

**Experimental Applications of Interventions and Ethical Considerations**  
**Course 1003**  
(3 credits)

**A. Course Description:**

Students will continue their learning about basics of behavioral assessment including measuring and displaying data. Students also will learn how to apply assessment results to modify challenging behaviors and how to use single-subject experimental designs to evaluate the effects of treatment interventions. This course also covers ethical issues in behavior analysis and in the data collection and implementation of intervention strategies in applied settings.

**B. Course Objectives:**

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

1. Measuring and displaying data;
2. Apply assessment results to modify challenging behavior;
3. Determine environmental modifications that promote behavior change;
4. Identify single-subject designs;
5. Use single-subject designs to evaluate the effects of treatment interventions;
6. Understand the importance of training behavior change agents to maintain and generalize behavior.
7. Identify and understand ethical issues in applied settings;
8. Identify and understand ethical issues when working with families;
9. Identify and understand ethical issues when implementing behavior change techniques with individuals and the impact the decisions can have on various individuals.

**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.
- In-Class/Homework Assignments: Throughout the class, students have several opportunities, both in and outside of class, to practice measuring and displaying data.

## **D. Evaluation:**

### **Course Grading:**

10% in-class participation (i.e., discussions, group activities)

20% quizzes

20% homework assignments

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"><li>• Overview of Course</li><li>• Student Introductions</li><li>• Pre-Test</li></ul>		
TOPIC 1: Ethical Considerations in Applied Behavior Analysis <ul style="list-style-type: none"><li>• As applied to collecting data</li><li>• As applied to intervening with families</li><li>• As applied to choosing strategies and implementing behavior intervention plans</li></ul>	<ul style="list-style-type: none"><li>• Cooper Ch. 29</li><li>• M&amp;P Ch. 29 &amp; 30</li><li>• Behavior Analyst Certification Board® Guidelines for Responsible Conduct Article</li></ul>	<ul style="list-style-type: none"><li>• Cooper Ch. 29 Key Terms</li></ul>
TOPIC 2: Data Display <ul style="list-style-type: none"><li>• Data Display Quiz</li></ul>	<ul style="list-style-type: none"><li>• Cooper Ch. 6</li><li>• Gresham, Gansle &amp; Noell article</li></ul>	<ul style="list-style-type: none"><li>• Cooper Ch. 6 Key Terms</li><li>• Review BACB Task List Content Area 7</li></ul>
TOPIC 3: Analyzing Behavior Change	<ul style="list-style-type: none"><li>• Cooper Ch. 7</li></ul>	<ul style="list-style-type: none"><li>• Cooper Ch. 7 Key Terms</li></ul>
TOPIC 4: Analysis Designs <ul style="list-style-type: none"><li>• Analytic tactics using withdrawal, reversal, multi-element treatment conditions</li><li>• Analytic tactics using multiple baselines and changing criteria</li></ul>	<ul style="list-style-type: none"><li>• Cooper Ch. 8 &amp; 9</li></ul>	<ul style="list-style-type: none"><li>• Cooper Ch. 8 &amp; 9 Key Terms</li></ul>
TOPIC 5: Research Design	<ul style="list-style-type: none"><li>• Cooper Ch. 10</li></ul>	<ul style="list-style-type: none"><li>• Cooper Ch. 10 Key</li></ul>

<ul style="list-style-type: none"> <li>• Research Design Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• M&amp;P Ch. 23</li> </ul>	<ul style="list-style-type: none"> <li>• Terms</li> <li>• Review BACB Task List Content Area 2</li> </ul>
<p>TOPIC 6: Determining Intervention Strategies</p>	<ul style="list-style-type: none"> <li>• M&amp;P Ch. 24</li> </ul>	<ul style="list-style-type: none"> <li>• Martin &amp; Pear Ch. 24 Study Questions</li> </ul>

**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.

**Journal Articles:**

Gresham F.M, Gansle K, Noell G.H. (1993). Treatment integrity in applied behavior analysis with children. *Journal of Applied Behavior Analysis*, 26, 257–263.

Kurtz, P.F., Chin, M.D., Huete, J.M., Tarbox, R.S.F., O’Connor, J.T., Paclawskyj, T.R., & Rush, K.S. (2003). Functional analysis and treatment of self-injurious behavior in young children: A summary of 30 cases. *Journal of Applied Behavior Analysis*, 36, 205-219.

Additional readings TBA.