EDF 6223 APPLIED BEHAVIOR ANALYSIS AND SYSTEM SUPPORT

3 Semester Graduate Course Credit Hours

BACB 6th Edition Test Content/QABA Competency Standards/IBAO Objectives

45 hours in Behavior Change Procedures and Selecting Interventions (BACB),

15 hours Antecedent Interventions / 10 hours Behavior Reduction / 20 hours Skill Acquisition (QABA),

20 Hours Teaching Methods and Variations, 20 Hours Behavioral Interventions, 5 Hours Core Concepts (IBAO)

Syllabus Effective Date: August 1, 2024

Prerequisites

Students must be eligible to enroll in Master's level courses and have completed EDF 6225 and EDF 6226 with a grade of 82% (B) or higher.

Course Description

This course provides students with the ability to identify applied behavior analytic procedures to facilitate effective behavior change. The content is based on the Behavior Analyst Certification Board (BACB) 6th Edition Test Content, the Qualified Applied Behavior Analysis Credentialing Board (QABA) Competency Standards, and the International Behavior Analysis Organization (IBAO) (see below under Topics Covered) and the Association for Behavior Analysts International (ABAI) commitment to developing competence in the application of the principles of behavior and multiple areas of investigation and practice.

Course Format/Type

This course is 100% Online. Students will be required to participate in weekly online videoconference-style classes and access supporting videos and documents from Canvas, including the syllabus, assignments, and assessments. Weekly attendance in either live or recorded sessions is mandatory and proctored using the online educational platform provided by the University of West Florida.

Course Learning Outcomes

1. Define each vocabulary term related to Behavior Change Procedures and Interventions (BACB) and Antecedent Interventions and Skill Acquisition (QABA), and Behavioral Interventions and Teaching Methods and Variations (IBAO) as evidenced by celeration of x1.3 learning (30) second timings of SAFMEDS.
2. Provide examples and non-examples of each vocabulary term related to Behavior Change Procedures and Interventions (BACB) and Antecedent Interventions and Skill Acquisition (QABA), and Behavioral Interventions and Teaching Methods and Variations (IBAO) as evidenced by celeration of x1.3 learning (30) second timings of SAFMEDS.
3. Compare and contrast (when appropriate) concepts and domains listed under Topics Covered related to Behavior Change Procedures and Interventions (BACB) and Antecedent Interventions and Skill Acquisition (QABA), and Behavioral Interventions and Teaching Methods and Variations (IBAO) as evidenced by at least 82% score on discussion post rubrics.
4. Distinguish (when appropriate) concepts and interventions listed under Topics Covered related to Behavior Change Procedures and Interventions (BACB) and Antecedent Interventions and Skill Acquisition (QABA), and Behavioral Interventions and Teaching Methods and Variations (IBAO) in vignettes in weekly quizzes.
5. Apply concepts under Topics Covered related to Behavior Change Procedures and Interventions (BACB) and Antecedent Interventions and Skill Acquisition (QABA), and Behavioral Interventions and Teaching Methods and Variations (IBAO) to vignettes in active student responding quizzes and by scoring 100% acquisition on weekly quizzes.
6. Synthesize required readings with independently locate research papers to evaluate concepts (when appropriate) under Topics Covered, relating to real-life scenarios and examples as evidenced by at least 82% score on discussion post rubrics.
7. Maintain concepts under Topics Covered via cumulative assessments throughout the course sequence.

Topics Covered

BACB Behavior-Change Procedures

G.1.	Design and evaluate positive and negative reinforcement procedures.
G.2.	Design and evaluate differential reinforcement (e.g., DRA,DRO, DRL, DRH) procedures with and without extinction.
G.3.	Design and evaluate time-based reinforcement (e.g., fixed-time) schedules.
G.4.	Identify procedures to establish and use conditioned reinforcers (e.g., token economies).
G.5.	Incorporate motivating operations and discriminative stimuli into behavior-change procedures.
G.6.	Design and evaluate procedures to produce simple and conditional discriminations.
G.7.	Select and evaluate stimulus and response prompting procedures (e.g., errorless, most-to-least, least-to-most).
G.8.	Design and implement procedures to fade stimulus and response prompts (e.g., prompt delay, stimulus fading).
G.9.	Design and evaluate modeling procedures.
G.10.	Design and evaluate instructions and rules.
G.11.	Shape dimensions of behavior.
G.12.	Select and implement chaining procedures.
G.13.	Design and evaluate trial-based and free-operant procedures.
G.14.	Design and evaluate group contingencies.
G.15.	Design and evaluate procedures to promote stimulus and response generalization.
G.16.	Design and evaluate procedures to maintain desired behavior change following intervention (e.g., schedule thinning, transferring to naturally occurring reinforcers).
G.17.	Design and evaluate positive and negative punishment (e.g., time-out, response cost, overcorrection).
G.18.	Evaluate emotional and elicited effects of behavior-change procedures.
G.19.	Design and evaluate procedures to promote emergent relations and generative performance.

BACB Selecting and Implementing Interventions

H.1.	Develop intervention goals in observable and measurable terms.
H.2.	Identify and recommend interventions based on assessment results, scientific evidence, client preferences, and contextual fit (e.g., expertise required for implementation, cultural variables, environmental resources).
H.3.	Select socially valid alternative behavior to be established or increased when a target behavior is to be decreased.
H.4.	Plan for and attempt to mitigate possible unwanted effects when using reinforcement, extinction, and punishment procedures.
H.5.	Plan for and attempt to mitigate possible relapse of the target behavior.
H.6.	Make data-based decisions about procedural integrity.
H.7.	Make data-based decisions about the effectiveness of the intervention and the need for modification.
H.8.	Collaborate with others to support and enhance client services.

QABA Antecedent Interventions (D)

1	Identify and explain the use of Antecedent strategies (e.g., types, advantages and disadvantages)
2	Summarize Non-contingent reinforcement (e.g., implementation methods, advantages and disadvantages)
3	Describe the effects on motivating operations (e.g., evocative and abative)
4	Describe Functional communication training
5	Adaptive Augmentative Communication (e.g., PECS, communication devices)
6	Identify and describe Setting events and how they can contribute to or influence Responses

QABA Skill Acquisition Programming (E)

1	Treatment plan protocol (e.g., goal writing, mastery criteria measures, targets, maintenance, generalization, skill acquisition domains)
2	Discriminate between Topography vs. function
3	Understand Prompting as it relates to use within ABA (e.g., hierarchy, procedures, fading, types, prompt dependency)
4	Stimuli usage (e.g., control, transfer, and threats)
5	Error correction procedures
6	Characterize Skill implementation strategies
7	Skill implementation strategies
8	Identify and explain Imitation training
9	Behavior chain procedures
10	Self-management procedures
11	Describe ABA -based instructional methodologies (e.g., PRT, NET, DTT, incidental teaching)
12	Stimulus equivalence

QABA Behavior Reduction Interventions (F)

1	Understand the importance and use of Assessment tools token economy (e.g., back up reinforcers, generalized reinforcers, response-cost, ratio strain)
2	Identify Punishment procedures and risks associated with said procedures
3	Identify and describe Differential reinforcement procedures (eg. DRA, DRO, DRI, DRL, DRH)
4	Define Behavioral contrast
5	Understand risks and benefits associated with Group contingencies
6	Explain Contingency contracts
7	Understand the use of Extinction procedures
8	Limitations of behavior reduction strategies

IBAO Teaching Methods and Variations

Teach with Discrete Trials
Teach with Natural Environment Teaching
Teach with Behavioral Skills Training
Teach with Pivotal Response Training

Use Discrimination Training
Teach Stimulus Equivalence of various stimuli
Use the concepts of Verbal Behavior to increase language
Teach with Least to Most Prompting
Teach with Errorless Learning
Use Group/Class-wide Strategies to increase appropriate behavior/decrease problem behavior
Teach in ways that promote Generalization
Teach in ways that promote Maintenance in natural environments
Use Data Analysis strategies to make decisions regarding behavior change
Use data to make Treatment Changes and Modifications
Determine when to implement Treatment Fading

IBAO Behavioral Interventions

Use Shaping to change the topography of a behavior
Use Forward Chaining to teach a complex behavior
Use Backwards Chaining to teach a complex behavior
Use Behavioral Momentum to increase compliance
Use Differential Reinforcement of Other Behavior to decrease a behavior
Use Differential Reinforcement of Alternative Behavior to decrease a behavior
Use Differential Reinforcement of Incompatible Behavior to decrease a behavior
Use Functional Communication Training to increase appropriate requests and decrease problem behavior
Explain, set up, and use Multiple Schedules
Use Tokens to reinforce behavior
Use Video Modeling to model appropriate behavior
Use appropriate Extinction procedures based on function to decrease behavior
Use Antecedent Modifications to increase and decrease behavior
Use Noncontingent Reinforcement to decrease behavior
Use Common Punishment Strategies to decrease behavior

IBAO Core Concepts

Explain how to establish and teach Stimulus Discrimination
Explain how to establish and teach Stimulus Generalization
Explain how Verbal Behavior is conceptualized and the different functional categories

Required Texts and Materials

Cooper, J.O., Heron, T.E., & Heward, W.L. (2019). Applied Behavior Analysis. (3rd ed.). Prentice Hall.

Knowledge Builder. Measurement and decision-making software, displaying data on the Standard Celeration Chart (SCC) powered by CentralReach® through their learning system, CRInstitute.

Grading System

Points will be allocated using the following weighted system
1. Participation in weekly assignments (10% of final grade)
2. Exams (75% of final grade)
3. Final Assignments (15% of final grade)

Exams

All exams are cumulative and are available on the UWF eLearning system. Computers must be able to take the exam using a lock-down browser and monitor.

Assignments

Content hours earned towards certification requirements have been carefully calculated. If a student neither attends the live virtual class nor views the recorded lectures for each week, a 10% response cost to the final grade will be administered for each missed session or recording. If 3 or more class sessions are missed, this will result in an automatic (F) failing grade assigned for the course. Students must also complete weekly assignments to receive a passing grade in the course. Assignments submitted more than one week from the due date will not receive points, but assignments must still be placed in eLearning by the end of the course in order to earn a passing grade. If any assignments are not submitted to eLearning by the end of course, a 10% response cost to the final grade per missing assignment will be administered. If 3 or more assignments are missed, this will result in an automatic (F) failing grade assigned for the course.

Virtual Class

Our students have choices in attendance and participation: Students are encouraged to attend all live, real-time, class sessions. If students cannot attend live, they must watch the recording each week, in addition to any other pre-recorded lectures.

Grading scale

A	92-100
A-	90-91
B+	88-89
B	82-87
B-	80-81 An 82% or higher is required for courses with prerequisites in the program
C+	78-79
C	72-77
C-	70-71
D	60-69
F	59 or below

Incomplete grades (I) will not be given except under very extreme circumstances. Please see the UWF catalog for rules about Incomplete grades

Course Modality

University of West Florida operations may be disrupted from time to time by weather, pandemics, and other events outside of our control. It is important for faculty and students alike to plan for contingencies that may affect individual course sections. With this in mind, faculty may opt to hold some class meetings in a modality other than that originally planned in order to make certain that the class continues in the best manner possible given the immediate circumstances. It is important to be flexible and understand that we are operating in a dynamic environment.

Recording in Class

Without prior notice, students may record video or audio of a class lecture for a class they are enrolled in for their own personal, educational use. A class lecture is an academic presentation delivered by faculty or guest lecturer as part of a University of West Florida course intended to inform or teach enrolled students about a particular subject. The following actions are prohibited: recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the faculty member. Recordings may not be used as a substitute for class participation and attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of UWF-REG 3.010 Student Code of Conduct and may be a violation of the law. More details can be found in the UWF Student Handbook.

Academic Conduct

The Student Code of Academic Conduct defines various forms of academic misconduct, including cheating and plagiarism, and describes the process for addressing these types of allegations. All students are expected to read the Student Code of Academic Conduct and comply with the expectations. More information and links to the University regulation governing academic conduct can be found on the Office of Student Rights and Responsibilities website.

TurnItIn

UWF maintains a university license agreement for an online text-matching service called Turnitin. Instructors may use the Turnitin service to evaluate the originality of student papers at their discretion. Instructors can employ other services and techniques to evaluate your work for evidence of appropriate authorship practices as needed.

Sexual Discrimination or Harassment Reporting

University of West Florida faculty members are committed to supporting students and upholding the University's non-discrimination and harassment policies. Under Title IX, discrimination and harassment based upon sex or gender (including sexual violence and sexual misconduct) are prohibited. If you experience an incident of sex/gender-based discrimination or harassment, you do not have to go through the experience alone. Know that while you may talk to a faculty member, as a "Responsible Employee" of the University, the faculty are required to notify the University's Title IX Coordinator so that support services can be provided to you. If you would like to speak with someone confidentially, you may schedule an appointment with the UWF's Counseling and Psychological Services at 850.474.2420. This service is free for students. Faculty can also help direct you to, or you may independently access the University's Title IX website.

Civil Discourse

At the University of West Florida, learning involves a variety of ideas, theories, and evidence. Presentation of these ideas does not represent an endorsement of any one idea or perspective. It is vital to the UWF academic mission that we foster an environment that allows for the open exchange of ideas and perspectives to advance the learning objectives for each course. Civil discourse within and outside the classroom is a vital component of the UWF academic environment and is expected of everyone who belongs to the UWF community. Students and faculty may engage with complex ideas in class, and students will often be asked to demonstrate an understanding of those ideas. Understanding an idea, concept, or theory does not require endorsing or agreeing with it but rather hearing and considering its strengths and weaknesses. More information about civil discourse can be found on the Office of Campus Culture and Access webpage.

Health and Safety Protocols

The University of West Florida is dedicated to maintaining the best learning environment possible for our entire community of students, faculty and staff. We are the University of West Florida. Each of us, and all of us, by the act of stepping onto this campus and into a classroom, accept the responsibility as UWF Argonauts to help make this a safe place to learn. The University will continue to rely on guidance from the Florida Department of Health and the Centers for Disease Control and Prevention to pass on any changes in protocols for health and safety should the need arise. Students are encouraged to consult with their instructors regarding absences and missed work.

Student Wellbeing

Throughout your time at UWF, you may experience a range of issues that may negatively impact your success. These may include physical illness, housing or food insecurity, relationship issues, depression, anxiety, stress, alcohol and drugs, sexual violence, or grief. These challenges or stressful events may impact your ability to participate in day.to.day activities or be successful in your academics. If you find yourself struggling in any of these areas, please reach out to one of the following resources that can help you:

- Dean of Students Office (850.474.2384 or deanofstudents@uwf.edu)
- Counseling & Psychological Services (850.474.2420 - available 24/7)
- Student Health Services (850.474.2172 - healthservices@uwf.edu)

If you are concerned about another UWF student, please submit a care referral.

Student Accessibility Resources

The University of West Florida supports an inclusive learning environment for all students. If aspects of this course's instruction or design hinder your full participation, such as time.limited exams, inaccessible web content, or the use of non.captioned videos and podcasts, reasonable accommodations can be arranged. Before receiving accommodations, you must register with Student Accessibility Resources. Appropriate academic accommodations will be determined on an individual basis with careful consideration of course design, course learning objectives, individual documentation of disability, and the academic barriers experienced by the student. Accommodations may vary from one course to the next course and from one semester to the next semester. For information regarding the registration process, visit the SAR website, e.mail sar@uwf.edu, or call 850.474.2387.

Military & Veterans Resource Center

The UWF Military & Veterans Resource Center (MVRC) serves as a leading campus advocate for all military.affiliated students (Active Duty, Veterans, Reservists, Guardsman, and Spouses/Dependents of those above), working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The MVRC assists with the following: GI Bill ® education benefits, Active Duty Tuition Assistance, EDD, out-of-state fee waiver, tutoring, mentoring, disability accommodation assistance, coordinating academic advising, and referral to state /federal resources and services. The MVRC is located in Building 38, Room 147. For more information on MVRC services, call 850.474.2550 or email mvrc@uwf.edu.

Ask-a-Librarian

UWF Library staff are available for help through our Ask-a-Librarian Live Chat, monitored from 8:00 am to 11:00 pm Monday through Thursday, 8:00 am to 4:00 pm on Friday, 9:00 am to 4:00 pm on Saturday, and 9:00 am to 11:00 pm on Sunday. You can also email a librarian using the left.hand navigation in Canvas under Help or Library Tools or text a librarian at 850.483.0225.

Emergency Information

In the case of severe weather or another emergency, the campus might be closed and classes canceled. UWF uses a variety of communication methods to alert the campus community about emergency situations and safety threats. Learn more about Emergency Communications from the UWF Police.

Official closures and delays are announced on the UWF website, Mobile Alert, and broadcast on WUWF-FM (88.1MHz).

Mobile Alert is a broadcasting messaging system utilized by the university in emergency situations. To find more information regarding Mobile Alert, visit the Enroll in Mobile Alert page or locate the application in MyUWF by searching Mobile Alert.

WUWF-FM (88.1MHz) is the official information source for the University. Any pertinent information regarding closings, cancellations, and the re.opening of campus will be broadcast.

If hurricane preparation procedures are initiated, the UWF Home Web Page and MyUWF will provide current information regarding hurricane preparation procedures, the status of classes, and the closing of the University. All students are encouraged to review the Emergency Procedures Guide from UWF Police as a quick reference for effective and timely action in the event of an emergency.

Writing Lab

The Writing Lab can help with the projects in this course. Graduate and undergraduate Writing Lab assistants are available to review the mechanics of writing with you and help you upgrade the quality of your papers before you submit assignments.

Paper reading services are offered online and face-to-face by appointment (through Navigate or 850.474.2229) or as walk-ins at the Main Lab (51/157). These services include face-to-face and online Interactive paper reading sessions and paper reading via the OWL/Online Writing Lab in Canvas.

Paper reading services, one.on.one and interactive group tutoring, Editing Workshops, the Grammar Hotline (850.474.2129), and Real-Time Writing Assistance are available during the Writing Lab's regular hours of operation from 10 to 5 daily and occasional weekends.

Visit our webpage at www.uwf.edu/writelab, or email us at writelab@uwf.edu

Minimum Technical Skills Needed

UWF prepares students for current and future business and life applications using basic technology. Each UWF student is expected to do the following:

- Activate a student ArgoNet account
- Access the MyUWF portal a minimum of 2-3 times a week
- Access UWF email account (Gmail) 2-3 times a week
- Have basic word-processing knowledge

Additional technical skills and technology requirements may vary by college, department, and course. Student use of UWF information technology resources is governed by the Computing Resources Usage Agreement and the Student Communications Policy.

Visit the Minimum Technical Skills and Special Technology Utilized by Students to learn about additional technology requirements for fully online or hybrid courses, general web browser requirements, supported operating systems, additional software you may need, and accessibility and privacy statements for approved UWF technology tools.

Technical Support

ITS offers support to online students via phone (850.474.2075), online request form, and through email (helpdesk@uwf.edu) for non-Canvas (eLearning) questions or problems. Visit the ITS Help Desk website to learn more about their resources and services.

Helpful support links

- New to UWF?
- Computer Specifications for eLearning (Canvas)
- MyUWF & ArgoNet
- Computer Security
- Files Storage
- Google Workspace
- UWF's ArgoAir Wireless Network
- ArgoApps
- Student Guide (helpful links to various technology support topics organized by tool)

Instructors may also use third party learning tools from other vendors, like Pearson. Your instructor should be able to provide information about customer support for those tools separately.

eLearning (Canvas)

UWF's online courses are made available through eLearning, which is hosted by Canvas, one of the leaders in online learning. eLearning is widely used by UWF instructors for fully online courses and to supplement traditional courses with online content. Visit the eLearning Help for Students page to get started and find support for Canvas. **Canvas Support is available 24/7 at the Canvas Support Hotline for Students: 1.844.866.3349.**

Zoom

Zoom is a cloud-based software that allows your instructor to moderate an online meeting with students. Learn more about using Zoom as a student.

Respondus Lockdown Browser and Monitor

Respondus LockDown Browser is a client-based application that "locks down" a computer or device during an online exam delivered on a third-party assessment platform, such as a Learning Management System (LMS). Privacy information for Respondus LockDown Browser.

Respondus Monitor is a companion product for LockDown Browser that enables students to record themselves with a webcam and microphone during an online exam.

The webcam can be built into your computer or connected to it with a USB cable. Watch this short video for a basic understanding of LockDown Browser and the webcam feature.

Recordings and other data from the exam session are processed automatically; summary information is provided to the instructor, such as if the student left the video frame during the exam session. Privacy information for Respondus Monitor.

Follow this link for more instructions for downloading and installing LockDown Browser.