

Behavioral Interventions and Systems Support
Course 1004
(4 credits)

A. Course Description:

This course requires students to integrate and apply their knowledge of basic behavioral concepts and measurement to both the treatment of challenging behavior and the development of adaptive skills. Both antecedent- and consequence-based behavioral interventions are presented through text readings, case studies, and applied research articles. Students also learn how to analyze research articles published in peer-reviewed journals and discuss ethical issues in the application of behavioral principles and procedures in applied settings. This course requires completion of a comprehensive research project and paper that is written in journal format using APA style.

B. Course Objectives:

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

1. Understand why it is important to refer to current research when determining treatment interventions;
2. Distinguish between antecedent and consequence-based procedures;
3. Understand and use several antecedent-based interventions to modify behavior;
4. Understand and use self-management procedures to change behavior;
5. Understand and use token economies to improve behavior;
6. Understand and use contingency contracts to improve behavior;
7. Understand and use chaining, prompting, instructions, rules, modeling, and imitation to teach behaviors and skills;
8. Explain verbal behavior and functional communication approaches to teaching language;
9. Understand basic stimulus equivalence and how it can be used to facilitate skill acquisition;
10. Understand and use discrete trial methodology, incidental teaching, precision teaching, and personalized system of instruction to teach skills;
11. Understand and use matching law to change behavior;
12. Understand and use behavioral momentum can improve behavior;
13. Identify methods to generalize and maintain behavior;
14. Understand and use punishment procedures to change behavior;
15. Conduct a research project that incorporates the objectives stated above;
16. Write a brief research article in APA style.

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 identifying antecedents, replacement skills, and consequence-based strategies for target behaviors.

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"> • Overview of Course • Student Introductions • Pre-Test 		
TOPIC 1: Imitation <ul style="list-style-type: none"> • Imitation Quiz 	<ul style="list-style-type: none"> • Cooper Ch. 18 • Young, Krantz & McClannahan article 	<ul style="list-style-type: none"> • Cooper Ch. 18 Key Terms • Cooper Ch. 18 Study Questions • Review BACB Task List Content Area 3
TOPIC 2: Chaining <ul style="list-style-type: none"> • Chaining Quiz 	<ul style="list-style-type: none"> • Cooper Ch. 20 • M&P Ch. 11 • MacDuff, Krantz & McClannahan article 	<ul style="list-style-type: none"> • Cooper Ch. 20 Key Terms • Cooper Ch. 20 Study Questions • Review BACB Task List Content Area 8, 9

<p>TOPIC 3: Antecedent Interventions</p> <ul style="list-style-type: none"> • Antecedent Interventions Quiz 	<ul style="list-style-type: none"> • Cooper Ch. 23 • Carr, & Durand article 	<ul style="list-style-type: none"> • Cooper Ch. 23 Key Terms • Cooper Ch. 23 Study Questions • Review BACB Task List Content Area 9
<p>TOPIC 4: Motivating Operations</p> <ul style="list-style-type: none"> • Motivating Operations Quiz 	<ul style="list-style-type: none"> • Cooper Ch. 16 • Laraway et al article 	<ul style="list-style-type: none"> • Cooper Ch. 16 Key terms • Cooper Ch. 16 Study Questions • Review BACB Task List Content Area 3
<p>TOPIC 5: Punishment</p> <ul style="list-style-type: none"> • Punishment Quiz 	<ul style="list-style-type: none"> • Cooper Ch. 14 & 15 • Hanley et al article • Conyers et al article 	<ul style="list-style-type: none"> • Cooper Ch. 14 & 15 Key Terms • Cooper Ch. 14 & 15 Study Questions • Review BACB Task List Content Area 3, 9
<p>TOPIC 7: Verbal Behavior</p> <ul style="list-style-type: none"> • Verbal Behavior Quiz 	<ul style="list-style-type: none"> • Cooper Ch. 25 • Wallace, Iwata, & Hanley article 	<ul style="list-style-type: none"> • Cooper Ch. 25 Key Terms • Cooper Ch. 25 Study Questions • Review BACB Task List Content Area 3, 9
<p>TOPIC 8: Contingency Contracting, Token Economy and Group Contingencies</p> <ul style="list-style-type: none"> • Contingency Contracting Quiz 	<ul style="list-style-type: none"> • Cooper Ch. 26 • M&P Ch. 25 • Egel article 	<ul style="list-style-type: none"> • Cooper Ch. 26 Key Terms • Cooper Ch. 26 Study Questions • Review BACB Task List Content Area 9
<p>TOPIC 9: Self Management and Self-control</p> <ul style="list-style-type: none"> • Self Management Quiz 	<ul style="list-style-type: none"> • Cooper Ch. 27 • M&P Ch. 26 • Koegel et al article 	<ul style="list-style-type: none"> • Cooper Ch. 27 Key Terms • Cooper Ch. 27 Study Questions • Review BACB Task List Content Area 9
<p>TOPIC 10: Generalization</p> <ul style="list-style-type: none"> • Generalization Quiz 	<ul style="list-style-type: none"> • Cooper Ch. 28 • M&P Ch. 165 • Pierce, & Schreibman article 	<ul style="list-style-type: none"> • Cooper Ch. 28 Key Terms • Cooper Ch. 28 Study Questions • Review BACB Task List Content Area 3

G. Course Format

Classes are held for four 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:

Carr, E.G. & Durand, V.M. (1985). Reducing behavior problems through functional communication training. *Journal of Applied Behavior Analysis*, 18, 297-314.

Conyers C, Miltenberger R, Maki A, Barenz R, Jurgens M, Sailer A, et al. (2004). A comparison of response cost and differential reinforcement of other behavior to reduce disruptive behavior in a preschool classroom. *Journal of Applied Behavior Analysis*, 37, 411–415.

Egel, A.L. (1981). Reinforcer variation: Implications for motivating developmentally disabled children. *Journal of Applied Behavior Analysis*, 14, 345-350.

Hanley G.P, Piazza C.C, Fisher W.W, Maglieri K.M. (2005). On the effectiveness of and preference for punishment and extinction components of function-based interventions. *Journal of Applied Behavior Analysis*, 38, 51–66.

Iwata, B.A., Dorsey, M.F., Slifer, K.J., Bauman, K.E., & Richman, G.S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis*, 27, 197-209.

Koegel, L. K., Koegel, R. L., Hurley, C., & Frea, W. D. (1992). Improving social skills and disruptive behavior in children with autism through self-management. *Journal of Applied Behavior Analysis*, 25, 341-353.

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.

Laraway S, Snyckerski S, Michael J, Poling A (2003). Motivating operations and terms to describe them: Some further refinements. *Journal of Applied Behavior Analysis*, 36, 407–414.

MacDuff, G.S., Krantz, P.J., MacDuff, M.A., & McClannahan, L.E. (1988). Providing incidental teaching for autistic children: A rapid training procedure for therapists. *Education and Treatment of Children*, 11, 205-217.

Pierce, K. L., & Schreibman, L. (1994). Teaching daily living skills to children with autism in unsupervised settings through pictorial self-management. *Journal of Applied Behavior Analysis*, 27, 471-481.

Wallace, M.D., Iwata, B.A., & Hanley, G.P. (2006). Establishment of mands following tact training as a function of reinforcer strength. *Journal of Applied Behavior Analysis*, 39, 25-34.

Young, J. M., Krantz, P. J., McClannahan, L. E., & Poulson, C. L. (1994). Generalized imitation and response-class formation in children with autism. *Journal of Applied Behavior Analysis*, 27, 685-697.

Additional readings TBA.