

Behavior Therapies
PSY U358
Fall 2005

I. Course Information

Monday & Wednesday 2:50-4:30
320 Shillman

Final: December 15 @ 1:00

II. Instructor Information

Instructor: Lisa S. Gurdin, MS, BCBA
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Teaching Assistant: Jackie Gallagher
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III. Course Description:

This course is intended to provide students with an overview of behavioral methods for improving behavior. The course is divided into five sections: Introduction to Applied Behavior Analysis; Identifying, Defining, Prioritizing Behavior; Changing Behavior; Determining Intervention Effectiveness; and Promoting Lasting Change. As such, students begin the course with an introduction to the characteristics and history of applied behavior analysis. Students then learn how to identify, define, and prioritize behavior and how to both decrease challenging behaviors and teach adaptive skills. The course continues with methods for measuring, maintaining, and generalizing behavioral change. Concepts and strategies are presented in text readings, case studies, and applied research articles.

*This course satisfies one of the three courses that are required for the Northeastern Undergraduate ABA Training Program.

IV. Course Objectives:

Upon completion of this course, students will be able to:

1. Understand the history and characteristics of Applied Behavior Analysis.
2. Identify several different applications of the behavioral approach.
3. Identify, define, and prioritize target behaviors.
4. Describe behavioral assessment procedures and how they are used to determine the function of behavior.
5. Conduct a behavioral assessment.
6. Understand how behavioral assessment is used to determine the treatment strategies.
7. Understand and use basic reinforcement techniques, differential reinforcement, extinction, and behavioral contracts to improve behavior.
8. Understand and use prompting, imitation, discrete trial teaching, and incidental teaching to teach behaviors and skills.
9. Identify methods to measure and record behavior.
10. Plan observation sessions.

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11. Define, use, and understand the importance of interobserver agreement and treatment integrity.
12. Identify different types of graphs that are used in behavior analysis.
13. Understand the importance of graphic displays of data in ABA.
14. Identify methods to generalize and maintain behavior.

IV. Texts and Readings:

Cooper, J.O., Heron, T.E., & Heward, W.L. (1987). *Applied behavior analysis*. Upper Saddle River, N.J.: Merrill.

Fovel (2002). "Chapter 5: Incidental teaching." The ABA Companion. NY, NY: DRL Books.

Gresham, F.M., Gansle, K.A., & Noell, G.H. (1993). Treatment integrity in applied behavior analysis with children. *Journal of Applied Behavior Analysis*, 26, 257-263.

Martin & Pear (1999). *Behavior modification: What it is and how to do it*. New Jersey: Prentice Hall.

McGee, G.G., Almeida, M., Sulzer-Azaroff, B.S., & Feldman, R.S. (1992) "Promoting reciprocal interactions via peer incidental teaching." Journal of Applied Behavior Analysis, 25, 117-126.

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

Repp, A.C., Nieminen, G.S., Olinger, & E. Brusca, R. (1988) Direct observation: Factors affecting the accuracy of observers. *Exceptional Children*.

V. Class Format:

There are a limited number of lectures. All lectures, activities, assignments, and quizzes are based on assigned readings. In addition, students are required to make flashcards of the terms and concepts learned in class. Each week, class time will be devoted to flashcard review. Students are also expected to participate during in-class discussions and group activities. As such, 90% attendance is required.

VI. Grading

10% participation
30% quizzes
10% homework assignments
20% midterm
30% final

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VII. Topical Outline

Week	Teaching Topic	Assignment Due
1 9/7	Class overview Introduction to Behavior Therapies	
Identifying, Defining, Prioritizing Behavior		
2 9/12, 14	History and Characteristics of ABA Basic Terminology	9/12 – Chapter 1, Miltenberger, R. G. (2004). <i>Behavior modification: Principles and procedures</i> . Belmont, CA: Wadsworth/Thomson Learning.
Selecting Interventions		
3 9/19, 21	Identifying and prioritizing target behaviors Operational definitions	9/19 – Chapter 3, Cooper, J.O., Heron, T.E., & Heward, W.L. (1987). <i>Applied behavior analysis</i> . Upper Saddle River, N.J.: Merrill.
4 9/26, 28	Behavioral Assessment: Descriptive analyses	9/26 - Chapter 13, Miltenberger, R. G. (2004). <i>Behavior modification: Principles and procedures</i> . Belmont, CA: Wadsworth/Thomson Learning.
Changing Behavior		
5 10/3, 5	Decreasing challenging behaviors & increasing desirable alternative behaviors <ul style="list-style-type: none"> ▪ Reinforcement/Differential Reinforcement/Extinction ▪ Behavioral Contracts 	10/3 - Chapter 4 (p. 71-82), Miltenberger, R. G. (2004). <i>Behavior Modification: Principles and Procedures</i> . Belmont, CA: Wadsworth/Thomson Learning. 10/5 - Chapter 23, Miltenberger, R. G. (2004). <i>Behavior Modification: Principles and Procedures</i> . Belmont, CA: Wadsworth/Thomson Learning.
8 10/17, 19	Teaching adaptive skills, etc. <ul style="list-style-type: none"> ▪ Discrete Trial Teaching ▪ Incidental Teaching 	10/17 - (1) Discrete Trial Format Reading. (2) Fovel, T. (2002) "Chapter 3: Teaching in Discrete Trials" in <u>The ABA Companion</u> . NY, NY: DRL Books. 10/19 – (1) Fovel (2002). "Chapter 5: Incidental teaching." <u>The ABA Companion</u> . NY, NY: DRL Books. (2) McGee, G.G., Almeida, M., Sulzer-Azaroff, B.S., & Feldman, R.S. (1992) "Promoting reciprocal interactions via peer incidental teaching." <u>Journal of Applied Behavior Analysis</u> , 25, 117-126.
Determining Intervention Effectiveness		
10 10/24, 26	Measuring behavior	Chapter 2, Miltenberger, R. G. (2004). <i>Behavior Modification: Principles and Procedures</i> . Belmont, CA: Wadsworth/Thomson Learning.
11 10/31, 11/2	Designing data collection systems Practice collecting data	10/31 – (1) Chapter 5, Cooper, J.O., Heron, T.E., & Heward, W.L. (1987). <i>Applied Behavior Analysis</i> . Upper Saddle River, N.J.: Merrill. (2) Study Guide
12 11/7, 9	Interobserver agreement Treatment integrity	11/7 – (1) Repp, et al. (1988) Direct observation: Factors affecting the accuracy of observers. <i>Exceptional Children</i> . (2) Repp, et al. (1988)

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assignment

11/9 - Gresham, F.M., Gansle, K.A., & Noell, G.H. (1993). Treatment integrity in applied behavior analysis with children. *Journal of Applied Behavior Analysis*, 26, 257-263.

14 Data display
11/14, 16

11/14 – (1) Chapter, 3 Miltenberger, R. G. (2004). *Behavior modification: Principles and procedures*. Belmont, CA: Wadsworth/Thomson Learning. (2) Study guide.

Promoting Lasting Change

15 Maintenance and generalization
11/21,
11/23 –
No Class

Chapter 19, Miltenberger, R. G. (2004). *Behavior modification: Principles and procedures*. Belmont, CA: Wadsworth/Thomson Learning.

16 Generalization, cont.
11/28, 30 Putting it all together

9/28 - Chapter 23, Martin & Pear (1999). *Behavior modification: What it is and how to do it*. New Jersey: Prentice Hall.

17 Review
12/5

18 **Final Exam**
