**PSY 530: Concepts and Principles of Behavior Analysis**

**Fall 2017**

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| **COURSE INTRODUCTION** |

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| Instructor: | Jonathan Tarbox, Ph.D, BCBA-D |
| E-mail and Phone: | jtarbox@usc.edu (818) 481-6127 |
| Office and Office Hours: | SGM 527 By appointment  |
| Academic Calendar: | Class meets 11:00 am – 12:20 pm, Tuesdays and Thursdays. Class will not meet on 11/23/17 during the Thanksgiving break.  |

**PREREQUISITE:** none

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| **READINGS** |

**TEXTBOOK**

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis.* Upper Saddle River, NJ: Prentice Hall. At bookstore.

**Supplemental articles and chapters**: available on Blackboard (see Class schedule for author names)

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| **COURSE DESCRIPTION** |

This course provides intensive training in behavioral principles and laws of learning and motivation. The course focuses on broad application of principles, from basic research with nonhumans, to application across human clinical populations. The principles learned in this course will serve as the foundation for the rest of the Masters in Applied Behavior Analysis curriculum and will thereby be applied by students throughout the rest of their course of study.

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| **LEARNING OBJECTIVES AND OUTCOMES** |

The purpose of this course is to teach you all of the foundational principles of learning and motivation that are required to construct a relatively comprehensive science of behavior and to lay the foundation for applying that science to solving problems of social significance. You will learn to speak in precise scientific terms, while at the same time learning how to explain and give examples of technical behavioral terminology in everyday language, as you will frequently be required to do in your future applied work.

After completing this course the student should be able to define, discuss, and provide novel examples of the following:

* The defining characteristics of behaviorism and applied behavior analysis
* Behavioral principles and procedures for increasing behavior
* Behavioral principles and procedures for reducing behavior
* Behavioral principles and procedures for promoting the generalization and maintenance of behavior

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| **DESCRIPTION OF ASSIGNMENTS** |

**Fluency Training**

Fluent learning of foundational principles, terms, and concepts is the key purpose of this course. Therefore, students will create flashcards with terms and definitions for all major terms used in the course, as assigned by the instructor on the first day of class. Every class meeting will include 15 minute fluency training periods, where students will be instructed to divide into pairs and drill one another on flashcards, with the goal of obtaining as rapid accurate responding as possible. Flashcard drills will randomly alternate between giving a definition when given a term, giving a term when given a definition, and giving a novel example when given a term. Novel examples will randomly alternate between examples from basic animal research, applied work with individuals with autism and other developmental disabilities, and examples from everyday life. Although fluency training occurs in a drill format, the purpose of this training is not to produce rote memorization, but rather thorough mastery of concepts, such that you can apply them fluently in your vocal discussion of novel instances of behavior. Participating in each fluency training will be worth 5 course points.

If a student needs to miss class because of a documented illness or death in the family, they will be allowed to makeup the fluency training and the corresponding course points by pairing with another student volunteer outside of class. In such cases, both students will be required to sign an attestation that the makeup fluency training occurred. The student who missed class will then receive makeup points for the missed in-class fluency training and the student who volunteered to help him/her with the makeup training will receive five extra credit points toward their grade.

**Application Plans**

Students will learn to apply all terms and principles learned in the course to new examples from everyday life. Students will turn in three application plans. Each plan will consist of three double spaced pages describing how one behavioral principle could be applied to produce a socially meaningful behavior change. Each plan should apply a different principle and should be a novel example of application (not taken from the readings). Each application plan will be worth 30 points. No late application plans will be accepted without a doctor's note or proof of death in the family.

**Quizzes and Exams**

Student learning will be assessed through brief weekly multiple choice and short answer quizzes that probe students for definitions and novel examples of terms and principles learned in the week’s readings. Each quiz will be worth 10 points. Longer, cumulative midterm and final examinations will assess students’ overall learning. Midterm and final exams will be worth 50 points each.

Makeup quizzes will be allowed only when students provide documentation of illness or death in the family. There will be additional time available to take makeup quizzes during the midterm and final exams. Students can take up to two makeup quizzes during the midterm and two during the final exam. No other makeup quizzes will be allowed.

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| **GRADING (out of 375 points)** |

**Grading Breakdown (out of 375 points)**

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| **Assignment** | **Points** | **% of Grade** |
| **Fluency Training (13 classes x 5 points)** | **65** | **17%** |
| **Application Plans (3 x 30 points)** | **90** | **25%** |
| **Weekly Quizzes (12 x 10 points)** | **120** | **32%** |
| **Midterm Exam**  | **50** | **13%** |
| **Final Exam** | **50** | **13%** |

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| **SCHEDULE (any revisions will be in written form)** |

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|  | **Topics/Daily Activities** | **Readings** | **Deliverables / Due Dates** |
| **Week 1**8/22 | * Introduction to behaviorism
* Preparation of Flashcards
 | No readings |  |
| 8/24 | * Fluency Training
* Attitudes of Science
* Quiz
 | Chapter 1 |  |
| **Week 2**8/29 | * Basic Concepts
* Fluency Training
 | Chapter 2 |  |
| 8/31 | * Seven Dimensions of ABA
* Fluency Training
* Quiz
 | 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.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. |  |
| **Week 3**9/5 | * Defining behavior
* Fluency Training
 | Chapter 3 |  |
| 9/7 | * Positive reinforcement
* Fluency Training
* Quiz
 | Chapter 11 |  |
| **Week 4**9/12 | * Negative reinforcement
* Fluency Training
 | Chapter 12 |  |
| **9/14** | * Negative reinforcement
* Fluency Training
* Quiz
 | Iwata, B. A. (1987). Negative reinforcement in applied behavior analysis: An emerging technology. *Journal of Applied Behavior Analysis, 20,* 361-378. |  |
| **Week 5**9/19 | * Schedules of Reinforcement
* Positive Punishment
* Fluency Training
 | Chapter 13Chapter 14 | Application Plan 1 |
| 9/21 | * Negative Punishment
* Fluency Training
* Quiz
 | Chapter 15 |  |
| **Week 6**9/26 | * Motivating Operations
* Fluency Training
 | Chapter 16Laraway, S., Snycerski, S., Michael, J., & Poling, A. (2003). Motivating operations and terms to describe them: Some further refinements. *Journal of Applied Behavior Analysis, 36,* 407-414. |  |
| 9/28 | * Stimulus Control
* Fluency Training
* Quiz
 | Chapter 17 |  |
| **Week 7**10/3 | Review |  |  |
| 10/5 | Midterm Exam |  |  |
| **Week 8**10/10 | * Imitation
* Shaping
* Fluency Training
 | Chapter 18Chapter 19 |  |
| 10/12 | * Substitute Instructor
* Chaining
* Fluency Training
* Quiz
 | Chapter 20 |  |
| **Week 9**10/17 | * Extinction
* Fluency Training
 | Chapter 21 |  |
| 10/19 | * Fluency Training
* Quiz
 | Lerman, D. C., & Iwata, B. A. (1996). Developing a technology for the use of operant extinction in clinical settings: An examination of basic and applied research. *Journal of Applied Behavior Analysis, 29,* 345-382. |  |
| **Week** 10/24 | * Differential Reinforcement
* Fluency Training
 | Chapter 22 | Application Plan 2 |
| 10/26 | * Differential Reinforcement
* Fluency Training
* Quiz
 | Petscher, E. S., Rey, C., & Bailey, J. S. (2009). A review of empirical support for differential reinforcement of alternative behavior. *Research in Developmental Disabilities, 30*, 409-425. |  |
| **Week 11**10/31 | * Costumes encouraged
* Verbal behavior
* Fluency Training
 | Chapter 25 |  |
| 11/2 | * Verbal behavior
* Fluency Training
* Quiz
 | Sautter, R. A., & LeBlanc, L. A. (2006). Empirical applications of Skinner's analysis of verbal behavior with humans. *The Analysis of Verbal Behavior, 22*, 35. |  |
| **Week 12**11/7 | * Contingency Contracting
* Tokens
* Group Contingencies
* Fluency Training
 | Chapter 26 |  |
| 11/9 | * Contingency Contracting
* Fluency Training
* Quiz
 | Miller, D. L., & Kelley, M. L. (1994). The use of goal setting and contingency contracting for improving children's homework performance. *Journal of Applied Behavior Analysis, 27*, 73-84. |  |
| **Week 13**11/14 | * Self-management
* Fluency Training
 | Chapter 27 |  |
| 11/16 | * Self-management
* Fluency Training
* Quiz
 | Chapter 27 |  |
| **Week 14**11/21 | * Generalization
* Maintenance
* Fluency Training
 | Chapter 28Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis, 10,* 349-367.Stokes, T. F., & Osnes, P. G. (1989). An operant pursuit of generalization. *Behavior Therapy, 20,* 337-355. |  |
| 11/23 | Thanksgiving break | Thanksgiving break |  |
| **Week 15**11/28 | Review |  | Application Plan 3Course evaluations (3 point bonus if 90% participation) |
| 11/30 | Review |  |  |
| 12/6 - 12/13 | Final Exam week |  |  |

**University Policy on Religious Observance**

University policy grants students excused absences from class for observance of religious holy days. Faculty are asked to be responsive to requests when students contact them IN ADVANCE to request

such an excused absence. The student should be given an opportunity to make up missed work because of religious observance.

The Deans of Religious Life recommend that faculty not schedule an exam on a major holy day or plan something that cannot be made up afterwards. They are also asked to keep in mind that some holy days require additional time for preparation or travel before and/or after the actual observance.

Students are advised to scan their syllabi at the beginning of each course to detect potential conflicts with their religious observances. Please note that this applies only to the sort of holy day that necessitates absence from class and/or whose religious requirements clearly conflict with aspects of academic performance.

Should you have any questions or concerns, please contact the Office of Religious Life (213-740-6110) or the Office of Equity and Diversity. A listing of holy days and occasions also appears on the Office of Religious website, which is at <http://orl.usc.edu/>.

**Statement on Academic Conduct and Support Systems**

**Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct/).

**Support Systems:**

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.<https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.[http://www.suicidepreventionlifeline.org](https://urldefense.proofpoint.com/v2/url?u=http-3A__www.suicidepreventionlifeline.org_&d=DwMFAg&c=clK7kQUTWtAVEOVIgvi0NU5BOUHhpN0H8p7CSfnc_gI&r=_36nnFETM-Q6pZ6iq9FbkRLnOqB2hAKf3hpB7emICZo&m=E2UsZJRCMqi9OEfKUeqk9Y1uY3eDgl_cjSeDni9P-3s&s=twu831aNHupJnoiSEzsXZ1lmq9yCzJvEv35V5v5dYAY&e=)

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website:<http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class.<https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response.<https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic.<https://studentaffairs.usc.edu/ssa/>

*Diversity at USC –* [*https://diversity.usc.edu/*](https://diversity.usc.edu/)

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students