



University of Memphis College of Education

College of Education
The University of Memphis
ICL Department
SPED 7519/8519:
Practicum in Applied Behavior Analysis

College of Education Norms

I take 100% responsibility.
I seek equity of voice.
I am willing to talk about sensitive issues.
I listen for understanding.
I appreciate the strengths and contributions of others.
I bring positive energy and encouragement to the team.
I implement the mission of the college.

SPED 7519/8519 Practicum in Applied Behavior Analysis

DESCRIPTION

Supervised experience in the application of behavior analytic strategies and tactics, including data-based instructional decisions, in an appropriate educational setting; requires 20 hours per week and a minimum of 1000 hours. May be repeated for a maximum of 12 hours credits. On-campus seminars addressing special topics are required. In this course, candidates beginning course work in the Applied Behavior Analysis (ABA) program will be mentored by Board Certified Behavior Analyst with the agreement of the school district or agency. Participants must be able to practice ABA techniques (e.g., conducting functional behavioral assessment, developing and implementing behavior intervention plans, monitoring behavior intervention plans, etc.) for 20 hours per week in the placement. Participants are responsible for collecting documentation for each two week period on a form provided by the BACB. Participants will learn to make data-based instructional decisions. Supervision will be conducted at minimum on a weekly basis. Seminars addressing special topics and program management issues that are conducted on campus may be required. Prerequisite: B or better in SPED 7514/8514 Introduction to Applied Behavior Analysis or permission of instructor. 3 semester hours; 3 credits per semester.

PURPOSE OF THE COURSES:

The purpose of the course is to provide students the opportunity to use procedures informed by the study of behavior and receive feedback on the implementation of those procedures.

GOAL(S) OF THE COURSES

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

- Demonstrate procedures based on applied behavior analysis
- Demonstrate effective and efficient teaching (ability to change behavior)
- Use correct terminology when discussing procedures or principles of ABA

COURSE OBJECTIVES

Upon successful completion of the course, the student will:

- Demonstrate skills and knowledge related to items on the Behavior Analysis Certification Board Third Edition Task List (ethical considerations in behavior analysis, definitions and characteristics & principles, processes and concepts, behavioral assessment & selecting intervention outcomes strategies, experimental evaluation of interventions., measurement of behavior & displaying and interpreting data. behavior change procedures & systems support) for 20 hours per week

REQUIRED TEXT:

No text required.

Recommended textbook & materials:

Behavior Analysis Certification Board. (2005). *BCBA® & BCABA® Behavior Analyst Task List* (3rd ed.). Retrieved June 15, 2005 from <http://www.bacb.com>.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd edition). Columbus, OH: Merrill.

Required course materials:

- CD or 3-ring binder to store and organize documents, and a file system for the physical documentation of each activity.

STANDARD

Upon successful completion of this course, the student will be able to: (based on INTASC)

- Assess individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
- Identify and design instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- Constantly monitor and adjust strategies in response to learner feedback.
- Maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
- Analyze the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
- Model effective communication strategies in conveying ideas and information and in asking questions
- As an individual and a member of a team, select and create learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction
- Use a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.
- Monitor his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

COURSE CONTENT

Unit 1 Course Requirements

Behavioral Objective:

- Student will summarize the requirements of the course:

- Complete 20 hrs per week experience designing, implementing and monitoring behavior analysis programs for persons and/or overseeing the implementation of behavior analysis programs by others (BACB requirement)
- Complete competencies and all accompanying documentation
- Discuss behavior analysis programs that were designed, implemented, monitored and/or overseen
- Develop a plan for and monitor their progress toward accomplishing hours of experience and practicum competencies
- Secure permission prior to the implementation of any procedure with children and adults.
- Comply with ethical standards for the practice of behavior analysis is necessary when working with individuals in accomplishing the competencies (e.g., permission from the agency, written consent secured from individual or legal guardian for overcorrection and punishment procedures, careful assessment of any potential risk to the individual prior to the application of a procedure).

Unit 2: Behavioral Assessment

Behavioral Objective:

- Descriptive Analysis OR Functional Assessment
 1. Conduct a functional assessment (also referred to as Descriptive Analysis)
 2. Use direct and indirect measures of behavior and the environment
 3. Calculate reliability of direct and indirect observation
 4. Identification and measurement of relevant setting events
- Accuracy of Measurement
 5. Construct behavioral definitions of behavior described in vernacular terms
 6. Evaluate observer reactivity
 7. Evaluate treatment drift
 8. Identify sequence effects
- Calibration of Measurement Procedures
 9. Calibrate a measurement procedure
 10. Evaluate accuracy, agreement, calibration, and evaluation of observer drift.
- Data Recording Methods
 11. Identify and measure permanent products
 12. Identify and measure permanent products using frequency
 13. Identify and measure permanent products using percent of occurrence
 14. Employ whole interval and partial interval recording techniques
 15. Employ various time sampling techniques
 16. Measure latency
 17. Create codes and use them to observe
 18. Employ measurement in free-operant and fixed-trial procedures for conditioning, measurement, and evaluation
 19. Conduct continuous and sample observations
 20. Measure interresponse times
 21. Measure rate of a behavior
 22. Measure duration of a behavior
 23. Measure trials to criterion
- Reliability
 24. Calculate reliability interval-by-interval and by scored-interval/unscored-intervals

Unit 4 Establishing, Strengthening, and Weakening Behavior

Behavioral Objective:

- Ethical Considerations
 25. Demonstrate person-centered planning in intervention development
 26. Conduct a functional assessment prior to developing intervention
 27. Obtain consent from the client or client-surrogate prior to implementing intervention
 28. Use the least restrictive procedure(s) necessary to be effective in intervention
- Behavior Change Procedures: Antecedent Procedures
 - Stimulus control
 29. Incidental teaching
 30. Establish stimulus control (generalization and discrimination)
 31. Show response generalization.
 32. Demonstrate the generalization gradient.
 33. Show concept formation (i.e., generalization within and across stimulus classes).
 - Prompts
 34. Use prompts and prompt fading
 - Motivational variables
 35. Use an establishing operation.
 36. Use instructions and rules
 - Multiple causation
 37. Establish/demonstrate multiple variable control.
- Behavior Change Procedures: Consequence Procedures
 - Reinforcement
 38. Demonstrate positive and negative reinforcement
 39. Demonstrate the extinction procedure and note effects.
 40. Demonstrate the Premack Principle
 - Reinforcement Schedules
 41. Demonstrate appropriate thinning of reinforcement
 - Schedules
 42. Demonstrate use of limited hold reinforcement contingency
 43. Determine appropriate intermittent reinforcement schedules for maintenance
 44. Apply DRO, DRI, DRA, and DRL schedules and graph the results
 45. Apply relevant schedules of reinforcement
 - Shaping
 46. Correctly use differential reinforcement while shaping behavior
 - Punishment
 47. Apply punishment procedure using the least restrictive procedure necessary, and record primary and secondary effects
 48. Employ time out procedures appropriately and measure the effects
 49. Apply response cost procedures; note effects
 50. Employ overcorrection
 - Respondent Conditioning
 51. Establish a conditioned stimulus in the respondent paradigm and/or show the extinction of an unconditioned or conditioned response

Unit 7 Organization, Display, and Interpretation of Data

Behavioral Objective:

- Descriptive Data
 52. Organize and interpret descriptive data

- Quantitative Data
 - 53. Use standard celeration charts
 - 54. Use cumulative records
 - 55. Use scatter plot displays
 - 56. Interpret and base instructional decisions on data displayed in equal interval graphs (ABAB, changing criterion, multiple baseline, multiple treatment, etc.),
 - 57. Interpret and base instructional decisions on data displayed in a standard celeration chart
 - 58. Interpret and base instructional decisions on data displayed in cumulative record, and
 - 59. Interpret and base instructional decisions on data displayed in scatter plot

Course Schedule:

| Meeting (date) | Topic/Assignment Due | Due Next Class |
|----------------|--|--|
| 1 (9/1) | <ul style="list-style-type: none"> • None • Masters Thesis presentation | <ul style="list-style-type: none"> • Contract with supervisor |
| 2 (9/8) | <ul style="list-style-type: none"> • Syllabus and assignments for Practicum • Contract with supervisor | <ul style="list-style-type: none"> • TBD- Michael |
| 3 (9/22) | <ul style="list-style-type: none"> • TBD- Michael | <ul style="list-style-type: none"> • Target behaviors/student/goal of final project |
| 4 (10/6) | <ul style="list-style-type: none"> • Target behaviors/student/goal of final project | <ul style="list-style-type: none"> • Research review presentation on behavior change project |
| 5 (10/13) | <ul style="list-style-type: none"> • Research review presentation on behavior change project | <ul style="list-style-type: none"> • Plan for behavior change project |
| 6 (10/27) | <ul style="list-style-type: none"> • Plan for behavior change project | <ul style="list-style-type: none"> • Baseline data collection presentation/change in plan (if data warrant) |
| 7 (11/10) | <ul style="list-style-type: none"> • Baseline data collection presentation/change in plan (if data warrant) | <ul style="list-style-type: none"> • Collect intervention data • TBD- Michael |
| 8 (11/24) | <ul style="list-style-type: none"> • TBD-Michael | <ul style="list-style-type: none"> • |
| 9 (12/8) | <ul style="list-style-type: none"> • Presentations | <ul style="list-style-type: none"> • |
| 10 (12/15) | <ul style="list-style-type: none"> • Presentations/Final Paper | <ul style="list-style-type: none"> • |

Course Requirements:

Contract:

The supervisor and student should create and follow a contract prior to the onset of the experience that states the responsibilities of both parties, delineates the consequences should the parties not adhere to their responsibilities (including proper termination of the relationship), and includes an attestation that both parties will adhere to the BACB Guidelines for Responsible Conduct. The contract must include the following information:

- Student will complete 20 hrs per week experience designing, implementing and monitoring behavior analysis programs for persons and/or overseeing the implementation of behavior analysis programs by others (BACB requirement)
- Student will complete competencies and all accompanying documentation
- Student will discuss behavior analysis programs that were designed, implemented, monitored and/or overseen
- Student will develop a plan for and monitor their progress toward accomplishing hours of experience and practicum requirements
- Student will secure permission prior to the implementation of any procedure with children and adults.
- Student will comply with ethical standards for the practice of behavior analysis is necessary when working with individuals in accomplishing the competencies (e.g., permission from the agency, written consent secured from individual or legal guardian for overcorrection and punishment procedures, careful assessment of any potential risk to the individual prior to the application of a procedure).

Competencies:

Behavior Change Project: You will be required to complete a behavior change project. The purpose of this project is to practice applying the principles learned in the content class. You will change the behavior of another person as it relates to one of the topics in the content class. You will define a measurable dimension of a behavior that you want to **improve** or **decrease**. However, if you choose a behavior that you want to decrease, you must also select a behavior that can serve as a desirable alternative to the undesired behavior. You will define this behavior and determine how to measure it. Then you will begin to collect baseline data on the behavior. For this project, you will have to **collect data on the behavior at least 3 times per week. You will review the relevant scientific literature related to your target behavior and develop a behavior change plan based on the literature.** You will implement an intervention to change the behavior while continuing to collect data. You will write a summary of your project and make an oral presentation, which will be submitted at the end of the semester. **Students are urged to frequently consult with the professor regarding their project.**

The components of this assignment are:

1. Description of participant
2. Description of target behavior & method (research tested)
3. A graph
4. Project Presentation

Description of Participant. You will include the following information about the participant: (a) name (If a student, use a pseudonym.), (b) age, (c) grade and/or disability (if applicable), (d) strengths and weaknesses as related to the possible target behavior, and (e) how the proposed change in the target behavior will help the participant.

Description of target behavior and method. You will include the following information: (a) description of participant; (b) description of target behavior, including ABC analysis; (c) description of measurement procedures; and (d) proposal of intervention possibilities.

Graph. You will include the following information: (a) description of participant, (b) description of target behavior, (c) description of measurement procedures, (d) description of intervention, (e) description of the baseline conditions, and (f) your interpretation of the baseline results. You will also submit a graph with at least five baseline and intervention data points.

Final Project Paper. You must turn in a graph with your written report (see the sample behavior change project summary and checklist online). The summary must include:

- a. Narrative report describing the person, the behavior, and the dimension of the behavior you are targeting for improvement. The definition must conform to the characteristics of a good behavioral definition as discussed in class. In addition you will have to describe the effects (whether it improved the behavior) of the intervention by describing the level and trend of the data during baseline and intervention as well as the change in behavior from baseline to intervention.
- b. A computer generated graph with all of the necessary components.

Presentation. During the last class session you will (a) present to the class your behavior change graph (b) describe your participant, (c) target behavior, (d) intervention, and (f) participant performance. In order to display your graph, you must email the graph (in Microsoft Excel format) to the **instructor 2 days prior to the presentation date** or bring a copy of the graph on transparency paper. Presentations will be no longer than 10 minutes each. A checklist for the presentation is available online.

| | | | | | |
|--|--------------------|---------------------|-----------------------|---------------------|--------------|
| | Beginning 6 | Developing 7 | Accomplished 8 | Exemplary 10 | Score |
|--|--------------------|---------------------|-----------------------|---------------------|--------------|

| | | | | | |
|------------------|---|---|---|---|--|
| <i>Narrative</i> | Description of participant is missing 1 or more elements of a through c | | | Description of participant contains all elements of a through c | |
| | The definition of the target behavior(s) is not objective, clear, or complete as described above | The definition of the target behavior(s) is not any two of the following: objective, clear, or complete as described above | The definition of the target behavior(s) is not any one of the following: objective, clear, or complete as described above | The definition of the target behavior(s) is objective, clear, or complete as described above | |
| | Description of proposed change in behavior does not address how the change in behavior will help the participant and does not describe why that behavior was chosen for intervention | Description of proposed change in behavior does not address how the change in behavior will help the participant or does not describe why that behavior was chosen for intervention | | Description of proposed change in behavior addresses how the change in behavior will help the participant and describes why that behavior was chosen for intervention | |
| | Description of method section is missing three or more elements of a through d | Description of method section is missing two elements of a through d | Description of method section is missing one element of a through d | Description of method section contains all elements of a through d | |
| | Description of participant's performance during baseline is missing any one element of a through c | | | Description of participant's performance during baseline contains all elements of a through c | |
| | Description of participant's performance during intervention is missing any one element of a through c | | | Description of participant's performance during intervention contains all elements of a through c | |
| | Analysis of the results of the intervention does not compare performance from baseline and intervention and does not state whether the change in behavior was socially significant and does not provide evidence for why you think that it did or did not | Analysis of the results of the intervention does not compare performance from baseline and intervention or does not state whether the change in behavior was socially significant or does not provide evidence for why you think that it did or did not | | Analysis of the results of the intervention compares performance from baseline and intervention, states whether the change in behavior was socially significant, and provides evidence for why you think that it did or did not | |

| | Beginning 6 | Developing 7 | Accomplished 8 | Exemplary 10 | Score |
|-----------------------------|--|---|--|---|--------------|
| Graph | The graph is missing two or more elements of a through e | | The graph is missing any element of a through e | The graph is complete and the data collection sheet is turned in | |
| Grammar and spelling | Three or more errors | Two errors | 1 error | 0 errors | |
| Presentation | The presentation is over 10 minutes in time and the student fails to describe participant and the target behavior or intervention and fails to describe the level and trend and change in the data from baseline or fails to tell if the intervention was successful | The presentation is over 10 minutes in time or the student fails to describe participant and the target behavior or intervention and fails to describe the level and trend and change in the data from baseline or fails to tell if the intervention was successful | The presentation is over 10 minutes in time or the student fails to describe participant or the target behavior or intervention and fails to describe the level and trend and change in the data from baseline or fails to tell if the intervention was successful | The presentation is under 10 minutes and the student describes the participant, target behavior, baseline and intervention data, intervention, and change in data. The participant tells if the intervention was successful | |

During this practicum, you must demonstrate proficiency with competencies posted in this document. You must complete competency activities under the supervision of a Board Certified Behavior Analyst who has been approved as a practicum supervisor. This supervisor is required to verify completion of activities. Each practicum situation will be different (e.g., differences in populations, settings, etc.); therefore, there is latitude in each student's response to the activities, as long as the supervisor consents.

The student is required to organize and maintain evidence that a competency/activity was completed. As much as possible, evidence (e.g., graphs, data sheets, pictures, video, etc.) should be digitized and stored on a CD or thumb drive. Evidence that cannot be digitized should be stored in a 3 ring binder. You should provide as much evidence as needed to verify to an external reviewer that you accomplished the competency as described in the competency activity listing and of satisfactory quality to prepare you to qualify for Behavior Analysis Certification Board examination. Evidence should be organized into sections according to the competency/activity. A cover sheet for each section should contain the student's name, competency number, location where the activity took place, dates during which the activity took place, a brief summary of how each competency was achieved, and space for the supervisor signature and date. Students should create a cumulative graphs to show (a) the number of activities and (b) hours completed (i.e., for which signatures have been obtained). This graph should have the total number of competencies or hours required at the right side with a cumulative line of progress beginning at the left side. This graph should be kept in a prominent place to remind the student of this program requirement. Students are also responsible for collecting supervision documentation for each week and group meeting on a form provided by the BACB. Therefore, when a student's practicum has been completed, the student will have the following documentation: a cover sheet for each competency/activity completed, cumulative graphs to show completion of the competencies and hours, and the BACB supervision forms.

Some courses may require completion the projects. Students may work with other students on some activities, especially when reliability checks are required. In these situations, the pair/group of students may receive credit for the activity, if all students demonstrate the technical skills described by the competency.

Students should always secure permission prior to the implementation of any procedure with children and adults. Compliance with ethical standards for the practice of behavior analysis is necessary when working with individuals in accomplishing the competencies (e.g., permission from the agency, written consent secured from individual or legal guardian for overcorrection and punishment procedures, careful assessment of any potential risk to the individual prior to the application of a procedure). Students should discuss any procedure with the supervisor prior to implementation.

Supervision will occur at minimum once per week. The supervisor may or may not schedule an appointment (i.e., you may not know when the supervisor will come to your placement). Therefore, you should have all documentation with you every day.

Professionalism:

When the supervisor visits, you should be prepared to demonstrate competency related behaviors. When meeting with your supervisor, you should be prepared to explain and discuss competency items using correct terminology. You should also display professional integrity at all times during the practicum. Specifically students should regularly attend the placement, dress in appropriate professional attire, interact professionally and courteously with others, be on time, submit documents on time, use effective and appropriate communication skills, seek supervision appropriately, receive supervisory feedback appropriately, etc.

COURSE FORMAT:

Demonstration, discussion, readings, assigned tasks by the supervisor

Final Grade Based on Assignments Below:

| | |
|---|-----------|
| Contract (1per semester) | 10 |
| Documentation of Mastering Competencies (5 pt per satisfactory supervision form; approximately 15 per semester) | 75 |
| Group supervision meetings (2 pt per visit; approximately 15 per semester) | 30 |
| Final Paper (behavior change project) and Powerpoint Presentation | 100 |
| <hr/> Total | <hr/> 215 |

Special Education Department Policy and Procedures

Attendance Policy:

Attendance is mandatory and class attendance and participation (e.g., discussions, activities, and assignments) is expected. In a class which meets weekly for one three-hour session, each class session missed without a verifiable and legitimate excuse results in a decrease of a letter grade for the course. Two unexcused absences can result in a decrease of two letter grades and so on. For a class which meets more often, the professor will designate how many points will be deducted from the final grade for each absence. **The legitimacy of the excuse is solely**

the judgment of the professor. Students who leave a class without prior consent of the professor before the class is formally dismissed are considered absent for the entire class session.

Students are accountable for content, assignments, and announcements made during class and should make arrangements (e.g., with a classmate) to get the information whenever absent.

The responsibility for class attendance and participation is considered an important element of the student's development and training. Class attendance and participation in class activities cannot be duplicated in any other fashion. Moreover, absence negatively affects the colleagues with whom a student(s) works, interacts, and learns. In this regard, **both** class attendance and participation are critical for the successful completion of this course.

Tardy Policy:

Unless there is an understandable weather or health related reason, each tardy to class – not being physically present at the start of class- is one percentage point taken off of the final cumulative grade. Professionals, particularly teachers charged with the safety of youngsters, must be both prepared and punctual.

Late Work:

Unless there is a verifiable and legitimate excuse, class assignments are not accepted after published due date. **The legitimacy of the excuse is solely the judgment of the professor.** There is no make up work allowed nor is extra credit available in any special education course.

Failing Students:

Students who are failing will be notified by email or personally about their grade in the seventh week of class in the long semesters or midterm in any semester. The professor will be available to meet with the student to devise an individual academic plan at the request of the student.

Grading:

100-93 = A; 85-92 = B; 75-84 = C; 70-74= D; <70= F . A grade of incomplete (I) is rarely allowed. The professor must notify the Special Education program coordinator if a grade of I is being considered for a student.

FERPA:

In keeping with the provisions of the Family Educational Rights and Privacy Act, it is the policy of the Department of Instruction and Curriculum Leadership that student grades are not publicly posted.

Students with Disabilities:

It is the policy of the University of Memphis to accommodate students with disabilities pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Reasonable and appropriate accommodations will be provided to students with a disability who present a memo from the Student Disability Services. Students with disabilities are encouraged to contact Student Disability Services, 215 Scates Hall, phone 678-2880.

Academic Integrity and Student Conduct:

Expectations for academic integrity and student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs <http://saweb.memphis.edu/judicialaffairs>. Please read in particular, at the sections about “Academic Dishonesty,” “Student Code of Conduct and Responsibilities,” and “Disruptive Behaviors.” Students must be aware of these guidelines and conduct themselves accordingly.

CEC Code of Ethics for Educators of Persons with Exceptionalities:

The following are principles of the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

Relationship of Course to Curriculum Sequence:

This course is one of six that represents the area of concentration for applied behavior analysis majors in Special Education.

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JOURNALS:

Teaching Exceptional Children, Exceptional Children, Education and Treatment of Children, Remedial and Special Education, Intervention in School and Clinic, Journal of Applied Behavior Analysis, Beyond Behavior, Behavioral Disorders, Learning Disability Quarterly, Learning Disabilities Research and Practice, Reading and Writing Quarterly: Overcoming Learning Difficulties, Education and Training in Mental Retardation and Developmental Disabilities, Focus on Exceptional Children, Journal of Learning Disabilities, Journal of Early Intervention, Mental Retardation, Young Exceptional Children, Journal of Visual Impairment and Blindness, Journal of Positive Behavioral Intervention

Assignment 1 (10 points)

Re-read the syllabus and fill in the blanks on this contract between you and me and bring it to class next week.

Contingency Contract

Name: _____

E-mail address: _____

Section number ____

Phone Number: _____

I understand that this class meets on _____ at ____ pm. During class I am encouraged to _____ . In order to meet the requirements for this class, I need to come to _____ on time and bring with me _____, _____, _____, _____, and a _____ to EVERY class. If I am ill or have an emergency, I will notify Dr. Bicard _____. To be successful in this course I must _____. If I do these tasks I will earn an A in this class at the end of the semester. If at any time I am having trouble in this class I will _____ Dr. Bicard and he will make every effort to assist me in any way possible.

By signing this contract I agree to the above terms and conditions

Student _____

Instructor _____