



## PSY 530: Concepts and Principles of Behavior Analysis Fall 2019



### COURSE INTRODUCTION

Instructor:	Megan Aclan, Ph.D, BCBA-D
E-mail and Phone:	aclan@usc.edu (818) 359-2172
Office and Office Hours:	By Appointment
Academic Calendar:	Class meets Mondays: 10-11:50am, Wednesdays: 8-10:30am (GFS 108)

**PREREQUISITE:** none

### READINGS

#### TEXTBOOK

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis*. Upper Saddle River, NJ: Prentice Hall.

Online copy can be purchased at: <https://www.pearson.com/us/higher-education/program/Cooper-Applied-Behavior-Analysis-3rd-Edition/PGM1784647.html?tab=order>

**Supplemental articles and chapters:** available on Blackboard (see Class schedule for author names)

### COURSE DESCRIPTION

This course provides intensive training in behavioral principles and laws of learning and motivation. The course focuses on broad application of principles, from basic research with nonhumans, to application across human clinical populations. The principles learned in this course will serve as the foundation for the rest of the Masters in Applied Behavior Analysis curriculum and will thereby be applied by students throughout the rest of their course of study.

### LEARNING OBJECTIVES AND OUTCOMES

The purpose of this course is to teach you all of the foundational principles of learning and motivation that are required to construct a relatively comprehensive science of behavior and to lay the foundation

for applying that science to solving problems of social significance. You will learn to speak in precise scientific terms, while at the same time learning how to explain and give examples of technical behavioral terminology in everyday language, as you will frequently be required to do in your future applied work.

After completing this course the student should be able to define, discuss, and provide novel examples of the following:

- The defining characteristics of behaviorism and applied behavior analysis
- Behavioral principles and procedures for increasing behavior
- Behavioral principles and procedures for reducing behavior
- Behavioral principles and procedures for promoting the generalization and maintenance of behavior

## DESCRIPTION OF ASSIGNMENTS

### **Fluency Training**

Fluent learning of foundational principles, terms, and concepts is the key purpose of this course. Therefore, students will create flashcards with terms and definitions for all major terms used in the course, as assigned by the instructor on the first day of class. Every class meeting will include 15 minute fluency training periods, where students will be instructed to divide into pairs and drill one another on flashcards, with the goal of obtaining as rapid accurate responding as possible. Flashcard drills will randomly alternate between giving a definition when given a term, giving a term when given a definition, and giving a novel example when given a term. Novel examples will randomly alternate between examples from basic animal research, applied work with individuals with autism and other developmental disabilities, and examples from everyday life. Although fluency training occurs in a drill format, the purpose of this training is not to produce rote memorization, but rather thorough mastery of concepts, such that you can apply them fluently in your vocal discussion of novel instances of behavior. Participating in each fluency training will be worth 5 course points.

If a student needs to miss class because of a documented illness or death in the family, they will be allowed to makeup the fluency training and the corresponding course points by pairing with another student volunteer outside of class. In such cases, both students will be required to sign an attestation that the makeup fluency training occurred. The student who missed class will then receive makeup points for the missed in-class fluency training and the student who volunteered to help him/her with the makeup training will receive five extra credit points toward their grade.

### **Application Plans**

Students will learn to apply all terms and principles learned in the course to new examples from everyday life. Students will turn in three application plans. Each plan will consist of three double spaced pages describing how one behavioral principle could be applied to produce a socially

meaningful behavior change. Each plan should apply a different principle and should be a novel example of application (not taken from the readings). Each application plan will be worth 30 points. No late application plans will be accepted without a doctor's note or proof of death in the family.

### Quizzes and Exams

Student learning will be assessed through brief weekly multiple choice and short answer quizzes that probe students for definitions and novel examples of terms and principles learned in the week's readings. Each quiz will be worth 10 points. Longer, cumulative midterm and final examinations will assess students' overall learning. Midterm and final exams will be worth 100 and 105 points respectively.

Makeup quizzes will be allowed only when students provide documentation of illness or death in the family. There will be additional time available to take makeup quizzes during the midterm and final exams. Students can take up to two makeup quizzes during the midterm and two during the final exam. No other makeup quizzes will be allowed.

### GRADING (out of 500 points)

#### Grading Breakdown (out of 500 points)

Assignment	Points	% of Grade
Participation: Discussion, Fluency Training (15 weeks x 5 points)	75	15%
Application Plans (3 x 30 points)	90	18%
Weekly Quizzes (13 x 10 points)	130	26%
Midterm Exam	100	20%
Final Exam	105	21%

### SCHEDULE (any revisions will be in written form)

Date	Topics/Daily Activities	Readings	Deliverables
<b>Week 1</b>			
8/26	<ul style="list-style-type: none"> <li>Introduction to Psy 530</li> <li>Preparation of Flashcards</li> </ul>	No readings	
8/28	<ul style="list-style-type: none"> <li>Fluency Training</li> <li>Attitudes of Science</li> </ul>	Chapter 1	Flashcards
<b>Week 2</b>			

9/2	<b>No Class: Labor Day</b>		
9/4	<ul style="list-style-type: none"> <li>• Basic Concepts</li> <li>• Fluency Training</li> <li>• Quiz 1-Chapter 1</li> </ul>	Chapter 2	Flashcards
<b>Week 3</b>			
9/9	<ul style="list-style-type: none"> <li>• Seven Dimensions of ABA</li> <li>• Fluency Training</li> </ul>	<p>Baer, D. M., Wolf, M. M., &amp; Risley, T. R. (1968). Some current dimensions of applied behavior analysis. <i>Journal of Applied Behavior Analysis</i>, 1, 91-97.</p> <p>Baer, D. M., Wolf, M. M., &amp; Risley, T. R. (1987). Some still-current dimensions of applied behavior analysis. <i>Journal of Applied Behavior Analysis</i>, 20, 313-327.</p>	Flashcards
9/11	<ul style="list-style-type: none"> <li>• Defining Behavior</li> <li>• Quiz 2-Chapter 2, Seven Dimensions</li> </ul>	Chapter 3	
<b>Week 4</b>			
9/16	<ul style="list-style-type: none"> <li>• Positive Reinforcement</li> <li>• Fluency Training</li> </ul>	Chapter 11	Flashcards
9/18	<ul style="list-style-type: none"> <li>• Negative reinforcement</li> <li>• Fluency Training Practice</li> <li>• Quiz 3: Chapter 3, 11</li> </ul>	Chapter 12	Flashcards
<b>Week 5</b>			
9/23	<ul style="list-style-type: none"> <li>• Negative reinforcement</li> <li>• Fluency Training</li> </ul>	Iwata, B. A. (1987). Negative reinforcement in applied behavior analysis: An emerging technology. <i>Journal of Applied Behavior Analysis</i> , 20, 361-378.	Flashcards
9/25	<ul style="list-style-type: none"> <li>• Schedules of Reinforcement</li> <li>• Fluency Training Practice</li> <li>• Quiz 4: Chapter 12</li> </ul>	Chapter 13	Application Plan 1 Flashcards
<b>Week 6</b>			
9/30	<ul style="list-style-type: none"> <li>• Positive Punishment</li> <li>• Negative Punishment</li> <li>• Fluency Training Practice</li> </ul>	Chapter 14-15	Flashcards

10/2	<ul style="list-style-type: none"> <li>• Motivating Operations</li> <li>• Fluency Training</li> <li>• Quiz 5: Chapter 13-15</li> </ul>	<p>Chapter 16</p> <p>Laraway, S., Snyckerski, S., Michael, J., &amp; Poling, A. (2003). Motivating operations and terms to describe them: Some further refinements. <i>Journal of Applied Behavior Analysis</i>, 36, 407-414.</p>	Flashcards
<b>Week 7</b>			
10/7	<ul style="list-style-type: none"> <li>• Stimulus Control</li> <li>• Fluency Training</li> </ul>	Chapter 17	Flashcards
10/9	<ul style="list-style-type: none"> <li>• Review</li> <li>• Quiz 6: Chapter 16-17</li> </ul>		
<b>Week 8</b>			
10/14	<b>Midterm Exam</b>		
10/16	<ul style="list-style-type: none"> <li>• Imitation</li> <li>• Shaping</li> <li>• Fluency Training</li> </ul>	Chapter 21-22	Flashcards
<b>Week 9</b>			
10/21	<ul style="list-style-type: none"> <li>• Chaining</li> <li>• Fluency Training Practice</li> <li>• Quiz 7: Chapter 21-22</li> </ul>	Chapter 23	Flashcards
10/23	<ul style="list-style-type: none"> <li>• Extinction</li> <li>• Fluency Training</li> </ul>	Chapter 24	Flashcards
<b>Week 10</b>			
10/28	<ul style="list-style-type: none"> <li>• Fluency Training</li> <li>• Quiz 8: Chapter 23-24</li> </ul>	Lerman, D. C., & Iwata, B. A. (1996). Developing a technology for the use of operant extinction in clinical settings: An examination of basic and applied research. <i>Journal of Applied Behavior Analysis</i> , 29, 345-382.	
10/30	<ul style="list-style-type: none"> <li>• Differential Reinforcement</li> <li>• Fluency Training</li> </ul>	Chapter 25	Application Plan 2 Flashcards
<b>Week 11</b>			
11/4	<ul style="list-style-type: none"> <li>• Differential Reinforcement</li> <li>• Quiz 9: Fluency Training/Chapter 25</li> </ul>	Petscher, E. S., Rey, C., & Bailey, J. S. (2009). A review of empirical support for differential reinforcement of alternative behavior. <i>Research in Developmental Disabilities</i> , 30, 409-425.	
11/6	<ul style="list-style-type: none"> <li>• Verbal behavior</li> </ul>	Chapter 18	Flashcards

	<ul style="list-style-type: none"> <li>Fluency Training</li> </ul>		
<b>Week 12</b>			
11/11	<b>No Class: Veteran's Day</b>		
11/13	<ul style="list-style-type: none"> <li>Verbal behavior</li> <li>Quiz 10: Chapter 18</li> </ul>	Sautter, R. A., & LeBlanc, L. A. (2006). Empirical applications of Skinner's analysis of verbal behavior with humans. <i>The Analysis of Verbal Behavior</i> , 22, 35.	
<b>Week 13</b>			
11/18	<ul style="list-style-type: none"> <li>Contingency Contracting</li> <li>Tokens</li> <li>Group Contingencies</li> <li>Fluency Training</li> </ul>	Chapter 28	Flashcards
11/20	<ul style="list-style-type: none"> <li>Contingency Contracting</li> <li>Fluency Training</li> <li>Quiz 11: Chapter 28</li> </ul>	Miller, D. L., & Kelley, M. L. (1994). The use of goal setting and contingency contracting for improving children's homework performance. <i>Journal of Applied Behavior Analysis</i> , 27, 73-84.	Flashcards
<b>Week 14</b>			
11/25	<ul style="list-style-type: none"> <li>Self-management</li> <li>Fluency Training Practice</li> <li>Quiz 12: Chapter 29</li> </ul>	Chapter 29	Flashcards
11/27	<b>No Class: Thanksgiving Break</b>		
<b>Week 15</b>			
12/2	<ul style="list-style-type: none"> <li>Generalization</li> <li>Maintenance</li> <li>Fluency Training</li> </ul>	Chapter 30  Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. <i>Journal of Applied Behavior Analysis</i> , 10, 349-367.  Stokes, T. F., & Osnes, P. G. (1989). An operant pursuit of generalization. <i>Behavior Therapy</i> , 20, 337-355.	Flashcards
12/4	<ul style="list-style-type: none"> <li>Review</li> <li>Quiz 13: Chapter 30</li> </ul>		Application Plan 3 Bring ALL Flashcards
<b>Week 16</b>			
12/9	<ul style="list-style-type: none"> <li>Review</li> </ul>		Bring ALL Flashcards

12/11 - 12/18	<b>Final Exam week: Final Date TBA</b>		
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### **University Policy on Religious Observance**

University policy grants students excused absences from class for observance of religious holy days. Faculty are asked to be responsive to requests when students contact them IN ADVANCE to request such an excused absence. The student should be given an opportunity to make up missed work because of religious observance.

The Deans of Religious Life recommend that faculty not schedule an exam on a major holy day or plan something that cannot be made up afterwards. They are also asked to keep in mind that some holy days require additional time for preparation or travel before and/or after the actual observance.

Students are advised to scan their syllabi at the beginning of each course to detect potential conflicts with their religious observances. Please note that this applies only to the sort of holy day that necessitates absence from class and/or whose religious requirements clearly conflict with aspects of academic performance.

Should you have any questions or concerns, please contact the Office of Religious Life (213-740-6110) or the Office of Equity and Diversity. A listing of holy days and occasions also appears on the Office of Religious website, which is at <http://orl.usc.edu/>.

### **Diversity Statement**

The Master of Science in Applied Behavior Analysis program at the University of Southern California values diversity and equity in all aspects of graduate education in applied behavior analysis, the provision of behavior analytic services to the community, and in society more broadly. We believe that the value of diversity derives from the basic tenet that all humans are created equal and are equally deserving to be treated with dignity and respect. We believe that we, as a program, have a duty and an opportunity to contribute to a more kind and compassionate world by living our values of diversity and equity in all of our daily operations as a program. Therefore, we value the input from all members of our community, regardless of sexual orientation, gender identity, race, ethnicity, religion, disability status, socioeconomic background, first language, country of birth origin, or country of legal emigration status. We value diversity, not only for the sake of creating a more equitable future, but because when we provide a more diverse learning environment for our students, we provide a richer and more meaningful educational experience for all.

### **Statement on Academic Conduct and Support Systems**

#### **Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the

discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### **Support Systems:**

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class.

<https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

*Diversity at USC – <https://diversity.usc.edu/>*

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students