MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY COURSE SYLLABUS

Course Prefix and Number: EPY4113/6113

Course Title: Principles of Behavior Analysis

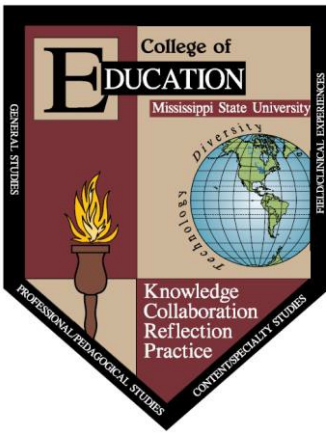
Credit Hours: Three (3) semester Hours

Method of Instruction: C (Lecture)

Method of Delivery: F (Face-to-Face)

Catalogue Description: Three hours lecture. The study of basic concepts and principles of behavior analysis. Although the school setting may be discussed, emphasis is on these topics as they are applied in a non-school setting. Cannot be used for special education certification.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based

strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives: Upon the completion of this course, students should be able to do the following:

1. Apply behavior modification, applied behavior analysis, and the behavioral paradigm. (CFPO #8; NASP 2.1)

2. Translate the behavioral paradigm into behavior treatment programs using empirically-based behavior change techniques and a data-based approach. (CFPO #8; NASP 2.1, 2.4)

3. Explain behavioral treatment in a variety of settings (e.g., homes, schools, clinics, hospitals, etc.) with a variety of individuals (e.g., parents, school personnel, etc.) to promote the physical and mental well-being of the client when given a presenting problem. CFPO #5, #10; NASP 2.7, 2.8)

4. Summarize principles of functional behavioral assessment to develop positive behavior plans based on the results of the assessment. CFPO #7; NASP 2.1, 2.4, 2.7)

5. Apply basic concepts and principles of system-wide intervention approaches to managing problem behavior using specific strategies at various system levels. CFPO #7; NASP 2.8)

Topics Covered in the Course (BACB 4th Ed. Task List Topics Covered):

1. Philosophical Assumptions of Behavior Analysis (FK01 – FK09) – 9 hours
    a. History of behavioral theory and applied behavior analysis. (1 hr)
    b. Discuss major influences the field of behavioral theory. (2 hrs)
    c. Selectionism, Determinism, Empiricism, Parsimony, & Pragmatism (1 hr)
    d. Environmental vs. Mentalistic approaches (1 hr)
    e. Radical and methodological behaviorism(2 hrs)
    f. Conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavior service delivery (2 hr)s

2. Behavioral Principles and Definitions (FK10 – FK42) – 30 hours
    a. Behavior, response, response class (2 hrs)
    b. Environmental, stimulus, stimulus class (2 hrs)
    c. Stimulus Equivalence (2.5 hrs)
    d. Classical conditioning and related topics (2.5 hrs)
    e. Operant conditioning and related topics (e.g., reinforcement & punishment) (2.5 hrs)
    f. Differential Reinforcement (2.5 hrs)
    g. Extinction procedures (2.5 hrs)
    h. Stimulus control, multiple functions of stimulus. (2.5 hrs)
    i. Motivating operations (2 hrs)
    j. Contingencies, functional relations (2 hrs)

k. Discrimination, generalization, and maintenance procedures (3 hrs)
l. Behavioral contract, momentum, and matching law (2 hrs)
m. Contingency-shaped and rule-governed behavior (2 hrs)

3. Basic Verbal Behavior (FK43-FK46) - 3 hours
   a. Echoics (0.75 hrs)
   b. Mands (0.75 hrs)
   c. Tacts (0.75 hrs)
   d. Intraverbals (0.75 hrs)

4. Measuring Behavior (FK47-FK48) - 3 hours
   a. Measurable dimensions of behavior (1.5 hrs)
   b. Continuous measurement procedures vs discontinuous measurement procedures. (1.5 hrs)

Registered Behavior Technician Verification Statement: This training program is based on the RBT Task List and is designed to meet the 40-hours training requirement for the RBT credential. The program is offered independent of the BACB.

The RBT Task List can be found online at: https://bacb.com/rbt-task-list/

Required Course Text:

Miltenberger, R. G. (2015). *Behavior modification: Principles and procedures* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.

Suggested Supplemental Texts:

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied Behavior Analysis* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Wallace, M. & Mayer, G. R. (2017). *Principles of Applied Behavior Analysis for Behavior Technicians and Other Practitioners.* Sloan Publishing.

Skinner, B.F. (1957). *Verbal Behavior.* Cambridge, MA: B. F. Skinner Foundation.

Description of Instruction: This course will be instructed in a lecture format. Instruction will include traditional lectures, class discussion, case examples, and independent learning activities.

Academic Integrity: Honor Code: Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: **"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."** *Upon accepting admission to Mississippi State 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 Code. 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 MSU community from the requirements or the processes of the Honor Code.

For additional information visit: http://students.msstate.edu/honorcode

Technology: Students will be required to use MyCourses to access rubrics and supplemental course materials, including power points. Students will also be required to submit course work using MyCourses.

Diversity: Issues in diversity (gender, race, SES, culture) will be noted as concerns with individual differences in the field and will be identified and regularly assessed when discussing topics.

Accommodations for Students with Disabilities: Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall, (662) 325-3335 (phone), and http://www.sss.msstate.edu (web address).

Title IX Policy: MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at http://www.msstate.edu/web/security/title9-12.pdf or at http://students.msstate.edu/sexualmisconduct/.

Field Component: This course does not have a field component.

Evaluation of Student Progress:

Exams: Your final grade in this course will be based in part on your performance on two (2) examinations. Each exam will be worth 100 points towards the final grade. The exams will emphasize assigned readings and lecture material. Exams will be composed of multiple choice, short answer items, and/or short essays. Exams will require students to apply behavior techniques learned in course work, translate the behavioral paradigm in to behavior treatment programs, explain behavior treatment across a variety of individuals and settings, summarize behavior assessment outcomes, and apply behavioral concepts at a systems level (Course objects 1, 2, 3, 4, & 5).

Article Reviews (EPY 6113; Graduate Student Only): Your final grade in this course will also be based in part on your performance on two (2) article reviews. Each article review will be worth 25 points, for a total of 50 points towards your final grade. Grades will be based on APA

style (6th edition), grammar, clarity, comprehensiveness, and accuracy. Students must review ***peer-refereed journal articles*** using ***single-subject design methodology*** only. Journals using single subject design methodology include the Journal of Applied Behavior Analysis, School Psychology Review, School Psychology Quarterly, Psychology in the Schools, Journal of Positive Behavioral Interventions, Journal of Evidence-based Interventions, Behavior Modification, Behavioral Interventions, Child and Family Behavior Therapy, Focus on Autism and Developmental Disabilities, Education and Training in Developmental Disabilities. Other journals may be accepted. A review form is attached to the end of this syllabus to guide you in reviewing the article. Article critiques will require students to explain behavior treatment and summarize principles of behavioral assessments (Course objects 3 and 4).

Students must choose and review 2 articles, including:

- One (1) article using ***extinction, positive reinforcement, or negative reinforcement procedures***.
- One (1) article using ***negative punishment*** (e.g., response cost, time-out, etc.) or ***positive punishment procedures*** (e.g., positive practice, overcorrection, etc.).

Each review should be no more than two (2) pages in length, excluding the title and reference pages. A copy of the article must be turned in with each review. Topics may include reviews of group contingencies, token economies, functional behavioral assessment methods, functional analysis conditions in clinics or school settings, treatment integrity, behavioral momentum, generalization and maintenance, generalized matching law, function-based interventions based on specified function (e.g., escape, attention, tangible, etc.), academic interventions or another topic approved by the professor. **Article reviews are due on INSERT DATE. *Students enrolled in 4113 may complete this assignment for 20 extra credit points (10 per review***

Position Statement: This will be worth 100 points – 20 points for one of the rough drafts and 80 for the final draft. This assignment will require students to apply behavior modification, translate the behavior paradigm into treatment, and apply behavioral concepts at the systems level (Course objects 1, 2, and 5). You will respond to a scenario below, across multiple drafts, using the following criteria:

- See rubric for complete criteria.
- Length: 2-5 pages
- Format: APA 6th Edition
- Draft 1: You initial draft needs to include an outline of what position you plan to take, at least one sentence regarding why, and a list of at least 2-3 behavioral terms or concepts you plan to use to rationalize your paper. EPY 6113; GRADUATE STUDENTS ONLY: Include at least one reference you plan to possibly use. **DUE: INSERT DATE**
- Draft 2 (Optional): You have the option of turning a second, more polished document. **DUE: INSERT DATE**
- Final Draft: The final draft is **DUE: INSERT DATE**
- Scenario:

You are a school psychologist or behavior analyst hired by a local school district. You were specifically hired by the district to help with their behavior management procedures. Historically, the school most commonly resorts to paddling, detentions, in-school suspensions, and out of school suspensions. More recently, newer teachers have been rewarding children for behaving

appropriately and these teachers refuse to engage in any of the historically more common behavior management practices. The administration is concerned that the newer, "softer" strategies being used by these teachers are going to lead to a surge of out of control problem behaviors in the school. It is your job to help determine which route the school will take with their behavioral strategies, the more traditional paddling, detention giving, and suspending route, or the newer, reward driven route. You have until the end of the semester to write your position paper for the school board. Support your position using language and terminology from the course, as well as evidence-based practices discussed in the course. Including supporting scientific literature will really drive your point home, but is not necessary (NECESSARY FOR GRADUATE STUDENTS; EPY 6113).

Participation: The course will consist of lectures and discussions designed to emphasize and elaborate on topics introduced in the text. Regular and prompt attendance, on-time completion of all readings, and full participation in all classroom activities and discussions is expected. Participation will contribute to 50 points toward your final grade. During course participation require students to apply behavior techniques learned in course work, translate the behavioral paradigm in to behavior treatment programs, explain behavior treatment across a variety of individuals and settings, summarize behavior assessment outcomes, and apply behavioral concepts at a systems level (Course objects 1, 2, 3, 4, & 5).

Grading Scale: Course grades will be based on performance on the exams, article review and active class participation.

Undergraduates (EPY 4113)	
Exam 1	100 points
Exam 2	100 points
Position Paper	100 points
Participation	50 points
Total	**350 Points**

Graduate Students (EPY 6113)	
Exam 1	100 points
Exam 2	100 points
Article Review 1	25 points
Article Review 2	25 points
Position Paper	100 points
Participation	50 points
Total	**400 points**

Grade	
A	315 - 350 points
B	280 - 314 points
C	245 - 279 points
D	210 – 244 points
F	$\leq$ 209 points

Grade	
A	360 – 400 points
B	320 – 359 points
C	280 – 319 points
D	240 – 279 points
F	$\leq$ 239 points

Attendance Policy: In accordance with university policy (AOP 12.09), students should attend all classes. When an absence from class is essential, the student must inform the instructor and provide appropriate documentation. If you are unable to attend a particular class, you must contact me via email and provide me with a reason for your absence. The course is cumulative and losing even one session would result in a loss of continuity to the student. Unexcused absences may result in a lowered grade.

Make-up Tests: Make-up exams will be given only if a valid (documented) reason is provided for having missed the regularly scheduled exam. The make-up exam must be scheduled with your professor as soon as possible after the regularly **scheduled exam.**

Late Assignments: In fairness to fellow classmates, late or incomplete assignments will not be accepted.

Bibliography

Beavers, G. A., Iwata, B. A., & Lerman, D. C. (2013). Thirty years of research on the functional analysis of problem behavior. *Journal of Applied Behavior Analysis, 46,* 1-21. doi: 10.1002/jaba.30

Bowen, C. N., Shillingsburg, M. A., & Carr, J. E. (2012). The effects of the question "what do you want?" on mand training outcomes of children with autism. *Journal of Applied Behavior Analysis, 45*(4), 833-838. doi:10.1901/jaba.2012.45-833

Fisher, W. W., Greer, B. D., Romani, P. W., Zangrillo, A. N., & Owen, T. M. (2016). Comparisons of synthesized and individual reinforcement contingencies during functional analysis. *Journal of Applied Behavior Analysis, 49*, 1-21. doi: 10.1002/jaba.314

Hirst, E. S. J., Dozier, C. L., & Payne, S. W. (2016). Efficacy of and preference for reinforcement and response cost in token economies. *Journal of Applied Behavior Analysis, 49*(2), 329-345. doi: 10.1002/jaba.294

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Lynne, S., Radley, K. C., Dart, E. H., Tingstrom, D. H., Barry, C. T., & Lum, J. K. (2017). Use of a technology-enhanced version of the good behavior game in an elementary school setting. *Psychology In The Schools*, doi:10.1002/pits.22043

McHugh, M. B., Tingstrom, D. H., Radley, K. C., Barry, C. T., & Walker, K. M. (2016). Effects of tootling on classwide and individual disruptive and academically engaged behavior of lower-elementary students. *Behavioral Interventions*, *31*(4), 332-354. doi:10.1002/bin.1447

Millersmith, T., Weber, K. P., & McLaughlin, T. F. (2013). The use of token economy and a math manipulative for a child with moderate intellectual disabilities. *International Journal of Basics and Applied Sciences*, 1(3), 634–640. Retrieved from http://www.insikapub.com/

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