

**SPEC 3020**  
**Applied Behavior Analysis for Teachers**  
**3 Semester Hours**  
**Tuesdays 5:00 – 7:45 RM 2001**

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**Dewar College of Education**  
**Valdosta State University**  
**Department of Early Childhood and Special Education**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**REQUIRED TEXTBOOKS**

Alberto, P.A., & Troutman, A. C. (2013). *Applied behavior analysis for teachers* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson

**COURSE DESCRIPTION**

A study of the general principles of applied behavior analysis including the foundations for understanding behavior, increasing appropriate behavior, and managing challenging behaviors across a variety of learning environments with individuals with disabilities.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

(identify those that apply to the course)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Educators recognize, participate in, and contribute to teaching and learning as a profession.

## **LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

### **COURSE OBJECTIVES (CO):**

At the conclusion of this course, students will:

Students will:

- CO 1: Demonstrate knowledge of the foundations, general principles, and ethical standards of applied behavior analysis (CFS I-VI);
- CO 2: Demonstrate ability to write age appropriate and relevant goals, objectives, and procedures for facilitating skill acquisition, fluency, maintenance, and generalization (II, IV, V)
- CO 3: Accurately measure and graph student performance to verify the effectiveness of behavioral interventions and determine the need for program revision (CFS IV)
- CO 4: Describe environmental adaptations to assist in the support of appropriate behaviors (CFS I, III, IV, V)
- CO 5: Identify antecedents that may evoke behavior and consequences that may be maintaining behavior through functional analysis methodology (CFS II, IV)
- CO 6: Differentiate between positive and negative reinforcement, and describe how

- each can be used to increase and maintain behavior. Define punishment and describe its effect on behavior (CFS I).
- CO 7: Describe how prompting and shaping can be used to teach new behaviors (CFS II, V)
- CO 8: Describe appropriate interventions that are linked to functional assessment outcomes (CFS II, III, IV)
- CO 9: Write a systematic plan for changing behavior that include the following components: target behavior, environment(s) where intervention will occur, intervention strategy, measurement and schedule for data collection, and graph for visual analysis (CFS V)
- CO 10: Prepare a professional visual and oral presentation (CFS VI).

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Class participation/interaction: This class will utilize [Blazeview](#) to post class documents, readings, assignments, and activities. Students are expected to read the assigned chapters and notes, complete assignments and activities, and arrive to class fully prepared to discuss the assigned material and/or ask questions about the information or related issues presented in the readings or assignments. Free discussion and expression are encouraged in this class and students are expected to fully participate in class discussions and activities.
2. Measurement assignment: Students will pinpoint and measure a targeted student's behavior using frequency, duration or latency, interval, and momentary time sampling recording methods. Detailed guidelines will be provided for this assignment.
3. Graphing Assignment: Students will pinpoint and measure a targeted student's behavior using frequency, duration or latency, interval, and momentary time sampling recording methods. Detailed guidelines will be provided for this assignment.
3. Behavior change project: Students will plan and implement a behavior change project with an individual or a small group. Detailed guidelines for successful completion of this assignment will be provided.
4. Presentation: Students will prepare a presentation (e.g., Powerpoint, Prezi) to describe their behavior change project (i.e., behavior, measurement, intervention, results, conclusion) and will give an oral presentation of the project.

### **COURSE EVALUATION**

**The instructor reserves the right to adjust assignments as needed, based on class performance and progression through the course content.**

<b>Task</b>	<b>Individual Value</b>	<b>Point Value</b>
Class participation	15 @ 10 pts. each	150
Blazeview and in-class activities	5-8 @ 20 pts. each	100-160
Measurement Assignment	1 @ 25 pts.	25
Graphing Assignment	1 @ 20 pts.	20
Behavior Change Project	1 @ 100 pts.	100
Presentation	1 @ 50 pts.	50

## TOTAL POINTS

445/505\*

\* dependent upon the number of Blazeview and in-class activities completed

### Final Grading Scale

90% - 100%	A	60% - 69%	D
80% - 89%	B	Below 60%	F
70% - 79%	C		

If you find you are having problems with any aspect of the course, please do not hesitate to talk to me about it. Together, we may be able to identify procedures to improve your mastery of the material.

## COE ATTENDANCE POLICY

**Students are expected to arrive promptly for every class and to call or email me in the case of an emergency. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. Roll is taken at the beginning of each class. Please see me if you come in tardy to ensure that I indicate your attendance in my records. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed. Missing class or part of a class will affect your grade. Incompletes will only be given under special circumstances. See me as soon as possible if you think we need to discuss this. "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (VSU Undergraduate Catalog)**

## PROFESSIONALISM

### Classroom Behavior

Students are expected to interact with fellow classmates and the course instructor in a professional manner at all times. Behaviors that prevent the instructor from teaching and prevent other students from learning are not acceptable. These behaviors include such things as (1) talking to others/interrupting when someone else has the floor; (2) using cell phones to talk, text, etc.; (3) using other electronic/mobile devices for non-class related activities; and (4) habitual late arrivals and/or early departures. Students who violate 1-3 after being asked to stop may be asked to leave class.

### Written Work

All written work should be typed. It is important to note that errors of written expression and spelling/typing errors will result in point reductions on assignments. You are strongly encouraged to use the information on the following page on "Writing Resources."

<http://server.bmod.athabasca.ca/html/aupr/writinghelp.htm>

The Department of Early Childhood and Special Education has officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments

unless otherwise stated. You are responsible for ensuring that you are following APA style guidelines <http://www.apastyle.org/>. You may find it beneficial to obtain a copy of the APA style manual, which can be purchased online or at your local bookstore. Additional resources include: <http://owl.english.purdue.edu/owl/resource/560/01/>  
<http://www.psychwww.com/resource/apacrib.htm>

### **FINAL EXAM TIME**

Thursday, December 6, 2012 at 7:15 – 9:15

**PLEASE NOTE:** To provide the best possible learning experience, it may be necessary for the instructor to change, adapt, or adjust requirements, evaluations, activities and/or schedule as presented here. As the instructor of this course, I receive the right to add or delete objectives and assignments depending upon the progress made by the class.

### **PROFESSIONALISM**

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed on the front page of the syllabus.

### **CELL PHONE POLICY**

This is an ECSE Department course and cell phones must be turned off and put away before entering the classroom. Therefore, **students will not talk on their cell phone or send, receive or check text messages in the classroom.** Cell phones must be put away and out of sight at all times. Since this communication use would interfere with your participation, points will be deducted from your in-class activity grade if any student does not adhere to this cell phone policy. In case of an emergency, please let me know to make special arrangements.

### **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

#### SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

#### **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

#### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course

grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at

<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

### **INSTRUCTOR**

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Wednesdays 10:00 – 2:00  
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