

EDF 6223 POSTIVE BEHAVIORAL CHANGE AND SYSTEM
SUPPORT IN EDUCATIONAL SETTINGS
3 Semester Course Credit Hours

- 45 hours in the behavior change procedures and systems support.

Prerequisites: EDF 6225 Foundations of Applied Behavior Analysis in Education, EDF 6226 Behavioral Assessments, Interventions, and Outcomes in Education. Students must be eligible to enroll in Masters, Specialist, or Doctoral level courses.

Course description: Behavior change procedures and systems support for in Applied Behavior Analysis. This course serves as the third in a series of courses that prepares students to apply for the Board Certified Behavior Analyst Exam.

Course Format/Type: Mixed mode. Students will be required to access supporting documents from the Internet including the syllabus, assignments, and testing.

Student Learning Outcomes: Students will demonstrate proficiency in the following areas:

1. Develop an understanding of behavior change procedures.
2. Develop an understanding of system support for behavior analysis and change including staff development, monitoring, and securing support.
3. Students will be able to use behavior change procedures in an applied setting
4. Students will be able to identify, define, and explain behavior change procedures in a variety of settings.

Topics Covered:

Use antecedent-based interventions, such as: contextual or ecological variables, establishing operations, and discriminative stimuli.

Use positive and negative reinforcement:

Identify and use reinforcers.

Use appropriate parameters and schedules of reinforcement.

Use response-deprivation procedures (e.g., Premack principle).

State and plan for the possible unwanted effects of the use of reinforcement.

Use positive and negative punishment:

Identify and use punishers.

Use appropriate parameters and schedules of punishment.

State and plan for the possible unwanted effects of the use of

punishment.

Use extinction.

Identify possible reinforcers maintaining behavior and use extinction.

State and plan for the possible unwanted effects of the use of extinction.

Use response-independent (time-based) schedules of reinforcement.

Use differential reinforcement.

Use discrimination training procedures.

Use prompt and prompt fading.

Use instructions and rules.

Use modeling and imitation.

Use shaping.

Use chaining.

Use incidental teaching techniques.

Use Direct Instruction.

Use precision teaching.

Use personalized system of instruction (PSI).

Use discrete trials.

Use contingency contracting (e.g., behavioral contracts).

Use token economy procedures, including levels systems.

Use independent, interdependent and dependent group contingencies.

Use stimulus equivalence procedures.

Plan for behavioral contrast effects.

Use behavioral momentum.

Use the matching law and recognize factors influencing choice.

Use language acquisition programs that employ Skinner's analysis of verbal behavior (i.e., echoics, mands, tacts, intraverbals).

Use language acquisition/communication training procedures.

Use self-management strategies.

Use behavior change procedures to promote stimulus and response generalization.

Use behavior change procedures to promote maintenance.

Use competency-based training for persons who are responsible for

carrying out behavioral assessment and behavior change procedures.

Use effective performance monitoring and reinforcement systems.

Design and use systems for monitoring procedural integrity.

Establish support for behavior analysis services from persons directly and indirectly involved with these services.

Secure the support of others to maintain the clients' behavioral repertoires in their natural settings.

Provide behavior analysis services in collaboration with others who support and/or provide services to one's clients.

Required Texts:

O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). Functional assessment of problem behavior: A practical assessment guide (Second Edition). Pacific Grove, CA: Brookes/Cole Publishing.

Grading System: Points will be allocated using the following 100 point system:

1. Participation in weekly assignments (30)
2. Midterm Exam (35 points)
3. Final Exam (35 points)

A response cost of 5 points will be deducted for late assignments or incomplete assignments. Assignments will not be accepted 1 week after the due date.

Incompletes (I) will not be given except under very extreme circumstances. Please see the UWF catalog for rules about Incompletes and course withdrawals.

Grading scale:

A	92-100
A-	90-91
B+	88-89
B	82-87
B- (B- or lower is considered a Failing grade for a Graduate level course)	80-81
C+	78-79
C	72-77
C-	70-71
D	60-69
F	59 or below

Special Technology Requirements: Students need to activate their Argo account and use UWF email for this course. Students need to have access to the Internet to participate in the on-line components of the course. Computer labs are available on the UWF main campus that have the needed technology prerequisites.

Assistance for Students with Special Needs: If you have special needs that will require an accommodation of any kind for you to participate in this course you must be registered with the university as a special needs student requiring classroom, curriculum, instruction, testing, or any other accommodation. You must inform the instructor of your needs by the end of the second class meeting or within the first two weeks of the course. If you wish to discuss issues in private, please email me directly and/or make an appointment to come to office hours.

Plagiarism & Fraud: Committing any academic misconduct including plagiarism or fraud is punishable by **expulsion from the University System**. See UWF's Student Life Handbook page 48 for regulations and other sanctions. Ignorance regarding what constitutes academic misconduct will not excuse you from sanctions. If you commit plagiarism or fraud in this course you will fail this course without exception and additional sanctions may be pursued against you.

Elements required in CCRs for course changes: Midterm and Final exams