SPED 501 / **Introduction to Applied Behavior Analysis** **Term/Year Syllabus**
Instructor: Christina Noel, Ph.D. Office: 1029 GRH School of Teacher Education Western Kentucky University 1906 College Heights Blvd. #71030 Bowling Green, KY 42101

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E-mail is the best way to contact me. Please put the course number, your last name and the assignment on the subject line. Unfortunately, without this information, your e-mail will be returned unread so that you can properly identify yourself and resubmit it. Allow 24 hours for responses during weekdays. Weekends are considered time off and email/phone calls may not be answered.

Class Location:

Course Dates:
Instructor's Office Hours:

Dr.		*Office Hours*		
M	T	W	H	F

 It is best to make an appointment. Leave you name, phone number and course if you leave a message. SKYPE at Christina.noel@wku.edu and become a contact for digital meetings.

*Note: This document and other class related materials are available at https://blackboard.wku.edu.

Course Description (3):
Issues in special education and classroom experiences to develop awareness and sensitivity to educational needs are reviewed.
Prerequisites: Minimum of 12 hours of graduate level course work in special education, and instructor permission

Learning Outcomes:
Course objectives are part of a comprehensive program to meet Council of Exceptional Children (CEC) for Initial & specialty sets for Moderate to Severe Disabilities, the KY Teacher Standards (KY) and are aligned with the INTASC standards.

Specific learner outcomes for this course are that students will be able to:
1. Describe and understand the basic principles of behaviorism, applied behavior analysis, and operant conditioning. CEC IIC.5.S2; KY 3.2

2. Understand how to increase behaviors through processes such as differential reinforcement, shaping, chaining, and self-management techniques and data collection. IIC.4.S6, , IIC.5.S7,IIC.4.S6, IIC.5.K1 & DDA.5.K1; KY 3.2

3. Understand how to decrease behaviors through processes such as timeout, punishment, and extinction and data collection. IIC.4.S6, , IIC.5.S7,IIC.4.S6, IIC.5.K1 & DDA.5.K1; KY 3.2

4. Understand the role of environmental factors in the occurrence of behavior. DDA.4.K2; KY 3.2

5. Understand and identify the possible functions of behavior. IIC.5.S2, IIC.5.S4, IIC.4.S3; KY 3.2

6. Explain and provide examples of operant processes. IIC.5.S2; KY 3.2

7. Define and provide examples of motivating operations. IIC.2.S3; KY 3.2

8. Explain and provide examples of punishment and extinction IIC.6.K2 & DDA.6.K3, IIC.6.K8 ; KY 3.2

Textbooks and Required Materials (1 required):

Behavior Analysis for Lasting Change (2011) by G. Roy Mayer, Beth Sulzer-Azaroff, and Michele Wallace

The following website will be utilized at no cost to you:
Scott, T. M., Scott, Liaupsin, C. J., Nelson, M. N. (1999). Understanding problem behavior: an interactive tutorial. Retrieved from
http://serc.gws.uky.edu/pbis/#Who

During the course of the semester, students will be asked to use additional resources found online, in research journals or texts.

Major Course Topics:
(some, but not all-inclusive of topics that may be covered during the term):
This online course will be delivered in four modules or sections.

Modules
Module 1: Introduction to Applied Behavior Analysis
   • Define and give illustrations of applied behavior analysis
   • Contrast the behavior model with other models
   • Describe and understand the basic principles of behaviorism, applied behavior
   analysis, and operant conditioning.
Module 2: Define behavior and three term contingency
   • Operational definitions of behavior

- Identify antecedents and consequences
- Discuss behavior in terms of three-term contingency
  - Collect Data
    - Event Recording
    - Free operant/trial-based
    - Interval Recording
    - Duration and Latency
    - Task analytic recording
    - Single opportunity/multiple opportunity for chained tasks
    - ABC data collection
    - Anecdotal records
    - Permanent Product
  - Graphing Data
    - Line graphs and graphing conventions
  - Plotting data

Module 3: Reinforcement, Punishment and Extinction
- Contingent reinforcement (behavior specific praise, DRO, DRA, DRI, DRL, gotcha tickets)
- Corrective feedback (planned ignoring, token economy, response cost, type of time-out procedures)
- Extinction (extinction burst, spontaneous recovery)
- Explain and provide examples of reinforcement (conditioned reinforcement, schedules of reinforcement)
- Explain and provide examples of punishment and extinction
  - Data Based Decision Making
    - Trend, level, overlap
    - Analysis within/across conditions
    - AIM lines/decision making rules
  - Use data to reflect on effectiveness

Module 4: Function
- Identify the functions of behavior
- Assess behavior to determine function
- Identify the difference between socially-mediated functions and automatic functions

Course Grading and Evaluation:

The culminating project for this course is to observe one student in a rural, high-need school. The student will have to use the appropriate data collection system to assess and record behavior.

The following represents the grade equivalent for accumulated points:
93 –100 = A
86-92 = B
77 –85 = C
76 –69 = D
Below 68 = F

Timely participation and punctual assignments are mandatory components to successfully completing

this course!

Due dates
Teaching is a profession that requires numerous due dates and strong time- management skills. To better prepare students for effective teaching, due dates will be adhered to. The professor will not pre-view your work but is willing to answer pertinent questions prior to the due dates. A major life crisis is always taken into consideration. Patterns of unpreparedness, neglect or disorganization are not. Work that is due on line at the end of each module. The instructor may choose NOT to grade any work until the module is closed. Work that is due at midnight is considered late at 12:01. Work may be submitted early.

Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Discussion Board Postings (DBP) When posting to the course discussion board, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. In addition, students should maintain confidentiality regarding the postings of other students in the course. In other words, the discussion board is not a forum for complaints about the practices of schools and school personnel. Neither is it a public forum intended for distribution to those not enrolled in the course. Rather than discussing what someone may be doing wrong in the classroom, use the course content to discuss what educators should do *right* in the same kind of situation. Deviations from these guidelines will not be tolerated. Please be aware that, as with any online forum, discussion boards are not private and may be viewed by others who do not have permission to access the board.

Technology Management
Managing student technology is the sole responsibility of the student.
The professor and/or WKU are not responsible for making sure that:

(a) student word processing software is compatible with that used by the University; MUST USE **.docx and not PDF** for submitting items where grading feedback is expected.

(b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor);

(c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers;

(d) If a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and

(e) Any other student technology problem or issue gets successfully resolved. Even though periodic travel to a campus classroom may not be required, online courses require *more d*edication, self-motivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.

Please note that working, compatible technology (hardware and software) are prerequisites to taking an online course. This includes PowerPoint software. If you are having difficulty, please contact the Help Desk at 270-745-7000, not the professor.

ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION
(EPSB Program Level Requirements)

Course Required P-12 Classroom Observation or Clinical Experiences:
Note: The table categories are those that the KY EPSB requires each program to have as outlined by **16 KAR 5:040 Section 3(3)**.

Course Assignments and Experiences Related to:

- **The Kentucky Academic Standards (KAS)**
  - _____

- **The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction**
  _____

- **Candidates Using the KAS Framework in Lesson Planning**
  - _____

- **Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework**
  - _____

Course Assignments Serving as an Education Preparation Program "Key Assessment":

Key Assessment Areas	Assessment Name
1: Content Assessment	
2: Other Assessment of Content Knowledge	
3: Assessment of Professional Capabilities	

4: Clinical Experiences Measure of Teaching Proficiency	
5: Measure of Candidate Assessment Proficiencies	
6: Candidate Ability to Diagnose and Prescribe for Personalized Student Learning	
7: Application of Content Knowledge/Pedagogical Skills (Instructional Practice)	
8: Assessment of Literacy Outcomes	
9: Dispositions	

Course Experiences and Assessments Addressing Learned Society (SPA) Standards:

Advanced Council of Exceptional Children (CEC) specialty set is the SPA. See SPA goals listed in the Course outcomes.