Instructor: Dr. Jason Robinson  
Office Phone: 970-351-4206  
Email: Jason.robinson@unco.edu

Office Hours: Online Hours Wednesdays 4:30-5:30 pm, by Appointment  
In-person hours Tuesdays/Thursdays 8:15-9:15 am, 11:00 am-12:00 pm

Prerequisites: APCE 628 Concepts and Principles of Applied Behavior Analysis

REQUIRED TEXTS:


Required Readings:


**COURSE DESCRIPTION:**

This course covers individual and systematic behavioral interventions, including antecedent interventions, contingency contracting, group contingencies, consequence-based strategies, and token economies.

**OBJECTIVES:**

Note: The Behavior Analyst certification Board (BACB) 4th edition task list items are noted within the corresponding course/unit objectives (itemized below, e.g. BACB, FK-02). FK refers to Section III of the Foundational Knowledge Accompanying the BACB 4th Edition Task List.

**Unit 1: Reinforcement and Punishment Procedures**

*Unit 1 Course Objectives:*

1. Design and implement stimulus preference assessments and other choice measures.
2. Use principles of reinforcement in interventions for target behaviors.
3. Use principles of punishment in interventions for target behaviors.

*Unit 1 BACB Tasks*

- Design and implement choice measures (A-14)
- State and plan for the possible unwanted effects of reinforcement (C-01)
• Use positive and negative reinforcement (D-01)
• Use appropriate parameters and schedules of reinforcement (D-02)
• Use the matching law and recognize factors influencing choice (E-08)
• Use the Premack principle (E-10)
• Use pairing procedures to establish new conditioned reinforcers and punishers (E-11)
• State and plan for the possible unwanted effects of punishment (C-02)
• Identify punishers (D-15)
• Use positive and negative punishment (D-16)
• Use appropriate parameters and schedules of punishment (D-02)
• Plan for behavioral contrast effects (E-07)
• When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased (J-10)
• Select behavioral cusps as goals for intervention when appropriate (J-13)

Unit 2: Stimulus Control, Imitation & Antecedent Interventions

Unit 2 Course Objectives:
1. Design interventions based on modifications of antecedents and setting events, including prompts, discrimination, and rules.
2. Use principles related to modeling and imitation in interventions for problem behavior and teaching of target skills.
3. Select and discriminate among various strategies for teaching new skills, including stimulus equivalence, errorless learning, matching to sample, and instructions.

Unit 2 BACB Tasks

• Use prompts and prompt fading (D-03)
• Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli (E-01)
• Use discrimination training procedures (E-02)
• Use instructions and rules (E-03)
• Use stimulus equivalence procedures (E-06)
• Use errorless learning procedures (E-12)
• Use matching-to-sample procedures (E-13)
• Use modeling and imitation training (D-04)
• Use response-independent (time-based) schedules of reinforcement (i.e., noncontingent reinforcement) (D-20)
• Arrange high-probability request sequences (E-09)
• Arrange instructional procedures to promote generative learning (i.e., derived relations) (J-14)
• Identify and make environmental changes that reduce the need for behavior analysis services (G-08)

Unit 3: Shaping and Chaining

Unit 3 Course Objectives:
1. Conduct task analyses of behaviors to be taught, and use them to select and monitor the effectiveness of intervention strategies.
2. Apply principles of shaping and chaining for teaching new skills.

Unit 3 BACB Tasks

• Use shaping (D-05)
• Use chaining (D-06)
• Conduct task analyses (D-07)
• Select intervention strategies based on task analysis (J-03)

Unit 4: Extinction and Differential Reinforcement

Unit 4 Course Objectives:
1. Apply principles of extinction for reducing problem behavior.
2. Discriminate among various schedules of differential reinforcement, and apply them to modify behavior.

Unit 4 BACB Tasks

• State and plan for the possible unwanted effects of extinction (C-03)
• Use extinction (D-18)
• Use combinations of reinforcement with punishment and extinction (D-19)
• Use differential reinforcement (e.g., DRO, DRA, DRI, DRL, DRH) (D-21)

Unit 5: Contingency Contracting & Token Economies

Unit 5 Course Objectives:
1. Design token economies to modify behavior.
2. Write behavioral contracts.

Unit 5 BACB Tasks
- Use contingency contracting (i.e., behavioral contracts) (E-04)
- Use token economies and other conditioned reinforcement systems (F-02)

**Unit 6: Group Contingencies & Self-Management**

**Unit 6 Course Objectives:**
1. Design ethical interventions using dependent, independent and interdependent group contingencies.
2. Use behavioral principles to design self-management procedures for modifying behavior.

**Unit 6 BACB Tasks**

- Use independent, interdependent, and dependent group contingencies (E-05)

**Unit 7: Generalization of Behavior Change**

**Unit 7 Course Objectives:**
1. Design interventions to program for generalization and maintenance.
2. Select interventions based on various client preferences and repertoires, environmental characteristics and resources, and social validity of the intervention.

**Unit 7 BACB Tasks**

- Program for stimulus and response generalization (J-11)
- Program for maintenance (J-12)
- Select intervention strategies based on client preferences (J-04)
- Select intervention strategies based on the client’s current repertoires (J-05)
- Select intervention strategies based on supporting environments (J-06)
- Select interventions strategies based on environmental and resource constraints (J-07)
- Select intervention strategies based on the social validity of the intervention (J-08)

**COURSE REQUIREMENTS:**

1. **UNIT ACTIVITIES** - Students will complete multiple weekly activities as part of this online course. Completion of these activities will be counted in class participation points. (50 points)
2. **UNIT QUIZZES** - Unit quizzes will be given on Blackboard. Exams will cover material from units 1-6. Material from unit 7 will be covered on the final exam. (20 points each/120 points total)
3. **BDS MODULES** – Students will be required to participate in a fluency-based, exam prep program, Behavior Development Solutions (BDS). Students will be responsible for completing specific modules and submitting as assignments on time as part of each unit. (70 pts.)

4. **BEHAVIORAL CONTRACT** - Students will write a behavioral contract for a behavior they would like to change in themselves. Students will be expected to include all components of contingency contracts, carry out the contract, and evaluate outcomes of the contract. (50 points)

5. **CASE STUDY** - Students will be given case study data on a fictitious student, and they will complete a comprehensive case study in which they create and evaluate an intervention plan using the intervention principles covered in the course. (100 points)

6. **FINAL EXAM** - A comprehensive final exam will be given. The format of the exam will be multiple choice, will be CLOSED book/notes, and will cover all content from the course and related BCBA task list material. (100 points)

**EVALUATION OF STUDENT PROGRESS:**

Grades will be based on the following:

- Unit Activities: 54 points
- Unit Quizzes (20 points each): 120 points
- BDS Modules: 70 points
- Behavioral Contract: 50 points
- Case Study: 100 points
- Final Exam: 100 points

**TOTAL:** 494 points

A = 93% to 100% of total points (459.4-494)
A- = 90% to 92% of total points (444.6-459.3)
B+ = 87% to 89% of total points (429.8-444.5)
B = 83% to 86% of total points (410-429.7)
B- = 80% to 82% of total points (395.2-409.9)
C+ = 77% to 79% of total points (380.4-395.1)
C = 73% to 76% of total points (360.6-380.3)

(Note: Grades below C will be given if earned)
**Academic Conduct:** Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.

**Professional Conduct:** Students are expected to adhere to appropriate code of ethics for their particular program. Any behavior that is deemed unethical will be grounds for dismissal from the program.

**Inclusivity Statement:** The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

**Accommodations Statement:** Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Plagiarism Policy:** Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one’s own mind. Plagiarism includes not only the exact duplication of another’s work but also the lifting of a substantial or essential portion thereof (This is the UNC definition). With regard to written work, statements that paraphrase or summarize the work of another, along with other information that is not considered common knowledge, must be properly cited in the text of a document, and the source include in the reference list at the end. If a direct quotation, the citation in the text must include the exact page numbers from the original source. The original source must also be listed at the end of work. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. All referencing is done, of course, according to APA style. Regarding class projects, you are not to use as the bulk of your presentation the completed works of faculty members, imported documents from other authors, or works from websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have interest in pursuing topic further. Students who have engaged in the act of plagiarism will be given an “F” in that course. The matter will then be taken up by the School’s Review and Retention Committee. The decision of the Committee with regard to plagiarism includes the possibility that the student be dismissed from his or her respective program and from UNC.
**Sexual Misconduct/Title IX Statement:** The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexualmisconduct](http://www.unco.edu/sexualmisconduct).

**COURSE CALENDAR**

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<tr>
<th>Unit</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>Reinforcement &amp; Punishment Procedures</td>
<td>Cooper et al. Ch. 11 (pp. 274-290); Ch. 12 (pp. 297-303); Ch. 14 (pp. 336-355); Ch. 15 Cipani &amp; Sponner Lerner &amp; Vorndran Paramore &amp; Higbee</td>
<td>• Unit 1 quiz • Unit Activities</td>
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<td><strong>Unit 2</strong></td>
<td>Stimulus Control, Imitation, Antecedent Interventions</td>
<td>Cooper et al. Ch. 17-18; 23 Connell &amp; Witt Piazza et al. Young et al.</td>
<td>• Unit 2 quiz • Unit Activities</td>
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<td><strong>Unit 3</strong></td>
<td>Shaping &amp; Chaining</td>
<td>Cooper et al. Ch. 19-20 Contrucci et al. Hagopian &amp; Thompson</td>
<td>• Unit 3 quiz • Unit Activities</td>
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<td><strong>Unit 4</strong></td>
<td>Extinction &amp; Differential Reinforcement</td>
<td>Cooper et al. Ch. 21-22 Lerman, Iwata &amp; Wallace</td>
<td>• Unit 4 quiz • Unit Activities</td>
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<td><strong>Unit 5</strong></td>
<td>Contingency Contracting &amp; Token Economies</td>
<td>Cooper et al. Ch. 26 (pp. 550-567)</td>
<td>• Unit 5 quiz • Unit Activities</td>
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<td><strong>Unit 6</strong></td>
<td>Group Contingencies &amp; Self-Management</td>
<td>Cooper et al. Ch. 26 (pp. 567-573); 27</td>
<td>• Unit 6 quiz • Unit Activities • Behavioral Contract Due</td>
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<tr>
<td><strong>Unit 7</strong></td>
<td>Generalization of Behavior Change</td>
<td>Cooper et al. Ch. 28 Connell et al.</td>
<td>• Unit Activities • Case Study Due • BDS Modules</td>
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<td>• Final Exam</td>
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