

PSY U358: Behavior Therapies Fall 2007

I. Course Information

Monday/Thursday 11:45-1:25
224 Hertig

II. Instructor Information

Instructor: Lisa S. Gurdin, MS, BCBA
Telephone: (617) 835-0352
Email: lsgurdin@rcn.com
Office Hours: By appointment

III. Course Description

This course provides 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; Selecting Interventions – Behavioral Assessment, Changing Behavior; Determining Intervention Effectiveness; and Promoting Lasting Change. Students begin the course with an introduction to the characteristics and history of Applied Behavior Analysis. Students then learn procedures for identifying, defining, and prioritizing behavior for both decreasing challenging behaviors and teaching adaptive skills. The course continues with methods for measuring, maintaining, and generalizing behavioral change. Concepts and strategies are presented in text readings and group learning activities (i.e., case studies).

IV. Course Objectives

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

1. Understand the history and characteristics of Applied Behavior Analysis (ABA).
2. Identify several different applications of the behavioral approach.
3. Identify, define, and prioritize target behaviors.
4. Describe behavioral assessment procedures, including functional analysis, and how they are used to determine the function of behavior.
5. Understand how behavioral assessment is used to identify the most effective treatment strategies.
6. Understand and use basic behavioral techniques, including basic operant reinforcement, differential reinforcement, extinction, and punishment.
7. Understand and use shaping, chaining, prompting, imitation, and instructions to promote adaptive behaviors and skills.
8. Identify methods to measure and record behavior.
9. Plan observation sessions.
10. Define, use, and understand the importance of interobserver agreement and treatment integrity.
11. Identify different types of graphs that are used in behavior analysis.
12. Understand the importance of graphic displays of data in ABA.
13. Identify the different research designs used in behavior analysis and know when to use them.
14. Identify methods to generalize and maintain behavior.

IV. Texts and Readings

Texts:

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

(Required) Maurice, C. (1993). *Let me hear your voice*. New York: Ballantine Books.

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

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

Journal Articles:

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.

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

V. Class Format

All lectures, activities, assignments, and quizzes are based on assigned readings. There will be in-class group activities throughout the semester. These activities are designed to help students learn the material presented in class. As such, students are expected to participate during these activities as well as during in-class discussions.

VI. Grading

60% quizzes* (4 quizzes included in final grade calculation)

25% final

15% final paper

*Each student's lowest quiz grade will automatically be dropped when calculating the final grade. This policy is intended to account for absences and personal situations that may interfere with quiz performance. Therefore, there will be no make-up quizzes.

Final Paper: The final paper is a response to the book: *Let Me Hear Your Voice*. In no more than 3 pages (double-spaced), respond to one or more of the following questions:

- How did this book impact your understanding of behavior therapy with children with autism? After reading this book and taking Behavior Therapies, what are your thoughts about behavior therapy in general?
- How did this book impact your understanding of a family's early journey with their child or children with autism? What are your thoughts about this family's experience with behavior therapy?
- How did this book impact your understanding of autism?
- How did this book impact you?

For this paper, please use specific quotes from the book to support your assertions. You can also cite readings from the course or use any other research you would like to do on your own. Please proofread and spell check. This paper is due no later than 12/03/07, which is the last class of the term. Papers must be handed to me in class on that date. Email versions and late papers will not be accepted.

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II. Topical Outline

Date	Teaching Topic	Assignment Due
9/6	Class overview Introduction to Behavior Therapies	
9/10	History and Characteristics of ABA Video	
Identifying, Prioritizing, Defining Behavior		
9/13	No Class – Rosh Hashanah	
9/17- 9/20	Identifying and prioritizing behavior	Chapter 1, Miltenberger
9/24	Defining behavior: operational definitions	Chapter 3, Cooper, et al.
Selecting Interventions – Behavioral Assessment		
9/27 10/1	Descriptive analyses	<i>9/27 - Quiz 1: History/Characteristics of ABA, Identifying/Prioritizing/Defining Behavior</i>
		Chapter 13, Miltenberger
10/8	No School – Columbus Day	
10/4 10/11	Functional analysis	Iwata, B.A., Dorsey, M.F., Slifer, K.J., Bauman, K.E., & Richman, G.S. (1994). Toward a functional analysis of self-injury. <i>Journal of Applied Behavior Analysis</i> , 27, 197 – 209.
Changing Behavior		
10/15	Basic Methodology – reinforcement, punishment, extinction	<i>Cumulative Quiz 2: Behavior Assessment</i>
		Pages 71-82, 96-107, Miltenberger
10/18	Differential Reinforcement	Chapter 15, Miltenberger,
10/22	Shaping	Chapters 9, Miltenberger <i>Cumulative Quiz 3: Basic methods/differential reinforcement</i>
10/25	Chaining	Chapters 11, Miltenberger
10/29	Skills Training	Chapter 12, Miltenberger
Determining Intervention Effectiveness		
11/1	Measuring behavior	Chapter 2, Miltenberger <i>Cumulative Quiz 4: Shaping, Chaining, Skills Training</i>

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11/5	Practice collecting data	
11/8	Designing data collection systems - interobserver agreement, treatment integrity	<ul style="list-style-type: none">▪ Repp, et al. (1988) Direct observation: Factors affecting the accuracy of observers. <i>Exceptional Children</i>.▪ Gresham, F.M., Gansle, K.A., & Noell, G.H. (1993). Treatment integrity in applied behavior analysis with children. <i>Journal of Applied Behavior Analysis</i>, 26, 257-263.
11/12	No Class	
11/15	Assessing effectiveness – Visual displays, research designs	Chapter 3, Miltenberger, R. G. (2004)
11/19	Research designs, cont.	<i>Cumulative Quiz 5: Data collection, graphing</i>
11/22	No Class – Thanksgiving	
Promoting Lasting Change		
11/29	Maintenance and generalization	Chapter 19, Miltenberger, R. G.
12/3	Putting it all together Discussion: Let Me Hear Your Voice Review	Final Paper Due
12/12 1:00	Final Exam	
