Instructor
Carl Myers, Ph.D.
GRH 3032
Office Phone: 745-4410
Office Hours: As posted/by appointment

Course Description:
Theories of learning including conditioning, social learning, reinforcement, problem solving, motivation and structure of the learning situation.

Textbook:

Course Objectives:
1. Describe and understand the basic principles of classical and operant conditioning and factors that govern acquisition and extinction of responses in these two types of learning.
2. Understand the processes of aversive conditioning and stimulus control of behavior and factors that influence the effectiveness of these forms of behavior control.
3. Understand the processes of advanced applied behavior analysis theory and procedures (e.g., verbal behavior, discrete trial teaching, differential reinforcement, etc.)
4. Understand the processes of a variety of other behavioral change procedures (e.g., self-management, token economies, behavioral contracts, anxiety reducing techniques) often used in educational and therapeutic settings.
5. Understand how to apply the behavioral approaches to "real-world" challenges and clients.

Course Requirements:
- **Exams and quizzes:** Quizzes over each chapter and two exams and will be used to assess your acquisition and knowledge of course materials. Multiple-choice quizzes will be given frequently (usually weekly) over chapter readings. The exams will include short answer and essay questions to address your conceptual understanding and application of the material.
- **Presentation:** Students will be expected to make a brief presentation (5 – 10 minutes) on an article from the *Journal of Applied Behavior Analysis* (JABA). JABA is a key journal in the field of applied behavior analysis and the intent of this assignment is for everyone to get familiar with the variety of articles/topics in the journal and apply concepts learned in class to the articles. The research article can be on any topic of interest to the student (autism, punishment, differential reinforcement, anxiety, etc.). Of course, the article should be a research study – not a book review or an overview by the editor, etc. This website is one possible source for finding articles in JABA: http://seab.envmed.rochester.edu/jaba/jabaindx.asp
Use PowerPoint or similar technology when presenting. Give (a) an overview of the topic or “problem” being addressed, (b) an overview of the methodology, (c) any terminology or concepts that are new to you AND/OR that were covered in the class/text, (d) what the results and implications of the study are, and (e) what you found interesting about any aspect of the study. Recommendation: When giving an overview of the topic or problem, do not review the details of studies the authors included in their literature review.

Let the instructor know when you want to present ahead of that date. (Telling me on a Tuesday that you want to present on that Thursday is adequate warning.) Once a student presents on a specific article, no one else can present on that article. However, others may present articles on the same topic. The presentations should be made throughout the semester. Do not wait until the end of the semester to complete this assignment. If I do not get many volunteers by mid-semester, I will assign presentation dates to spread them out.

✓ Self-Management Project: Students will be expected to apply skills learned in this class by applying numerous aspects (e.g., operationally defining behaviors, developing an intervention, data collection) to themselves. Details will be provided in a separate handout.

✓ Professional Behaviors: Points for professional behaviors are subjectively given for active learning, a concerted effort, and being professional. Being professional is loosely defined by behaviors such as being on time for classes, participating with class discussions, turning in assignments when due, and being courteous to your fellow graduate students. Behaviors such as missing class, disruptive behaviors during class (e.g., arriving late, talking when I’m talking, use of cell phone/tablet), and sloppy work (e.g., misspellings, poor formatting) will count against you.

Course Grading:

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams</td>
<td>110</td>
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<tr>
<td>Quizzes over chapter readings</td>
<td>50-75  (approximately)</td>
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<tr>
<td>Presentation</td>
<td>25</td>
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<tr>
<td>Self-Management Project</td>
<td>75</td>
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<tr>
<td>Professional behaviors</td>
<td>20</td>
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<tr>
<td><strong>APPROXIMATE TOTAL:</strong></td>
<td><strong>~290</strong></td>
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Assignment of grades will be based on percent of points earned with typical cut-offs at 90%, 80%, etc.

562 Course Topics

Note: We will cover the chapters in the book in a fairly sequential order. (Only a few chapters are not required.) It is difficult to state what chapters need to be read on what specific dates. I will keep you informed of the chapters to be reading (and the accompanying quizzes) in class. There is a lot of reading so it is important you keep up-to-date on assigned readings. The pace of the course may be adjusted somewhat as necessary (e.g., if I perceive more time is needed on a topic for student understanding). In general, however, we will cover the first 10 chapters very rapidly, as you should be familiar with most of that content from undergraduate classes and I want to make sure we have time to cover later topics (e.g., reinforcement) in more depth and still have time to get to the more advanced concepts (e.g., differential reinforcement, establishing operations, verbal behavior).
1. An overview of applied behavior analysis’ fundamental elements, key terms, and principles. (Chapter 2)

2. Selecting and measuring behavior. (Chapters 3*, 4*, & 5*)

3. Constructing and interpreting graphs. (Chapters 6* & 7*)

4. Single-subject research designs. (Chapters 8*, 9*, & 10*)

5. Self-management (Chapter 27. Note: This chapter does not follow the sequence but it is important to read prior to starting your self-management assignment.)

6. Reinforcement; schedules of reinforcement. (Chapters 11, 12, & 13)

7. Punishment. (Chapters 14 & 15)

8. Motivating operations and stimulus control. (Chapters 16* & 17)

9. Developing new behavior: Shaping and chaining. (Chapters 19 & 20)

10. Extinction, differential reinforcement, and antecedent interventions. (Chapters 21, 22, & 23)

11. Verbal behavior. (Chapter 25)

12. Applications: Token economies and self-management. (Chapter 26)

13. Generalization and maintenance. (Chapter 28)

Final Exam: Monday, Dec. 8, 10:30 a.m. – 12:30 p.m.

*See recommendations on parts of the chapters to skip. (Handout on Blackboard.)

The course schedule and procedures are subject to change at the discretion of the instructor or in the event of extenuating circumstances.

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.