

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department <u>Exceptional Student Education</u> College <u>Education</u>		
Current Course Prefix and Number EEX 7618		Current Course Title Advanced Applied Behavior Analysis	
<i>Syllabus must be attached for ANY changes to current course details. See <u>Guidelines</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i> All departments in the COE have been consulted; memo attached			
Change title to: Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: <small>*Review <u>Provost Memorandum</u></small>		Change description to: Change prerequisites/minimum grades to: See attached Change corequisites to: Change registration controls to: See attached Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Date <small>(TERM & YEAR)</small> Fall 2018		Terminate course List final active term	
Faculty Contact/Email/Phone <u>Michael Brady</u> <u>mbrady@fau.edu</u> <u>73281</u>			
Approved by Department Chair <u>Michael Brady</u> College Curriculum Chair <u>Fallie Per</u> College Dean <u>Allyson J. Buxton</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date <u>11/6/2018</u> <u>11/28/18</u> <u>11/30/18</u> _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

1935

11/6/50

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Michael Smith

11/2/50

EEX 7618 *Advanced Applied Behavior Analysis*

Prerequisites: EEX 5612, EEX 6615, **and either** EEX 6609 **OR** EEX 6602 each with a grade of "B" or higher; enrollment in graduate degree program in Exceptional Student Education (EXST) or a closely related major (CEDU; COED; CRIN-CIYN; CUIN; ELEM; EPSY) OR permission from instructor

Registration Controls: EXST; CEDU; COED; CRIN-CIYN; CUIN; ELEM; EPSY



Department of Exceptional Student Education
 College of Education
 Florida Atlantic University

Instructor:

Phone:

E-mail:

Office Hours:

Office:

Term:

Location:

Class Day/Time:

COURSE NUMBER **EEX 7618** **(CRN)**

COURSE TITLE **Advanced Applied Behavior Analysis**

CATALOG DESCRIPTION

This course is an advanced study of applied behavior analysis that enlarges and expands on behavior analytic research procedures. It emphasizes single subject **research** and examines the theory and application of a variety of models of behavior analysis applied to education. It challenges the advanced doctoral student to identify and extrapolate behavior analytic tactics and strategies from the research literature, emphasizing the differentiation between experimental and non-experimental single subject research.

PREREQUISITES

EEX 5612, EEX 6615, **and either** EEX 6609 **OR** EEX 6602 *with grades of "B" or higher*; admission to a graduate degree program in Exceptional Student Education or a closely related major (CEDU; COED; CIYN; ELEM; EPSY), **OR** permission from instructor

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

Doctoral leaders and professional behavior analysts must be reflective decision-makers, charged with making informed decisions, and who provide evidence to support educational practices. Professional leadership skills include the ability and inclination to design and implement research and evaluation to establish the efficacy of professional practices, and to disseminate the findings of these examinations to other educational professionals.

REQUIRED TEXTS

Kennedy, C.H. (2005). *Single-case designs for educational research*. Boston: Allyn & Bacon.

In addition to the text, a series of journal articles will be used. These articles are available on your course folder distributed in class, or through a standard journal search.

TECHNOLOGY Your *FAU email address* will be used *extensively*. If you have not already signed up for an FAU email, please do so.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

- *Behavior Analyst Task List-Fourth Edition*
www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf
- *BACB Guidelines for Responsible Conduct for Behavior Analysts – July 2010*
www.bacb.com/index.php?page=57
- *BACB Disciplinary and Ethical Standards* www.bacb.com/index.php?page=85
(The applicable standards for this course are presented in Appendix A of this syllabus.)

COURSE OBJECTIVES

By the end of this semester, students will have demonstrated their ability to:

1. Use existing research literature to develop observational and behavioral research questions germane to learning and performance challenges related to disability, cultural and linguistic diversity, and other individual differences.
2. Develop precise statements of dependent and independent variables in behavioral research and evaluations. (BACB Task List: B-03)
3. Use single subject research designs to evaluate interventions. (BACB Task List: B-04 thru B-10, D-07 thru D-09, D-14)
4. Design and collect event-based and time-sampling measures of performance that result in valid and reliable measures of behavioral variables. (BACB Task List: A-01 thru A-14)
5. Graph and analyze data. (BACB Task List: A-10, A-11, H-01 thru H-05, J-15)
6. Demonstrate various arrangements of data that result in measures of inter-observer agreement, performance trends, and estimates of behavioral stability and variability. (BACB Task List: A-08, A-09)
7. Identify and use evidence-based criteria for examining empirically-validated interventions. (BACB Task List: B-02)
8. Present orally the outcomes of research and evaluation exercises. (BACB Guidelines: 7.2)
9. Propose in writing a study that could be conducted using the tactics presented in this course. The proposal will contain all elements of a standard research proposal.

10. Develop behavioral research protocols and behavior change (acquisition, deceleration, and replacement) programs that meet ethical standards promulgated by FAU, the BACB, and the National Institutes for Health. (BACB Guidelines 1.1 thru 10.24)

COURSE CONTENT

Much of the methodology of behavioral research and evaluation evolved during the 1960s and 1970s with the growth and application of studies in applied behavior analysis. Steeped in the traditions of the experimental analysis of behavior, the methodology of behavioral research has grown to allow for a naturalistic study of humans in day-to-day settings, outside the controlled conditions of laboratories.

This course is designed for graduate students who seek preparation to use these experimental behavioral and observational research methods, or to conduct evaluations of students to improve their learning, behavior, and performance. The course provides in-depth coverage of observational research methods, design of experimental behavioral interventions, and the use of single subject and repeated measures designs. Additional topics include differences between applied experimental research and other educational research methods, assumptions regarding internal and external validity, types of direct measurement, and the role of replication and social validity in behavioral research.

TOPICS

- Foundations & Challenges of Behavior Analytic Research
- Validity, Reliability, and Replication
- Selecting & Formulating Research Questions
- Observation and Data Collection Methods
- Graphing and Analyzing Data
- Experimental Designs
- Understanding Results

COURSE REQUIREMENTS

Two sets of tasks are required during the semester, and a proposal is due at the end of the semester. Due dates for all tasks are provided on the calendar (attached). Guidelines for each task will be provided in advance.

The first set of tasks includes a number of exercises completed during class sessions (e.g., developing questions, a graphing lab, critiquing presentations). Completion of these activities will demonstrate skill mastery and constitute *approximately* 1/3 of the grade. The second set of tasks includes critique of journal articles and other take home assignments related to research methods. Several of these tasks will contribute to the final research proposal. The homework tasks also constitute *approximately* 1/3 of the grade. Finally, each student will complete one research proposal. The *completed* proposal will comprise the last 1/3 of the final grade.

ASSESSMENT PROCEDURES

All point values are approximate, and subject to change as the semester progresses.

Assignment	Points	% of Course Grade
In-Class Tasks	62	27%
Homework Tasks	92	40%
Final Proposal	75	33%
TOTAL	229	100%

GRADING (ESE GRADING SCALE)

Activity scores are cumulative and the grade scale represents the *percentage* of total points earned.

A = 93-100	A- = 90-92	B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62	F = Below 60

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS

Successful graduate students (whether pursuing the doctorate, masters, or certification as professional behavior analysts) are reflective decision-makers who practice ethical behavior during class and in the community. Professional demeanor is a firm expectation in FAU courses, and includes attendance, participation, and responsible attention to requirements and deadlines. Students are also expected to demonstrate a professional demeanor in the application of their behavioral practices and consultations with students, their families, and with other educators.

POLICIES AND PROCEDURES

To avoid learner confusion or disappointment, the following assumptions and expectations for this course are presented here, in advance:

University Attendance Policy: Students are expected to attend all of their scheduled classes and to satisfy all academic objectives outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Course Policies:

1. The course carries three graduate (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course.

3. All **written assignments** must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format will be provided for each.
4. Due dates for assignments are listed in the course calendar and are enforced. ***Late assignments are not accepted without approval by the instructor prior to the due date.***

Students with Disabilities: In Compliance with the Americans with Disabilities Act (ADA.), students who require special accommodations due to a disability to properly execute coursework must register with the FAU Student Accessibility Services (SAS) office located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all SAS procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from SAS to the instructor** requesting your need for specific assistance. Without such letter, the instructor is not obligated to make accommodations for students.

Honor Code: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Students are also expected to know what constitutes violations of the Academic Integrity code. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <http://www.fau.edu/ctl/AcademicIntegrity.php>

**EEX 7618
Advanced ABA
Spring 2018**

Assignment Ratings Summary

You can keep track of your progress in this class by recording your rating on each assignment and comparing your score to the total point that could be earned to date. However, that is an estimate, not a true grade. Student grades will be tallied by comparing their total scores to the total number of points that somebody in the class actually earned, not the total number of points that could have been earned. Nonetheless, your running total will be a reasonable estimate of your grade at any point during the semester.

	Your Score	Possible Score
In-Class Tasks		
A		
B		
C		NA
D		
E		
F		
Homework Tasks		
1		
2		
3		
4		
5		
6		
7		
8		
9		
Final Proposal		
Total		229

COURSE CALENDAR

<u>DATE</u>	<u>TOPIC</u>	<u>Do & DUE</u>
1. Jan 10	Foundations of behavioral research; internal and external validity; replication	<i>Kennedy</i> : 1-2
2. Jan 17	Standards for SSD Research;	Read Baer 1977; Horner 2005; Kratochwill 2013; Tate 2016; Whitehurst 2003; <i>Kennedy</i> : 3 Task 1 : Article Reactions due
3. Jan 24	Programs of research; Developing & writing research questions	In-Class A : The Problem <i>Kennedy</i> : 4-5
4. Jan 31	Human Subjects Review Ethics in research and IRB	Task 2 : Articles due (RQ) In-Class B : Questions In-Class C : IRB Protocol
Feb 7	No Class Work on CITI Take Home Assignment (Task 6) Prepare for In-class Activity D (March 14)	Task 3 : Questions due
5. Feb 14	Behavioral measurement; covariation	Task 4 : Data article due <i>Kennedy</i> : 6
6. Feb 21	Data Collection	<i>Kennedy</i> : 7
7. Feb 28	Data Evaluation	Task 5 : Measurement System due
Mar 7	Spring Break	
8. Mar 14	Data Evaluation	In-Class D : 3 Minute Drill Task 6 : CITI due <i>Kennedy</i> : 8
9. Mar 21	Reliability & Agreement Designs	Task 7 : Design article due <i>Kennedy</i> : 8 & 9 & 10

10. Mar 28	Designs	<i>Kennedy</i> 11 - 14 McDougall et al.
11. Apr 4	Interventions & Treatment Fidelity; Alternate Ways to Analyze Data	Task 8: Designs due Smith article Parker papers (3) <i>Kennedy</i> : 15 – 16
12. Apr 11	Graphing Lab	In-Class E: Lab Work Carr; Cihak; Pokrzywinski
13. Apr 18	Proposal presentations	Class Presentations In-Class F-1: Critique Final Proposal due
14. Apr 25	READING DAY	Class Presentations In-Class F-2: Critique
Exam Day	Date and Activity TBD	

BIBLIOGRAPHY

(A partial list of resources used in support of this course.)

- Baer, D.M., Wolf, M.M., & Riseley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1, 91-97.
- Baer, D.M., (1977). Perhaps it would be better not to know everything. *Journal of Applied Behavior Analysis*, 10, 167-172.
- Gast, D. L., & Ledford, J. R. (2014). *Single subject research methodology: Applications in special education and behavioral sciences* (2^d ed.). New York: Routledge.
- Johnston, J.M., & Pennypacker, H.S., (1993). *Strategies and tactics of behavioral research* (2^d ed.). Hillsdale, NJ: Erlbaum Associates.
- Kazdin, A.E. (1982). *Single-case research designs: Methods for clinical and applied settings*. New York: Oxford University Press.
- Malott, R.W., Malott, M.E., & Trojan, E.A. (2000). *Elementary principles of behavior* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Sidman, M. (1960). *Tactics of scientific research: Evaluating experimental research in psychology*. New York: Basic Books.
- Sulzer-Azaroff, B., & Mayer, G.R. (1991). *Behavior analysis for lasting change*. New York: Harcourt Brace Jovanovich.

APPENDIX A

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor used the following content areas from the Behavior Analyst Task List-Fourth Edition in the development of this course.

BCBA BEHAVIOR ANALYST TASK LIST-FOURTH EDITION
EEX 7618

SECTION 1: BASIC BEHAVIOR-ANALYTIC SKILLS	
#	A. MEASUREMENT
A-01	Measure frequency (i.e., count).
A-02	Measure rate (i.e., count per unit time).
A-03	Measure duration.
A-04	Measure latency.
A-05	Measure interresponse time (IRT).
A-06	Measure percent of occurrence.
A-07	Measure trials to criterion.
A-08	Assess and interpret interobserver agreement.
A-09	Evaluate the accuracy and reliability of measurement procedures.
A-10	Design, plot, and interpret data using equal-interval graphs.
A-11	Design, plot, and interpret data using a cumulative record to display data.
A-12	Design and implement continuous measurement procedures (e.g., event recording).
A-13	Design and implement discontinuous measurement procedures (e.g., partial and whole interval, momentary time sampling).
A-14	Design and implement choice measures.
#	B. EXPERIMENTAL DESIGN
B-02	Review and interpret articles from the behavior-analytic literature.
B-03	Systematically arrange independent variables to demonstrate their effects on dependent variables.
B-04	Use withdrawal/reversal designs.
B-05	Use alternating treatments (i.e., multielement) designs.
B-06	Use changing criterion designs.
B-07	Use multiple baseline designs.
B-08	Use multiple probe designs.
B-09	Use combinations of design elements.
B-10	Conduct a component analysis to determine the effective components of an intervention package.
#	D. FUNDAMENTAL ELEMENTS OF BEHAVIOR CHANGE
D-07	Conduct task analyses.
D-08	Use discrete-trial and free-operant arrangements.
D-09	Use the verbal operants as a basis for language assessment.

D-14	Use listener training.
SECTION 2: CLIENT-CENTERED RESPONSIBILITIES	
H. MEASUREMENT	
H-01	Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.
H-02	Select a schedule of observation and recording periods.
H-03	Select a data display that effectively communicates relevant quantitative relations.
H-04	Evaluate changes in level, trend, and variability.
H-05	Evaluate temporal relations between observed variables (within & between sessions, time series).
J. INTERVENTION	
J-02	Identify potential interventions based on assessment results and the best available scientific evidence.
J-09	Identify and address practical and ethical considerations when using experimental designs to demonstrate treatment effectiveness.
J-11	Program for stimulus and response generalization.
J-12	Program for maintenance.
J-15	Base decision-making on data displayed in various formats.

**BEHAVIOR ANALYST CERTIFICATION BOARD®
GUIDELINES FOR RESPONSIBLE CONDUCT**

1.0 RESPONSIBLE CONDUCT OF A BEHAVIOR ANALYST.

- 1.1 Reliance on Scientific Knowledge.
- 1.2 Competence.
- 1.3 Professional Development.
- 1.4 Integrity.
- 1.5 Professional and Scientific Relationships.
- 1.6 Dual Relationships and Conflicts of Interest.
- 1.7 Exploitative Relationships.

2.0 THE BEHAVIOR ANALYST'S RESPONSIBILITY TO CLIENTS.

- 2.1 Definition of Client.
- 2.2 Accepting Clients.
- 2.3 Responsibility.
- 2.4 Consultation.
- 2.5 Third-Party Requests for Services.
- 2.6 Rights and Prerogatives of Clients.
- 2.7 Maintaining Confidentiality.
- 2.8 Maintaining Records.
- 2.9 Disclosures.
- 2.10 Treatment Efficacy.
- 2.11 Documenting Professional and Scientific Work.
- 2.12 Records and Data.
- 2.13 Fees, Financial Arrangements and Terms of Consultation.
- 2.14 Accuracy in Reports to Those Who Pay for Services.
- 2.15 Referrals and Fees.
- 2.16 Interrupting or Terminating Services.

- 3.0 ASSESSING BEHAVIOR.**
- 3.1 Behavioral Assessment Approval.
- 3.2 Functional Assessment.
- 3.3 Explaining Assessment Results.
- 3.4 Consent-Client Records.
- 3.5 Describing Program Objectives.

- 4.0 THE BEHAVIOR ANALYST AND THE INDIVIDUAL BEHAVIOR CHANGE PROGRAM.**
- 4.1 Describing Conditions for Program Success.
- 4.2 Environmental Conditions that Preclude Implementation.
- 4.3 Environmental Conditions that Hamper Implementation.
- 4.4 Approving Interventions.
- 4.5 Reinforcement/Punishment.
- 4.6 Avoiding Harmful Reinforcers.
- 4.7 On-Going Data Collection.
- 4.8 Program Modifications.
- 4.9 Program Modifications Consent.
- 4.10 Least Restrictive Procedures.
- 4.11 Termination Criteria.
- 4.12 Terminating Clients.

- 5.0 THE BEHAVIOR ANALYST AS TEACHER AND/OR SUPERVISOR**
- 5.1 Designing Competent Training Programs and Supervised Work Experiences.
- 5.2 Limitations on Training.
- 5.3 Providing Course or Supervision Objectives.
- 5.4 Describing Course Requirements.
- 5.5 Describing Evaluation Requirements.
- 5.6 Providing Feedback to Students/Supervisees.
- 5.7 Feedback to Student/Supervisees.
- 5.8 Reinforcing Student/Supervisee Behavior.
- 5.9 Utilizing Behavior Analysis Principles in Teaching.
- 5.10 Requirements of Supervisees.
- 5.11 Training, Supervision, and Safety.

- 6.0 THE BEHAVIOR ANALYST AND THE WORKPLACE.**
- 6.1 Job Commitments.
- 6.2 Assessing Employee Interactions.
- 6.3 Preparing for Consultation.
- 6.4 Employees' Interventions.
- 6.5 Employee Health and Well Being.
- 6.6 Conflicts with Organizations.

- 7.0 THE BEHAVIOR ANALYST'S ETHICAL RESPONSIBILITY TO THE FIELD OF BEHAVIOR ANALYSIS**
- 7.1 Affirming Principles.
- 7.2 Disseminating Behavior Analysis.
- 7.3 Being Familiar with These Guidelines.
- 7.4 Discouraging Misrepresentation by Non-Certified Individuals.

- 8.0 THE BEHAVIOR ANALYST'S RESPONSIBILITY TO COLLEAGUES**
- 8.1 Ethical Violations by Behavioral and Non-Behavioral Colleagues.

9.0 THE BEHAVIOR ANALYST'S ETHICAL RESPONSIBILITY TO SOCIETY.

- 9.1 Promotion in Society.
- 9.2 Scientific Inquiry.
- 9.3 Public Statements.
- 9.4 Statements by Others.
- 9.5 Avoiding False or Deceptive Statements.
- 9.6 Media Presentations and Emerging Media-Based Services.
- 9.7 Testimonials.
- 9.8 In-Person Solicitation.

10.0 THE BEHAVIOR ANALYST AND RESEARCH

- 10.1 Scholarship and Research.
- 10.2 Using Confidential Information for Didactic or Instructive Purposes.
- 10.3 Conforming with Laws and Regulations.
- 10.4 Informed Consent.
- 10.5 Deception in Research.
- 10.6 Informing of Future Use.
- 10.7 Minimizing Interference.
- 10.8 Commitments to Research Participants.
- 10.9 Ensuring Participant Anonymity.
- 10.10 Informing of Withdrawal.
- 10.11 Debriefing.
- 10.12 Answering Research Questions.
- 10.13 Written Consent.
- 10.14 Extra Credit.
- 10.15 Paying Participants.
- 10.16 Withholding Payment.
- 10.17 Grant Reviews.
- 10.18 Animal Research.
- 10.19 Accuracy of Data.
- 10.20 Authorship and Findings.
- 10.21 Acknowledging Contributions.
- 10.22 Principal Authorship and Other Publication Credits.
- 10.23 Publishing Data.
- 10.24 Withholding Data.

ABA Grad Course Prerequisites Course Changes

We received replies from our departments within the COE.



Dear Dr. Brady,

I do not see any conflict with any courses offered by the Communication Sciences and Disorders Graduation program. It would be wonderful, down the road, if one or more of these courses could be made available as possible electives for our graduate students.

With best regards,
Deena Louise Wener

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No conflict with CCEI.
Take care,
Dilys



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No conflict with CE.
Paul
Sent from my iPhone

Teaching and Learning does not have a conflict.

Good luck!

Barbara

On Jun 5, 2018, at 4:30 PM, Michael Brady <mbrady@fau.edu> wrote:

Chairs: The ESE Department is upgrading some requirements in the graduate Applied Behavior Analysis program. The changes include requiring a common prerequisite (EEX 5612) for all of the courses, requiring additional prerequisites for the two culminating courses, and making an explicit statement that students need to earn at least a B in the prerequisites. To take the course beyond the basic prerequisite (EEX 5612), students also need to be enrolled in a graduate program in ESE or in one of the "approved" majors recognized by the *Behavior Analyst Certification Board*. All of the changes are needed to meet changes by the Board.

If you agree that these revisions to the prerequisites do not conflict with the courses and curricula in your departments, would you please indicate that in a reply to this memo at your earliest opportunity.

Thanks!!

MB

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