Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of ____________________________
   Department of Educational Psychology

2. Course prefix, number and complete title of course: ____________
   SPED 699 – Advanced Applied Behavior Analysis

3. Course description (not to exceed 50 words): Rigorous repertoire of knowledge and skill in behavior analysis; comprehensive and
   contemporary description of applied behavior analysis; application of principles and paradigms of theoretical and experimental aspects of
   behavior.

4. Prerequisite(s): ____________
   SEFB 618 and graduate classification

5. Is this a variable credit course? ☐ Yes ☒ No If yes, from ________ to ________
6. Is this a repeatable course? ☐ Yes ☒ No If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? ☐ Yes ☒ No
7. Has this course been taught as 489/689? ☒ Yes ☐ No If yes, how many times? 2
   Indicate the number of students enrolled for each academic period it was taught.
   Spring 09-7 students; Spring 08-16 students

8. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   any graduate program in the Department of Educational Psychology

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.
   Attach approval letters.

10. Prefix  Course # Title (excluding punctuation)
    SPED  6  9  9  ADV  APPLIED  BEHAV  ANAL  Y
    Lect  Lab  SCH CIP and Fund Code
    0 3 0 0 0 3 1 3 1 0 0 1 1 0 0 4 0 9 2 0 1 0 - 1 1 0 0 3 6 3 2
    Approval recommended by:
    ______________________________
    Head of Department
    ______________________________
    Date

    Head of Department (if cross-listed course)
    ______________________________
    ______________________________
    Date

    Submitted to Coordinating Board by:
    ______________________________
    ______________________________

    Associate Director, Curricular Services
    ______________________________
    ______________________________
    Date Effective Date

1 of 6 B13
SPED 699
Advanced Applied Behavior Analysis
3 semester credit hours
Kimberly J. Vannest, Ph.D.

Office Hours: by appointment at your convenience, please schedule by email.
Prerequisite: SPED 618 and graduate classification

Required Reading


Additional course handouts as distributed and media as suggested.

Course Description
This course provides a rigorous repertoire of knowledge and skill in behavior analysis and is a comprehensive and contemporary description of applied behavior analysis. The principles and paradigms of theoretical and experimental aspects of behavior analysis require successful completion of this course and the accompanying lab or field experience in which to apply them. It is not sufficient to be able to merely espouse theory if one cannot apply it successfully and ethically in the environments in which it is needed.

Course Objectives
1. Describe and explain behavior in behavior analytic terms.
2. Define and state examples of reinforcement and punishment.
3. Describe a behavioral contingency.
4. Describe the respondent conditioning paradigm.
5. Understand and explain the role of assessment in applied behavior analysis.
7. Describe the four major methods for obtaining assessment information.
8. Explain the importance of social validity in regard to selecting target behavior.
9. Discuss criteria for prioritizing target behaviors.
10. Define behavior in observable and measurable terms.
11. Explain the process for setting criteria for behavior change.
12. Describe the different procedures for measuring behavior.
13. State the advantages and disadvantages of using continuous measurement procedures and sampling procedures.
14. Select the appropriate measurement procedure given the dimensions of the behavior and the logistics of observing and recording.
15. Identify threats to measurement validity.
16. Describe various threats to the accuracy and reliability of measurement.
17. Identify and explain ways to assess the accuracy and reliability of behavioral measurement.
18. Identify and explain how to assess interobserver agreement (IOA) for a variety of data sets.
19. State the purpose and list the benefits of graphic displays of behavioral data.
20. Given a set of behavioral data, select the appropriate data display to communicate quantitative relations.
21. Given a set of behavioral data, construct and label a line graph and graphic display.
22. Given a set of behavioral data, select the most appropriate graphic display.
23. Write a specific research question given a behavioral phenomenon of interest.
24. Define and identify steady or stable rate responding.
25. List and define the three elements of baseline logic.
26. Discuss the value of establishing a steady baseline in applied behavior analysis.
27. Outline guidelines for establishing a steady baseline in applied behavior analysis research.
28. Identify four types of baseline data patterns.
29. Systematically manipulate independent variables and analyze their effects on treatment.
30. Select the appropriate experimental tactic based on the research question of interest and the appropriateness of the design.
31. Discuss how the reversal design and the alternating treatments design and their variations incorporate the elements of baseline logic (prediction, verification, and replication).
32. State and describe advantages and disadvantages in using the reversal design and alternating treatments design.
33. Identify practical and ethical considerations in using the reversal design and alternating treatments design.
34. Describe the multiple baseline technique.
35. Describe the differences between types of multiple baseline designs.
36. Describe the changing criterion design technique.
37. Explain how to systematically manipulate independent variables to analyze effects on treatment.
38. Explain the importance of evaluating applied behavior analysis research.
39. Define and provide examples of positive reinforcement.
40. Define and provide examples of conditioned and unconditioned reinforcement.
41. Describe and provide examples of the operant conditioning paradigm (i.e., the three-term and four-term contingencies).
42. Identify potential reinforcers.
43. Use appropriate parameters and schedules of reinforcement to identify reinforcers.
44. Use response-deprivation procedures (e.g., the Premack principle).
45. Identify control procedures for positive reinforcement.
46. Use positive reinforcement effectively.
47. Define and provide examples of negative reinforcement.
48. Identify and use negative reinforcers.
49. Differentiate between escape and avoidance contingencies.
50. Identify the characteristics of negative reinforcement.
51. Use appropriate parameters and schedules of negative reinforcement.
52. State and plan for the possible unwanted effects of and ethical issues in the use of negative reinforcement.
53. Define schedule of reinforcement.
54. Define continuous reinforcement.
55. Define intermittent reinforcement.
56. Explain and describe fixed interval schedules of reinforcement.
57. Explain and define variable interval schedules of reinforcement.
58. List the undesirable aspects of negative punishment.
59. Define an establishing operation and provide characteristics of an establishing operation.
60. Define and discuss applications of antecedent interventions.
61. Name the functions that problem behavior can serve.
62. Describe the role functional behavior assessment plays in preventing problem behavior and developing interventions for problem behavior.
63. Given a set of data from a functional analysis, interpret the data to determine the function of problem behavior.
64. Discuss planning techniques for generalized behavior change.
65. List and discuss strategies and tactics for promoting generalized behavior change.
66. Discuss how to modify and terminate successful interventions.

For those individuals preparing for board certification you can go to [www.bacb.com](http://www.bacb.com) where you will find both the BCBA ® & BCABA ® Behavior Analyst Task Lists that correspond to the content of this course. Board certification requires classroom hours of instruction (in ethics, basic principles, assessment, intervention, experimental evaluation, measurement and interpretation) and supervised field work/practicum.
Course Requirements

Evaluation of all course performances use a scoring rubric, one is attached, others are distributed in class. Exams are graded based on number of problems correct out of number possible.

Course grades are assigned to correspond with a scale of 100-90 is A, 89-80 is B, 79-70 is C, 69-60 is D, 59-0 is F.

**Applied Behavior Analysis Exam** – baseline exam on the first three chapters of content and the APA style guide. (20 points/20%)

**Applied Behavior Analysis Project.** - There is an open comprehensive project which is an application of the knowledge from the text, lecture and discussions. The project is due at the end of the semester and cumulates in a poster session. (40 points/40%)

You will find and identify problem behavior(s) in a child, youth or adult with disabilities. The behavior that you choose must be doable in one semester. This project will be scaffolded and you will be provided with activities to assist you in developing the project. One scoring rubric is attached, others will be distributed in class.

Brief listing of the process and restatement of points in addition to calendar.

<table>
<thead>
<tr>
<th>Process step</th>
<th>Find a participant and get permission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process step</td>
<td>Observe your participant and conduct FBA</td>
</tr>
<tr>
<td>Process steps</td>
<td>Work on intervention research and develop reference page</td>
</tr>
<tr>
<td></td>
<td>Select appropriate design choice</td>
</tr>
<tr>
<td></td>
<td>Develop data collection forms</td>
</tr>
<tr>
<td>Yes/no</td>
<td>Get approval for intervention, design and data collection prior to starting data collection</td>
</tr>
<tr>
<td>20 points/20%</td>
<td>Write methods and procedures</td>
</tr>
<tr>
<td>10 points/10%</td>
<td>Take Baseline data and give presentation</td>
</tr>
<tr>
<td>10 points/10%</td>
<td>Conduct intervention, collect data and give presentations</td>
</tr>
<tr>
<td>40 points/40%</td>
<td>Give final poster session presentation</td>
</tr>
</tbody>
</table>

**POLICIES**

**Course Delivery**

The course will be partially taught as a Web-based course using WebCT Vista, an internet based program that offers email, threaded discussions, real-time chats, and a gradebook. You are expected to have regular access throughout the semester to the Internet so that you may access WebCT Vista and the internet. This access may be obtained through a university student account. All students are eligible for an account on the computer system at TAMU through the Computer Information Service. If you are accessing Texas A&M web sites from off campus, be sure to read about Off-Campus Networking and VPN.

**Code of Integrity**

AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

Course products and evaluations: the guiding principle of academic integrity is that a student's submitted work must be his/her own. It is expected that all course products will consist of work done specifically for this course. Products completed for previous or concurrent course credit cannot be used for assignments for this course. If you wish to continue a theme or content area used in another course, inform the instructor and supply any requested existing materials at the start of this course. Any intended projects relating to other courses should be approved at the start by all instructors and should reflect unique elements and sufficient development effort for all courses involved.

Group projects are intended to allow several students to work as team members on projects that benefit, but do not jeopardize the work of, the other members. Any problems in working with teams should be brought to the attention of
the instructor immediately so that solutions may be enacted to ensure that all members benefit from the experience.

www.tamu.edu/aguchonor/

Copyright/Plagiarism ✓

The materials used in this course are copyrighted. Because these materials are copyrighted, you do not have the right to copy them, unless the instructor expressly grants permission. You may not copy the contents of the course website or messages written by the instructor without first securing consent from the instructor.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules under Part I. Academic Rules, No. 20 Scholastic Dishonesty.

Americans with Disabilities Act ✓

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services, in Cain Hall or call 845-1637.

CEHD Statement on Diversity ✓

We, the faculty of the College of Education and Human Development, value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A&M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence, or hate crimes, and we insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community.

Evaluation of Poster Presentation

<table>
<thead>
<tr>
<th></th>
<th>Outstanding Quality (A) 10</th>
<th>Acceptable Quality (B) 8-7</th>
<th>Unacceptable (C-F) 6-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall appearance and presentation</td>
<td>Visually appealing, good use of shading, headers, font size</td>
<td>Good effort demonstrated through attempts at formatting and font</td>
<td></td>
</tr>
<tr>
<td>Graphs and figures</td>
<td>strong representation of data visually and in APA style</td>
<td>Accurate and understandable graphs and figures in APA style</td>
<td></td>
</tr>
<tr>
<td>Text</td>
<td>Content is represented in a professional level ready for conference or manuscript</td>
<td>Content is clear and concise free from typos or errors, appropriate size.</td>
<td></td>
</tr>
<tr>
<td>Design and intervention selection</td>
<td>Establishes experimental control</td>
<td>Strong design and intervention</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Assignments</td>
<td>Planning help</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>1. Definition &amp; Characteristics of ABA 2. Basic Concepts (behavior, respondent/operant conditioning, reinforcers, and three-term contingencies) 3. Selecting &amp; Defining Target Behavior</td>
<td></td>
<td>Study chapters 1-3 and APA book</td>
</tr>
<tr>
<td>2</td>
<td>4. Measuring &amp; Recording Behavior 5. Planning &amp; Directing Observational Procedures 6. Production &amp; Interpretation of Graphic Data Displays</td>
<td>Test on APA and ABA fundamentals (20 pts/20%)</td>
<td>Read CH 4-6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Consider your options for participants</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Work on intervention reference page</td>
</tr>
<tr>
<td>7</td>
<td>Review interventions, small group work (data collection, intervention methods)</td>
<td>Intervention presentations</td>
<td>Begin intervention</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Baseline data presentations (10 pts)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Intervention presentations (10 pts)</td>
<td>Read articles on IRD and NAP</td>
</tr>
<tr>
<td>10</td>
<td>10. Planning, Replicating &amp; Evaluating Research in ABA.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>IRD and NAP Small group work on data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>27. Promoting the Generality of Behavior Change 28. Communicating the Results of Behavior Change Efforts</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Final Assessment</td>
<td>Final poster session (40 pts/ 40%)</td>
<td></td>
</tr>
</tbody>
</table>