Course Overview
- Identifies the behavior change procedures involved in reinforcement, differential reinforcement, discrimination training, prompting and fading
- Identifies behavior/environment relations in which these procedures can be used effectively to produce behavior change, and provides extensive demonstration opportunities to ensure that these procedures can be implemented accurately
- Ensures students can correctly implement discrete trial recording procedures and create data sheets to record ongoing events for 5 student-designed behavior change programs with accompanying data sheet
- Enables students to provide behavioral feedback on training effectiveness based on direct observation of classmates’ implementation of the (aforementioned) behavior change techniques
- Focuses on identifying critical components in effective behavior change program-writing and provides each student with multiple opportunities to design and implement his/her own [and others’] behavior change programs
- Provides an opportunity for students to learn to design discrete trial training programs and a type of preference assessment

Essential Academic Competencies
- Demonstrate competency in describing precise topographies and implementing (your own and others’) behavior change procedures (reinforcement, differential reinforcement, discrimination training, including prompting and fading)
  - Record accurate discrete trial data during ongoing demonstrations of behavior change techniques
  - Write behavior change training programs that will enable other students to implement programs accurately
  - Evaluate and provide constructive feedback on the implementation of behavior change programs
COURSE COMPONENTS

LAB ASSIGNMENTS (5)
Because this is a 4-credit hour course, the lab functions as the added credit hour. Lab assignment instructions are posted on the course website. Each assignment is to be video-taped, and videos are to be turned in on the due date listed on the student grade sheet. **Late assignments will not be accepted.**

HOMEWORK ASSIGNMENTS (5)
- These will consist of writing Discrete Trial Teaching (DTT) programs for each behavior change procedure. As a prerequisite to ensure that you thoroughly understand each of the behavior analytic principles embodied in your behavior change programs, you will be tested over the textbook chapters covering those principles prior to writing each program. You will create your own behavior change programs based on the course content of the textbook chapters and in-class discussion.
- The instructor will provide a sample DTT program as a guide (Body Part ID - on course website). The first homework assignment will be to complete a match-to-sample program from a partial program provided on the website. Refer to the ABA Program Writing Intro PowerPoint® lesson (online) for help with homework assignments.
- The final program is to be designed based on the description of training from an article from JABA. (You choose the article based on assignment instructions.) Prompting and prompt fading will be part of each of the aforementioned behavior change programs.
- The 5 programs (+ data sheet for some programs) will be worth up to 20 points each.
- **DATA SHEET DESIGN using Excel®:** This topic will be introduced in class. If you plan to use another program, check with instructor and PROVIDE A SAMPLE before the first program is due.
- Homework programs MUST be typed and spellchecked. Credit will not be given for handwritten inserts and points will be deducted for misspelled words. Handwritten assignments will not be graded.
- **Homework is to be turned in before not AFTER class on the assigned date. Late assignments will not be accepted.**

HOMEWORK REVISE-AND-RETURN POLICY
- TA grades the first version of programs 1-2.
- TA returns program with suggested revisions
- Resubmitting these revised programs is by choice—**there is no requirement to resubmit an instructor-revised program.** If you revise, you MAY earn up to 20 points, depending on the accuracy and inclusion of all revisions
- If student makes the recommended changes, the revised program is turned in via Blackboard prior to the due date of the next program. **The original program with instructor feedback must also be attached in order to earn a revised grade.**
- TA will re-grade the program and return it. [Please read caveats below.]
- Programs 3-5 will not be re-graded.
IN-CLASS BEHAVIORAL DEMONSTRATIONS

- These will provide the opportunity to implement the DTT programs you write.
- Students will sign up for 2 demonstration dates and (on those 2 days) will bring 1 copy of their program & enough data sheets for the class to use. Initially, each of the training programs will be demonstrated with students as trainers [TR] and the instructor as trainee [TE]—students may ask any questions regarding the training procedures, provide recommendations to the TR. The instructor may stop a demonstration and ask the class to answer questions regarding ongoing training procedures.
- From approximately mid-semester TEs will be students and TRs will be other students running their own or other students' programs. Thus, your program (#4-5) may be implemented (or “run”) by classmates who (since they will not know what you have designed) will depend totally on your training instructions. Their behavior (including asking questions) will provide informative feedback for you as author and as trainer of the trainer (as in a supervisor/program manager position).
- During each demonstration ALL students will record data on In-Class Observation Record sheets (i.e., rest of class serve as data collectors). Completed data sheets will be turned in to the instructor at the end of each demonstration class period.
- Each In-Class Observation Record sheet will earn point(s) depending on quality of observations recorded/program demonstrated. Only data sheets turned in when class ends will be graded. Data sheets from persons arriving late to class or leaving early (for whatever reason) will have their point total prorated, depending on time of arrival/departure.
- Note: The total points possible for data sheets IS SUBJECT TO CHANGE by the end of the semester.
- Each student MUST complete 2 demonstrations to earn a grade (i.e., pass) this course.

QUIZZES (4)

- These consist of approximately 30 multiple-choice and fill-in-the-blank questions taken directly from the textbook (test bank online). Each quiz is worth approximately 60 points (30- 2pt questions). Quiz dates are listed on the student grade sheet. Make-up quizzes will require a verifiable doctor's note and will consist of essay questions.
- Final Exam – This exam is not mandatory. Students opting to take the Final Exam may do so on final exam day
- UNSCHEDULED pop quizzes [each worth 10 points] may be given throughout the semester. These quizzes will consist of T/F & short-answer questions based on information discussed in class & text book (quiz) material. Pop quizzes will be handed out at precisely 9:30 a.m. and collected exactly 10 minutes later. There are no make-ups for missed in-class activities or pop quizzes.

Grades: Assignments are listed on the course activity schedule/student grade record and can be found on the course website. This electronic student grade record (Excel Spreadsheet) lists points possible for each assignment/activity & will calculate your semester average. You are expected to record your assignment scores and keep track of your own grade for the class using this grade sheet.

* While we encourage students to work together, assignment sharing is not acceptable. File sharing, copied & pasted portions, & assignments duplicated from previous semesters will result in a zero and possible further disciplinary action.

ADA STATEMENT

The Department of Behavior Analysis, in cooperation with the Office of Disability Accommodation, complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request to the instructor by the 2nd class meeting or to the instructor during office hours or by appointment.