BACS 542: Behavioral Interventions II: Special Populations
Summer 2016; 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: Wednesdays 6-9:10 p.m. in Bush 308
Instructor: Michele Williams, Ph.D., BCBA-D
Office: Basement D, Warren Administration Building
Phone: 407.646.2036
E-mail: AMWilliams2@Rollins.edu
Office Hours: Wednesdays 3:30-6 p.m. or by appointment

Course Description
Course demonstrates advanced applications of behavioral interventions across multiple populations (e.g., special needs, medical and institutionalized patients, autistic children and adults) and settings (e.g., homes, institutions, schools).

Course Format
The format will be lecture, discussion, and student presentations. Students are expected to come to class thoroughly prepared to discuss the topics of the readings. Class participation is expected.

Required Text

Required Primary Source Readings


**Course Learning Objectives**

1. Students will explain the philosophical assumptions of behavior analysis.
2. Students will distinguish among the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral technologies.
3. Students will explain how to program for stimulus and response generalization, maintenance of behavior change, and generative learning.
4. Students will explain how to use independent, interdependent, and dependent group contingencies.
5. Students will explain how to use token economies, precision teaching, personalized system of instruction, and incidental teaching.
6. Students will identify issues involved in providing behavior analysis services in collaboration with others who support and/or provide services to one’s clients.
7. Students will explain the importance of reliance on scientifically and professionally derived knowledge in human service provision and scholarly or professional endeavors.

**ASSIGNMENTS AND GRADING CRITERIA**

**Topic Area Presentations**

The Association for Behavior Analysis-International (ABAI) is the flagship professional organization in our field. It is comprised of individuals that reflect a great diversity of interests in the science, education, and application of behavior analysis. As such, ABAI supports a number of special interest groups (SIGs) that allow those with the same interests to communicate and support any particular aspects of behavior analysis they so choose. As a supplement to the chapter readings, you will be required to give presentations on the current state of the field (including the relevant SIGs) in two separate topic areas. These presentations should include a description of the SIGs, their mission statements, highlighted activities, representative...
membership, relevant journals, summaries of representative articles from those journals, examples of jobs in that field, and a brief history of the field. Additional information and relevant resources, such as handouts or video clips, may be included. These presentations should represent a comprehensive update to the assigned textbook chapters. Grades will be assigned based on the inclusion of relevant information as well as the accuracy and mastery of the material presented, including your ability to respond to audience questions. Presentation slides are due to be uploaded via Blackboard before the beginning of class. **(50 points each; 100 points total)**

**Helpful Websites:**
- [https://www.abainternational.org/constituents/special-interests.aspx](https://www.abainternational.org/constituents/special-interests.aspx)
- [http://www.baam.emich.edu/index.html](http://www.baam.emich.edu/index.html)
- [http://behavior.org/](http://behavior.org/)
- [http://behavioral-science.org/](http://behavioral-science.org/)

**Participation**
There will be no quizzes or discussion question assignments for this course. However, because I want an interactive classroom environment and must create contingencies for that behavior, I will give you 0, 1, or 2 points per class based on your participation. To earn these points you must be present in class (there will be no points awarded in the case of excused or unexcused absences) and be engaged. Your comments or questions should either reflect your reading of the assigned material or your attention to the presentation, as applicable. Therefore they must be relevant, on topic, and of sufficient complexity. **(2 points each class; 24 points total)**

**Paper**
You will write a paper on the state of the field that is due to be submitted via Blackboard prior to the last class meeting. This paper should be a response to Bailey’s “futurist perspective” as detailed in Chapter 20 of the text. You should cite information from the assigned readings, lectures, and topic area presentations as evidence to support your position. **(50 points)**

**Grading**
Topic Area Presentations: 100 points  
Participation: 24 points  
Paper: 50 points  
Total = 174 points

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<th>Grade</th>
<th>Points Needed</th>
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<td>A</td>
<td>156 – 174 points</td>
<td>89.5% or higher</td>
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<td>B</td>
<td>138 – 155 points</td>
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| 1     | Syllabus Review; ABA Basics     | *Chapters 1-4*                                         | • Behavior Analyst Online  
• Ethics & Behavior Analysis  
• Practitioner Issues in Behavior Analysis |
| 2     | ABA as a Discipline             | *Chapter 20; Ledoux, 2012; Skinner, 1960; Skinner, 1963* | • Applied Animal Behavior  
• History of Behavior Analysis  
• Theoretical, Philosophical, & Conceptual Issues |
| 3     | ABA & Education                 | *Chapter 5; Keller, 1968; Svenningsen & Pear, 2011*   | • Direct Instruction  
• Standard Celeration Society  
• Speech Pathology |
| 4     | ABA & Pathological Behaviors   | *Chapter 6; Craig, 2010; Guercio et al., 2012; Nietzel & Himelein, 1987; Woods et al., 2003* | • Behaviorists for Social Responsibility  
• Crime, Delinquency, & Forensic Behavior Analysis  
• Gambling |
| 5     | ABA & Medicine                  | *Chapter 7; LaRue et al., 2008; Marlatt, 1983; Needleman, 1992* | • Behavioral Medicine Neuroscience  
• Pediatric Feeding Disorders |
| 6     | ABA & Rehabilitation            | *Chapters 8 & 9; Engelman et al., 2003; Heinecke et al., 2009; Tasky et al., 2008* | • Behavioral Gerontology  
• Positive Behavior Support  
• Rehabilitation & Independent Living |
| 7     | ABA & Psychotherapy             | *Chapter 10; Baron et al., 1991; Kanter et al., 2006; Twohig et al., 2007* | • Clinical  
• Experimental Analysis of Human Behavior  
• Sexual Behavior: Research & Practice |
| 8     | ABA & Autism                    | *Chapter 11; Howard et al., 2005; Sundberg & Michael, 2001* | • Autism  
• Behavioral Development  
• Verbal Behavior |
| 9     | ABA & Organizational Behavior Management | *Chapters 12 & 13; Catania et al., 2009; Connell, 2010; Hsieh, 2011* | • Behavior Analysis for Sustainable Societies  
• Behavior Analysis in Military & Veterans’ Issues  
• Organizational Behavior Management Network |
| 10    | ABA & Safety                    | *Chapters 14 & 15; Scherrer & Wilder, 2008; Van Houten et al., 2011* | • Behavior Analysis & Selectionist Robotics  
• Behavior Analysis & Technology |
| 11    | ABA & Recreation                | *Chapter 17; Anderson & Kirkpatrick, 2002; Brobst & Ward, 2002; Stokes et al., 2010* | • Behavior Analysis & the Arts  
• Health, Sport, & Fitness  
• Multicultural Alliance of Behavior Analysts |
| 12    | ABA & Systems                   | *Chapters 18 & 19; Altus & Morris, 2009; Doughty et al., 2012* | • Dissemination of Behavior Analysis  
• Behaviorists for Social Responsibility  
• Teaching Behavior Analysis |
EXPECTATIONS AND POLICIES

Credit Hour Statement
This course is a four-credit-hour course. The value of four credit hours results, in part, from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least 2½ hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations are doing the required reading assignments, preparing their topic presentations, and writing a final paper.

Attendance
Students are expected to attend each class and to arrive on time. A key factor in student success is class attendance, which can’t be easily replaced by copying someone else’s notes or my slides. If you must miss a class, you are responsible for finding a reliable student to take notes for you and to give you the details that you missed. Students are responsible for all material, including changes to the syllabus or objectives that are presented in class. Students are welcome to meet with the instructor during office hours or to set up an appointment outside of the established office hours to discuss the material.

Disability Statement
Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (Box 2764) 1000 Holt Ave., Winter Park, FL, 37289 or email or call the Director of Disability Services, Grace Moskola at 407-975-6463, gmoskola@rollins.edu.

Academic Honor Code
Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature: “On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.” Material submitted electronically should contain the pledge; submission implies signing the pledge.
**Course and Instructor Evaluation**

At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process. The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student’s comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

The online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams. Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades 10 days before students who do not complete an evaluation form.