the concepts of behavior analysis.
2. Identify the six principles of applied behavior analysis and provide examples from applied settings.

3. Explain how to utilize the concepts and principles of behavior to change behavior in applied settings.
4. Describe the difficulties of implementing behavior change procedures in applied settings.

BACB® 5th Edition Task List Items

Students will learn the following items from the BACB® 5th edition task list:

B. Concepts and Principles

- B-1 Define and provide examples of behavior, response, and response class.
- B-2 Define and provide examples of stimulus and stimulus class.
- B-3 Define and provide examples of respondent and operant conditioning.
- B-4 Define and provide examples of positive and negative reinforcement contingencies.
- B-5 Define and provide examples of schedules of reinforcement.
- B-6 Define and provide examples of positive and negative punishment contingencies.
- B-7 Define and provide examples of automatic and socially mediated contingencies.
- B-8 B-8 Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers.
- B-9 Define and provide examples of operant extinction.
- B-10 Define and provide examples of stimulus control.
- B-11 Define and provide examples of discrimination, generalization, and maintenance.
- B-12 Define and provide examples of motivating operations.
- B-13 Define and provide examples of rule-governed and contingency-shaped behavior.
- B-14 Define and provide examples of the verbal operants.
- B-15 Define and provide examples of derived stimulus relations.

Professional Development Competencies Alignment with Course Content

This course is designed to provide the graduate candidate with opportunities to demonstrate standards and competencies within the **CEC Standard for Advanced Special Education Behavior Intervention Specialist (SEBIS) Core**.

Standard 1 (Assessment)

1. Variety of methods for assessing and evaluating the performance of individuals with exceptionalities (ASCI1 K2)
2. Evaluate an individual's success in the general education curriculum (ASCI1 K4)
3. Advocate for evidence-based practices in assessment (ASCI1 S3)

4. Communicate the assessment of the individual's performance and evaluation of behavior intervention plans (SEBIS1 S1)

Standard 2 (Program, Services, and Outcomes)

5. Continuum of program options and services available to individuals with exceptionalities (ASCI3 K3)
6. Concepts and principles of behavior support and programming (SEBIS3 K1)
7. Relationship of academic competence and social-emotional and behavior competence (SEBIS3 K2)
8. Interrelationship of co-occurring diagnoses and the impact on behavior intervention planning (SEBIS3 K4)
9. Connect educational standards to specialized instructional services (ASCI3 S1)
10. Use assessment information to identify and incorporate function-based techniques into behavior intervention plans (SEBIS3 S3)

Standard 3 (Research & Inquiry)

11. Research in positive behavior interventions and supports and applied behavior analysis that supports individuals with behavior challenges and their families (SEBIS4 K1)
12. Evidence-based promising practices and program models that address social emotional competence (SEBIS4 K2)
13. Evaluate the quality of research examining positive behavior intervention strategies and disseminate new advances and evidence-based practices (SEBIS4 S1)

Standard 4 (Leadership & Policy)

14. Characteristics and behavior support needs of individuals with challenging behavior (SEBIS5 K1)
15. Responsibilities and functions of school committees and boards regarding the behavior support and discipline of individuals with behavior challenges (SEBIS5 K2)
16. Relationship of challenging behavior patterns and access to behavior supports (SEBIS5 K3)
17. Promote use of a continuum of services and placement options, to meet the needs of individuals with behavior challenges (SEBIS5 S1)

Standard 5 (Professional & Ethical Practice)

18. Legal rights and responsibilities, of individuals, staff, and parents/guardians (ASCI6 K1)
19. Moral and ethical responsibilities of educators (ASCK6 K2)
20. Ethical and moral implications of intrusive and aversive interventions (SEBIS6 K1)
21. Systems development that promotes fidelity of implementation and sustainability of behavior intervention plans (SEBIS6 K2)
22. Advocate for interventions for individuals with challenging behavior (SEBIS6 S1)

Standard 6 (Collaboration)

23. Strategies for promoting integrated systems of care and self-determination that include individuals with challenging behaviors, family, and community agencies (SEBIS7 K1)

Textbook & Course Materials

- **Required Texts:**

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

American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: The official guide to APA style (7th ed.)*. American Psychological Association.

- **Required Readings:**

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.

Barnett, J. H., Zucker, S. H., & More, C. M. (2021). Applied behavior analysis in today's schools: An Imperative for serving students with autism spectrum disorder.

Barrish, H. H., Saunders, M., & Wolf, M. M. (1969). Good behavior game: Effects of individual contingencies for group consequences on disruptive behavior in a classroom. *Journal of Applied Behavior Analysis*, 2, 119-124.

Carr, E.G., & Durand, V.M. (1985). Reducing behavior problems through functional communication training. *Journal of Applied Behavior Analysis*, 18(2), 111-126
10.1901/jaba.1985.18-111

Feeney, D. M. (2022). Self-talk monitoring: A how-to guide for special educators. *Intervention in School and Clinic*, 57(5), 298-305.
<https://doi.org/10.1177/10534512211032575>

Keller, F. S. (1968). "Good-bye, teacher ...". *Journal of Applied Behavior Analysis*, 1, 79-89.

Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children*, 71, 165-179.

Koegel, L. K., Koegel, R. L., & Parks, D. R. (1992). How to teach self-management to people with severe disabilities.: A Training Manual. University of California, Santa Barbara.
<https://files.eric.ed.gov/fulltext/ED336880.pdf>

Vollmer, T. R., Iwata, B. A., Zarcone, J. R., Smith, R. G. & Mazaleski, J. L. (1993). The role of attention in the treatment of attention-maintained self-injurious behavior: noncontingent reinforcement and differential

reinforcement of other behavior. *Journal of Applied Behavior Analysis*, 26, 9–21.

Mize, M., Park, Y., & Carter, A. (2022). Technology-based self-monitoring system for on-task behavior of students with disabilities: a quantitative metaanalysis of single-subject research. *Journal of Computer Assisted Learning*, 38(3), 668–680.
<https://doi.org/10.1111/jcal.12639>

● Recommended Text

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied Behavior Analysis* (3rd ed.). Pearson Education Limited.

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

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

READING REFLECTION (42 points; 7 at 6 POINTS EACH)

You are required to complete the assigned readings (e.g., textbook chapters, articles), view videos, and/or complete other activities assigned in each module. To participate in the discussion for each week, you will be required to complete a reading reflection. In your reading reflection you will 1) identify and describe the most important takeaway points 2) formulate one question that can be used to discuss the material with your classmates, and 3) respond to two peers to continue discussion. Your Reading Reflections are meant to be thought provoking and not just a way to show you’ve memorized the readings. The reading reflection including aforementioned components 1 and 2 should be at least 250 words (about 1 double spaced page in 12-point font).

See Blackboard for the reading reflection grading rubric. There will be a total of 7 reading reflections (weeks 1-7), each worth 6 points for a total of 42 points.

ARTICLE REVIEW (2 at 10 POINTS EACH)

You will be required to complete a review of two peer-reviewed research articles. These articles may be articles that you choose to use for your mini-research paper. You will use the library search engine to generate two peer-reviewed research journal articles and answer the following questions in a 2–3-page article review.

1. What is (are) the research question(s)?

2. Describe the participants and settings of the study.
3. Describe the reliability and validity of all the instruments used.
4. How was the data analyzed?
5. What is (are) the major finding(s)?

You will report your critique in APA 7 format with a title page, body of work, and reference page with the peer-reviewed article of your choice.

The Article Review grading rubric found on Blackboard provides additional detail. You will complete 2 articles reviews, each worth 10 points, for a total of 20 points.

BEHAVIOR CHANGE PROJECT (20 POINTS)

You will conduct an abbreviated ABA intervention on yourself.

Steps for completing this assignment:

1. Choose a behavior to observe
2. Obtain 2 baseline data points
3. Formulate a behavior change objective (what you hope to attempt to change in the behavior over the 2-week period) based on your baseline assessment (this must be measurable and observable).
4. Develop an intervention based on ABA principles
5. Implement the intervention and take data EVERY DAY for 2 weeks.
6. Graph data daily and take anecdotal notes.
7. Write a paper that include the following components
 - a. Target behavior
 - b. Behavioral objective
 - c. Graphed data
 - d. Summary and interpretation of the data (3 page minimum)
8. Prepare a 4–6-minute presentation of your project.

The Behavior Change Project grading rubric found on Blackboard provides additional detail. The behavioral intervention project is worth 20 points.

MINI RESEARCH PAPER (20 POINTS)

You will research and analyze a topic from the list of choices below:

- Discrete Trial Training
- Lovaas Approach/Method
- Pivotal Response Treatment
- Natural Environment Training
- Verbal Behavior
- Cognitive Behavioral Therapy
- Social Skills Training
- Check In/Check Out System

- Group Contingencies
- Peer Mediation
- Other Behavioral Topics (only with approval from Instructor)

This paper must thoroughly explain (with research-supported evidence) the following *at minimum*:

- Peer-reviewed research that highlights the chosen topic
- Historical attributes to the topic (e.g., past theorists or researchers)
- Population: With whom is the topic used (e.g., age of individuals, specific groups of individuals, process and frequency, who can administer/conduct)?
- Data: What type of data can be collected through use and/or analysis of your topic and why would this data collection be useful in the analysis of a behavior?
- Training and/or certification to administer intervention (if applicable)
- What technological components are there to the intervention?
- Other relevant information that is pertinent to your topic

The paper must be a minimum of 10 (maximum of 15) pages of narrative (does not include cover page, abstract, table of contents, or reference/appendix pages), double-spaced with 1" margins in 12 size traditional font. APA 7th Edition must be utilized with all aspects of this paper. References must be current (2012 and later), unless it is considered a seminal article, and extensive enough to support research (minimum of 7). Research papers will be submitted through a TurnItIn link provided to you in Blackboard. All work must be original. The mini research paper grading rubric found on Blackboard provides additional detail. The mini research paper is worth 25 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/Module Date	Topic	Readings	Assignments (Due Dates)
1 August 26	Roots of Applied Behavior Analysis and Responsible Use	Alberto et al. (2021) Chapters 1 & 2 Baer, Wolf, & Risley (1968)	Reading Reflection 1 (Due 9/1)

2 September 2	Objectives, Data, Graphic	Alberto et al. (2021) Chapters 3, 4, & 5	Reading Reflection 2 (Due 9/8)
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Week/Module Date	Topic	Readings	Assignments (Due Dates)
3 September 9	Single-Subject Designs & Functions of Behavior	Alberto et al. (2021) Chapters 6 & 7 Horner et al. (2005) Carr & Durand (1985)	Reading Reflection 3 (Due 9/15) Article Review 1 (Due 9/15)
4 September 16	Consequences to Increase and Decrease Behavior	Alberto et al. (2021) Chapters 8 & 9 Barrish et al. (1969)	Reading Reflection 4 (Due 9/22)
5 September 23	Differential Reinforcement & Generalization	Alberto et al. (2021) Chapter 10 & 11 Vollmer et al. (1993)	Reading Reflection 5 (Due 9/29) Article Review 2 (Due 9/29)
6 September 30	Self-Monitoring	Alberto et al. (2021): Chapter 12 Feeney (2022) Koegel et al. (1992)	Reading Reflection 6 (Due 10/6)
7 October 7	Putting it all together	Alberto et al. (2021) Chapter 13 Barnett et al. (2021) Keller (1968)	Reading Reflection 7 (Due 10/13) Mini-Research Paper (Due 10/13)
8 October 14	Course wrap-up	Complete Behavior Change Project	Behavior Change Project (Due 10/16)

KEY DATES

August 26, 2024	First day of class
September 2, 2024	Labor Day Holiday (No class)
September 3, 2024	Census Date
September 11, 2024	Last day to apply for Graduation
September 30, 2024	Last day to drop a course with a W
October 4, 2024	Last day to withdraw from the university
October 14, 2024	Last day of scheduled classes for weekday classes
October 19, 2024	Grades available in JagWire
November 28-30, 2024	Thanksgiving Holiday
December 24-January 1	Winter Break

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
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Grading

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Points	Description
7 at 6 points each = 42 points	Reading Reflections
2 at 10 points each = 20 points	Article Reviews
20 points	Behavior Change Project
20 points	Mini Research Paper
102 points	Total Points Possible

A grade of B or better must be earned on all graduate ABA courses.

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

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%	Need Improvement
D	60-69%	Inadequate
F	0-59%	Failing

A grade of B or better must be earned on all graduate ABA courses.

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.

Generative AI

Intellectual honesty is vital to an academic community and for my fair evaluation of your work. Writing, analytical, and critical thinking skills are part of the learning outcomes of this course. Developing strong competencies in this area will prepare you for a competitive workplace. All work submitted on this course must be your own, completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software. Assignments submitted through the course Turnitin platform in BlackBoard will include AI detection as a part of the standard plagiarism screening.

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 needed skills and attributes that will enable them to be 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 communications. 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.

University Important Policies and Resources

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