BACS 522: Principles of Applied Behavior Analysis
Fall 2017; 4 Credits

Department of Health Professions Mission Statement
Anchored in the pragmatic liberal arts tradition, the department of health professions educates students to become effective and innovative health and behavioral professionals who will satisfy the growing demand for their services.

COURSE INFORMATION

General
Class Time & Location: Mondays 6:45-9:15 p.m. in Bush 308
Instructor: Stephanie Kincaid DePriest, Ph.D., BCBA-D
Office: Warren Basement E
Phone: 407-646-2781
E-mail: SKincaid@Rollins.edu
Office Hours: Mondays and Wednesdays 3:30-6:30 p.m. or by appointment
To Request an appointment: http://doodle.com/SKincaid (include at least 2 dates in your request)

Getting in touch with me: Email is the best way to contact me. I respond to email within 24 hrs. I place great importance on being available to students, so please do not hesitate to schedule a meeting with me if there are topics you wish to discuss.

Course Summary
The foundations course serves as an introduction to the field of applied behavior analysis. In the first half of the semester, students begin to become fluent in the terminology used in behavior analysis and learn to use basic behavioral principles to modify and explain behavior. Students also learn to interpret and discuss seminal writings that have shaped the understanding of behavior. Topics include the selection and measurement of behavior, operant conditioning, and single-subject research designs. In the second half, students learn how to conduct functional assessments and functional analyses to develop data-based interventions. Additional topics include verbal behavior and ethical considerations for behavior analysts.

Course Format
The format includes in-class and online components. Outside of class, students will complete readings (textbook and articles) and online instructional modules. Class meetings will begin with a brief (5 min) quiz to assess preparedness for class. Following the quiz, the format of class meetings will vary but may include lecture, discussion (both as a class and in small groups), exercises, and demonstrations. Active class participation is expected and essential.

Required Text

There is a companion website for this textbook that provides study aids and resources, including interactive chapter quizzes, available at www.prenhall.com/cooper.
**Required Primary Source Readings**


**Assignments**

**Online Modules**

There will be 3 online modules for each unit of the course. These modules were custom-designed for this course in accordance with the principles of Precision Teaching, and include practice questions and video lectures. Modules are self-paced, and designed to adapt to the level of instruction you need to master the concept. One module may take under 5 minutes to complete or up to over an hour (including multiple module attempts), depending on your performance. Thus, it is highly encouraged that you begin working on the modules early in the “week” before class.

Each module is worth 3 points, with an additional 1 point for completing all modules prior to class. (3 modules per unit = 10 points per unit; 12 Units; 120 points total) In addition, 10 bonus points are available for completing all modules by Exam 2 (12/11/17).

**Quizzes**

A 5-min quiz will be given at the beginning of most classes (specified on the course schedule, below) on the assigned readings for that date. If you come to class while the quiz is being administered, you will have until time is up on the quiz to finish. If you come to class after the quiz has been completed, you will not have the opportunity to take it and you will receive a grade of 0 for that quiz. No make-up quizzes will be permitted, but your lowest quiz score will
be dropped. A total of 12 quizzes will be given. (10 points each plus one dropped quiz; 110 points total)

Exams
There will be 2 exams given throughout the semester. Each exam will consist of a variety of question formats (i.e., multiple-choice, short answer, matching, & fill-in-the-blank questions) and will cover the assigned readings from that portion of the course. (100 points each; 200 points total)

Behavior Change Project
To give you experience applying behavior principles on a small scale, you will complete a project in which you attempt to change a behavior. You will work on this project throughout the semester. Points will be awarded for the following project components (50 points total)
- Operational definition (5 points)
- Measurement Plan and Proposed intervention (15 points)
- Graph (10 points)
- Presentation (10 points)
- Abstract describing your project (10 points)

Grading Scale
Total points available = 480

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Needed</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>429-480 points</td>
<td>89.5% or higher</td>
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<tr>
<td>B</td>
<td>381-428 points</td>
<td>79.5-89.4%</td>
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<tr>
<td>C</td>
<td>333-380 points</td>
<td>69.5-79.4%</td>
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<tr>
<td>F</td>
<td>332 points or fewer</td>
<td>69.4% or below</td>
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Course Policies
Participation and Preparedness for Class
Given the highly interactive format of this course (and graduate study, generally), active participation by all class members is essential. Do not expect to sit back and take notes/passively learn in this class. It is expected that Modules and Quizzes should prepare you to participate in a substantive way during class meetings. However, if this is not the case, an additional grading component (i.e., participation points) may be added.

Here is a suggested checklist to help you prepare for each week’s class.
Weekly Checklist:
- Read and take notes on assigned textbook chapters
- Complete Module 1
- Complete Module 2
- Complete Module 3
- Read and take notes on assigned articles
- Review all notes to prepare for the Quiz
- Optional: Take additional practice questions in Modules for more practice
**Attendance**
As the function of the quiz to is ensure that you are prepared to meaningfully contribute to the class, absence from class will result in a 0 quiz grade. Absence is defined as missing 25% or more of any class period.

**Course Schedule**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Class Date</th>
<th>Topics</th>
<th>Article Reading</th>
<th>Textbook Reading</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/28</td>
<td>Introduction to ABA</td>
<td></td>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
<td>9/4</td>
<td>Labor day holiday: No class, modules due!</td>
<td>Allyon &amp; Michael, 1959; Baer, Wolf, &amp; Risley, 1968</td>
<td>2</td>
<td>Unit 1 Modules</td>
</tr>
<tr>
<td>3</td>
<td>9/11</td>
<td>Basic Concepts</td>
<td>Repp et al., 1976; LeBlanc et al., 2016</td>
<td>3-5</td>
<td>Unit 2 Modules; Quiz 1</td>
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<tr>
<td>4</td>
<td>9/18</td>
<td>Measuring Behavior</td>
<td>Donahoe, 2004; Kahng et al., 2010</td>
<td>6-8</td>
<td>Unit 3 Modules; Quiz 2</td>
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<tr>
<td>5</td>
<td>9/25</td>
<td>Graphs and Analytic Tactics, Experimental Designs</td>
<td></td>
<td>9-10</td>
<td>Unit 4 Modules; Quiz 3; Operational definition due</td>
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<td>6</td>
<td>10/2</td>
<td>Experimental Designs cont’d</td>
<td>Normand, 2008; Shreck &amp; Mazur, 2008</td>
<td>11-13</td>
<td>Unit 5 Modules; Quiz 4</td>
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<td>7</td>
<td>10/9</td>
<td>Reinforcement</td>
<td>Fisher et al., 1992; DeLeon et al., 2009</td>
<td>Measurement plan and proposed intervention due</td>
<td>Unit 6 Modules; Quiz 5</td>
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<td>8</td>
<td>10/16</td>
<td>Exam 1</td>
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<td>9</td>
<td>10/23</td>
<td>Punishment</td>
<td>Perone, 2003; Hanley et al., 2005</td>
<td>14-15</td>
<td>Unit 7 Modules; Quiz 6</td>
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<td>10</td>
<td>10/30</td>
<td>Antecedent Variables</td>
<td>Langthorne et al., 2009; Piazza et al., 1996</td>
<td>16-18</td>
<td>Unit 8 Modules; Quiz 7</td>
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<tr>
<td>11</td>
<td>11/6</td>
<td>Shaping and Chaining</td>
<td>Ferguson &amp; Rosales-Ruiz, 2001; Lambert et al., 2016</td>
<td>19-20</td>
<td>Unit 9 Modules; Quiz 8</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>References</td>
<td>Dates</td>
<td>Modules/Quiz</td>
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<td>10</td>
<td>11/13</td>
<td>Extinction and Differential Reinforcement</td>
<td>Lerman et al., 1999; Tiger et al., 2008</td>
<td>21-22</td>
<td>Unit 10 Modules; Quiz 9</td>
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<tr>
<td>11</td>
<td>11/20</td>
<td>Antecedent Interventions and FBA</td>
<td>Iwata et al., 1994; Hanley, 2012</td>
<td>23-24</td>
<td>Unit 11 Modules; Quiz 10</td>
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<td>12</td>
<td>11/27</td>
<td>Verbal behavior and Special Applications</td>
<td>McGinnis et al., 1999; Marckel et al., 2006</td>
<td>25-27</td>
<td>Unit 12 Modules; Quiz 11</td>
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<tr>
<td>13</td>
<td>12/4</td>
<td>Ethics, Generalization and maintenance,</td>
<td>Stokes &amp; Baer, 1977, Wolf, 1978</td>
<td>28-29</td>
<td>Quiz 12; Project graph and abstract due</td>
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<td>14</td>
<td>12/11</td>
<td>Exam 2</td>
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**Rollins College Policies**

[https://rpublic.rollins.edu/sites/ASCPS/SitePages/Syllabi%20Statements.aspx](https://rpublic.rollins.edu/sites/ASCPS/SitePages/Syllabi%20Statements.aspx)

_This syllabus is subject to change. Any changes will be announced in advance. You are responsible for regularly checking Blackboard for announcements._