Course Name: Behavioral Interventions  
Course ID: ABA 532  
Semester: Spring 2018  
Mode: Blended  

Instructor: Gary Pace, Ph.D., BCBA-D  
Email: gpace@umassd.edu  
Phone: (508) 999-8349  
Office Hours: Tuesday, Wednesday, Thursday 3-5  

<table>
<thead>
<tr>
<th>Instructor: Gary Pace, Ph.D., BCBA-D</th>
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**Course Description**

This course focuses on selecting, evaluating, implementing, and managing intervention strategies based on the results of functional assessments.

The course will consist of a combination of online and traditional face-to-face classes. This course provides credit hours toward educational qualifications required to sit for the behavior analysis certification examination.

**Student Competencies.** (As linked to the BACB Fourth Edition Task List) Students who successfully complete the course will develop knowledge and skills related to the following competencies:

<table>
<thead>
<tr>
<th>Section I: Basic Behavior-Analytic Skills</th>
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<tbody>
<tr>
<td>Behavior-Change Considerations</td>
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<tr>
<td>Fundamental Elements of Behavior Change</td>
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<tr>
<td>Specific Behavior-Change Procedures</td>
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<td>Behavior-Change Systems</td>
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<tr>
<td>Section II: Client-Centered Responsibilities</td>
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<tr>
<td>Intervention</td>
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</tbody>
</table>

**Prerequisite:** ABA 531.

**Course Credits:** This is a three credit course

**Required Readings:**


**Course Requirements:**

Readings: For each class there will be several research articles assigned to read.

Presentation of Readings: Students will be assigned in advance to present articles. Some articles will be specific articles, others will be articles that students choose based on topic area. Presentation of articles should focus on (a) the rationale for the study, (b) brief description of the method, (c) description of results, (d) authors’ conclusions, (e) critique of the study, and (f) applied/clinical implications of the study. The emphasis of presentations should be on conclusions, critique, and clinical implications rather than on merely summarizing the study. If possible, relate the study to specific cases with which you are familiar. Each presentation and discussion should be a total of 20-30 minutes.

Quizzes: At the beginning of some classes, there will be a short quiz based on the previous classes readings. There could be a quiz before any class, so it is important to read all articles carefully.
Classroom Participation: Participation includes participation in the discussion of the material.

Final student presentation: Each student will pick an intervention article to present that is relevant to a behavioral challenge they are facing in their clinical supervision setting. The focus of the presentation is to present the article, and relate it to how it could be useful for addressing your current clinical challenge.

Final Exam: There will be a final exam.

Course Objectives

Course Objectives: By the end of the semester students will:
- Select, evaluate, implement, and manage an appropriate treatment interventions based upon the results of a functional assessment
- Become familiar with the fundamental elements of behavior change

Communication Plan

Here are my expectations for electronic communication:
- Please use email *ONLY* when the subject is of a personal and confidential matter. If the question you ask is of a nature that even one other person in the course could benefit from the answer, post the question in the appropriate discussion board forum.
- I check my email daily Monday through Friday during normal business hours only. You can expect a reply from me via email within 24 hours during the work week.
- I will also check the discussion forums daily during the work week. I will always reply to any discussion comment directed specifically at me.

Methods of Evaluation

Evaluation and Grading Breakdown:
- Class participation/attendance: 15%
- Quizzes/assignments: 20%
- Article presentations: 20%
- Final student presentation: 20%
- Final exam: 25%

Substantive participation should:
• Add value to the discussion and avoid simply repeating, agreeing with, or answering yes or no to peer’s comments
• Challenge comments in class, including those of the facilitator
• Ask insightful questions
• Answer other people’s questions
• Exemplify the point with real-life events, when possible
• Make comments that are relevant to the course content and objectives

Ideas for substantive participation include:
• Share an experience that is related to the discussion. Comment on other participants’ experiences that are related to the course.
• Ask others questions about their ideas and experiences that are related to the course.
• Challenge a point that another participant made in a respectful manner. Offer a different perspective on an idea that is being discussed.
• Give insights gained from readings that were assigned for the week. If you need more information, ask the participants a question about the week’s reading.
• Discuss a work issue that is related to the course or discussion and ask for feedback.
• Relate how you have applied what you have read, learned or discussed regarding the course to your personal and professional life.
• Share another resource such as Web links, books, etc. that you have used to answer other participants’ questions or as you explore the topics of the course (as it is a violation of copyright law to copy the actual page).

Final course will convert to the following letter grades:

<table>
<thead>
<tr>
<th>Final Course Average</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93 and above</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>66-76</td>
<td>C</td>
</tr>
<tr>
<td>65 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

Late Assignments

All assignments are expected to be completed by the assigned due date. If you will not be able to get an assignment completed by the due date, contact me by email.
All students are expected to participate in face-to-face classes. Missing a class will result in zero participation points for that class

**Incomplete Policy**

According to the university catalogue, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F(I). The incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. If you feel you require an incomplete for an exceptional reason, you need to email me and state your reasons for the incomplete in writing. We will then decide on a course of action.

http://www.umassd.edu/nfi/teachingandadvising/coursesyllabus/sampleincompletestatement/

**Student Academic Integrity Policy**

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure or as an act of intentional dishonesty.

A student found responsible of academic dishonesty is subject to severe disciplinary action, which may include dismissal from the University. The procedure for responding to incidents of academic dishonesty may be found in Section III of this document. You may also refer to the Student Handbook for information about the judicial process.

A high standard of academic integrity promotes the pursuit of truth and learning and respect for the intellectual accomplishments of others. These are values that are fundamental to the mission of this University. Such values are undermined by academic dishonesty.

Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and deemed appropriate by the instructor of the course. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses.
Maintenance of the standards of academic integrity and the successful administration of this policy depend on the mutual cooperation of faculty and students.

Faculty cooperation is essential for successful application of the procedures defined by this Academic Integrity Policy. Faculty members promote academic integrity by making clear on their syllabi their expectations concerning homework assignments, collaborative student efforts, research papers, examinations, computer-based infractions, and the like. Efforts should be made to detect and to prevent cheating and plagiarism in all academic assignments. If faculty members have evidence of academic dishonesty, they are expected to report such evidence promptly.

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit.

The intent of this policy is to make clear the standards of academic integrity at UMass Dartmouth.

*For additional information on violations, infractions, and consequences visit the UMass Dartmouth Student Academic Integrity Policy at the link below.

http://www.umassd.edu/policies/activepolicylist/academicaffairs/academicintegritypolicyandreportingform/

**Center for Access and Success**

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with the instructor at the beginning of the semester and provide the appropriate paperwork from the Center for Access and Success. The necessary paperwork is obtained when you bring proper documentation to the Center, which is located in Pine Dale Hall, Room 7136; phone: 508.999.8711.

http://www.umassd.edu/dss/

**Resources**

Links to all student resources can be found at:
http://www.umassd.edu/extension/studentresources/

Tutoring
If you are having difficulty with the class please:
• Post a message on the Discussion Board – be sure to use your classmates for troubleshooting and problem solving.
• Make an appointment to come in and meet with me during my office hours.
• Contact the Academic Resource Center (ARC) for support:

Academic Resource Center, Liberal Arts – Room 7  
Phone: 508.999.8708, Fax: 508.910.6404

Technical Help
If you are in need of technical assistance, please visit the link below for a list of technical support resources.  
http://www.umassd.edu/extension/technicalresources/

Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Beginning</th>
<th>Unit of Instruction Topic</th>
<th>Responsibilities</th>
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</thead>
</table>
| Week 1     | Thursday 1/25/18 | Format of class: Face-to-face, instructor presentation | **Reading:**  
Chapters 21 and 22 of Cooper et al. (2007)  
**Activity:**  
Class discussion, student presentation  
**Evaluation:**  
Possible Quiz |
| Week 1     | Thursday 2/1/18 | Format of class: Face-to-face, student presentations | **Readings:**  
**Activity:**  
Class discussion, student presentation  
**Evaluation:**  
Student presentation, participation in class |
| Week 3  | Format of class: Face-to-face, Student presentations | **Readings:**  
Bloom, et al. JABA (2013)  
**Activity:**  
Class discussion, student presentation  
**Evaluation:**  
Student presentation, participation in class discussion, possible quiz |
|---|---|---|
| Thursday 2/8/18  | Topic: Problem behavior maintained by positive reinforcement  
|  | **Readings:**  
Bloom, et al. JABA (2013)  
**Activity:**  
Class discussion, student presentation  
**Evaluation:**  
Student presentation, participation in class discussion, possible quiz |
| Week 4  | Format of class: On line, Instructor presentation  
Topic: Problem behavior maintained by negative reinforcement  
| **Readings:**  
**Activity:**  
Narrative power point presentation  
Create extensive PP for online, and have students complete Article summaries on Iwata and create questions for all three articles  
**Evaluation:**  
Article summaries and critique |
| Monday 2/12/18- Sunday 2/18/18  |  |  |
| Week 5  | Format of class: Face-to-face, student presentations  
Topic: Problem behavior maintained by negative reinforcement  
| **Readings:**  
**Activity:**  
Student presentation and class discussion |
<table>
<thead>
<tr>
<th>Week 6</th>
<th>Format of class: Face-to-Face, Student presentations</th>
<th>Readings:</th>
<th>Activity:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Format of class: Face-to-face Instructor and student presentations</th>
<th>Readings:</th>
<th>Activity:</th>
</tr>
</thead>
</table>
Berg et al. 2016  
Hagopian, L.P., Rooker, G.W., & Zarcone, J. R. (2015) **Consider NO additional article this week** | Student presentation and class discussion |

<table>
<thead>
<tr>
<th>Week 8</th>
<th>SPRING BREAK</th>
<th>Evaluation:</th>
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<tbody>
<tr>
<td></td>
<td>NO ASSIGNMENTS</td>
<td>Student presentation, class discussion, possible quiz</td>
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<thead>
<tr>
<th>Week 9</th>
<th>Format of class: Face-to-face Student presentations</th>
<th>Readings:</th>
<th>Activity:</th>
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<tbody>
<tr>
<td>Week 10</td>
<td>Format of class: Face-to-face, Instructor Presentation</td>
<td>Readings:</td>
<td>Activity:</td>
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<tr>
<td>Thursday 3/29/18</td>
<td>Topic: Punishment</td>
<td>Chapters 14 and 15 of Cooper</td>
<td>Student presentation and class discussion</td>
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<td></td>
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<td>Consider getting Lerman arts and add two Cooper chapters</td>
<td>Activity:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>class discussion</td>
</tr>
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<td></td>
<td></td>
<td>Evaluation:</td>
<td>Student presentations, class discussion, possible quiz</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Week 11</th>
<th>Format of class: Face-to-face, student presentations</th>
<th>Readings:</th>
<th>Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 4/5/18</td>
<td>Topic: Antecedent treatment approaches</td>
<td>Peterson, Lerman, &amp; Nissen (2016).</td>
<td>Student presentation and class discussion</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Week 12</th>
<th>Format of class: on line, Instructor presentation</th>
<th>Readings:</th>
<th>Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Smith, R.G., &amp; Iwata, B.A., (1997)</td>
<td>Activity:</td>
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<td></td>
<td>Consider cooraborate and I present/lecture</td>
<td>Add cooper chap 23</td>
<td>Activity:</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Format of class:</td>
<td>Readings:</td>
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<tr>
<td>13</td>
<td>Thursday 4/19/18</td>
<td>Face-to-face, student presentations</td>
<td>None</td>
</tr>
<tr>
<td>14</td>
<td>Thursday 4/26/18</td>
<td>Face-to-face, Student presentations</td>
<td>None</td>
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<tr>
<td>15</td>
<td>Thursday 5/3/18</td>
<td>Final Exam</td>
<td>None</td>
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