



18:820:514:01 Applications of Behavior Analytic Principles: Changing Behavior

Credits: 3

Level: Graduate

Tuesday, 6:15 p.m. – 8:45 p.m.

Location: SMH 200

Instructor: Casey Irwin Helvey, PhD, BCBA-D

E-mail: cih18@rutgers.edu

Office Hours: By appointment

The instructor will make every reasonable effort to meet with students whenever necessary.

**** Instructor reserves the right to amend this syllabus on an as-needed basis throughout the term. Students will be notified by email or by announcement in class when revisions are made. ****

Class Format

Changing Behavior is an in-person course. The expectation is that students will attend in person, unless there is a change made by the university and/or the instructor, which would be announced to the students in a timely fashion. Students must wear masks during class. Students NOT following this guideline will be asked to put on their masks or to leave class. Students drinking or eating during class must replace their masks quickly. Please do NOT attend class in person if you are experiencing symptoms of illness.

Course Overview

This course provides students with a basic understanding of the fundamentals of behavior analysis and behavioral interventions designed to establish, shape, strengthen and maintain desirable behavior and reduce aberrant behavior. The course focuses on the application of behavioral principles using procedures such as differential reinforcement, extinction, antecedent interventions, and punishment. The text provides an overview of applied behavior analysis in many fields. The additional readings will focus on research and applications, largely in educational settings and with persons with developmental disabilities.

Because some of class will be spent in small group discussion, it is vital that all students come to class prepared to discuss the readings. Students are encouraged to complete study guides before each class period, but should actively contribute to discussions with their classmates during class to develop a comprehensive approach to answering each question.

Objectives for the course:

Students will (a) develop an understanding of behavioral assessment, intervention, and consultation procedures through readings, lecture, discussion, and application; and (b) demonstrate the ability to develop and implement effective behavioral interventions based on objective assessment and collaborative consultation within the school community.

Assignments and Evaluation Method:

The format for the course will include discussions, brief lectures, articles presentations, and practice activities. This course has been designed to be interactive, and you are expected to be a *full contributor*. You are expected to come to each class fully prepared to contribute to the discussions. An important aspect of this course will be your participation in group discussion and practice activities designed to help you integrate and apply the knowledge base of the course. The final grade will be determined and computed based on the following:

Activity	Due Date	Points
Weekly Quiz	Weekly	65
Study Guide Evaluation	Weekly	14
Journal Article Review	Assigned date	10
Exams	Assigned dates	150
Proposal	Assigned date	30
	Maximum Point Total	279

Weekly Quiz:

13 @ 5 points each = 65 points

Starting week 2, there will be a quiz based on that day's readings, lecture, and discussion. This quiz will be completed in at the end of class in Canvas. You must have been in class or been approved for an excused absence in order to take the quiz.

Study Guide Evaluation:

14 @ 1 point each = 14 points

Starting in week 2, you will break up into groups of 2 or 3 to complete the study guide. You will provide an evaluation of your discussions after class. You will only receive points for completing the evaluation. I will be the only person to see the evaluations. You must have been in class participating in these small group in order to earn the point. (If you miss class, do NOT complete the survey.)

Journal Article Review:

10 points

Each student will be responsible for selecting and presenting one research article during a class session during the second half of the semester. Each student is required to:

1. Select a full-length *research* article from an applied journal (e.g., *Behavior Analysis in Practice*, *Behavioral interventions*, *Journal of Applied Behavior Analysis*). The intent of this assignment is to use what you're learning in this course as well as your other ABA courses. Therefore, the article should use single-case experimental designs, direct observation and measurement, ABA-based interventions, etc. If you are unsure if an article fits within these guidelines, please discuss it with me.
2. Distribute the article to other students and the instructor by the Friday (12 pm) the week before your assigned presentation date via Canvas (Discussion Board).
 - *Other students may post questions they have about the article in the discussion board for the presenter to raise during their presentation in class.
3. Present the article to the class (about 10 minutes) on your assigned date. The presentation should include the following:
 - a. Rationale – What is the background that made this study “necessary?”
 - b. Experimental question or, if applicable, the hypothesis – In one statement, what is the research question that the investigators are trying to answer.
 - c. Experimental design – What were the experimental arrangements used to answer that question and demonstrate experimental control?
 - d. Results – During presentations, show at least one graph depicting the outcome in regard

- to the experimental question.
- e. Take-home message – Describe briefly how this experiment has added to our knowledge base. Specifically, how should we, as applied behavior analysts, alter our professional behavior in reaction to this experiment?
 - f. Limitations of the study – what procedural or conceptual difficulties were encountered that may limit how firmly we should buy into the study’s results?
 - g. Extension – Most studies raise more questions than they answer. As the final item, you should briefly describe what sort of follow-up experiment you might devise for the study and explain why.
4. All students are expected to thoroughly read the articles. When other students are presenting, be prepared to discuss, ask, and answer questions about these articles.

Exams:

3 @ 50 points each, 150 points

Three exams are scheduled and will be take home. Each exam will cover material only for the preceding section of the course (i.e., they are not comprehensive). Exams will primarily be essays and will be released on Canvas. On the week of an exam, it will be released on Tuesday after class and will be open until Friday of the same week. These exams are designed to ensure that students are mastering the relevant content and as an opportunity for students to demonstrate the application of course material to applied problems. The instructor reserves the right to hold exams in the classroom for any reason.

*Exams **MUST** be turned in on time or will result in **0 points**.

Exams **MUST be completed **individually**. This means that students are not allowed to discuss the content or complete any portion in consultation with other students. If this occurs or the instructor suspects it for any reason, any remaining exams will be completed in-class without notes or textbooks.

Research/Clinical Proposal

30 points (20 pts presentation + 10 pts peer review)

You will develop a research/clinical question relevant to your own interests. You should cite and summarize at least two studies that are most relevant to your question. You should prepare and record a 10-minute presentation of the research/clinical proposal, which will be posted for your fellow students to view on Canvas. This presentation should include an introduction, proposed methods (with some discussion of why they are suited to answering your research question), expected results, and a brief conclusion of what the strengths and limitations of your proposal are. This may serve as the foundation for your capstone/thesis.

You will provide a peer review of one other student’s proposal. Although you will only be required to complete one peer review, you are encouraged to review and discuss other student presentations that are posted on Canvas.

Additional Expectations:

Informed and Collegial Participation: Class-wide and small group discussions and role-plays are important parts of the delivery of this course. You are expected to contribute to the learning of your peers and participate in classroom activities. In addition, you are expected to attend class regularly and arrive in a timely manner. The use of technology is limited to using computers for note-taking purposes only. Please refrain from checking email or texts and using phones during class time.

Guidelines for Written Work: All written work (including presentations) should be typed, using APA style when citing sources within text as well as in preparing the reference list. Refer to the APA publication manual for specific guidelines. **All work should be written in your own words.**

Grades and Grading Policy

Grade	Description	Numerical Equivalent
A	Outstanding	90-100 (4.0)
B+	Intermediate Grade	87-89 (3.5)
B	Good	80-86 (3.0)
C	Average	70-79 (2.0) Grades of C do not count toward graduation
F	Failure	69 or below (0.0)
INC	Incomplete	

Questions affecting grades: Grades for all assignments will be posted on Canvas (on a regular basis). You should check your grades regularly to insure against scoring or record-keeping errors. If you have questions affecting grades (e.g., discrepancies on Canvas, problem with an exam grade, alternative answer to a question, etc.), you should present it in writing (via email) and indicate if you think the resolution of the problem should apply only to you or to everyone in class.

Program requirement: All GSAPP students must achieve a grade of B or better and maintain a GPA of 3.0, or academic remediation will be enforced.

Readings:

Required Texts:

- Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied Behavior Analysis* (3rd ed.). Upper Saddle River, NJ: Pearson Education.
- Selected chapters and articles from other sources (see reading list for each week).
- These will be posted to Canvas prior to the date they are scheduled for class and ask you to print it yourself. Periodically, I may substitute a new reading that I prefer over those listed.

Core (optional) Texts:

American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Important Dates:

Please make sure to follow the GSAPP and RU academic calendars:

<https://gsapp.rutgers.edu/about/academic-administrative-calendar>

<https://scheduling.rutgers.edu/scheduling/academic-calendar>

Attendance and Participation:

Attendance and class participation are a major part of this class. You are expected to attend all classes and arrive on time. If you are unable to attend a class due to unusual circumstances (e.g., illness, child care) or religious observance, please inform the instructor in writing as soon as possible. It is your responsibility to obtain any missed notes and handouts from your peers, so

please make arrangements with them in advance. *Only two (2) excused/unexcused absences are permitted. Missing more than 2 classes will result in a 5% point deduction for each additional day of absence from your final grade point.* If you are forced to miss an excessive number of classes, you will be encouraged to withdraw from the class. Students who arrive to class more than 10 minutes after the class has started are considered tardy and will be marked absent if they arrive more than 30 minutes after class has started. After 3 late arrivals, an unexcused absence will be marked in your record. The only excused absences are those are serious or required (e.g., personal medical emergencies or serious illness/injury; death or serious illness in the family; military duties; jury duty). They will always require some form of documentation: Examples include a doctor's note (on letterhead and signed by the doctor); obituary or funeral program; court order/notice; etc.). You must always supply me with the original or a copy of your documentation, which I will keep on file. Only students with approved documentation can be given an excused absence.

Computer/Cell Phone Use in Class

If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

APA Citation Style

All papers **MUST** be written using the APA style (7th ed.).

Academic Integrity

All Rutgers students should review and adhere to the University principles of academic integrity, available at: <http://nbacademicintegrity.rutgers.edu/home/academic-integrity-policy/>

Student Resources

For more information, visit: <https://gsapp.rutgers.edu/current-students/important-links>

Disability Statement: Rutgers University welcomes students with disabilities into all the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation (<https://ods.rutgers.edu/students/documentation-guidelines>). If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form (<https://webapps.rutgers.edu/student-ods/forms/registration>).

Title IX: <http://compliance.rutgers.edu/resources/resources-for-facultystaff/>

Counseling services. Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found

at: <http://psychologicalservices.rutgers.edu>. They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

Intellectual Property

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's [Academic Integrity Policy](#).

Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor for this course, I have the responsibility to protect students' right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions are to be recorded, and such recordings *cannot be circulated outside the course*.

Email: Each student is required to establish a Rutgers e-mail account and monitor it throughout the semester. This will allow you to contact me (and get a response) rapidly (if you use your Rutgers account). In addition, I will deliver some class announcements via e-mail. Each student is responsible for any materials or announcements delivered by e-mail. Class grades and materials can be accessed via Canvas as well. As the primary mode of communication for this class, it is critical that students use email appropriately.

“If you want to gather honey, don’t kick over the beehive”- Dale Carnegie

All emails should include:

- The relevant stakeholder(s).
- The course number and brief subject
- An appropriate greeting
- A thorough, but succinct message
- An appropriate sign off for the given situation
(<https://www.forbes.com/sites/susanadams/2014/10/08/89-ways-to-sign-off-on-an-email/?sh=c1010a177e87>)
- Your name

Final Note: Let's be honest. Some students will find the material covered in this course to be a bit challenging at times. My promise to you is that I will do whatever I can to help you master this material. However, please understand that the responsibility to seek help if you are having problems is **yours!** I won't chase you around campus trying to make you learn. But if you contact me to arrange an appointment time, and you are prepared for our meeting, I will happily spend

time with you reviewing material or trying to explain it until it becomes clearer.

“Effective learning requires active involvement”
(Himeline, 1970, p. 155)

Himeline, P. N. (1970). An experimental approach to learning: Introduction for teachers. In R. Ulrich, T. Stachnik, & J. Mabry (Eds.), *Control of Human Behavior* (Vol. 3, pp. 155–160). Glenville, Il: Scott, Foresman and Company.

Course Schedule and Requirements

Week	Readings to Be Completed Before Class & Activities	Assignments Due
1 9/6	Introduction and Basic Concepts Required Readings <ul style="list-style-type: none"> • C, H, & H, Chapt. 1 & 2 • Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. <i>Journal of Applied Behavior Analysis, 1</i>, 91-97. 	
2 9/13	Selecting, Defining, and Measuring Behavior Required Readings <ul style="list-style-type: none"> • C, H, & H, Chapt. 3 – 5 	Quiz 1
3 9/20	Evaluating and Analyzing Behavior Change Required Readings <ul style="list-style-type: none"> • C, H, & H, Chapt. 6 – 7 • Deochand, N., Costello, M. S., & Fuqua, R. W. (2015). Phase-change lines, scale breaks, and trend lines using Excel 2013. <i>Journal of Applied Behavior Analysis, 48</i>, 478-493. • Foxylearning.com Tutorial: Mastering the Basics of Visual Analysis (open access; see Canvas for access information) 	Quiz 2
4 9/27	Evaluating and Analyzing Behavior Change Required Readings <ul style="list-style-type: none"> • C, H, & H, Chapt. 8 – 10 	Quiz 3 JAR Sign-Up
5 10/4	Unit Wrap-Up and Exam 1 Review	
	Exam 1 – Wks 1-5	Due 10/7
6 10/11	Reinforcement Required Readings <ul style="list-style-type: none"> • C, H, & H, Chapt. 11 – 13 	Quiz 4 JAR
7 10/18	Punishment **Everyone Meeting over Zoom** Required Readings <ul style="list-style-type: none"> • C, H, & H, Chapt. 14 – 15 • Vollmer, T. R. (2002). Punishment happens: Some comments on Lerman and Vorndran's review. <i>Journal of Applied Behavior Analysis, 35</i>, 469-473 	Quiz 5 JAR
8 10/25	Antecedent Variables Required Readings <ul style="list-style-type: none"> • C, H, & H, Chapt. 16-17 • Michael, J. (1993). Establishing operations. <i>The Behavior Analyst, 16</i>, 191-206. • Olson, R., Laraway, S., & Austin, J. (2001). Unconditioned and conditioned establishing operations in organizational behavior management. <i>Journal of Organizational Behavior Management, 21</i>, 7-35. 	Quiz 6 JAR
9 11/1	Developing New Behavior Required Readings <ul style="list-style-type: none"> • C, H, & H, Chapt. 19-20 	Quiz 7 JAR

	<ul style="list-style-type: none"> Barnes, D. (1994). Stimulus equivalence and relational frame theory. <i>Psychological Record</i>, 44, 91-124. 	
10 11/8	Developing New Behavior Required Readings <ul style="list-style-type: none"> C, H, & H, Chapt. 21-23 	Quiz 8 JAR
	Exam 2 – Wks 6-10	Due 11/11
11 11/15	Functional Assessment Required Readings <ul style="list-style-type: none"> C, H, & H, Chapt. 27 Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. <i>Journal of Applied Behavior Analysis</i>, 27, 197-209. 	Quiz 9 JAR
12 11/22	Decreasing Behavior with Nonpunishment Procedures Required Readings <ul style="list-style-type: none"> C, H, & H, Chapt. 24-26 	Quiz 10 JAR
13 11/29	Verbal Behavior Required Reading <ul style="list-style-type: none"> C, H, & H, Chapt. 18 Sundberg, M. L., & Michael, J. (2001). The benefits of Skinner's analysis of verbal behavior for children with autism. <i>Behavior Modification</i>, 25, 698-724 	Quiz 11 JAR
14 12/6	Special Applications Required Reading: <ul style="list-style-type: none"> C, H, & H, Chapt. 28-29 	Quiz 12 JAR
15 12/13	Promoting Generalized Behavior Change & Behavioral Skills Training Required Reading: <ul style="list-style-type: none"> C, H, & H, Chapt. 30 Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. <i>Journal of Applied Behavior Analysis</i>, 10, 329-367. DiGennaro Reed, F. D. Blackman, A. L., Erath, T. G., Brnd, D., & Novak, M. D. (2018). Guidelines for using behavioral skills training to provide teacher support. <i>TEACHING Exceptional Children</i>, 50, 373-380. Review previous materials for exam	Quiz 13 JAR
	Exam 3 – Wks 11-15	Due 12/16
16 12/20	Research/Clinical Proposal Presentations <ul style="list-style-type: none"> Submitted to Canvas (no in-person meeting) 	Due 12/20
16 12/23	Peer Reviews <ul style="list-style-type: none"> Submitted to Canvas (no in-person meeting) 	Due 12/23