Course Name: Implementing Behavior Analysis in Educational Settings
Course ID: PSY 525
Semester: Spring 2019
Mode: face-to-face

Instructor: Melanie DuBard, Ph.D., BCBA-D
Email: mdubard@umassd.edu
Phone: 508-999-8349 (Dr. Pace’s office number)
Office Hours: Scheduled by request

Course Description

This course focuses on the clinical practice of applied behavior analysis in a variety of educational settings. It is designed to cover the issues that behavior analysts are likely to encounter in these settings. These topics include assessing and selecting intervention strategies for skill acquisition and behavior reduction, the consultation process, school-wide behavioral interventions, staff training, the ethics of practice, and behavioral education in schools. Applications for children who do not have developmental disabilities will also be covered.

This course will be a traditional face-to-face class. The format will be a combination of instructor lecture, student presentations, readings, and class discussion. This course provides credit hours toward the 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>Topic</th>
<th>Task #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Behavior-Analytic Skills</td>
<td></td>
</tr>
<tr>
<td>Fundamental Elements of Behavior Change</td>
<td>D-01 to D-21</td>
</tr>
<tr>
<td>Specific Behavior-Change Procedures</td>
<td>E-02 to E-05, E-09, E-12 to E-13</td>
</tr>
<tr>
<td>Behavior-Change Systems</td>
<td>F-03 to F-08</td>
</tr>
<tr>
<td>Behavior-Change Considerations</td>
<td>C-01 to C-03</td>
</tr>
<tr>
<td>Client-Centered Responsibilities</td>
<td></td>
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<tr>
<td>Intervention</td>
<td>J-01 to J-12</td>
</tr>
<tr>
<td>Implementation, Management, and Supervision</td>
<td>K-01 to K-10</td>
</tr>
<tr>
<td>Foundational Knowledge Accompanying the BACB Fourth Edition Task List</td>
<td>FK 34 to FK-39, FK 43 to FK-46</td>
</tr>
</tbody>
</table>

Prerequisite: PSY 509

Course Credits: This is a 3-credit course
Required Readings:


Kohn, A. (2001). Five reasons to stop staying “good job!” Young Children, 1-5.


**Course Requirements:**

**Attendance/Participation:** Students are REQUIRED to attend all classes. Failure to attend classes may result in you NOT PASSING the course. Students are expected to actively participate in topical discussions led by the instructor and fellow students each week. Participation includes asking and answering questions related to the topic and offering comments/opinions that reflect behavior analytic thinking. Not attending class will result in 0 attendance/participation points.

**Readings:** For each class, there will be several research articles/chapters to read.

**Quizzes:** For each class there will be a quiz on the readings. If you do not attend class, and want to make up the quiz, you can earn no more than half the credit (2.5 points).

**Article Summary & Presentation:** Each student will be required to write one summary for a journal article assigned for a class and present that article. Summaries must be typed and follow a prescribed format. Presentations must be in some audio-visual format. **Detailed instructions will be provided.**

**Final Project:** For the final project, each student will need to complete a functional assessment of a mock client and develop an intervention protocol using one of the interventions discussed in class. **Detailed instructions will be provided.**

**Course Objectives**

By the end of the semester, students will:
- Have knowledge of and demonstrate a variety of skill acquisition techniques and interventions.
- Have knowledge of and demonstrate behavioral consultation skills.
- Identify the components of school-wide behavioral interventions, Response to Intervention, and the Instructional Hierarchy.
• Demonstrate how to assess the difference between a skill deficit and a performance deficit and how to intervene accordingly.
• Identify a variety of ways behavior analysis can be implemented in educational settings.

**Communication Plan**

Here are my expectations for electronic communication:
• 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.

**Methods of Evaluation**

**Evaluation and Grading Breakdown:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Quiz (12 classes x 5 points)</td>
<td>60</td>
</tr>
<tr>
<td>Attendance/participation (12 x 2.5 points)</td>
<td>30</td>
</tr>
<tr>
<td>Article Summary</td>
<td>25</td>
</tr>
<tr>
<td>Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Final Project</td>
<td>60</td>
</tr>
</tbody>
</table>

**Total: 200 points**

**Substantive Participation Should:**

- Add value to the discussion and avoid simply repeating, agreeing with, or answering yes or no to peers’ 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 other students 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).

**Grading Scale:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<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>
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<tr>
<td>84 – 86</td>
<td>B</td>
</tr>
<tr>
<td>80 – 83</td>
<td>B-</td>
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</tbody>
</table>
Policy on Late Assignments and Missing 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 and attend classes. If you will not be able to attend a class, contact me by email ahead of time.

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 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.
- Contact the Academic Resource Center (ARC) for support:

  Academic Resource Center, Liberal Arts – Room7  
  Phone: 508.999.8708, Fax: 508.910.6404

**Technical Help**

If you are in need of technical assistance please visit the following link for a list of technical support resources:  http://www.umassd.edu/extension/technicalresources
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class 1</strong>&lt;br&gt;1/22/19</td>
<td><strong>Topics:</strong>&lt;br&gt;- Introduction to the course&lt;br&gt;- Overview of the role of ABA in education and challenges to its acceptance in educational settings</td>
<td><strong>Readings:</strong>&lt;br&gt;Dunlap, Kern, &amp; Worcester (2001).&lt;br&gt;Heward (2005).&lt;br&gt;Kohn (2001).&lt;br&gt;Strain &amp; Joseph (2004).&lt;br&gt;<strong>Evaluation:</strong> Attendance/participation</td>
</tr>
<tr>
<td><strong>Class 2</strong>&lt;br&gt;1/29/19</td>
<td><strong>Topics:</strong>&lt;br&gt;- Skill acquisition&lt;br&gt;- Imitation&lt;br&gt;- Shaping</td>
<td><strong>Readings:</strong>&lt;br&gt;Cooper, Heron, &amp; Heward (2007) Chap. 18, 19&lt;br&gt;<strong>Evaluation:</strong> Quiz; attendance/participation</td>
</tr>
<tr>
<td><strong>Class 3</strong>&lt;br&gt;2/5/19</td>
<td><strong>Topics:</strong>&lt;br&gt;- Prompting and prompt fading&lt;br&gt;- Chaining&lt;br&gt;- Task Analysis&lt;br&gt;- Discrete Trial Training&lt;br&gt;- Errorless learning</td>
<td><strong>Readings:</strong>&lt;br&gt;Slocum &amp; Tiger (2011).&lt;br&gt;McGhan &amp; Lerman (2013).&lt;br&gt;Carroll, Kodak, &amp; Fisher (2013).&lt;br&gt;Cooper, Heron, &amp; Heward (2007) Chapters 20&lt;br&gt;<strong>Evaluation:</strong> Quiz; attendance/participation</td>
</tr>
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<td><strong>Class 4</strong>&lt;br&gt;2/12/19</td>
<td><strong>Topics:</strong>&lt;br&gt;- Instructional Hierarchy&lt;br&gt;- Curriculum-Based Measurement/Assessment&lt;br&gt;- Brief Experimental Analysis&lt;br&gt;- Skill vs. performance deficit&lt;br&gt;- Academic Interventions</td>
<td><strong>Readings:</strong>&lt;br&gt;Daly, Witt, Martens, &amp; Dool (1997).&lt;br&gt;Duohon, Noell, Witt, Freeland, Dufrene, &amp; Gilbertson (2004).&lt;br&gt;Daly, Martens, Hamler, Dool, &amp; Eckert (1999).&lt;br&gt;<strong>Evaluation:</strong> Quiz; attendance/participation; article summary &amp; presentation (one student)</td>
</tr>
<tr>
<td><strong>Class 5</strong>&lt;br&gt;2/26/19</td>
<td><strong>Topics:</strong>&lt;br&gt;- Direct Instruction&lt;br&gt;- Precision Teaching&lt;br&gt;- PSI&lt;br&gt;- Incidental teaching</td>
<td><strong>Readings:</strong>&lt;br&gt;Colquitt, Pritchard, McCollum (2011).&lt;br&gt;Cowan &amp; Allen (2007).&lt;br&gt;Datchuk (2017).&lt;br&gt;Fredrick &amp; Hummel (2004).&lt;br&gt;Hsieh, Wilder, Abellon (2011).&lt;br&gt;<strong>Evaluation:</strong> Quiz; attendance/participation; article summary &amp; presentation (one student)</td>
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<tr>
<td><strong>Class 6</strong>&lt;br&gt;3/5/19</td>
<td><strong>Topics:</strong>&lt;br&gt;- School-wide behavioral interventions&lt;br&gt;- PBIS&lt;br&gt;- Response to Intervention</td>
<td><strong>Readings:</strong>&lt;br&gt;Sugai &amp; Horner (2009).&lt;br&gt;Simonsen, Sugai, &amp; Negron (2008).&lt;br&gt;Bradshaw, Mitchell, &amp; Leaf (2010).&lt;br&gt;<strong>Evaluation:</strong> Quiz; attendance/participation; article summary &amp; presentation (one student)</td>
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<tr>
<td>Class</td>
<td>Date</td>
<td>Topics</td>
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<tr>
<td>Class 13</td>
<td>Topics:</td>
<td>Readings:</td>
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</tbody>
</table>
| 4/30/19  | Behavioral contracts | Mann (1972)  
Mruzek, Cohen, Smith (2007)  
Welch & Holborn (1988)  
Wysocki, Hall, Iwata, Riordan (1979) |

**Assignment:** Quiz; attendance/participation; article summary & presentation (one student)

<table>
<thead>
<tr>
<th>Class 14</th>
<th>Evaluation: Final Project Due</th>
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</thead>
<tbody>
<tr>
<td>5/7/19</td>
<td></td>
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</tbody>
</table>

As the course progresses, this syllabus will be adjusted to accommodate any unforeseen circumstances at the discretion of the instructor when needed.