Applied Behavior Analysis II – Fundamentals 2

Class Number TLL 2565

Fall 2024

# Instructor: Douglas Kostewicz

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# 412-648-7113

Office Hours: By Appointment

Class Time: Wednesdays 6pm-8:30pm

Location: WWPH 5400

Prerequisites: None

Credits: 3 hours

Course Description: This is the second of seven courses meeting the total course requirements for board certification as a behavior analyst. This course focuses on the development of new behaviors, various clinical interventions for decreasing interfering behaviors, and maintaining behavioral changes. The instructor presumes that students have limited or no background experiences with applied behavior analysis. Students may have already completed the Fundamentals I course. The primary goal of ABA I and II courses is to provide students with a complete, accurate, and contemporary view of applied behavior analysis, and how functional analysis can be used to understand socially significant behaviors. ABA I and II serve as prerequisites for ABA III, IV, V, and VI.

Course Objectives:

1. To understand and demonstrate procedures for developing new behaviors.
2. To examine and demonstrate procedures for modifying or eliminating interfering behaviors across a range of environmental and childhood disorders.
3. To understand and demonstrate the components of implementing contingency management systems to address behavioral differences.
4. To acquire knowledge and demonstrate techniques pertaining to generalization and maintenance.

5th Edition Task List Items Covered:

A. Philosophical Underpinnings

A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control).

A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).

A-3 Describe and explain behavior from the perspective of radical behaviorism.

A-4 Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and

professional practice guided by the science of behavior analysis.

A-5 Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968).

B. Concepts and Principles

B-4 Define and provide examples of positive and negative reinforcement contingencies.

B-5 Define and provide examples of schedules of reinforcement.

B-8 Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers.

B-10 Define and provide examples of stimulus control.

B-11 Define and provide examples of discrimination, generalization, and maintenance.

B-15 Define and provide examples of derived stimulus relations.

F. Behavior Assessment

F-2 Determine the need for behavior-analytic services.

F-3 Identify and prioritize socially significant behavior-change goals.

F-5 Conduct preference assessments.

F-6 Describe the common functions of problem behavior.

G. Behavior Change Procedures

G-1 Use positive and negative reinforcement procedures to strengthen behavior.

G-2 Use interventions based on motivating operations and discriminative stimuli.

G-3 Establish and use conditioned reinforcers.

G-4 Use stimulus and response prompts and fading (e.g., errorless, most-to-least, least-to-most, prompt delay, stimulus fading).

G-5 Use modeling and imitation training.

G-7 Use shaping.

G-8 Use chaining.

G-10 Teach simple and conditional discriminations.

G-12 Use equivalence-based instruction.

G-13 Use the high-probability instructional sequence.

G-14 Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).

G-15 Use extinction.

G-16 Use positive and negative punishment (e.g., time-out, response cost, overcorrection).

G-17 Use token economies.

G-18 Use group contingencies.

G-19 Use contingency contracting.

G-20 Use self-management strategies.

G-21 Use procedures to promote stimulus and response generalization.

G-22 Use procedures to promote maintenance.

I. Personnel Supervision and Management

I-2 Establish clear performance expectations for the supervisor and supervisee.

I-3 Select supervision goals based on an assessment of the supervisee’s skills.

I-4 Train personnel to competently perform assessment and intervention procedures.

I-5 Use performance monitoring, feedback, and reinforcement systems.

Text(s):

Required: Cooper, J.O., Heron, T.E., & Heward, W.L. (2020). Applied behavior analysis (3rd Ed.). Pearson Education, Inc. (ISBN-10: 0-13-475255-4; ISBN-13: 978-0-13-475255-6)

Other Required Readings: Journal of Applied Behavior Analysis Articles – Various seminal and current journal articles relevant to session topics (provided via Canvas)

Web Sites of Interest:

Behavior Analyst Certification Board, Inc. Web Site

www.BACB.com

JABA Web Site:

[www.envmed.rochester.edu/wwwrap/behavior/jaba/jabahome.htm](http://www.envmed.rochester.edu/wwwrap/behavior/jaba/jabahome.htm)

JEAB Web Site:

[www.envmed.rochester.edu/wwwrap/behavior/jeab/jeabhome.htm](http://www.envmed.rochester.edu/wwwrap/behavior/jeab/jeabhome.htm)

ABAI Website:

<https://www.abainternational.org/welcome.aspx>

Course Requirements, Expectations, and Bases for Grading:

Regular and consistent class attendance is expected. Students are expected to participate actively in discussion based on the readings assigned for each session plus the assignment noted in the topical outline. Readings should be completed prior to class.

### Routines & Procedures:

CourseWeb

All course materials and additional readings (other than those from the text) will be posted on CourseWeb. It is expected that you will check CourseWeb to ensure that you have the appropriate materials for each session. Also, please check CourseWeb regularly regarding other issues, such as changes in lecture topics, changes in project due dates, etc. Quiz grades, project grades, and final grades will also be posted.

Lecture/Discussion

For each class, there will be a study guide made available by the instructor via CourseWeb. It is recommended, however, that you do not work ahead given the density and complexity of some content. Every time class meets, there will be lecture and discussion to review key information from the text and readings. Please come to class having read the assigned material. Use the study guides to guide your study. They have been developed to help you focus on the most critical points in the material, to help you focus on information required for certification in behavior analysis, and to give you the opportunity to practice understanding. There will be class time allowed to review study questions. Be prepared to discuss topics and ask questions. *It would be inappropriate and unprofessional to come to class without completing assignments*. Your interaction and involvement in class makes things more fun for everyone. If you are unable to attend a class, please let the instructor know ASAP (before class is preferred). Students may have 2 absences (either unexcused or excused) during the semester. Each subsequent absence after 2 results in a 2-point deduction from your final grade.

Experiential and Class Activities

There will be a number of assignments that will give students opportunities to practice the skills presented in the readings and discussed in class. There will be a permanent product as an outcome of each assignment, which students need to submit via Blackboard. Also during class, students will be given the opportunity to participate in group and individual activities to further practice the concepts discussed in the lecture and readings. These activities will be graded.

Quizzes

There will be a quiz almost every week in this course. Quizzes will be given via Courseweb and taken online BEFORE the next class. The quiz process will be discussed in class. The quizzes will cover material discussed in class as well as material from your texts and handouts. The quizzes will be mainly multiple choice will the possibility of short answer questions. There will be no make-up quizzes unless arrangements are made with the professor first (no exceptions). In addition, make-up quizzes may be different from the original quiz and include short answer questions. If you must miss a class due to illness, etc., I will work with you to help you meet your desired performance goals. You may drop the lowest quiz score. Quizzes will be returned to you at the beginning of the subsequent class for your review and time will be provided to ask questions. It will be helpful to keep your quizzes to assist you in studying for the final examination.

Final Examination

A final examination will be given during finals week. The final exam is required. It will include material from all sessions during the semester. The final exam will be exclusively multiple choice, so as to parallel the format on the BCBA certification examination.

Individual Project: Stimulus Preference Assessment

Students will be required to plan and conduct a stimulus preference assessment with a child or adult. Stimulus preference assessments are described on pages 269-277 of the Cooper Text. Additional readings on conducting stimulus preference assessments are available on CourseWeb. A stimulus preference assessment is a standardized way of identifying potential reinforcers for a child/client. Briefly, the assessment involves three steps: a) asking those who know the client; b) observing the client in a free operant situation; and c) using a Trial-Based Method. After conducting steps “a” and “b” above, students should then select a set of stimuli to use in a trial-based assessment (based upon the results of steps “a” and “b”). As described in the Cooper text, trial-based assessments can involve single, paired, or multiple stimuli. The final report should include all of the components of the Preference Assessment Rubric found on CourseWeb.

Assignment Notes

1. All assignments are to be typed -- double-spaced, 12 pt., Times New Roman, 1-inch margins (exception: observation or assessment data does not need to be typed; however, assignments/reports related to that data must be typed) and due by the start of class
   1. Late assignments will be accepted up to 48 hours after the original due date at a 20% grade reduction.
   2. No assignments will be accepted after this time. *Special circumstances will be considered if discussed with me PRIOR to the assignment being late.*
2. In order to ensure my grading system is fair and accurate, you may choose to challenge *any* grade you receive. Please submit your request in writing to me no later than 2 weeks from receiving the graded item. This request should include the graded item, an explanation of why you feel the grade received is inaccurate or unfair, and an explanation of the grade you feel you should have received. I will consider these requests and make changes in situations where I either made a mathematical error or where I feel I unfairly penalized one or more students. In some situations, I may ask for you to resubmit a graded item if I believe many students may have been impacted – so, *please KEEP all graded items until the end of the semester*.

**Clearances**

This course includes assignments that may require you to spend time in schools. All students working with or observing children in public and private schools, IUs and vocational-technical schools are required to provide the Coordinator of Clinical Practice in the Department of Instruction and Learning with the following clearances:

* Federal Criminal History Record
* Pennsylvania State Criminal Record Check
* Pennsylvania Child Abuse History Clearance

Confidentiality

You are responsible to maintain the confidentiality of all the students you work with in field placements related to your coursework at the University of Pittsburgh. When writing or doing assignments for courses or speaking about your field experience and the students you work with use pseudonyms (not initials) for students’, teachers’ and schools’ names. In public, it is your responsibility to keep written assignments and any other materials bearing the names of students, teachers or staff secure from the view of others.

### Grading

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| --- | --- | --- |
| Evaluation:  Class Participation  In Class Activities and Assignments (12 @ 5 pts each)  Quizzes (13 @ 10 pts each, drop lowest)  Preference Assessment  Final Exam    Total Points = | 20  60  120  35  50  285 | Grade Equivalents:  A (100 – 93.75%)  A- (93.74 – 89.75%)  B+ (89.74 – 87.75%)  B (87.74 – 83.75%)  B- (83.74 – 79.75%)  C+ (79.74 – 77.75%)  C (77.74 – 73.75%)  C- (73.74 – 69.75%)  F (≤ 69.74%) |

**Cell Phones**

Cell phones are to be turned off and put away, unless you have made prior arrangements with me because of a distinct permanent or temporary need (e.g., young children at home; an ailing parent). In such a case, the cell phone should be put on vibrate and you should answer or return the call outside the classroom. Please, no text-messaging while class is in session.

**University/School Policies:**

Academic Integrity: <http://www.pitt.edu/~provost/ai1.html>

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disability Services

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call [(412) 648-7890](tel:%28412%29%20648-7890) (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

Statement on Classroom Recording: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

DIL Grievance Procedure: <http://www.bc.pitt.edu/policies/policy/02/02-03-02.html>

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in DIL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow this procedure:

1. The student should talk directly to the faculty member to attempt to resolve the matter.

2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator.

3. If the matter remains unresolved, the student should talk to the associate chair of DIL (currently Dr. Emily Rainey).

4. If needed, the student should next talk to the SOE associate dean of students (currently Dr. Andrea Zito).

5. If the matter still remains unresolved, the student should file a written statement of charges with the dean’s designated Academic Integrity Administrative Officer (currently Dr. Andrea Zito).

**Nondiscrimination**

The University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era.

**Religious Holidays**

If you need to miss class due to religious observances, notify the instructor in advance to make alternative arrangements

Record Checks:

All students working with or observing children in public and private schools, IUs and vocational-technical schools are required to provide the Coordinator of Clinical Practice in the Department of Instruction and Learning with the following clearances:

• Federal Criminal History Record

• Pennsylvania State Criminal Record Check

• Pennsylvania Child Abuse History Clearance

If these clearances are not turned in by the end of the drop/add period, the student must drop any class requiring school visits. Furthermore, if there is a criminal infraction on any of these clearances, it is likely that the Coordinator of Clinical Practice will be unable to find a school placement for the student, and the student will be required to withdraw from the class. Students who have criminal infractions on their clearances should consult the Coordinator of Clinical Practice as early as possible for advice on whether a placement will be likely. Decisions about permitting students to observe or do other tasks in a school are made by the school district and the principal. The University cannot guarantee that a person with criminal infractions on their clearances will be permitted to do assignments in a school. While state law bars certain offenders from schools, districts often impose more extreme requirements.

**COURSE SCHEDULE**

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| **DATE** | **SESSION #** | **TOPIC** | **READINGS** |
| 8/28 | 1 | Introductions, Course Overview, Definition and Characteristics of Applied Behavior Analysis | Chapter 1 |
| 9/4 | 2 | Preference Assessment Assignment Review, Functions of Behavior,  Functional Behavior Assessment | Cooper Pages 269-277  Cooper Pages 628-629 |
| 9/11 | 3 | Functional Analysis and Iisca | Chapter 27  Additional Readings on Courseweb |
| 9/18 | 4 | Building Behaviors: Imitation and Shaping | Chapters 21 & 22 |
| 9/25 | 5 | Building Behaviors: Chaining | Chapter 23 |
| 10/2 | 6 | Building Behaviors: Equivalence-Based Instruction | Chapter 19 |
| 10/9 | 7 | Decreasing Behaviors w/out Punishment: Extinction & Differential Reinforcement | Chapters 24 & 25 |
| 10/16 | 8 | Decreasing Behaviors w/out Punishment: Antecedent Interventions | Chapter 26 |
| 10/23 | 9 | Self-Management Techniques | Chapter 29 |
| 10/30 | 10 | Contingency Contracting, Token Economies, Group Contingencies | Chapter 28 |
| 11/6 | 11 | Generalization & Maintenance | Chapter 30 |
| 11/13 | 12 | Implementation, Management, and Supervision | Readings Posted to Canvas |
| 11/20 | 13 | Creating a Behavior Intervention Plan | TBD |
| ***11/27*** |  | ***Thanksgiving*** |  |
| 12/4 | 14 | Review for Final | **Stimulus Preference Assessments Due** |
| 12/11 | 15 | **Final Exam** | |