



Master of Applied Psychology (MAP)
Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University
New Brunswick, New Jersey
Spring 2019

18:820:514 Applications of Behavior Analytic Principles: Changing Behavior
Credits: 3
Level: Graduate
Thursdays, 6:15 p.m. – 8:45 p.m.
Room 219

Instructor: Kate Fiske, PhD, BCBA-D

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Office Hours: By appointment

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

Rutgers University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

MAP Statement: The program embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice and cultural diversity. This course of study provides students with knowledge needed to understand individual and collective behaviors; develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

The MAP degree will prepare students with the requisite theoretical knowledge; critical thinking and problem solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs, and pursue Master's level career pathways through available concentration and certificate programs (see examples of concentration areas listed below). In addition to completing the required coursework (36 credits), completion of the MAP degree will be marked by a culminating academic experience—Capstone project (either a research project/presentation (3 credits) and experiential learning activity (6-credit practicum training). In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development.

Course Overview

This course will present the student with information on the applications of behavior analytic principles in changing behavior. Specifically, students will learn to select behavior targets for change, to establish and strengthen behavior, and to weaken behavior. The application of these principles in changing behavior will be illustrated through a variety of books and articles, which highlight the breadth and power of ABA in this context.

Objectives for the course:

1. Select targets for behavior change
2. Identify intermediate and ultimate outcomes
3. Identify functional relationships
4. Establish and strengthen behaviors using stimulus control procedures
5. Establish and strengthen behaviors using shaping and chaining
6. Establish and strengthen behaviors using reinforcement
7. Weaken behaviors using extinction and differential reinforcement
8. Weaken behavior using punishment procedures within ethical guidelines
9. Manage emergencies
10. Identify cultural and social issues relevant to behavior change procedures

Assignments and Evaluation Method:

A mixed method of pedagogy will be used as a means of instruction in this course. These techniques may include the use of lectures, class discussions, small group activities, cooperative

group activities, individual activities, and the use of videos, web resources etc. The methods used to assess student performance may also be mixed. These methods may include written assessment including test items involving multiple choice, short answer, essay, or true/false responses in addition to other performance-based methods of assessment.

The final grade will be determined and computed based on the following:

Activity	Due Date	Points
Peer Reading Assessments	Ongoing	10
Class Participation	Ongoing	10
Article Evaluation	Assigned date	10
Midterm Exam	3/14/19	25
Project	5/2/19	15
Final Exam	5/9/19	30
	Maximum Point Total	100

- 1. Peer reading discussion.** This assignment encourages you to spend time outside of class reflecting on course content and readings. Each week, post two discussion questions to the Discussion tab in Canvas, AND respond to two questions posted by your classmates. These questions may be factual (e.g., provide an example of primary reinforcement) or require critical thinking (e.g., what is a limitation of Fiske et al.'s procedure)? Discussion questions and responses are due the Wednesday before the lecture at midnight.
- 2. Class participation.** You are expected to actively contribute to discussions and participate during in-class activities. Sharing of perspectives, anecdotal experiences and asking questions is encouraged to promote engaging discussion and foster learning. However, your contributions are also expected to reflect completion of assigned readings, supplemental readings and other sources. See *Participation Analysis* below.
- 3. Article evaluation.** You will select one article and provide a 10-minute presentation that summarizes and evaluates the selected study. You will be evaluated on your interpretation of key findings in the context of strengths and limitations of the study. Articles should be related to the topic of the week you selected (e.g., must include an element of what will be covered that week). Topic sign up will happen the first week of class.
- 4. Project.** You will create a project to change a behavior. It can be a behavior in yourself or in another person (e.g., a student or client served). During the semester, we will take time in class to work on elements of the plan and you will receive feedback on your work in the following areas: (1) Selecting targets, (2) Identifying outcomes, (3) Strategies for increasing behavior, (4) Strategies for decreasing behavior. You will be expected to present your plan to the class on the last review night. You will also be expected to submit it as a paper (5-8 pages in length, double-spaced).

Your final project should include:

- Target selection
- Outcomes
- Plan (Procedure)
 - Strategies to increase and/or decrease behavior
 - Data collection and plans to assess effectiveness
 - Relevant discussion of ethical issues
 - How to identify/confirm functional relationships
- Data

- Discussion
- What worked well, how it can be faded, etc.

Grades and Grading Policy

<u>Grade</u>	<u>Description</u>	<u>Numerical Equivalent</u>	
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		

Program requirement: All MAP 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:

Mayer R. G., Sulzer-Azaroff, B., & Wallace, M. (2018). *Behavior analysis for lasting change*. (4th ed.). Cornwall-on-Hudson, NY: Sloan.

Assigned articles listed on syllabus. All readings will be provided in Canvas.

Core Texts:

American Psychiatric Association (2014). *Diagnostic and statistical manual of mental disorders (5th ed., Text)*. Washington, DC: Author.

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

Important Dates:

Withdrawal dates from the Rutgers site: January 22-29, 2019

Spring Break: March 16-24, 2019

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. *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 amount 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.

Participation Analysis

Criteria/Grade	A	B	C	F
Regular Attendance	Attends all classes	Misses 1 class	Misses 2 classes	Misses 3 or more classes
Lateness	Always on time	Lateness is neither often nor extensive	More than 3 lateness or lateness that accumulate for more than an hour	More than 4 lateness or lateness that accumulate for more than 2 hours
Participation	Actively participates, contributing appropriately to class discussions, shows evidence of reading texts, rarely leaves class	Generally attentive and participatory, shows evidence of reading texts. Generally, remains throughout class – breaks, if used, are limited in time and number	Inattentive as evidenced by distracting behaviors. Little participation or evidence of reading. Takes frequent or long breaks	Takes frequent or long breaks, engages in alternate activities in class, little or no participation or evidence of reading
Group Participation	Fully actively engages in group work and discussion.	Generally attentive and participatory.	Poor participation, misses one of two experiential group activities.	No group participation.

*Specific formatting guidelines and other requirements for 3, 4 and 5 will be provided at the beginning of the semester.

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.

Academic Integrity

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

APA Citation Style

All papers MUST be written using the APA style (6 ed.).

Student Resources

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

Accommodations due to Disability

If you seek accommodations due to a documented disability, you may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue;

dfoffice@rci.rutgers.edu or you can visit: <https://ods.rutgers.edu/students/documentation-guidelines>.

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.

Class Schedule

Week	Topic	Assignments	Readings <i>All Readings are to be completed before the corresponding date.</i>
Week 1 1/24/19	<i>Introduction to establishing, strengthening and weakening behavior</i> (TL G-K, E-01)	Reading assessment	• BAFLC Chapters 3-4
Week 2 1/31/19	<i>Establishing and strengthening behavior</i> • Preference assessments • Reinforcer assessments • Matching Law and Choice • Utilizing establishing operations (TL I-07, D-01, D-02, E-08)	Reading assessment	• BAFLC Chapter 6 • Borrero & Vollmer (2002) OR • Cox, Sosine, & Dallery (2017)
Week 3 2/7/19	<i>Establishing and strengthening behavior</i> • Shaping • Chaining (TL D-04, D-05, D-06, D-07)	Reading assessment	• BAFLC Chapters 13 and 14
Week 4 2/14/19	<i>Establishing and strengthening behavior</i> • Stimulus control • Discrimination training • Stimulus equivalence (TL D-03, D-08, E-01, E-02, E-03, E-12, F-03, F-04, F-05, F-06)	Reading assessment	• BAFLC Chapters 15, 16, and 17 • France & Hudson (1990)
Week 5	<i>Establishing and strengthening</i>	Reading assessment	• BAFLC Chapters

2/21/19	<i>behavior</i> <ul style="list-style-type: none"> • Transferring stimulus control • Modeling/Imitation training • Programming for generalization (TL E-11, F-02, J-11)		18, 20, and 21
Week 6 2/28/19	<i>Establishing and strengthening behavior</i> <ul style="list-style-type: none"> • Contingency contracts • Group oriented contingencies • Self-control/self-management procedures • Token economies (TL E-04, E-05, F-01)	Reading assessment	<ul style="list-style-type: none"> • BAFLC Chapters 11 and 12 • Mann (1972) OR <ul style="list-style-type: none"> • Phillips, Phillips, Fixsen, & Wolf (1971)
Week 7 3/7/19	REVIEW	No assignment	No readings
Week 8 3/14/19	MIDTERM EXAM	Midterm	No readings
Week 9 3/28/19	<i>Weakening behavior</i> <ul style="list-style-type: none"> • Extinction • Antecedent Interventions • Noncontingent reinforcement • Behavioral momentum (TL C-03, D-18, D-20, E-07, E-09)	Reading assessment	<ul style="list-style-type: none"> • BAFLC Chapters 27 & 28 (OLD 26 & 27) • Iwata, Pace, Cowdery, & Miltenberger (1994)
Week 10 4/4/19	<i>Weakening Behavior</i> <ul style="list-style-type: none"> • Differential reinforcement (TL D-21, F-07)	Reading assessment	<ul style="list-style-type: none"> • BAFLC Chapter 29 (OLD 28) • Tiger, Hanley, & Bruzek (2008) • Athens & Vollmer (2010)
Week 11 4/11/19	<i>Weakening Behavior</i> <ul style="list-style-type: none"> • Punishment by contingent presentation of a stimulus • Overcorrection (TL D-15, D-16, D-17, D-19)	Reading assessment	<ul style="list-style-type: none"> • BAFLC Chapter 31 (OLD 30) • Lerman & Vorndran (2002)
Week 12 4/18/19	<i>Weakening Behavior</i> <ul style="list-style-type: none"> • Time out from positive 	Reading assessment	<ul style="list-style-type: none"> • BAFLC Chapter 30 (OLD 29)

	reinforcement • Response cost (TL D-16, D-19)		• McSweeny (1978)
Week 13 4/25/19	<i>Training</i> • Establishing support for ABA services • Competency-based training • Performance monitoring • Managing emergencies (TL Area K)	Project Presentations	• BAFLC Chapter 32 (OLD 31)
Week 14 5/2/19	REVIEW	Project Due Project Presentations	No Readings
Week 15 5/9/19	FINAL EXAM	Exam	No Readings