

EDF 6225 FOUNDATIONS OF APPLIED BEHAVIOR ANALYSIS

3 Semester Graduate Course Credit Hours

BACB 5th Edition Task List/QABA Competency Standards/IBAO Objectives

45 hours in Concepts and Principles of Behavior Analysis (BACB),

Core Principles of ABA (QABA Standards), or Core Concepts (IBAO)

Syllabus Effective Date: August 1, 2023

Prerequisites

Students must be eligible to enroll in Master's level courses.

Course Description

This course serves as a basic introduction to behavior analytic principles, definitions, characteristics, processes, and concepts. The content is based on the Behavior Analyst Certification Board (BACB) 5th edition Task List, the Qualified Applied Behavior Analysis Credentialing Board (QABA) Competency Standards, and the International Behavior Analysis Organization (IBAO) (see below under Topics Covered). This course serves as the first in a series of courses that prepares students to apply for the exams from the BACB, QABA, or IBAO.

Course Format/Type

This course is 100% Online. Students will be required to participate in weekly online videoconference style classes and a celeration chart application. In addition, students are required to access supporting documents from the Internet 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 vocabulary terms related to Concepts and Principles (BACB), Core Principles of ABA (QABA), and Core Concepts (IBAO) located under Topics Covered as evidenced by charting learning celeration of x1.3 via daily by 1-minute timings of SAFMEDS.
2. Provide examples of vocabulary terms to Concepts and Principles (BACB), Core Principles of ABA (QABA), and Core Concepts (IBAO) located under Topics Covered as evidenced by charting learning celeration of x1.3 via daily 1-minute timings of SAFMEDS.
3. Compare and contrast (when appropriate) Concepts and Principles (BACB), Core Principles of ABA (QABA), and Core Concepts (IBAO) located under Topics Covered as evidenced by at least 82% score on discussion post rubrics.
4. Distinguish (when appropriate) appropriate use of Concepts and Principles (BACB), Core Principles of ABA (QABA), and Core Concepts (IBAO) located under Topics Covered as evidenced by 100% acquisition on weekly quizzes.
5. Apply Concepts and Principles (BACB), Core Principles of ABA (QABA), and Core Concepts (IBAO) located under Topics Covered to vignettes in weekly quizzes.
6. Synthesize required readings with independently located literature to defend and evaluate concepts related to appropriate Concepts and Principles (BACB), Core Principles of ABA (QABA), and Core Concepts (IBAO) under Topics Covered, relating to real-life scenarios and examples as evidenced by at least 82% score on discussion post rubrics.
7. Maintain Concepts and Principles (BACB), Core Principles of ABA (QABA), and Core Concepts (IBAO)
8. under Topics Covered via cumulative assessments throughout the course sequence.
9. Describe the purpose of the certification requirements, the necessary steps required to meet criteria to test for certification, and the purpose of the study materials to verify the UWF coursework under these standards.

Topics Covered

BACB Concepts and Principles

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| B-1 | Define and provide examples of behavior, response, and response class. |
| B-2 | Define and provide examples of stimulus and stimulus class. |
| B-3 | Define and provide examples of respondent and operant conditioning. |
| B-4 | Define and provide examples of positive and negative reinforcement contingencies. |
| B-5 | Define and provide examples of schedules of reinforcement. |
| B-6 | Define and provide examples of positive and negative punishment contingencies. |
| B-7 | Define and provide examples of automatic and socially mediated contingencies. |
| B-8 | Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers. |
| B-9 | Define and provide examples of operant extinction. |
| B-10 | Define and provide examples of stimulus control. |
| B-11 | Define and provide examples of discrimination, generalization, and maintenance. |
| B-12 | Define and provide examples of motivating operations. |
| B-13 | Define and provide examples of rule-governed and contingency-shaped behavior. |
| B-14 | Define and provide examples of the verbal operants. |
| B-15 | Define and provide examples of derived stimulus relations. |

QABA Core Principles of ABA (B)

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| 1 | Four-term contingency |
| 2 | Phylogenic history vs. ontogenic history |
| 3 | Classical conditioning |
| 4 | Stimulus (e.g., stimulus control, discriminative stimulus, stimulus delta, SD, generalization, discrimination, response) |
| 5 | Motivational operations (e.g., AO, EO, abative, evocative, CMO, and UMO) |
| 6 | Reinforcement and punishment (e.g., positive and negative) |
| 7 | Matching law |
| 8 | Reinforcers and punishers (e.g. primary, secondary, conditioned, unconditioned) |
| 9 | Measurement (e.g., dimensional quantities, derivative measures, and definitional measures) |
| 10 | Schedules of reinforcement |
| 11 | Extinction and effects (e.g., spontaneous recovery, resurgence, extinction burst, renewal) |
| 12 | Verbal operants and extensions |
| 13 | Conditioned motivating operations (i.e., CMO-R, CMO-T, CMO-S) |

IBAO Core Concepts

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| Explain and apply the concept of Automatic Reinforcement |
| Explain and demonstrate examples of Operant Behavior |
| Explain variations and applications of Establishing Operations |
| Explain variations and applications of Abolishing Operations |
| Explain variations and applications of Extinction |
| Explain and recognize variations of Stimulus Classes |
| Explain Operant Conditioning |
| Explain Respondent Conditioning |
| Explain the different types and behavioral patterns related to Schedules of Reinforcement |
| Explain and use Positive Reinforcement to increase behavior |
| Explain and use Negative Reinforcement to increase behavior |

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| Explain and use Positive Punishment to decrease behavior |
| Explain and use Negative Punishment to decrease behavior |
| Explain different Types of Reinforcers and their advantages |
| Explain the concept of Stimulus Control and how it applies to behavior acquisition/reduction |
| 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, CRIInstitute.

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.

Assignments

Content hours earned towards BACB requirements, QABA requirements, and IBAO 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 beyond one week from the due date will not receive points, but assignments still must 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

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| 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

Special Technology Requirements

Each student is expected to activate a MyUWF account and access it 2-3 times per week and access their UWF email account 2-3 times per week. Students will need broadband internet (laptop or desktop computer preferred) via a compatible web browser (complete list in Canvas). Students are expected to participate in the online learning environment by downloading files from Canvas and uploading and attaching files to send to others. Students will need audio input, built-in, or external computer speakers, as well as an internal or external webcam (recommended) in order to actively participate in the on-line live classroom and check ins.

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 [Help Desk website](#) to learn more about their resources and services.

Other support links

- Canvas Support Hotline (Open 24/7) - 1-844-866-3349
- CR Institute Help Desk - institute-support@centralreach.com
- [New to UWF?](#)
- [Computer Specifications for eLearning \(Canvas\)](#)
- [MyUWF & ArgoNet](#)
- [Computer Security](#)
- [Files Storage](#)
- [Google Apps](#)
- [Internet Access](#)
- [Software](#)
- [Student Guide](#) (helpful links to various technology support topics organized by tool)

Student Accessibility Resources

The University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that 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. Prior to receiving accommodations, you must [register with Student Accessibility Resources](#) and submit a semester request each semester. Appropriate academic accommodations will be determined based

on the documented needs of the individual. For information regarding the registration process, visit [the SAR website](#), e-mail sar@uwf.edu or call 850.474.2387.

Expectations for Academic Conduct

The Student Code of Conduct sets forth the rules, regulations, and expected behavior of students enrolled at the University of West Florida. Violations of any rules, regulations or behavioral expectations may result in a charge of violating the Student Code of Conduct. It is the student's responsibility to read the Student Code of Conduct and comply with these expectations. The Student Code of Academic Conduct defines various forms of academic misconduct including cheating and plagiarism and describes the process for addressing allegations of academic misconduct. More information and links to the University regulations governing both student conduct and academic conduct can be found on the Dean of Students website listed under the Office of Student Rights and Responsibilities

UWF maintains a university license agreement for an online text matching service called Turnitin. At our discretion, we may use the Turnitin service to evaluate the originality of student papers. We also may employ other services and techniques to evaluate your work for evidence of appropriate authorship practices as needed.

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 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.](#)

Military and Veterans' Resource Center

The [UWF Military & Veterans Resource Center \(MVRC\)](#) serves as a leading campus advocate for military and veteran students, working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The center provides assistance with the following: GI Bill[®] education benefits, active duty tuition assistance, out-of-state fee waiver, tutoring, paper reading, counseling, disability accommodations, coordinating academic advising, and referral to state /federal resources and services. The MVRC is located in bldg. 38. For more information on MVRC service, call 474-2550.

Mental Health Support

At the University of West Florida, we recognize that to learn, thrive, and flourish, you may need a little assistance. Please take advantage of the free resources online or on campus.

- For health concerns, contact Student Health Services at (850) 474-2172.
- For mental health or substance use concerns, contact Counseling and Psychological Services at 850-474-2420.
- For 24/7 crisis counseling, call 850-474-2420 and press option 6.

All students are encouraged to utilize Therapy Assistance Online (TAO) to strengthen skills to cope with anxiety, depression, stress management, and more. TAO is an interactive web-based self-help program that is available 24/7. Access TAO anonymously at uwf.edu/tao.

If you feel like you need somewhere to talk anonymously to others who can support you, peer support is available to all students 24/7 via TogetherAll. TogetherAll is an online community where members are

anonymous and can share how they are feeling and support each other. Learn more and join TogetherAll at uwf.edu/togetherall

Mental Health is one aspect of holistic health, which encompasses all of the eight wellness dimensions. The eight dimensions do not have to be equally balanced. Instead, you should strive to achieve your own authentic personal harmony. You have unique goals, priorities, and aspirations. You determine how to live your best life. ArgoWell is here to help you make the healthy choice, the easy choice, and support you in your wellness journey. [Meet ArgoWell](#)

[Discrimination or Harassment Reporting](#)

The 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, understand that 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, or you may refer to the [University's Title IX website](#).

[Emergency Information and Course Continuity Statement](#)

In the case of severe weather or another emergency, the campus might be closed and classes canceled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.