Florida Institute of Technology

ADDING A NEW COURSE TO THE CURRICULUM

This course is available for student registration only after the approval process has been completed.

SUBJECT BEH COURSE NO. 3 4 6 5 CREDIT HOURS 3 TERM TO BE ADDED TO THE FILE Fall 2013

*Justify level if 1000-level+ and no co- or prerequisites: N/A

CLASS HOURS 45 LECTURE HOURS 45 LAB HOURS 0 CONTACT HOURS (CEU ONLY) ____________

DEPARTMENT Psychology

SCHEDULE TYPE Lecture A

☐ COLLEGE OF AERONAUTICS – 23 ☐ COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS – 25
☐ NATHAN M. BISK COLLEGE OF BUSINESS – 24 ☐ COLLEGE OF SCIENCE – 26
☐ COLLEGE OF ENGINEERING – 1 ☐ EXTENDED STUDIES DIVISION/NATHAN M. BISK COLLEGE OF BUSINESS – 90

COMPUTER TITLE Restricted to 25 characters, including spaces Applied Behavior Analysis

DUAL-PREFIX, BI-LEVEL, FULL-LOAD? ☐ Yes ☐ No

CATALOG TITLE Applied Behavior Analysis

CATALOG DESCRIPTION OF COURSE Restricted to 350 characters, including spaces

Applied operant and respondent conditioning processes to the modification of human behavior in business, community, education, and clinical settings. Includes analysis of situational components, measurements of behavior, application of basic behavior analytic skills and understanding the significance of results.

This description has been approved by the catalog office: E. McCoy 1/5/13

Catalog Director

In addition, please attach a course syllabus and/or more detailed description.

RESTRICTIONS ☐ Prerequisite PSY 2800 ☐ Corequisite ________________ Course Number

☐ and ☐ or

☐ Prerequisite ________________ Course Number ☐ Corequisite ________________ Course Number

☐ and ☐ or

☐ Prerequisite ________________ Course Number ☐ Corequisite ________________ Course Number

☐ and ☐ or

☐ Other

GRADES TO BE ISSUED ☐ A, B, C, D, F ☐ A, B, C, D, F, CR/DR

☐ CEU ☐ S, U ☐ P, F

☐ Other

ADDITIONAL RESTRICTION (e.g., Major, Class Level, Department Head Approval)

If this course replaces a course currently offered in BANNER, please indicate old course information and the date/term the course may be removed from the system.

SUBJECT BEH COURSE NO. 3 4 6 5 4465 TERM TO INACTIVATE Fall 2014

☐ Yes ☐ No Will this course be used to measure program-level student learning outcomes?

If yes, associate vice president for institutional compliance signature required.

APPROVALS: On completion of description and course number verification, affix appropriate signatures as indicated, and submit completed form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee for approval.

Originator

Date 1/14/13

Chair, Graduate Council

Date

Department Head/Program Chair

Date 1/16/13

OR

Dean or Associate Dean

Date 1/17/13

Chair, Undergraduate Curriculum Committee

Date

**Associate Vice President for Institutional Compliance

Date

CATALOG DIRECTOR

These changes/additions have been made for the University Catalog and entered into the BANNER term named above.

Catalog Director

Date

REGISTRAR’S USE ONLY

SCAROSE  SCADETL  SCAPREQ  SCABASE

SCABBRES  Operator Init.  Date

Florida Institute of Technology • Office of the Registrar

150 West University Boulevard, Melbourne, FL 32901-6975 • (321) 674-8114 • Fax (321) 674-7827

Received 10/11/13

1810
COURSE SYLLABUS
PSY 3465: Applied Behavior Analysis
Florida Institute of Technology
School of Psychology
Fall 2013

Instructor: Mark T. Harvey, PhD, BCBA-D
Office Hours: 1:30 – 3:20 (T)
Class Time: 3 hours / week (1.5 hours X 2 weekly)
Classroom: FTC 2XX

Email: mharvey@fit.edu

Course Objectives
Applies operant and respondent conditioning processes to the modification of human behavior in business, community, education and clinical settings. Includes analysis of situational components, measurement of behavior, application of behavior change techniques and understanding the significance of results. Lectures, readings, class activities, discussions, and assignments will be used to help meet these goals and for performance testing purposes. By the end of the semester students should demonstrate competency in the following areas:

- The principles and defining features of behavior analysis
- Application of behavioral technologies and principles in applied settings
- Procedures to establish new behavior
- Procedures to decelerate disruptive behavior
- Definition and measurement of behavior
- Graphical display of behavioral measures
- Principals of reinforcement, punishment, and extinction
- Critical evaluation of behavior analytic literature

Course Requirements
Course Text

Reading Probes
Short 10-point probes will be given at the beginning of class to assess whether students have fulfilled assigned reading(s) for the day. Probes will be multiple choice, matching, fill in the blank, and/or short answers. In class activities may be used in lieu of a formal 10 point probe.

Unit Tests
There will be four unit tests over assigned reading materials, lectures, and class activities. Celebrations may include multiple choice, short answer, and/or vignettes. Each unit test will be administered during the second half of the class period (see course schedule), and cover the material from the last unit test to that date.

Midterm and Final Celebrations of Knowledge
The midterm and final exam will be comprehensive (comprising of questions from any material prior to the testing). Questions may consist of multiple choice, matching, fill in the blank, short
essay, and/or vignettes. No make-up midterms and/or finals will be allowed without authorization PRIOR to the testing date.

**Term Paper**
As per the school of Psychology requirements, all 4000 level classes must assign a 3,000 word term paper incorporating at least 10 sources. Students are required to select a specific area of applied behavior analysis (e.g., autism, developmental disabilities, organizational behavior management, animal training, education) and describe how basic principles are used to solve problems of social importance in that area. All papers must adhere to APA style guidelines. You may use up to two (2) website references but they must be in addition to your required 10 sources (i.e., peer reviewed journal articles, book chapters). An exemplar grading matrix is attached to the end of this syllabus.

**Topic Submission.** Topics for your term paper and at least three (3) references must be submitted (e-mailed) by this date for approval. Timely submission of your topic and related references will earn 10 points towards the class total.

Florida Tech has contracted with a private company, TurnItIn.com, to help identify plagiarized papers. Papers written for this course must be submitted electronically to the TurnItIn.com website for screening; submission can be done through the digital drop-box on ANGEL. Papers with greater than 50% of material from outside sources (>50% originality report from Turnitin.com) must be revised and resubmitted.

**Class Participation**
Because of the cumulative arrangement of the course material, attendance at each class meeting is important. Ten “semi-random” chosen class periods will each be worth 10 points per class. Some in-class work may offer bonus points. Points are earned for arriving to class on time, being prepared for class, and on-task behaviors (e.g., participating in class discussions, participating in class activities, and compliance to requests). Off-task behaviors (e.g., web-surfing and sleeping) will not be rewarded with points.

**Extra Credit**
You can earn extra credit points by participating in psychology-based research via the Sona Research system. You can earn 2 points for every Sona research point earned for a maximum of ten extra credit points.

To setup your Sona Systems account:
- Go to [http://floridatech.sonaresearch.com](http://floridatech.sonaresearch.com) (NO “www”).
- Click on the “Request an account here.” link on the left hand side of the page, under “New Participant?”
- If you have an account from a previous semester, but forget the login information, just click the “Click here to retrieve it!” link under “Lost your Password?”
- Once you login again, you will be prompted to select a course
- Fill in the required fields and **make sure to select the correct course from the list.**

Your instructor WILL NOT have access to your credits unless you select their
course from the list.

- If you are going to be participating in research in multiple courses, select all the applicable courses from the list (hold down the Control key or the Apple key and select all your courses).
- If you find need to add another course at a later time, you can do so under “My Profile”, and clicking on “Change Courses”.
- Click on “Request Account” and an email with your login information will be sent to the address you provided.
- Once you login for the first time, you can change your password by clicking on the “My Profile” box on the main page.

**NOTE:** The system does NOT automatically grant credits after participation; the individual researchers must do this. After participating in a study, it may take up to two days for you to see the credits granted to your account. If it has been longer than four days, please email the researcher directly to rectify the situation.

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four (4) Unit Tests (25 points each)</td>
<td>100 points</td>
</tr>
<tr>
<td>Ten (10) Reading Probes (10 points each)</td>
<td>100 points</td>
</tr>
<tr>
<td>Midterm</td>
<td>50 points</td>
</tr>
<tr>
<td>Term Paper Topic submission</td>
<td>10 points</td>
</tr>
<tr>
<td>Term Paper</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Examination</td>
<td>90 points</td>
</tr>
<tr>
<td>Class Participation</td>
<td>100 points</td>
</tr>
<tr>
<td>Lab Sessions</td>
<td>150 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>700 points</td>
</tr>
</tbody>
</table>

Course grades will be assigned as follows:

- > 630 - points = A
- 560 - 629.9 points = B
- 490 - 559.9 points = C
- 420 - 489.9 points = D
- < 419.9 points = F
### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Quizzes / Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductions&lt;br&gt;The Scientist Practitioner; Philosophical Foundations&lt;br&gt;Historical Perspectives</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Week 1</td>
<td>Behavior and Behavior Analysis Defined</td>
<td>Mayer, Sulzer-Azaroff, &amp; Wallace (2008), Chapter 1</td>
<td>Probe #1</td>
</tr>
</tbody>
</table>

#### Basic Concepts and Principles

| Week 2     | The A, B, and C’s of ABA                                               | Mayer, Sulzer-Azaroff, & Wallace (2008), Chapter 2                        |                      |
| Week 2     | Preparing the Environment                                              | Mayer, Sulzer-Azaroff, & Wallace (2008), Chapter 3                        | Probe #2             |
| Week 3     | Goals and Objectives                                                   | Mayer, Sulzer-Azaroff, & Wallace (2008), Chapter 4                        | Probe #3             |
| Week 3     | Increasing Behavior Through Reinforcement                              | Mayer, Sulzer-Azaroff, & Wallace (2008), Chapter 5                        |                      |
| Week 4     | Selecting and Developing Reinforcers                                  | Mayer, Sulzer-Azaroff, & Wallace (2008), Chapter 6                        | Unit Test #1         |

#### Measurement of Behavior and Behavior Change

| Week 4     | Observing and Recording Behavior                                      | Mayer, Sulzer-Azaroff, & Wallace (2008), Chapter 7                        | Probe #4             |
| Week 5     | Graphing Behavior and Measuring Change                                 | Mayer, Sulzer-Azaroff, & Wallace (2008), Chapter 8                        |                      |
| Week 5     | Basic Experimental Designs                                             | Mayer, Sulzer-Azaroff, & Wallace (2008), Chapter 9                        | Probe #5             |
| Week 6     | Functions of Behavior; Functional Behavior Assessment                  | Mayer, Sulzer-Azaroff, & Wallace (2008), Chapter 10                       | Unit Test #2         |

#### Procedures to Establish New Behavior

<p>| Week 6     | Group Contingencies, Token Economies                                  | Mayer, Sulzer-Azaroff, &amp; Wallace (2008), Chapter 12                       |                      |
| Week 7     | Shaping                                                               | Mayer, Sulzer-Azaroff, &amp; Wallace (2008), Chapter 13                       | Probe #6             |
| Week 7     | Chaining and Task Analysis                                            | Mayer, Sulzer-Azaroff, &amp; Wallace (2008), Chapter 14                       |                      |
| Week 8     | <strong>Midterm</strong>                                                           |                                                                          |                      |
| Week 8     | Antecedent Manipulations: Stimulus Control, Motivating Operations     | Mayer, Sulzer-Azaroff, &amp; Wallace (2008), Chapter 15                       | Term Paper Topic Due |</p>
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Prompting and Transfer of Stimulus Control</th>
<th>Mayer, Sulzer-Azaroff, &amp; Wallace (2008), pages 340-346 &amp; Chapter 20</th>
<th>Probe #7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9</td>
<td>Generalization</td>
<td>Mayer, Sulzer-Azaroff, &amp; Wallace (2008), Chapter 21</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Schedules of Reinforcement</td>
<td>Mayer, Sulzer-Azaroff, &amp; Wallace (2008), Chapter 22</td>
<td>Unit Test #3</td>
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<tr>
<td>Week 10</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

**Procedures to Decrease Deviant, Disruptive, and/or Disturbing Behavior**

<table>
<thead>
<tr>
<th>Week 11</th>
<th>NCR and Extinction</th>
<th>Mayer, Sulzer-Azaroff, &amp; Wallace (2008), Chapter 27</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 11</td>
<td>Differential Reinforcement</td>
<td>Mayer, Sulzer-Azaroff, &amp; Wallace (2008), Chapter 28</td>
<td>Probe #8</td>
</tr>
<tr>
<td>Week 12</td>
<td>Negative Punishment</td>
<td>Mayer, Sulzer-Azaroff, &amp; Wallace (2008), Chapter 29</td>
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<tr>
<td>Week 12</td>
<td>Positive Punishment</td>
<td>Mayer, Sulzer-Azaroff, &amp; Wallace (2008), Chapter 30</td>
<td>Unit Test #4</td>
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**Ethics & Miscellaneous Behavior Analytic Concepts**

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Organizational Behavior Management</th>
<th>Mayer, Sulzer-Azaroff, &amp; Wallace (2008), Chapter 24</th>
<th>Probe #9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 13</td>
<td>Ethics</td>
<td>Mayer, Sulzer-Azaroff, &amp; Wallace (2008), Chapter 31</td>
<td>Probe #10</td>
</tr>
<tr>
<td>Week 14</td>
<td>Verbal Behavior</td>
<td>Mayer, Sulzer-Azaroff, &amp; Wallace (2008), Chapter 19</td>
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<tr>
<td>Week 14</td>
<td>Staff Training</td>
<td>Sturmey, 2008</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td></td>
<td></td>
<td>Final</td>
</tr>
</tbody>
</table>
**Additional Information**

- Academic dishonesty is the willful misrepresentation of all or any part of another's work as one's own. Copying another's answers or giving or receiving prescribed assistance during classroom or take-home examinations, assignments, papers, research reports, and projects are cheating. Plagiarism in all its forms is cheating; it is the student's responsibility to understand academic expectations for attribution and citation. A student who aids another in cheating shares the guilt of the offense. Additional details concerning academic dishonesty and university policies can be found on the Psychology web site and at http://www.fit.edu/current/plagiarism.pdf. The College of Psychology and Liberal Arts pursues all cases of academic dishonesty vigorously according to University guidelines.

- In this course, the penalty for any kind of academic dishonesty will consist of a final course grade of "F".

- If you have a disability that may require assistance or accommodation, or if you have questions related to any accommodations for testing, note takers, readers, etc., please speak with me as soon as possible. Students may also contact the Academic Support Center (321) 674-7111 or Counseling and Psychological Services (321) 674-8050 with questions about such services.

- Class attendance is not mandatory; however, you cannot earn points for class participation if you do not attend class. If you are unable to make it to class for emergent reasons, please let me know as soon as possible so we can arrange for you to get class information and assignments.

- If a class is canceled (e.g., due to inclement weather) on the day of a scheduled probe or celebration, be prepared to take the quiz or exam on the next day that class meets. Assignments may be adjusted accordingly for the remainder of the semester.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Earned / Points Possible</th>
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<tr>
<td><strong>Introduction</strong></td>
<td></td>
</tr>
<tr>
<td>✓ Thesis clearly identified</td>
<td>15</td>
</tr>
<tr>
<td>✓ Purpose is clear</td>
<td></td>
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<tr>
<td>✓ Maps organization of body</td>
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<tr>
<td><strong>Conclusion</strong></td>
<td></td>
</tr>
<tr>
<td>✓ Relates back to introduction</td>
<td></td>
</tr>
<tr>
<td>✓ Sums up purpose</td>
<td>15</td>
</tr>
<tr>
<td>✓ Original insight</td>
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<tr>
<td><strong>Support</strong></td>
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<tr>
<td>✓ 10 or more citations</td>
<td>15</td>
</tr>
<tr>
<td>✓ No more than 2 from webpages</td>
<td></td>
</tr>
<tr>
<td>✓ Minimal use of direct quotes</td>
<td></td>
</tr>
<tr>
<td>✓ Sources are discussed in the paper, relate to topic, and are integrated well</td>
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<tr>
<td><strong>Organization</strong></td>
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<tr>
<td>0 1 2 3 4 Progression of ideas is logical</td>
<td>20</td>
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<tr>
<td>0 1 2 3 4 Follows structure of introduction</td>
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<tr>
<td>0 1 2 3 4 Paper is easy to follow</td>
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</tr>
<tr>
<td>0 1 2 3 4 Topic sentences</td>
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<tr>
<td>0 1 2 3 4 Overall cohesion</td>
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<td><strong>Mechanics</strong></td>
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<tr>
<td>✓ No spelling errors</td>
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<tr>
<td>✓ Correct grammar</td>
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<td>✓ Sentence structure</td>
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<td>✓ Transitional sentences</td>
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<td><strong>Writing Style</strong></td>
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<td>✓ Concise and clear</td>
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<td>✓ Original voice</td>
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<td><strong>Overall APA Style</strong></td>
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<td>Y N Title page</td>
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<td>Y N Numbers</td>
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<tr>
<td>Y N Initial</td>
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<tr>
<td>Y N Subsequent</td>
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<td>Y N Direct Quotes</td>
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<td>Y N Order</td>
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<td>Y N Formatting</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td>/ 100</td>
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</table>
**Florida Institute of Technology**

**ADDING A NEW COURSE TO THE CURRICULUM**

This course is available for student registration only after the approval process has been completed.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>B</th>
<th>E</th>
<th>H</th>
<th>COURSE NO.*</th>
<th>3</th>
<th>4</th>
<th>6</th>
<th>6</th>
<th>CREDIT HOURS</th>
<th>3</th>
<th>TERM TO BE ADDED TO THE FILE</th>
<th>Fall 2013</th>
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*Justify level if 1000-level and no co- or prerequisites. N/A

<table>
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<tr>
<th>CLASS HOURS</th>
<th>45</th>
<th>LAB HOURS, 0</th>
<th>CONTACT HOURS (CEU ONLY)</th>
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</tr>
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</table>

**DEPARTMENT** Psychology  
(e.g., Computer Sciences)  
SCHEDULE TYPE Lecture  
(e.g., Lecture, Lab or Special Topics/Project)

| □ | COLLEGE OF AERONAUTICS – 23 | ☑ | COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS – 25 |
| □ | NATHAN M. BISK COLLEGE OF BUSINESS – 24 | ☑ | COLLEGE OF SCIENCE – 26 |
| □ | COLLEGE OF ENGINEERING – 1 | ☑ | EXTENDED STUDIES DIVISION / NATHAN M. BISK COLLEGE OF BUSINESS – 90 |

**COMPUTER TITLE** Restricted to 25 characters, including spaces: Behavior Change Tech 
Dual-Prefix, BI-Level, Full-Load? □ Yes ☑ No

**CATALOG TITLE** Behavior Change Techniques

**CATALOG DESCRIPTION OF COURSE** Restricted to 350 characters, including spaces

Applies operant and respondent conditioning processes and skill training to the modification of client behavior in residential, clinical, and school settings. Includes analysis of basic behavior analytic skills, foundational knowledge, and application of specific behavior change procedures and ethical principles in the practice of ABA.

This description has been approved by the catalog office.

| Catalog Director | 1/15/13 |

In addition, please attach a course syllabus and/or more detailed description.

**REQUIREMENTS**

☑ Prerequisite: BEH 3465  
☐ Corequisite: 

☐ and or

☑ Prerequisite: PSY 4465  
☐ Corequisite: 

☐ and or

☑ Prerequisite: 

☐ Corequisite: 

☐ and or

☐ Other

**ADDITIONAL RESTRICTION**

(e.g., Majors, Class Level, Department Head Approval)

If this course replaces a course currently offered in BANNER, please indicate old course information and the date/term the course may be removed from the system.

<table>
<thead>
<tr>
<th>SUBJECT Prefix(es), (e.g., CSE)</th>
<th>PSY</th>
<th>COURSE NO. (e.g., 3101)</th>
<th>4466</th>
<th>TERM TO INACTIVATE</th>
<th>Fall 2014</th>
</tr>
</thead>
</table>

☐ Yes ☑ No  
Will this course be used to measure program-level student learning outcomes?  
If yes, associate vice president for institutional compliance signature required.**

**APPROVALS:** On completion of description and course number verification, affix appropriate signatures as indicated, and submit completed form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee for approval.

<table>
<thead>
<tr>
<th>Originator</th>
<th>1/13</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Department Head/Program Chair</th>
<th>1/13</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dean or Associate Dean</th>
<th>1/13</th>
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</thead>
</table>

**Associate Vice President for Institutional Compliance**

Date

**CATALOG DIRECTOR**

These changes/additions have been made for the University Catalog and entered into the BANNER term named above.

| Catalog Director | Date |

**REGISTRAR’S USE ONLY**

SCARSE  
SCADETL  
SCAPREQ  
SCABASE  
SCRARIES  
Operator Init.  
Date

**DISTRIBUTION**

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150 West University Boulevard, Melbourne, FL 32901-6975 • (321) 674-8114 • Fax (321) 674-7827  
ROR: 160103
COURSE SYLLABUS

BEH 3466: BEHAVIOR CHANGE TECHNIQUES
FLORIDA INSTITUTE OF TECHNOLOGY
COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS
SPRING 2013

Instructor: Mark T. Harvey, PhD, BCBA-D
Email: mharvey@fit.edu
Class Time: 3:30 – 4:45 (M, W)
Telephone: (321) 674-8104
Office Hours: 10 – Noon (M, W)
Classroom: 402 Crawford

Course Objectives

The present course is the second in a two course sequence providing an introduction to Applied Behavior Analysis. It will provide an overview of
- The process of completing behavioral assessment(s)
- Identifying the function of deviant, disruptive, and/or disturbing behavior
- Designing effective function-based interventions
- How to measure and graph behavior
- Behavior change procedures and treatment techniques
- Programming strategies for the generality and maintenance of behavior change
- Establishing competency-based training
- Ethical issues related to behavior change using ABA technologies

The present course is designed to fulfill the following instructional requirements for certification in behavior analysis at the Board Certified Associate Behavior Analyst™ (BCBA®). While the undergraduate sequence has not been submitted for approval by the Behavior Analyst Certification Board (BACB), the BACB has previously accepted this course as meeting the following requirements:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Content Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.0</td>
<td>1: Ethical Considerations in Behavior Analysis</td>
</tr>
<tr>
<td>1.5</td>
<td>3: Principles, Processes, and Concepts</td>
</tr>
<tr>
<td>9.0</td>
<td>4: Behavior Assessment and Selecting Intervention Outcomes</td>
</tr>
<tr>
<td>4.5</td>
<td>6: Measurement of Behavior</td>
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<tr>
<td>1.5</td>
<td>7: Displaying and Interpreting Behavioral Data</td>
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<tr>
<td>3.0</td>
<td>8: Selecting Intervention Outcomes and Strategies</td>
</tr>
<tr>
<td>6.0</td>
<td>9: Behavior Change Procedures</td>
</tr>
<tr>
<td>3.0</td>
<td>10: Systems Support</td>
</tr>
</tbody>
</table>
COURSE REQUIREMENTS

Readings

Course Text

Suggested/Supporting Readings
Assessment

Class Participation:
Because of the cumulative arrangement of the course material, attendance at each class meeting is important. Twenty randomly picked class periods will each be worth 10 points per class. Some in-class work may offer bonus points. Late arrival, early departures, and off-task behaviors (i.e., non-compliance to request/demands, not participating in class discussion, sleeping, web-surfing, and/or disruptive behaviors) will result in point reductions for given class periods.

Midterm and Final Exams:
The midterm and final celebrations of knowledge will be comprehensive (comprising of questions from any material prior to the testing). Questions may consist of multiple choice, matching, fill in the blank, short essay, and/or vignettes. No make-up midterms and/or finals will be allowed without authorization PRIOR to the testing date.

Data Sheet Development:
Develop a data sheet to observe a behavior of your choice.

Graphing Assignment
Develop two graphs when provided with fictitious data. One graph should be done by hand; one graph should be done using a computer program of your choosing.

Preference Assessment
Run your choice of preference assessments (e.g., MSWO, Multiple stimulus with replacement, pair stimulus assessment) on a fellow student or the participant for your final project. Provide results and a brief interpretation of the results.

Discussion Boards:
There will be a minimum of two discussion questions posted to the discussion board according to the class outline. You should post an initial response to one (1) of the questions with a minimum of 150 words. Points will be awarded for grammar, spelling, and organization, content of post as it pertains to the question, and critical thinking / reasoning. Refer to the course outline for due dates. Additionally, you are required to provide a “substantive reply” to at least one other student posting (i.e., reply to their initial post). This requirement is to facilitate discussion and encourage student interaction with the course material. Reference any outside sources using APA publication manual formats.
The grading rubric for discussion boards:

- **A: 19 - 20 points**
  - Exceptional and timely initial post with APA citations and references
  - Included outside sources and/or exemplars
  - Answered at least one question posed by other students to initial post
  - Exceptional, repeated participation in post discussions

- **B: 17 - 18**
  - Good and timely initial post with APA citations and references
  - Answered at least one question posed by other students to initial post
  - Replied with substance to other threads and engaged in discussion

- **C: 15 – 16 points**
  - Timely initial post with APA citations and references
  - Answered a single (1) question to own initial post
  - Limited engaged participation

- **D: 13 – 14 points**
  - Initial post with no citations or references
  - No reply to questions of initial post
  - No engaged participation

- **F: 1- 12 points**
  - No initial post
  - No reply to other student posts.

*Functional Assessment:*
After obtaining consent, gather information on an individual who is challenged by a measurable problem behavior. Use interviews, informant methods, and other descriptive assessment methods to develop a hypothesis for the targeted behavior. Confirm your hypothesis through a minimum of 3 hours of observations; recording the occurrence of target behaviors and related environmental events (you can use the data sheet you developed). Document your functional assessment including your hypothesis statement and summary of observations (50 points).

*Behavior Intervention Plans / Behavior Support Plans:*

**Competing Pathways:** Two behavior supports plans should be written to address problem behaviors for (a) an in-class scenario for “Art” (14 points) and (b) the person identified for your functional assessment project (14 points). Use separate BIP / BSP competing pathways sheet (posted on ANGEL) for each.

Behavior Support Plan (BSP / BIP) Identify two (2) strategies for each component of your competing pathways (i.e., Motivating Operation(s), Antecedent(s), Behavior, and Consequences). You can use the BIP / BSP
competing pathways sheet for Art, however, your BIP / BSP for the identified individual (i.e., final project) should also include a brief narrative on the BSP components that were implemented including any training techniques used as part of the intervention.

**Term Paper:**
As per the school of Psychology requirements, all 4000 level classes must assign a 3,000 word term paper (3,000 words of text not including references or title page) incorporating at least 10 sources. Students are required to write their paper on an ethical issue related to applied behavior analysis. All papers must adhere to APA style guidelines. You may use up to one (1) website references but they must be in addition to your required 10 sources. A grading matrix used for grading papers is provided on ANGEL.

Papers written for this course must be submitted electronically to the TurnItIn.com web site for screening. Students should submit papers to turnitin via the drop box on the ANGEL class site, or print out the report generated by TurnItIn.com and submit it with their paper. Papers that are submitted without a report from TurnItIn.com will not receive credit.

**Grading**

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<th>Item</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>200</td>
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<tr>
<td>Five (5) Discussion Boards (20 points each)</td>
<td>100</td>
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<tr>
<td>Data Sheet Development</td>
<td>20</td>
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<td>Graphing Assignment</td>
<td>20</td>
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<td>Midterm</td>
<td>50</td>
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<tr>
<td>Term Paper</td>
<td>100</td>
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<tr>
<td>Competing Pathway for Art</td>
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<td>BIP / BSP for Art</td>
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<tr>
<td>Competing Pathway for participant</td>
<td>14</td>
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<tr>
<td>Functional Assessment for participant</td>
<td>50</td>
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<tr>
<td>BIP / BSP for participant</td>
<td>16</td>
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<tr>
<td>Preference Assessment</td>
<td>20</td>
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<tr>
<td>Final Examination</td>
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<td><strong>Total</strong></td>
<td>710</td>
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</table>
Course grades will be assigned as follows:
> 639 - points = A
568 - 638.9 points = B
497 - 567.9 points = C
426 - 496.9 points = D
< 425.9 points = F

Additional Information

✓ Academic dishonesty is the willful misrepresentation of all or any part of another's work as one's own. Copying another's answers or giving or receiving proscribed assistance during classroom or take-home examinations, assignments, papers, research reports, and projects is cheating. Plagiarism in all its forms is cheating; it is the student's responsibility to understand academic expectations for attribution and citation. A student who aids another in cheating shares the guilt of the offense. Additional details concerning academic dishonesty and university policies can be found on the Psychology web site and at http://www.fit.edu/current/plagiarism.pdf. The College of Psychology and Liberal Arts pursues all cases of academic dishonesty vigorously, according to University guidelines.

✓ In this course, the penalty for any kind of academic dishonesty will consist of a final course grade of "F".

✓ If you have a disability that may require assistance or accommodation, or if you have questions related to any accommodations for testing, note takers, readers, etc., please speak with me as soon as possible. Students may also contact the Academic Support Center (321) 674-7111 or Counseling and Psychological Services (321) 674-8050 with questions about such services.

✓ Class attendance is not mandatory; however, you cannot earn points for class participation if you do not attend class. If you are unable to make it to class for emergent reasons, please let me know as soon as possible so we can arrange for you to get class information and assignments.

✓ If a class is canceled (e.g., due to inclement weather) on the day of a scheduled probe or celebration, be prepared to take the quiz or exam on the next day that class meets. Assignments may be adjusted accordingly for the remainder of the semester.
### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Quizzes / Assignment</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductions; Syllabus; Class protocols</td>
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<td>N/A</td>
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<tr>
<td>Week 1</td>
<td>Review of Basic Principles</td>
<td>Mayer, Sulzer-Azaroff, &amp; Wallace (2012), Chapters 1 &amp; 2</td>
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<td></td>
<td>Assessment</td>
<td></td>
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<td>Week 2</td>
<td>A Functional Approach to Problem Behavior</td>
<td>Mayer et al. (2012) Chapter 3</td>
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<tr>
<td>Week 2</td>
<td>Identifying Behavior by Function</td>
<td>Mayer et al. (2012) Chapter 10</td>
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<td>Week 3</td>
<td>Behavioral Assessment</td>
<td>Hawkins (1979)</td>
<td>Discussion Board</td>
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<td>Week 3</td>
<td>Descriptive Assessment: Indirect</td>
<td>O’Neill et al. (1997)</td>
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<td>Week 4</td>
<td>Competing Pathways</td>
<td>O’Neill et al. (1997)</td>
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<td>Week 4</td>
<td>Descriptive Assessment: Direct</td>
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<td>Week 5</td>
<td>Functional Analysis</td>
<td>Iwata et al. (1994)</td>
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<td></td>
<td>Observing, Measuring, and Displaying Data</td>
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<tr>
<td>Week 5</td>
<td>Measurement Systems</td>
<td>Umbrecht et al. (2007) Chapter 9</td>
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<tr>
<td>Week 6</td>
<td>Behavioral Observations / Monitoring Behavior Change</td>
<td>Kazdin (1979)</td>
<td>Data Sheet Development</td>
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<td>Week 6</td>
<td>Developing Data Sheets</td>
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<td>FBA Due</td>
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<td>Week 7</td>
<td>Graphing</td>
<td>Dixon et al. (2009)</td>
<td>Discussion Board</td>
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<td>Midterm</td>
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<td>Week 8</td>
<td>Environmental Changes: Decreasing Problem Behavior</td>
<td>Mayer et al. (2012), Chapter 26</td>
<td>Graphing Assignment</td>
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<tr>
<td>Week 8</td>
<td>Teaching Replacement</td>
<td>Deleon &amp; Iwata (1996)</td>
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<tr>
<td>Week 9</td>
<td>Environmental Changes: Antecedent Manipulations</td>
<td>Mayer et al. (2012), Chapter 26</td>
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<td>Week 10</td>
<td>Environmental Changes: Adjusting Contingencies</td>
<td>Mayer et al. (2012), Chapters 27-30</td>
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<tr>
<td>Week 10</td>
<td>BIP Development: Documenting</td>
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**Implementation and Training**

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<tr>
<th>Week 11</th>
<th>Social Validity</th>
<th>Mayer et al. (2012), Chapter 21</th>
<th>Art’s BIP/BSP Due</th>
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<tr>
<td>Week 11</td>
<td>Generalization and Maintenance</td>
<td>N/A</td>
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<tr>
<td>Week 12</td>
<td>Training Others to Implement your BIP/ BSP</td>
<td>Sturmey (2008)</td>
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<td>Week 12</td>
<td>Fidelity of Implementation</td>
<td>TBA</td>
<td>Reading Probe</td>
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**Ethics**

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<tr>
<th>Week 13</th>
<th>Ethics: History</th>
<th>Martinez-Diaz, Freeman, &amp; Normand (2007)</th>
<th>Discussion Board</th>
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<tbody>
<tr>
<td>Week 13</td>
<td>Ethics and the Right to Effective Treatment</td>
<td>Mayer et al. (2012), Chapter 31</td>
<td>BIP/BSP II Due</td>
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<tr>
<td>Week 14</td>
<td>Ethics of Applied Behavior Analysis</td>
<td>Bailey &amp; Burch (2005), Chapt. 2</td>
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<tr>
<td>Week 14</td>
<td>The Behavior Analyst and Individual BIP/BSP</td>
<td>Bailey &amp; Burch (2005), Chapt. 9</td>
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<tr>
<td>Week 15</td>
<td>The Ethics of Punishment</td>
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<tr>
<td>Week 15</td>
<td>Ethics of Research</td>
<td>TBA</td>
<td>Term Paper Due</td>
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Week 16 | Final |
This course is available for student registration only after the approval process has been completed.

**Florida Institute of Technology**

**ADDING A NEW COURSE TO THE CURRICULUM**

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<th>3</th>
<th>TERM TO BE ADDED TO THE FILE</th>
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*Justify level if 1000-level+ and no co- or prerequisites.

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<th>CLASS HOURS</th>
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<th>LAB HOURS</th>
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**DEPARTMENT**

| Psychology |

**SCHEDULE TYPE**

| Practical Experience |

**COMPUTER TITLE**

| Fieldwork in ABA |

**CATALOG TITLE**

| Fieldwork in Applied Behavior Analysis |

**CATALOG DESCRIPTION OF COURSE**

Restricted to 25 characters, including spaces.

Provides undergraduate students with applied experience using basic principles of behavior analysis while working with children with autism, related disabilities, and/or behavioral issues. Provides practical experience and fieldwork hours for students interested in becoming Board Certified Assistant Behavior Analysts (BACB). (may be repeated *9*)

This description has been approved by the catalog office.

**GRADES TO BE ISSUED**

| A, B, C, D, F |
| A, B, C, D, F, CEU/Audit |
| CEU |
| S, U |
| P, F |
| Other |

**ADDITIONAL RESTRICTION**

| (e.g., Major, Class Level, Department Head Approval) |

If this course replaces a course currently offered in BANNER, please indicate old course information and the date/term the course may be removed from the system.

**SUBJECT**

| Alpha Prefix (e.g. CES) |

**COURSE NO.** (e.g., 1301)

**TERM TO INACTIVATE**

**Will this course be used to measure program-level student learning outcomes?**

If yes, associate vice president for institutional compliance signature required.

**APPROVALS:**

| On completion of description and course number verification, affix appropriate signatures as indicated, and submit completed form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee for approval. |

**Orig.**

| Mark |

**Date**

| 1/15/13 |

**Department Head/Program Chair**

| Name |

**Date**

| 1/16/13 |

**Dean or Associate Dean**

| Name |

**Date**

| 1/17/13 |

**Chair, Graduate Council**

| Name |

**Date**

| 1/15/13 |

**Chair, Undergraduate Curriculum Committee**

| Name |

**Date**

| 1/15/13 |

**Cataløg Director**

These changes/additions have been made for the University Catalog and entered into the BANNER term named above.

**REGISTRAR'S USE ONLY**

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**Distribution**

| Original - Registrar |

| Copy - Academic Unit |

| Florida Institute of Technology | Office of the Registrar |

| 150 West University Boulevard, Melbourne, FL 32901-6975 | (321) 674-8114 | Fax (321) 674-7827 |

**KGR-146112**
Florida Institute of Technology  
School of Psychology  
Course Syllabus  
BEH 3550: Fieldwork in ABA  
Summer 2014

Instructor: Mark T. Harvey, Ph.D., BCBA-D  
Telephone: 321-674-8104  
Email: mharvey@fit.edu  
Class Time:  
Office Hours: By appointment  
Classroom: Florida Tech Commons

Course Objectives

Students will be working in an actual community setting as an “employee”. The purpose of this course is to provide undergraduate students with applied experience using basic principles of behavior analysis while working with children with autism, related disabilities, and/or behavior issues. This course will also provide practical experience and fieldwork hours for students interested in becoming Board Certified Assistant Behavior Analysts™.

Required Text and Readings

Text

Assignments / Grading

Attendance
Points are earned for attendance and class participation. A maximum of 10 points can be earned for each hour of group supervision (class). Late arrival, early departures, and off-task behaviors (i.e., non-compliance to request/demands, not participating in class discussion, sleeping, web-surfing, and/or disruptive behaviors) will result in point reductions for given class periods.

Fieldwork Log
Each student must complete a minimum of 10 hours each week at their fieldwork site location. Hours will be documented on the “Fieldwork Log” along with a summary of what was done. The fieldwork log must be completed each week and submitted at the beginning of class. A maximum of 10 points can be earned for each week in which the fieldwork log is submitted timely and completely, including meeting the minimum number of hours required, logging those house, listing activities, and obtaining a supervisors signature.

Case Presentation
Each student will select a case from their fieldwork site and complete a 10 to 15-minute presentation to the class. The case presentation will be worth 100 points. Your peers and the professor will evaluate your case presentation. The following information should be included in your case presentation:

- Provide a brief overview statement of the case you are presenting. Include the following:
  - The referral problem
  - Description of the client (age, diagnosis, basic skill levels)
- The living and educational arrangement of the client (home, group home) and any critical environmental variables that could be a factor in treatment
- Review of any assessments that have been performed (i.e., ABLS, VB-MAPP, BLA, etc.)
- Background information on the functional analysis of the clients problem behavior
  - Assessment techniques used to gather data
  - Results of the functional analysis
- List of client concerns with regard to such things as development, skills, and problem behavior
- List of client goals
- Review of current programming and the intervention strategy for a minimum of 3 programs. Cite specifics; give the rationale for these specifics as they relate to research from the literature on applied behavior analysis. What are the expected results?
- How is the success of the intervention or progress in the case being measured? Include graphs.
- Plans to maintain the behavior change and generalize the treatment to other key members of the client’s environment.

**Grading**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Attendance – 10 pts per week</td>
<td>15 weeks X 10 pts. = 150 points</td>
</tr>
<tr>
<td>Fieldwork – 10 pts per week</td>
<td>15 weeks X 10 pts. = 150 points</td>
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<tr>
<td>Presentation – 100 points</td>
<td>100 points</td>
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</table>

**Total** 400 points

**Grading Scale**

- > 360 = A
- 320 - 359 = B
- 280 - 319 = C
- 240 – 279 = D
- ≤ 239 = F
FIELDWORK LOG  
BEH 3550: Fieldwork in ABA

Name: ___________________________  Fieldwork Site: ___________________________

<table>
<thead>
<tr>
<th>Week # Date</th>
<th>Hours</th>
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## Florida Institute of Technology

### ADDING A NEW COURSE TO THE CURRICULUM

This course is available for student registration only after the approval process has been completed.

<table>
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<th>COURSE NO.</th>
<th>CREDIT HOURS</th>
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<tr>
<td>BE</td>
<td>4025</td>
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<td>Fall 2013</td>
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*Justify level if 1000 level-, and no co- or prerequisites: N/A

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<tr>
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<th>COMPUTER TITLE</th>
<th>ABA and Autism Interventions</th>
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<thead>
<tr>
<th>CATALOG TITLE</th>
<th>Applied Behavior Analysis and Autism Interventions</th>
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**CATALOG DESCRIPTION OF COURSE**

Describes basic treatment techniques involved in behavioral treatment of children with autism. Students learn behavioral characteristics and etiology of autism, history of applied behavior analysis for exceptional learners, and apply behavioral technologies and behavior change systems during supervised practical training.

This description has been approved by the catalog office.

**GRADES TO BE ISSUED**

- A, B, C, D, F
- A, B, C, D, F, CEU/Audit
- CEU
- S, U
- P, F
- Other

### In addition, please attach a course syllabus and/or more detailed description.

**REQUIREMENTS**

- Prerequisites: BEH 3466
- Corequisites: Course Number

**ADDITIONAL RESTRICTION**

- Major, Class Level, Department Head Approval

If this course replaces a course currently offered in BANNER, please indicate old course information and the date/term the course may be removed from the system.

<table>
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<tr>
<th>SUBJECT</th>
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**APPROVALS:**

On completion of description and course number verification, affix appropriate signatures as indicated, and submit completed form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee for approval.

**Registrar’s Use Only**

<table>
<thead>
<tr>
<th>SCARBSE</th>
<th>SCADTL</th>
<th>SCAPREQ</th>
<th>SCABASE</th>
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**Catalog Director:**

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<thead>
<tr>
<th>Original</th>
<th>Date</th>
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<tr>
<td></td>
<td>1/15/13</td>
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**Department Head/Program Chair:**

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>1/16/13</td>
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**Dean or Associate Dean:**

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>1/17/13</td>
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</table>

**Associate Vice President for Institutional Compliance:**

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
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<td></td>
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**Catalog Director:**

<table>
<thead>
<tr>
<th>Date</th>
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</table>

**DISTRIBUTION**

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- Copy – Academic Unit

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- RR146-102
Florida Institute of Technology  
School of Psychology  
Course Syllabus: BEH 4025  
Applied Behavior Analysis and Autism Interventions  
Spring 2013

Instructor: Mark T. Harvey, Ph.D., BCB-D  
Telephone: 321-674-8104  
Email: mharvey@fit.edu  
Class Time:  
Office Hours: By appointment  
Classroom: Florida Tech Commons

Course Objectives
This course is designed to overview issues in the diagnosis of mental retardation and developmental disabilities (MR/DD). Students will critically evaluate current research, clinical practice techniques, and the medical and therapeutic perspectives of people diagnosed with MR/DD. Students will discuss how disability is defined and represented in society. Emphasis will be placed on the use of behavior analysis within the context of developmental disabilities.

Required Text and Readings

Text

Additional Materials
Wurzburg, G. (Producer & Director, 2004). Autism is a world [DVD]. United States, CNN.

Assignments / Grading

Attendance
Points are earned for attendance and class participation. A maximum of 10 points can be earned for each hour of group supervision (class). Late arrival, early departures, and off-task behaviors (i.e., non-compliance to request/demands, not participating in class discussion, sleeping, web-surfing, and/or disruptive behaviors) will result in point reductions for given class periods.

Reaction Papers
Write a reaction paper, a paper explaining your viewpoint on the topic area or reaction to a film / media presentation. Your reaction paper should develop one primary idea or perception, support it with specific evidence (reference to your clinical impressions or history, peer-reviewed article, and/or book chapter), and present both ideas and evidence in clear language and a logical
order. A maximum of 25 points can be earned for each of the four reaction papers. Reaction papers are due as per the course schedule (below).

**Class Presentation**

Each student will select a disability type, related to Intellectual Disabilities or Developmental Disabilities and give a 10 to 15-minute presentation to the class on the second seminar date. Your peers and the professor will evaluate your presentation. The following information should be included in your presentation:

- Etiology/Causes
- Diagnosis
- Prevalence
- Behavioral characteristics or phenotypes associated with the disability
- Comorbidity factors
- Cite at least one research article on behavior analytic treatment of a person (or persons) with the disability. Include:
  - The behaviors addressed
  - Treatment(s)
  - Summary of results

**Grading**

<table>
<thead>
<tr>
<th>Attendance - 25 pts per day</th>
<th>Reaction paper - 25 pts each</th>
<th>Presentation - 100 points</th>
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</thead>
<tbody>
<tr>
<td>15 days X 10 pts. =</td>
<td>3 X 25 =</td>
<td>100 points</td>
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<tr>
<td>150 points</td>
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<td>100 points</td>
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**Grading Scale**

$> 315 = A$
$280 - 314.9 = B$
$245 - 279.9 = C$
$210 - 244.9 = D$
$< 209.9 = F$
### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Diagnostic Issues: Diagnosis, Prevalence, and Trends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Observation, Measurement, and Determining Functions of Behavior</td>
<td>Luiselli (2011), Chapters 1 &amp; 2</td>
<td>Reaction Paper #1</td>
</tr>
<tr>
<td>3</td>
<td>Preference Assessment &amp; Intervention Integrity</td>
<td>Luiselli (2011), Chapter 4 &amp; 5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Skill &amp; Outcome Assessment</td>
<td>Luiselli (2011), Chapters 6 &amp; 7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Toilet Training, Feeding, &amp; Self-Care</td>
<td>Luiselli (2011), Chapters 8, 9, 10</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Augmentative and Alternative Communication</td>
<td>Luiselli (2011), Chapter 11</td>
<td>Reaction Paper #2</td>
</tr>
<tr>
<td>7</td>
<td>Verbal Behavior</td>
<td>Luiselli (2011), Chapter 12</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Social Skills</td>
<td>Luiselli (2011), Chapter 13</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Community Living Skills</td>
<td>Luiselli (2011), Chapters 15 &amp; 26</td>
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<tr>
<td>10</td>
<td>Behavioral Issues: Stereotypy, Self Injury and Aggression</td>
<td>Luiselli (2011), Chapters 16, 17 &amp; 18</td>
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<tr>
<td>11</td>
<td>Compliance, Fears and Phobias</td>
<td>Luiselli (2011), Chapters 19 &amp; 20</td>
<td>Reaction Paper #3</td>
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<tr>
<td>12</td>
<td>Discrete Trial Training</td>
<td>Luiselli (2011), Chapter 21</td>
<td>Class Presentations (group 1)</td>
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<tr>
<td>13</td>
<td>Naturalistic Teaching</td>
<td>Luiselli (2011), Chapter 22</td>
<td>Class Presentations (group 2)</td>
</tr>
<tr>
<td>14</td>
<td>Training Staff</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Training Parents &amp; Other Care Providers</td>
<td>Luiselli (2011), Chapter 27</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Pseudoscience and Myths</td>
<td>TBA</td>
<td>Reaction Paper #4</td>
</tr>
</tbody>
</table>
This course is available for student registration only after the approval process has been completed.

**Subject**: Psychology

**Course No.**: 4550

**Credit Hours**: 3

**Term to be Added to the File**: Fall 2013

**Class Hours**: 100 - 150

**Lecture Hours**: 0

**Lab Hours**: Varies by site

**Contact Hours (CEU Only)**: N/A

**Department**: Psychology

**Schedule Type**: Practicum

- **College of Aeronautics**: 23
- **Nathan M. Bisk College of Business**: 24
- **College of Engineering**: 1
- **Extended Studies Division / Nathan M. Bisk College of Business**: 90

**Computer Title**: Restricted to 25 characters, including spaces

**Supervised Practicum**: Dual-Prefix, Bi-Level, Full-Load? Yes  No

**Catalog Title**: Supervised Practicum in ABA

**Catalog Description of Course**: Restricted to 350 characters, including spaces

Applies fundamental elements of behavior change and exercises client-centered responsibilities applicable to the practice of behavior analysis. Emphasizes specific behavior change procedures that produce changes in socially significant behaviors using evidence-based procedures and technologies. May be repeated for a total of six credits.

**Description Approved by the Catalog Office**:

**Catalog Director**: 1/5/13

**Grades to be Issued**:

- A, B, C, D, F
- A, B, C, D, F, CEU/Audit
- CEU
- S, U
- R, F
- Other

**Restrictions**:

- Prerequisite: BEH 3550

**Additional Restriction**:

- (e.g., Major, Class Level, Department Head Approval)

If this course replaces a course currently offered in BANNER, please indicate old course information and the date/term the course may be removed from the system.

**Subject**: Alpha Prefix (e.g., CSE)

**Course No.**: (e.g., 1301)

**Term to Inactivate**

- Yes
- No

Will this course be used to measure program-level student learning outcomes?

If yes, associate vice president for institutional compliance signature required.**

**Approvals**:

On completion of description and course number verification, affix appropriate signatures as indicated, and submit completed form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee for approval.

**Chair, Graduate Council**

**Date**

**Chair, Undergraduate Curriculum Committee**

**Date**

**Associate Vice President for Institutional Compliance**

**Date**

**Distribution**

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RGR/388-10/12
BEH 4550: Supervised Practicum in ABA  
Spring, 2014

Instructor: Mark T. Harvey, Ph.D., BCBA-D  
Telephone: 321-674-8104  
Email: mharvey@fit.edu

Class Time:  
Office Hours: M, W, 4-6 p. & by appt

Classroom: Florida Tech Commons

Course Objectives
This course applies the fundamental elements of behavior change and exercises client-centered responsibilities applicable to the practice of behavior analysis. It emphasizes specific behavior change procedures that produce changes in socially significant behaviors using evidence-based procedures and technologies.

Course Text

Assignments / Grading

Task List
Students need to demonstrate the following skills as outlined by the BACB task list for Board Certified Assistant Behavior Analysts. Demonstration of the skill set is typically achieved during individual supervision or via videotaped interaction with clients. Have your supervisor initial the box next to each completed task.

- Develop a data collection system
- Conduct a preference assessment
- Conduct a reinforcer assessment
- Conduct a Functional Assessment Interview (FAI)
- Conduct a behavioral assessment (other than an FAI)
- Conduct a functional analysis
- Develop a behavior support plan
- Develop a task analysis
- Draft a skill acquisition plan
- Present a behavior support plans for approval at a Local Review Committee, or other recommended review committees (as appropriate for the designated setting).
- Implement a behavior support plans with >80% treatment integrity.
- Train support personnel on a skill acquisition program
Monitor a behavior support plan or skill acquisition program including collection of Interobserver Agreement (IOA) and procedural integrity data.

Document Interobserver Agreement data for dependent and independent variables

Graph weekly data for client.

Review graphed data with team members involved in the client’s support

Modify a behavior support plans as needed based on data Program for maintenance and generalization

Develop plans that incorporate social validity

Conduct research projects as applicable (at least 5 hours of documented participation)

Staff Training

Design and present a program to train a specific behavioral skill (from the BACB task list) to an untrained staff (i.e., rest of the class). Provide a customized workshop feedback sheet to ensure constructive feedback on content and delivery. Include customized training materials/activities/feedback evaluation sheets for the training session.

Should you recruit another class member only the presenter will receive the grade. The instructor will receive a paper copy of the workshop outline that will contain the following particulars for this staff training assignment:

- **INTRODUCTION**: a rationale for the skill being trained. Use any/all visual aids (PowerPoint, overheads, videotape, etc.)

- **DESCRIPTION OF TRAINING PROCEDURES**: This description will include training materials, training goal(s), mastery criterion for when to stop training (whether or not this is reached during your 180-min training session),

- **Data Sheet(s)** as a way to record ongoing behavior changes resulting from your staff training program

- **Workshop Evaluation Sheet** designed to give you feedback re effective training components and recommendations for changes to the training content to increase interest in/to develop more effective techniques for reaching your training goal(s)

- **References Sheet** listing, in APA format, the sources used to justify the training or that were used in the workshop outline paper
Wiki
Document hours worked as part of the supervised practicum via the wiki in the ANGEL LMS system. Each entry should include the observation site, the date and time of the observation, observation notes, and any tasks performed as part of the task list above. Documentation will be used to assess the total number of hours counted towards the supervised practicum course and total number of hours that can be applied towards supervised experience for taking the BACB® examination for assistant behavior analysts.

Grading / Points

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff training presentation</td>
<td>100</td>
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<tr>
<td>Wiki (10 pts / week * 15)</td>
<td>150</td>
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<tr>
<td>Task List (10 pts. Each)</td>
<td>200</td>
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<td><strong>Total Points</strong></td>
<td>450</td>
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Grading Scale

- > 405 = A
- 360 – 404 = B
- 315 – 359 = C
- 270 – 314 = D
- ≤ 269 = F

Course Calendar

<table>
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<tr>
<th>Week</th>
<th>Readings</th>
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<tr>
<td>1</td>
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<tr>
<td>2</td>
<td>Text Preface to p. 30.</td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
<td>Responsible Conduct (pp. 33-52)</td>
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<td>6</td>
<td>Responsibility to Clients (pp. 53-79)</td>
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<td>7</td>
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<tr>
<td>8</td>
<td>Assessing Behavior &amp; Guidelines for Behavior Change (pp. 80-112)</td>
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<td>9</td>
<td></td>
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<td>10</td>
<td>The Behavior Analyst as the teacher / supervisor, in the workplace, &amp; as the scientist (pp. 113-174)</td>
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<tr>
<td>11</td>
<td></td>
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<tr>
<td>12</td>
<td>Ethical responsibility to the field, colleagues, and society (pp. 175-206).</td>
</tr>
<tr>
<td>13</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Practical tips (pp. 207-226)</td>
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<tr>
<td>15</td>
<td>Staff Training Presentations</td>
</tr>
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</table>
Florida Institute of Technology

ADDING A NEW COURSE TO THE CURRICULUM

This course is available for student registration only after the approval process has been completed.

SUBJECT B E H COURSE NO. 4 5 6 0 CREDIT HOURS 3 TERM TO BE ADDED TO THE FILE Fall 2013

*(Justify level if 1000-level and no co- or prerequisites)*

CLASS HOURS 45 LECTURE HOURS 45 LAB HOURS CONTACT HOURS (CEU ONLY)

DEPARTMENT Psychology (e.g., Computer Sciences) SCHEDULE TYPE Lecture (A) (e.g., Lecture, Lab or Special Topics/Project)

☐ COLLEGE OF AERONAUTICS - 23 ☒ COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS - 25
☐ NATHAN M. BISK COLLEGE OF BUSINESS - 24 ☐ COLLEGE OF SCIENCE - 26
☐ COLLEGE OF ENGINEERING - 1 ☐ EXTENDED STUDIES DIVISION / NATHAN M. BISK COLLEGE OF BUSINESS - 90

COMPUTER TITLE Restricted to 25 characters, including spaces
Beh & Cont Society
Dual-Prefix, Bi-Level, Full-Load? ☐ Yes ☒ No

CATALOG TITLE Behaviorism and Contemporary Society

CATALOG DESCRIPTION OF COURSE Restricted to 350 characters, including spaces

Considers the application of behavioral science and technology to contemporary society and emphasizes the implication of behavioristic theory and the experimental analysis of behavior.

This description has been approved by the catalog office. Emory 1/13/13

Catalog Director Date

In addition, please attach a course syllabus and/or more detailed description.

RESTRICTIONS ☒ Prerequisite BEH 3460 ☐ Corequisite Course Number ☒ and ☐ or

☐ Prerequisite BEH 3468 ☐ Corequisite Course Number ☒ and ☐ or

☐ Prerequisite Course Number ☐ Corequisite Course Number ☒ and ☐ or

GRADERS TO BE ISSUED
☒ A, B, C, D, F
☐ A, B, C, D, F, CEU/Audit
☐ CEU
☐ S, U
☐ P, F
☐ Other

ADDITIONAL RESTRICTION
(e.g., Major, Class Level, Department Head Approval)

If this course replaces a course currently offered in BANNER, please indicate old course information and the date/term the course may be removed from the system.

SUBJECT Alpha Prefix(e.g., CSE) COURSE NO. (e.g., 1301) TERM TO INACTIVATE

☐ Yes ☒ No Will this course be used to measure program-level student learning outcomes?

If yes, associate vice president for institutional compliance signature required.**

APPROVALS: On completion of description and course number verification, affix appropriate signatures as indicated, and submit completed form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee for approval.

Date

Date

Date

Date

Date

Date

Date

Date

Date

Date

Date

Date

Date

Catalog Director

Registrar's Use Only

SCACRSE SCADETL SCAPREQ SCABASE

SCARRIES Operator Init. Date

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ROR148-1012
SYLLABUS
BEH 4560: BEHAVIORISM AND CONTEMPORARY SOCIETY

INSTRUCTOR: Dr. Whoosie Face
OFFICE: 275 FTC
OFFICE HOURS: By Appointment
TELEPHONE: 674-7701
EMAIL ADDRESS: whooseface@fit.edu
CLASSROOM: 2XX FTC

TEXT


Overview: PSY 4560 is an undergraduate seminar with several goals. One is the permit students to become familiar with modern behavioristic theory and philosophy, with an important side goal of correcting commonly held misconceptions about the approach (e.g., that it is a “black box” view, that it is a stimulus-response approach, or that it stands in opposition to neuro-scientific inquiry). A second goal is to consider a behavioristic outlook as a philosophy of science, as a world view, and as an outgrowth of behavioral science itself. A third aim is to consider what the implications of such a view for traditional views of behavior, for psychology as a science, and for understanding of cultural practices.

Class Structure: The course will be conducted as a seminar, with students responsible for leading the discussion. During a class period, two to three students, in succession, will lead a discussion, each over part of the week’s reading assignment. With a couple of exceptions, each student will be responsible for one chapter (see below). The student-led discussion will constitute the first part of each class. After a brief break, the second part of each class will be led by the instructor, and the material discussed will be based on questions submitted by students; to accomplish that, each Monday by 4 PM each student will submit two questions, via email, to the instructor about the weekly reading assignment.

Assignments and Grading: 1. Each student will lead the class discussion one time during the term, and assigned reading and times will be determined by random draw at the beginning of the term. 2. Each student will prepare a term paper, 10 to 15 pages in length, on a topic related to behavioristic practice or philosophy. The paper can focus on specific research based on a behavioristic outlook, on the application of behavioristic approaches to particular behavioral or societal issues, on critiques of a behavioristic view, or any other topic approved by the instructor. Please get instructor approval of your intended topic before this date. I prefer that you do that via email correspondence as soon as you decide. The paper itself is due at the beginning of the class period on this date. 3. Each student is expected to submit two questions, on the weekly reading assignment, to me, via email, by 4 PM the day before class (i.e., Monday). Grading will be weighted as follows: Paper (30%), Presentation (25%), Quizzes (20%), In-class Participation (10%), Final Exam (15%).
COURSE SCHEDULE

WEEK 1: History of Learning Theory and the Development of Behavioral Psychology
Chiesa, M. (1994). Chapter 1, 8

- Introduction
- Behaviorism and Radical Behaviorism

Supplemental Reading:

WEEK 2: Quiz 1
Radical Behaviorism
Chiesa, M. (1994). Chapters 6, 7

- Interpretive techniques and explanatory theories
- Mechanistic thinking and psychology

Supplemental Reading:

WEEK 3: Quiz 2
Skinner's Writings


WEEK 4: Quiz 3
Introduction to Human Operant Behavior

- The experimental analysis of human operant behavior
- The human subject
- Experimental design and analysis in the laboratory study of human operant behavior

Supplemental Reading:

**WEEK 5:**

**Quiz 4**

Reinforcement and Punishment


• Reinforcement: schedule performance
• Negative reinforcement and punishment

Supplemental Reading:


**WEEK 6:**

**Quiz 5**

Choice and Self-Control


• Choice and self-control

Supplemental Reading:


**WEEK 7:**

**Quiz 6**

Stimulus Control


• Stimulus-control procedures

Supplemental Reading:


**WEEK 8:** Quiz 7
Stimulus Equivalence
• Stimulus equivalence

Supplemental Reading:

**WEEK 9:** Quiz 8
Verbal Behavior
• The verbal governance of behavior

Supplemental Reading:

**WEEK 10:** Quiz 9
Respondent Behavior

Supplemental Reading:

**WEEK 11:** Quiz 10
Operant / Respondent Interactions

Supplemental Reading:
WEEK 12:

Quiz 11

Behavioral Pharmacology


- Human behavioral pharmacology: An overview of laboratory methods

Supplemental Reading:


WEEK 13:

Quiz 12

Internal States?


- Remembering and forgetting
- Self-report methods

Supplemental Reading:


WEEKS 14:

Quiz 13

Social Behavior


- Social Behavior

Supplemental Reading: N/A

WEEK 15:

FINAL EXAM & TERM PAPER DUE – Time and Location TBA