



**University of North Carolina at Wilmington  
Watson School of Education  
SED 374-001  
Applied Behavior Analysis for Teachers  
3 Credit Hours  
Fall 2011**

**Instructor:** Terri S. Collins, Ph.D.

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Office Hours: Monday (9:00 – 11:30; 1:30 – 4:30)

Tuesday (12:30 – 1:30; 3:30 – 5:30)

Thursday (2:00 – 4:00)

Other times by appointment

**Meeting Dates:** Tuesday 2:00 – 3:15 pm

**\*\*Please note that this course will be delivered using a blended format (online and face to face). See schedule for details.**

**Location:** Watson School of Education Bldg. Room: 226

**Course Description:**

This course is designed to provide a strong foundation and knowledge of basic principles of learning through the introduction of Behavior Analysis: the science and technology of behavior. The focus will be on empirically validated instructional strategies by which students learn academic, social and physical skills. At least 20 field experience hours required. Prerequisite: 9 hours of Curricular Foundations.

**Conceptual Framework:**

This course is designed to focus on key components of the Watson School of Education conceptual framework <http://www.uncw.edu/ed/pdfs/cf.pdf>: The primary mission of the Donald R. Watson School of Education at the University of NC Wilmington is to develop highly competent professionals to serve in teaching and other educational leadership roles in southeastern NC, the state, and nation. The Watson School is committed to achieving excellence in teacher and administrator preparation in all of its programs. To realize the mission of the Watson School, thorough grounding in theoretical and empirical bodies of knowledge is provided, the educator's capacity to utilize knowledge to improve schools and enhance learning by children and youth is developed, and commitment to personal, professional, and institutional development is fostered. Assignments in this course will assist students in preparing to be a competent professional and a leader.

**Required Text:**

Alberto, P. A., & Troutman, A. C. (2009). *Applied Behavior Analysis for Teachers* (8th ed.). Englewood Cliffs, NJ: Merrill.

**Required Website Tools:**

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/main.php?cat=assessment&subsection=ddm/teachertools>

**Course Objectives:**

Upon successful completion of this course, the student will be able to:

- Define and describe characteristics of the science of Applied Behavior Analysis.
- Classify examples of observable, inferential, and hypothetical levels of behavioral characteristics.
- Operationally define, observe, record, and graph a behavior.
- Develop a logical hypothesis regarding a behavior's function.
- Appraise single case experimental design and its research use in education.
- Generate descriptions of data based behavioral techniques for teaching, restricting, increasing, decreasing, maintaining and generalizing academic, social or physical behaviors of students.
- Utilize an understanding of behavior analysis to design quality instruction (effective teaching practices) to teach concepts, rules and other intellectual skills efficiently and provide for generalization.

**Course Requirements:**

ASSIGNMENT	POSSIBLE PTS
Practice Student Observations (8@ 10 pts. each)	80
ABA Assignments (Refer to Assignment Descriptions for Individual Points)	140
ABA Project	120
Field Experience Report	50
Quizzes (6 @ 25 points each – lowest is dropped)	125
<b>TOTAL</b>	<b>515</b>

**Grading Scale:**

TOTAL # of PTS	GRADE
461-515	<b>A</b>
410-460	<b>B</b>
358-409	<b>C</b>
313-357	<b>D</b>
312-below	<b>F</b>

**Descriptions of Class Assignments****1) Practice Student Observations:**

You will conduct 8 different types of observations to practice recording student behavior within the educational environment. You will conduct a 15 minute observation and provide a brief write-up (including the data collection sheet) describing the use and

characteristics for each of the following: (1) Frequency, (2) A-B-C observation, (3) Momentary Time Sampling, (4) Duration, (5) Latency, (6) Whole Interval, (7) Partial Interval and (8) Permanent Product. A hard copy (write-up & data collection sheet) will be turned in on the due date specified. Detailed instructions will be provided on Blackboard. (80 points)

2) ABA Assignments:

You are required to complete **6** assignments that demonstrate your understanding of applied behavior analysis concepts. These assignments will be based on information obtained in class and during your field experiences. The assignments include the following: (1) Functional Assessment (25 points), (2) Pinpoint Useful Behavior (10 points), (3) Baseline Data (25 points), (4) Goal & Objective (20 points), (5) Intervention Plan (45 points), (6) Maintenance/Generalization (15 points). Detailed instructions will be provided on Blackboard (Total 140 points).

3) ABA Project:

You are required to submit a paper in which you demonstrate your ability to apply concepts and principles of applied behavior analysis to a specific instructional situation. Each section will be graded on both form (i.e., grammar, spelling, punctuation) and content (i.e., clarity and accuracy of principles and explanations). You will use the six ABA assignments (after revisions) to help complete the project. Detailed instructions will be provided on Blackboard. (120 points)

4) Field Experience Report:

A **minimum of 20 hours** of observation/participation in an special education classroom at the elementary or middle school setting is required. At the end of the semester, you will submit a report summarizing your experiences. You will be expected not only You should keep a written log of all of your observations/interactions to facilitate the writing of the report. In addition to the written log, the field experience verification form must be signed at each visit by your partner teacher (form can be found at: <http://www.uncw.edu/ed/professionalexperience/fieldexperience.html#Materials>). At the end of the semester, **the written log and field experience verification form** will be turned in with your report. You are **REQUIRED** to complete the field experience (20 hours) to receive a grade for the course. Deadline to complete field experience requirements: **Wednesday, November 30.** (50 points)

5) Quizzes:

You will be given **6** quizzes throughout the semester. The quizzes are designed to test your knowledge from class discussions, activities, and assigned readings. **Your lowest quiz score will be dropped.** (6 @ 25 points each = 125 points).

***Additional Information:***

1) Professional Quality:

All work done outside class should be typed and of professional quality. Ten percent of the total points possible will be deducted if there are more than **two errors** (i.e., in grammar, spelling, or uncorrected typos). Directions should be carefully followed. If you do not understand the requirements of an assignment it is your responsibility to contact me for additional help prior to the session in which the assignment is due. All assignments should be double-spaced using Times or Times New Roman 12-point font. Standard English should be used in conversation and for written work.

## 2) Assignment Guidelines:

The student is responsible for the information provided on Blackboard (Bb) and the textbook. Guidelines for content, format, and evaluation of individual assignments will be provided on Bb. Please follow these guidelines prior to generating assignments. It is recommended that you check Bb daily for any announcements. Completed assignments will be either uploaded to the link placed on Bb or turned in during face-to-face class meetings.

## 3) Late Assignments:

You are expected to submit assignments on the established due dates and you are expected to take quizzes/exams at the scheduled times. An assignment is considered late if it is not given to the instructor at the beginning of the class session in which it is due or posted to Bb by the closing date and time (**11:59 PM**). Late or incomplete submissions of work will result in a deduction of 20% of the possible total points for that assignment. You may use the ***Late Assignment Forgiveness Pass*** (posted on Bb under “Late Pass” folder) for a single assignment during the semester. The late forgiveness pass is equivalent to a one week extension. Points **will not** be deducted from the assignment if you use the late forgiveness pass and turn in the assignment within one week of the original due date. The late forgiveness pass may NOT be used for quizzes or exams.

## 4) Class Attendance:

Attendance is a professional obligation. You are expected to attend class, be prepared for class by having read the assigned material and participate in class meetings. A minimum of 90% (no more than 1 absence) in face-to-face class sessions must be attended to receive credit for the course. Attendance and punctuality will be monitored at the beginning of each class. For the weeks of online sessions, the instructor will monitor log-on times and/or require posting to a discussion board. It is recommended that you exchange contact information with at least one other classmate (i.e., email and/or phone). If you are absent, you are responsible for getting information and assignments presented during an absence. An absence does not relieve students of the responsibility to turn in an assignment on time.

## 5) Communication:

You must have an active email account and check email daily to facilitate our communication. You should check Bb daily for any announcements/revisions to the course schedule. You should also have specific electronic tools for accessing, writing, editing and communicating course information. These tools include a word processing program such as Word (not WordPad) and PowerPoint (PPT) as well as Adobe Reader.

## 6) Confidentiality:

- All identifying names and information should be omitted from written work and discussions. All information should be treated as confidential. Information about children, families and programs shared in class *must not* be discussed outside of class.
- Any information that is learned about a particular program or a child and his/her family should be discussed only with the staff of the program, the instructor, and other students in the context of class learning activities.
- Information should be shared only with the purpose of enhancing your learning and that of your peers, not as gossip.
- All information should be treated as confidential. Information about children, families and programs shared in class *must not* be discussed outside of class.
- Students are expected to interact with children and adults without prejudice or partiality, be sensitive to and respectful of cultural differences, and to refrain from imposing any personal

views or values upon children or adults.

7) Undergraduate Academic Honor Code:

Students are expected to adhere to the Honor Code as described in the *UNCW Student Handbook and Code of Student Life*. Violation of the Honor Code may result in a failing grade in the course. For more information, see <http://uncw.edu/stuaff/odos/honorcode/index.html>.

8) Standards of Professional Conduct

“All students associated with the WSE, prior to and after admission to the school, must accept the responsibility for adhering to high ethical standards, as they make a commitment to serve pupils, schools, and their profession,” as outlined in the WSE Standards of Professional Conduct. These standards incorporate:

- Code of Ethics for North Carolina Educators
- Code of Professional Practice and Conduct for North Carolina Educators
- WSE professional expectations outlined in the Performance Evaluation Scale
- UNCW Code of Student Life

9) Disability Accommodation:

If you are a person with a disability and anticipate needing accommodations of any type to participate in this class, you must notify Disability Services (DePaolo Hall, 962-7555), provide the necessary documentation of the disability, and arrange for the appropriate authorized accommodations. Once these accommodations are approved, please provide a copy of the letter you receive from the Office of Disability Services. If you require accommodations for test-taking, please make sure I have the referral letter no less than three days before the test. For more information see:

<http://www.uncw.edu/stuaff/disability/index.htm>

10) Violence and Harassment:

UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the police at 911 or UNCW CARE at 962- 2273. Resources for individuals concerned with a violent or harassing situation can be located at <http://www.uncw.edu/wsrc/crisis.html>

11) Cell phones:

All cell phones are **expected** to be turned **off** during class, unless you have an emergency situation and you have received **prior permission** from me. There is to be no texting during class.

12) Laptops:

Laptops may be used in class to take notes; HOWEVER, checking email, Facebook, etc. should not take place during class. If this becomes a problem, the class will no longer be allowed to use laptops.

13) TaskStream:

The Watson School of Education requires that all education majors enrolled in methods courses maintain an active account on TaskStream. You are asked to maintain that account for the duration of your program with the Watson School of Education ([www.taskstream.com](http://www.taskstream.com)). Students in these courses will use TaskStream to maintain a Professional Development Portfolio. This portfolio includes evidence of your work to demonstrate progress toward meeting exit requirements and professional standards.

***Tentative Course Schedule***

<b>(Session) Date Week of:</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignments Due</b>
(1) 8/30 F2F	<ul style="list-style-type: none"> <li>Roots of Applied Behavior Analysis</li> <li>Responsible Use of ABA</li> <li>Review Assignments</li> </ul>	Course Syllabus Chapters 1 & 12	
(2) 9/6 Online	<ul style="list-style-type: none"> <li>Behavioral Objectives</li> <li>Pinpointing Behavior</li> </ul>	Chapter 2	<b>Quiz #1 – Due 9/12 (Chapters 1, 2, 12)</b>
(3) 9/13 F2F	<ul style="list-style-type: none"> <li>Collecting Data</li> </ul>	Chapter 3	
(4) 9/20 Online	<ul style="list-style-type: none"> <li>Collecting Data, cont.</li> <li>Graphing Data</li> </ul>	Chapter 3, cont. Chapter 4	
(5) 9/27 F2F	<ul style="list-style-type: none"> <li>Functional Assessment</li> <li>Functional Analysis</li> </ul>	Chapter 6	<b>Quiz #2 – Due 9/26 (Chapters 3 &amp; 4) Frequency Recording</b>
(6) 10/4 Online	<ul style="list-style-type: none"> <li>Single-subject Designs</li> </ul>	Chapter 5	<b>ABC Recording/Assignment # 1 Assignment #2</b>
10/11	<b>FALL BREAK</b>		
(7) 10/18 F2F	<ul style="list-style-type: none"> <li>Positive Reinforcement</li> <li>Negative Reinforcement</li> <li>Natural Reinforcement</li> </ul>	Chapter 7	<b>Quiz #3 – Due 10/17 (Chapters 5 &amp; 6) Momentary Time Sampling Recording Duration Recording</b>
(8) 10/25 Online	<ul style="list-style-type: none"> <li>Reinforcement Based Strategies</li> <li>Extinction</li> <li>Punishment</li> </ul>	Chapter 8	<b>Latency Recording Assignments #3 &amp; #4</b>
(9) 11/1 F2F	<ul style="list-style-type: none"> <li>Differential Reinforcement</li> <li>Shaping</li> <li>Fading</li> </ul>	Chapter 9	<b>Quiz #4 – Due 10/31 (Chapters 7 &amp; 8) Whole Interval Recording Assignment #5</b>
(10) 11/8 Online	<ul style="list-style-type: none"> <li>Generalization</li> <li>Training Generalization</li> </ul>	Chapter 10	<b>Partial Interval Recording</b>
(12) 11/15 F2F	<ul style="list-style-type: none"> <li>Generalization</li> <li>Training Generalization</li> </ul>	Chapter 10, cont.	<b>Quiz #5 – 11/14 (Chapter 9; Chapter 10 – pp. 341 – 346) Assignment #6</b>
11/22	<b>THANKSGIVING HOLIDAY</b>		
(13) 11/29 F2F	<ul style="list-style-type: none"> <li>Goal Setting</li> <li>Self-Recording</li> </ul>	Chapter 11	<b>Permanent Product Recording</b>
(14) 12/6 Online	<ul style="list-style-type: none"> <li>Self-Management</li> <li>Wrap-up</li> </ul>	Chapter 11, cont.	<b>Quiz #6 – Due 12/12 - (Chapter 10 – pp. 346 – 353; Chapter 11) Field Experience Report ABA Final Project</b>

**Please Note:**

The course schedule is subject to change based on needs of the class and other class situations that may arise. It is the student's responsibility to check Bb & email for course announcements regarding changes.