

Seminar in Applied Behavior Analysis
Course 1005
(4 credits)

A. Course Description:

Students will read, discuss, and review the research literature in the major areas of applied behavior analysis. Through active participation in seminar discussions on assigned readings, students will learn to formulate and articulate their positions in various ethical dilemmas as well as to analyze various issues, using behavioral concepts and principles. Students will also write a research proposal paper, through which they will learn selection of assessments and subsequent intervention strategies, measurement and display of behavior change, and experimental evaluation of interventions.

B. Course Objectives:

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

1. Be fluent in the use of behavioral concepts and principles when discussing variety of topics of applied behavior analysis;
2. Discuss and articulate ethical dilemma and solutions in various areas of applied behavior analysis;
3. Interpret and critique research on a variety of issues and across a variety of domains in the field of applied behavior analysis;
4. Formulate and articulate their position on various topics;
5. Select assessment and intervention strategies in the area of their interest;
6. Specify measurement and display methods of behavior changes on the selected intervention;
7. Determine experimental evaluation of the expected outcomes of the selected intervention;
8. Critique experimental methods in the research articles.

C. Course Requirements:

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

- Weekly reading assignments in various topics in applied behavior analysis.
- Discussion leaders: Students are assigned to be a discussion leader for two topics. The leader is expected to show knowledge in the selected topics and facilitate discussions.
- Writing a research proposal paper: Students select their own topic of research and develop a proposal. This includes 1) thorough literature review in the area and purpose of the study, 2) method section that specifies participants, setting, dependent variables, and independent variables, and 3) evaluation methods and expected outcome (data) presentation.
- Presentations: Students present their research proposal paper outline and final proposal paper.

D. Evaluation:

Course Grading:

Weekly Participation & Reading

20% Seminar discussion preparation

20% Discussion leader in 2 topics (i.e., preparation and in-class leadership)

Writing Research Proposal Paper

5% Written outline of research proposal

5% Introduction section of research proposal

10% Method section of research proposal

25% Full written research proposal

Presentation

5% Presentation of research proposal outline

10% Presentation of research proposal

E. Methodology:

The course consists of in-class discussions, being a discussion leader for selected topics, development of research proposal paper, and presentation of research proposal paper. Limited portion of the class is spent for instructor lectures.

Participation (20%): Seminar preparation is critical because the quality of seminar depends largely on its participants. Each student will be expected to submit 3 discussion questions for each article or chapter to read for that class session. The questions can be conceptual or clarification question (any parts you did not fully understand).

Discussion leader (20%): Each student will be a discussion leader twice in the course. Discussion leaders are expected to read materials thoroughly in order to articulate issues and lead discussions by the peer participants.

Pop-quiz, mid-term, and final exam will be given if it becomes clear to the instructor that students do not read material sufficiently to carry out meaningful discussions.

Research proposal paper (45%): The paper should be between 10 and 30 double-spaced pages, not including references and figures/tables. Research proposal paper should include the following sections: 1) Introduction section including literature review, 2) Method section, and 3) Expected results section. APA guidelines are preferred.

Presentation (15%): Each student will present his or her final proposal paper. All presenters are required to use some visual display, such as Powerpoint or hand outs. Presenters should present as if they would present for their Master's thesis proposal.

F. Topical Outline:

Topic Area	Handbook of ABA	Journal Articles
<ul style="list-style-type: none"> • Overview of Course • Discussion leader assignment 		
Topic 1: Stimulus preference and reinforce assessment	Chapter 1: Stimulus preference assessment	Lindauer, et al. (2002). A comparison of multiple reinforce assessments ...
Topic 2: Acquisition of people with developmental disabilities	Chapter 2: Behavioral acquisition of persons with disabilities	Paclawskyj, et al. (2001). Assessment of the convergent validity of...
Topic 3: Habit disorders	Chapter 6: Assessment and treatment of habit disorders	Carr, et al. (1996). A functional-analytic approach to...
Topic 4: Behavioral Psychotherapy	Chapter 10: Behavioral Psychotherapy and ...	Hayes & Wilson (1994). Acceptance and commitment therapy: Altering... Kohlenberg, et al. (1993). Radical behavioral psychotherapy: Two..
Topic 5: Functional analysis model	Chapter 3: Functional analysis model of behavior assessment Chapter 4: Current issues in the function-based treatment of aberrant behaviors	Carr, et al. (2000). A review of "noncontingent" reinforcement...
Topic 6: Performance analysis & Organizational behavior management	Chapter 12: Organizational behavior management in human service setting Chapter 14: Performance analysis and performance diagnosis	Shier, et al. (2003). Using task clarification, checklists and performance feedback to...
Topic 7: Behavioral pediatrics & Troubled adolescents	Chapter 7: Behavioral pediatrics: The confluence of... Chapter 8: Behavioral, family-style residential care for troubled out-of-home adolescents	Roll, et al. (1996). An experimental comparison of three different schedules of reinforcement
Topic 8: Occupational safety	Chapter 15: Behavioral approaches to organizational safety	Komaki, et al. (1978). A behavioral approach to occupational safety
Topic 9: Brain injury rehabilitation	Chapter 9: Behavioral contributions to brain-injury rehabilitation	Mozzoni & Bailey (1996). Improving training methods in brain injury rehabilitation

Topic 10: Behavioral consultation	Chapter 16: Behavior consultation	Hyatt & Tingstrom (1993). Consultants' use of jargon during intervention presentation
Topic 11: Autism	Chapter 11: Behavioral interventions for children with Autism	McEachin & Lovaas (1993). Long-term outcome for children with autism who received early..
Topic 12: Behavioral sports psychology	Chapter 17: Behavioral sport psychology	Ward & Carnes (2002). Effects of posting self-set goals on...
Topic 13: College teaching	Chapter 19: Behavioral approaches to college teaching	Anderson et al. (1988). Performance posting, goal setting, and activity-contingent...
Topic 14: School psychology	Chapter 5: Behavior analysis and school psychology	Eckert, et al. (2002). Improving oral reading fluency A brief experimental analysis of ...
Topic 15: Conceptual topics	N/A	Stromer, et al. (2000). Designing interventions that include delayed reinforcement... Dougher & Hacked (2000). Establishing operations, cognition, and emotion.

G. Course Format:

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

H. Texts and Required Readings:

Austin, J., & Carr, J.E.. (2000). Handbook of Applied Behavior Analysis. Reno, Nevada: Context Press.

Journal Articles:

1. Anderson, D.C, Crowell, C.R., Doman, M., & Howard, G.S. (1988). Performance posting, goal setting, and activity-contingent praise as applied to a university hockey team. *Journal of Applied Psychology*, 73 (1), 87-95.
2. Carr, J.E., Taylor, C.C., Wallander, R. J., & Reiss, M. L. (1996). A functional-analytic approach to the diagnosis of a transient tic disorder. *Journal of Behavior Therapy and Experimental Psychiatry*, 27, 291-297.
3. Dougher, M.J., & Hackerbert, L. (2000). Establishing operations, cognitions, and emotion. *The Behavior analyst*, 23 (1), 11-24.
4. Eckert, T.L., Ardoin, S.P., Daly, E.J., III, Martens, B.K. (2002). Improving oral reading fluency: A brief experimental analysis of combining an antecedent intervention with consequences. *Journal of applied Behavior Analysis*, 35 (3), 271-281.
5. Hayes, S. C., & Wilson, K.G. (1994). Acceptance and commitment therapy: Altering the verbal support for experiential avoidance. *Behavior Analyst*, 17 (2), 289-303.

6. Hyatt, S., & Tingstrom, D. (1993). Consultants' use of jargon during intervention presentation: An evaluation of presentation modality and type of intervention. *School Psychology Quarterly*, 8 (2), 99-109.
7. Kohlenberg, R.J., Hayes, S. C., & Tsai, M. (1993). Radical behavioral psychotherapy: Two contemporary examples. *Clinical Psychology Review*, 13, 579-572.
8. Komaki, J., Barwick, K.D., & Scott, L.W. (1978). A behavioral approach to occupational safety: Pinpointing and reinforcing safe performance in a food manufacturing plant. *Journal of Applied Psychology*, 63 (4), 434-445.
9. Lindauer, S.E., Zarcone, J.R., Richman, D. M., Schroeder, S. R. (2002). A comparison of multiple reinforcer assessments to identify the function of maladaptive behavior. *Journal of Applied Behavior Analysis*, 35, 299-303.
10. McEachin, J.J., Smith, T., & Lovaas, O.I. (1993). Long-term outcome for children with autism who received early intensive behavioral treatment. *American Journal on Mental Retardation*, 97, 359-372.
11. Mozzoni, M. P. & Bailey, J.S. (1996). Improving training methods in brain injury rehabilitation. *Journal of Head Trauma Rehabilitation*, 11 (1), 1-17.
12. Paclawskyj, T.R., Matson, J.D., Rush, K.S., Smalls, Y., Vollmer, T. R. (2001). Assessment of the convergent validity of the Questions About Behavioral Function scale with analogue functional analysis and the Motivation Assessment Scale. *Journal of Intellectual Disability Research special Issue: Mental health and intellectual disability: IX*. 45 (6), 484-494.
13. Roll, J. M, Higgins, S. T., & Badger, G. J. (1996). An experimental comparison of three different schedules of reinforcement of drug abstinence using cigarette smoking as an exemplar. *Journal of applied Behavior Analysis*, 29 (4), 495-505.
14. Shier, L, Rae, C., & Austin, J. (2003). Using task clarification, checklists and performance feedback to increase tasks contributing to the appearance of a grocery store. *Performance Improvement Quarterly*, 16 (2), 26-40.
15. Stromer, R. McComas, J.J., & Rehfeldt, R. A. (2000). Designing interventions that include delayed reinforcement: Implications of recent laboratory research. *Journal of Applied Behavior Analysis*, 33, 359-371.
16. Ward, P., Carnes, M. (2002). Effects of posting self-set goals on collegiate football players' skill execution during practice and games. *Journal of Applied Behavior Analysis*, 35, 1-12.