

Basic Principles of Applied Behavior Analysis
Course 1001
(3 credits)

A. Course Description:

This course covers the characteristics and basic concepts of applied behavior analysis (ABA). Students review literature on principles of behavior and prepare assignments that facilitate acquisition of the principles covered in class. The course emphasizes the application of ABA to students with special needs in home, school, and community settings. Specific topics include: assumptions and dimensions of ABA, behavioral terminology and principles, and basic behavior change techniques (i.e., reinforcement). Upon completion of this course, students are expected to have a beginning knowledge base of the basic concepts, principles, and techniques of applied behavior analysis.

B. Course Objectives:

Upon completion of this course, students will be able to:

1. Define the assumptions and characteristics of ABA;
2. Distinguish between Experimental Analysis of Behavior, Applied Behavior Analysis, and Behaviorism;
3. Define basic behavioral terminology;
4. Define basic principles of ABA;
5. Understand schedules of reinforcement;
6. Define and use operational reinforcement to change behavior;
7. Define and use differential reinforcement to change behavior;
8. Understand how to use punishment to eliminate inappropriate behavior.

C. Course Requirements:

Students are expected to participate during in-class discussions and group activities. As such, 90% attendance is required. Additional course requirements include:

- Chapter Study Guides: Students define terms and answer questions while reading assigned chapters from required texts.
- Topic Worksheets: Students complete worksheets either as homework or in-class activities. The worksheets are intended to facilitate learning of the topics presented in the readings.
- Flashcards: Students complete flashcards with terms and definitions. During each class, time will be devoted to flashcard review.
- Journal Article Summary Worksheets: Students complete worksheets for a minimum of 2 assigned journal articles throughout the semester. The articles illustrate applications of the concepts and techniques discussed in class. The worksheets require students to identify specific information from the article (i.e., participants, target behaviors, etc.) and are designed to prepare students to write journal article summaries in narrative format.

D. Evaluation:

Course Grading:

- 10% in-class participation (i.e., discussions, group activities)
- 20% quizzes
- 20% homework assignments (e.g., journal article summary)
- 25% midterm
- 25% final

E. Methodology

The course consists of discussion, in-class activities, homework assignments, and quizzes. There are a limited number of lectures. All lectures, activities, assignments, and quizzes are based on assigned readings. In addition, students are required to make flashcards of the terms and concepts learned in class. Each week, class time will be devoted to flashcard review.

F. Topical Outline

Topic Area	Readings Due	Assignments Due
<ul style="list-style-type: none">• Overview of Course• Student Introductions• Pre-Test		
TOPIC 1: Introduction to ABA & Quiz 1	<ul style="list-style-type: none">• Cooper Ch. 1• M&P Ch.1 & 2• Ervin, Miller & Friman article	<ul style="list-style-type: none">• Cooper Ch. 1 Key Terms• Review BACB Task List Content Area 2
TOPIC 2: Fundamental Terms and Concepts & Quiz 2 <ul style="list-style-type: none">• Behavior• Response• Stimulus• Environment• Respondent• Operant Conditioning• Respondent Conditioning• Reflex• Unconditioned stimulus• Conditioned stimulus• Response class• Stimulus class• Antecedent	<ul style="list-style-type: none">• Cooper Ch. 2• Study guide• Definition of behavior worksheet• Basic concepts discussion questions• Kennedy & Itkonen article	<ul style="list-style-type: none">• Cooper Ch. 2 Key Terms• Review BACB Task List Content Area 3

<ul style="list-style-type: none"> • Consequence • ABC Contingency • Positive Reinforcement (Type 1) • Negative Reinforcement (Type 2) • Positive Punishment • Negative Punishment • Functional relationship • Establishing Operations • Satiation • Deprivation • Setting event • Contingency vs. rule-governed behavior 		
<p>TOPIC 3: Reinforcement & Quiz 3</p> <ul style="list-style-type: none"> • Positive reinforcement • Negative reinforcement • Conditioned reinforcement • Intermittent reinforcement • Schedules of reinforcement • Primary, secondary, generalized reinforcer • Preference / reinforcer assessments 	<ul style="list-style-type: none"> • Cooper Ch. 11, 12 & 13 • M&P Ch. 3, 4, 6, & 7 • Roane et al article 	<ul style="list-style-type: none"> • Cooper Ch. 11, 12, & 12 Key Terms • Review BACB Task List Content Area 3 & 9
<p>TOPIC 4: Punishment & Quiz 4</p> <ul style="list-style-type: none"> • Eliminating inappropriate behavior through punishment 	<ul style="list-style-type: none"> • M&P Ch. 12 • Rehfeldt & Chambers article 	<ul style="list-style-type: none"> • Review BACB Task List Content Area 9
Behavior Therapy with Children with Autism	<ul style="list-style-type: none"> • Let Me Hear Your Voice 	

G. Course Format

Classes are held for three hours one evening a week for 11 weeks.

H. Texts and Required Readings:

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis*. New Jersey: Prentice Hall.

Martin, G.L., & Pear, J. (2007). *Behavior modification: What it is and how to do it*. New Jersey: Prentice Hall.

Maurice, C. (1994). *Let me hear your voice*. New York: Random House.

Journal Articles:

Ervin, R. A., Miller, P. M., & Friman, P. C. (1996). Feed the hungry bee: Using positive peer reports to improve the social interactions and acceptance of a socially rejected girl in residential care. *Journal of Applied Behavior Analysis*, 29, 251–253.

Kennedy, C.H. & Itkonen, T. (1993). Effects of setting events on the problem behavior of students with severe disabilities. *Journal of Applied Behavior Analysis*, 26, 321-327.

Rehfeldt, R.A. & Chambers, M.R. (2003). Functional analysis and treatment of verbal perseverations displayed by an adult with autism. *Journal of Applied Behavior Analysis*, 36, 259-261.

Roane, H.S., Vollmer, T.R., Ringdahl, J.E., & Marcus, B.A. (1998). Evaluation of brief stimulus preference assessment. *Journal of Applied Behavior Analysis*, 31, 605-620.

Additional selected readings (TBA).