

**Course Syllabus:
Behavior Analysis
PSY 551
Winter, 2007**

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Hours: Monday - Thursday, 12 - 12:50 p.m.; others by appointment.

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Course Goal:

This course is designed to provide you with the basic tools of behavior analysis. These tools will enable you to better understand and change your own behavior, as well as the behavior of others. In addition, you will learn how to apply the methodology of behavior analysis in evaluating the effectiveness of behavioral interventions.

Learning Objectives:

At the conclusion of this course, you will be able to:

1. Identify and apply functional analysis and assessment procedures for determining desired results for a behavior change program.
2. Identify and apply appropriate single subject research designs to given behavior change goals.
3. Identify and describe tactics for changing behavior (reinforcement, stimulus control, and aversive control).
4. Identify and describe tactics for establishing new behavior (shaping, prompting, chaining, and behavioral skills training)
5. Describe and design behavior change programs for both personal and either individual or group behavior targets.
6. Evaluate the effectiveness and social validity of behavior change programs and related research in applied behavior analysis.

This course also meets certain Washington State Residency-Level Benchmarks for School Counselors. These standards are reflected in WAC 180-78A-270 (a) (5) [Rev. 12/3/04], along with National Association of School Psychologists (NASP) 2000 Standards and the Washington State Residency-Level Benchmarks for School Psychologists. These standards are reflected in WAC 180-78A-270 (7) (a) [Rev. 10/11/04]. These specific benchmarks and standards are listed at the end of this syllabus.

Required Text:

Miltenberger, R. G. (2004). Behavior modification: Principles and procedures, 3e. Belmont, CA: Wadsworth/Thomson.

Course Requirements:

In order to successfully complete this course, you must,

1. Read the assigned text chapter(s) and journal articles prior to each class (see schedule below), attend class, and be prepared to discuss the material being covered. Call them what you like – pop quizzes, reading comprehension questions, learning accountability, etc. – most classes will begin with some brief essay questions which cover the assigned reading. In order to be able to answer the questions and receive five points for the class, you must carefully read the assigned text chapter(s) and designated articles at least once. A total of 75 points (15 % of your final grade) will be possible for these class questions throughout the quarter.
2. Select recent empirical article from the *Journal of Applied Behavior Analysis(JABA)* and lead two class discussions of the articles. You may access these articles online at <http://seab.envmed.rochester.edu/jaba/> or peruse hard copies of *JABA* either in the library or via the instructor's private collection. Choose four articles of interest and submit the citations to the instructor for approval not later than January 16th. Specific points to cover in reviewing the articles in class is available on Blackboard. A total of 25 points will be possible for your two article reviews (5 % of your final grade).
3. Complete two 100-point tests according to the schedule below. Tests will consist of objective and short-answer essay items based on the study-guides available under "Course Documents" in Blackboard and on the assigned journal articles (see schedule below). Forty percent of your grade will be based on your exam scores (20 % for each exam).
4. Develop and submit an original written research proposal based on a research question related to a personal area of interest in applied behavior analysis. You may use the *JABA* link listed above to search the data base for behavioral articles related to your topic of interest. Guidelines for will be available shortly on Blackboard. The final product will be worth 100 points, or 20 % of your final grade.
5. Complete a behavioral self-management project in accordance with the guidelines described below (worth 100 points, or 20 % of your final grade). School psychology and school counseling graduate students will use this report as their artifact to be submitted to LiveText.

Course Schedule:

	Date	Topic/Assignment Due	Reading (Miltenberter Text Chapters & Assigned Articles)
Jan.	4	Course introduction; behavior analysis as philosophy, theory, and technology.	
	9 & 11	Methods for the observation of behavior; introduction to functional analysis and assessment; behavioral research designs. Client Behavior Change Project Goal Due Jan. 11th.	Chapters 1 - 3

Jan.	16 & 18	Reinforcement, extinction, and punishment. JABA citations for class review – Due Jan. 16th. Behavior Change Project Functional Analysis, Refined Client Goal, Data Collection Plan and Related References Due Jan. 18th. Research Proposal Topic Due Jan. 18th.	Chapters 4 - 6 Assigned article (Jan. 16 th): Baer, Wolf, & Risley (1968)
	23 & 25	Stimulus control and respondent conditioning Begin Client Behavior Change Project Client Baseline Data – Due Jan. 30th.	Chapters 7 & 9 Assigned article (Jan. 25 th): Baer, Wolf, & Risley (1987)
Feb.	30 & 1	Procedures for establishing new behaviors. Submit Client Baseline Data Jan. 30th. Submit Client Behavior Change Intervention Plan due Feb. 1st. Research Proposal Reference List Due Feb 1st.	Chapters 9 - 12
	6	<u>Exam I</u> Begin Client Behavior Change Intervention.	
	8	Procedures for increasing desirable and decreasing undesirable behaviors.	Chapter 13 Assigned article: Iwata, et. al. (1994).
	13 & 15	More procedures for increasing desirable and decreasing undesirable behaviors. Submit Behavior Change Intervention Data Feb. 15th.	Chapters 14 - 16 Assigned article (Feb. 15 th): Haney, Iwata, & McCord (2003)
	20 & 22	More procedures for increasing desirable and decreasing undesirable behaviors.	Chapters 17 - 19 Assigned article (Feb 22 nd): Stokes & Baer (1977).
Mar.	27 & 1	Other behavior change procedures: I	Chapters 20 - 22 Assigned article (Mar 1 st): Wolf, 1978).
	6 & 8	Other behavior change procedures: II. Oral Presentations of Client Behavior Change Project Mar 6th. Behavior Change Client Report Due Mar. 8th.	Chapters 23 - 25
	Finals Week/TBD	<u>Exam II</u> Final Draft of Research Proposal Due	

Assigned Articles (Available on Blackboard):

Due Jan. 16th:

Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1*, 91 – 97.

Due Jan. 25th:

Baer, D. M., Wolf, M. M., & Risley, T. R. (1987). Some still current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 20*, 313 – 327.

Due Feb. 8th:

Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis, 27*, 197-209.

Due Feb. 15th:

Haney, G. P., Iwata, B. A., & McCord, B. E. (2003). Functional analysis of problem behavior: A review. *Journal of Applied Behavior Analysis, 36*, 147 - 185.

Due Feb 22nd:

Stokes, T. F., & Baer, F. M. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis, 6*, 1-27.

Due Mar. 1st:

Wolf, M. M. (1978). Social validity: The case for subjective measurement or how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis, 11*, 203-214.

Academic Policy: You are expected to attend and participate in all classes - your contributions to class discussions are important. If you are absent from class, it is **your** responsibility to get what you missed from another classmate or from the instructor during his office hours (not during class time). Assignments and class notes will typically be available on Blackboard. University policies regarding academic dishonesty and conduct will be enforced – see University Catalog for details. The first instance of either plagiarism or cheating on an exam will result in a “0.” A second instance will result in an automatic “F” for the course.

Course Grades: A total of 500 points are possible for the course (75 for reading accountability questions, 25 for your two selected *JABA* article reviews, 200 for exams, 100 points for your research proposal, and 100 points for the behavioral project). You may access your current scores at anytime on Blackboard. Final course grades will be assigned according to the following scale:

A = 100 % - 94%	C = 76% - 74%
A- = 93% - 90%	C- = 73% - 70%
B+ = 89% - 87%	D+ = 69% - 67%
B = 86% - 84%	D = 66% - 64%
B- = 83% - 80%	D- = 63% - 60%
C+ = 79% - 77%	F = 59% -

Self-Management Project Guidelines.

Step 1. You will pair up with another person in class (maybe one triad, if there is an uneven number of students in the class). Each of you will play two roles: client and behavioral consultant. As a consultant in the pair, you will work with your cohort to identify a behavioral change target. Part of the process of setting your objective will be to collect data related to your client’s current behavior(s) of interest. You may select behaviors already in your client’s repertoire that she or he wishes to change, or your client may want to establish a new behavior. Be sure to consider the philosophical, ethical, practical, or personal reasons for wanting to change or establish these behaviors. Think about short-term and long-term benefits. **Select a goal that is socially valid for your client, rather than merely expedient for completing the class project.** Identify a behavioral goal, e.g., increasing healthy behavior, getting better organized, or improving study habits. Next, identify one or more target behaviors that relate to achieving your goal. For example, if you are interested in increasing healthy behavior, you might choose to increase exercise and water consumption, or reduce fat calorie consumption. Here are some potential behavior change targets from which you can choose. You are welcome to choose some other behavior not on the list, pending instructor approval.

- Thesis Management – Increasing Behavior Related to Thesis Completion
- Increasing Assertiveness
- Increasing the Use of a Daily Organizer
- Increasing the Completion of Unfinished Work
- Increasing Effective Study Behavior
- Increasing Exercise
- Increasing Computer Skills
- Decreasing Internet/Computer Games
- Increasing Water Consumption
- Decreasing Fat Gram Consumption
- Decreasing Alcohol Consumption
- Decreasing Tobacco Consumption
- Increasing Phone Calls Returned
- Decreasing Cell Phone Usage While Driving

Step 2: Write a goal for the target behavior. You may combine two goals, e. g., lose weight by decreasing calories and increasing exercise; decrease TV time and increase study time; decrease caffeine consumption and increase water consumption. A form for submitting your **SUBMIT YOUR BEHAVIORAL GOAL IN WRITING TO THE INSTRUCTOR DUE JANUARY 11TH.**

Step 3: Complete an "ABC Analysis" for your approved behavioral goal:

Antecedent	Behavior	Consequence(s)
Time/Place/Company/ Incident	Number/Duration/Latency	What happened next? How did this set up future behavior?

Analyze the consequences of completing the project: aversive consequences if the program is not instituted; ultimate reinforcing consequences of a successful project; incidents that suggested a behavior change was appropriate; is the goal reasonable?

Step 4: Select an observation procedure that is appropriate for the behavior you have chosen to change, i. e., decide whether it will be recorded as a frequency, duration, latency, or interval. Set up your data collection system including forms on which the data will be recorded. Choose a recording strategy that is convenient to use. Determine how you will sample behavior, if appropriate. Plan a way you can demonstrate the reliability of at least some of your recordings. Who will record what, and when?

Step 5. Review the literature related to your behavior change goal. Include general information about the problem, e. g., for weight reduction, you might want to cover some general references related to nutritional aspects of foods, or calorie requirements for weight reduction, and specific behavioral literature related to previous approaches to changing the behavior of interest. Prepare a list of references that is both current and reasonably representative of the work that is out there. **SUBMIT YOUR CLIENT'S SPECIFIC GOAL, "ABC ANALYSIS," DATA COLLECTION PLAN, AND LIST OF REFERENCES TO THE INSTRUCTOR BY JANUARY 18TH.**

Step 6: Determine an appropriate behavior change procedure. Select an intervention strategy that is appropriate to the behavior you wish to change, and is based on what you discover during baseline. Once you have a good idea of the parameters of the behavior, think about the following as a way to determine the specific procedure you will implement:

- Reducing stimulus control – does the problem behavior seem to occur in specific situations? (Times, places, with specific people, etc.) If so, is there any way you can remove or attenuate the discriminative stimulus?
- Establishing stimulus control - is there some way you could establish stimulus control, either to restrict unwanted behavior to particular situations or to establish other behavior in its place?
- Competing behavior – if you are trying to decrease some class of behavior, is there some other behavior you could establish in its place/ or, if you're trying to increase some class of behavior, can you think of some of the things that you often do instead of the desired behavior? Can you use them as reinforcing activities, contingent upon the behavior you want to strengthen (i. e., the "Premack Principle.")
- Managing the consequences – identify some possible reinforcers and punishers that you might use to modify the behavior of interest. Reinforcement strategies are preferred for ethical reasons; consider aversive control only for behaviors that are injurious to self or others.

Step 7: Collect client baseline data for one week. **Remember to NOT try to change your client's behavior during this baseline phase. SUBMIT CLIENT BASELINE DATA ON JANUARY 30TH.**

Step 8: Outline the procedures for the conduct of your project. Specify when data will be collected, and when consequences will be delivered. State the contingency as clearly as possible. Where appropriate, identify the criteria you will use and how criterion levels will change. Describe the design of your study as clearly and succinctly as you can. Include one or two alternative strategies for changing the behavior in case the one you initially implement doesn't work. **SUBMIT CLIENT BEHAVIOR CHANGE INTERVENTION PLAN ON FEBRUARY 1ST.**

Step 9: Implement your first intervention strategy and continue to take data on the behavior during the intervention. Continue for at least three days before assessing the

overall effectiveness of the intervention. If it appears that the intervention is not working, consider shifting to another intervention or strengthening the contingency for the initial one. **SUBMIT A GRAPH OF YOUR BASELINE, AND AT LEAST SEVEN DATA POINTS FROM YOUR INTERVENTION TO THE INSTRUCTOR NOT LATER THAN FEBRUARY 15TH. INCLUDE A BRIEF WRITTEN ASSESSMENT OF YOUR INTERVENTION, AND PLANS TO MODIFY IT IF IT DOES NOT APPEAR TO BE WORKING.**

Step 10. Complete the requirements of the design you've chosen. Prepare your final report and oral presentation of your project. **YOU SHOULD BE PREPARED TO ORALLY PRESENT YOUR FINAL SELF MANAGEMENT PROJECT RESULTS ON MARCH 6TH. YOUR WRITTEN REPORT WILL BE DUE ON MARCH 8TH.**

**School Counseling and School Psychology Standards covered in
PSY 551, Behavior Analysis (4 credits)**

This course meets the following Washington State Residency-Level Benchmarks for School Counselors. These standards are reflected in WAC 180-78A-270 (a) (5) [Rev. 12/3/04].

PSY 551, Behavior Analysis (4 credits)

STANDARD 7: Collaboration with School Staff, Family, and Community. Certified school counselors work collaboratively with school staff, families, and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community; know appropriate behavior management strategies and can team with staff and families to improve student achievement; and use their knowledge of community resources to make appropriate referrals based on the needs of students.

Standard 07-7. Works with teachers and administrators to promote and support behavior management strategies;

STANDARD 11: Professionalism, Ethics, and Legal Mandates. Certified school counselors develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), and other relevant codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.

Standard 11-1. Writes and speaks effectively in formal and informal communications;

This course meets the following National Association of School Psychologists (NASP) 2000 Standards and the Washington State Residency-Level Benchmarks for School Psychologists. These standards are reflected in WAC 180-78A-270 (7) (a) [Rev. 10/11/04].

2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.

- *Artifact: Behavior Change Project*

2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.

2.8 Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

- *Artifact: Behavior Change Project*

Students in the School Counseling and School Psychology Programs will be required to submit their final Behavior Change Project Reports through LiveText.