**Applied Behavior Analysis Treatment II**

PSY – 344.1

ID 3385

**Spring 2023**

**Instructors:** Olga Yarova, MA, BCBA

Kylym Aitkulova, MA

**Office:** Psychology Department

**Course time:** Lecture: Wednesday14.10, Seminar: Wednesday 15.35

**Credit hours:** 6

**Course status:** Required

**Office hours:** Tuesday, Thursday 12.15 – 13.15

**Pre-requisites:** ABA for Diverse Settings

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**Enrollment Key:** ABA2023

**Required textbooks**:

Cooper J.Applied Behavior Analysis, 2nd Ed. (2007)

Kazdin A. Behaviour Modification in Applied Settings, 7th edition (2013)

**Additional readings:** TBD

**Course Description:**

This is a second course (ABA- Part II) in a sequence of ABA introductory course. It has a goal to provide information on principles of ABA and application of the strategies and procedures in applied (practical) setting in working with children with autism, Down syndrome and related disorders. Prerequisite: Applied Behavior Analysis (Part I).

**Learning Objectives:**

At the end of the course the student is expected to be able to:

-understand the concepts, methods and procedures of Applied Behavior Analysis;

-articulate the general concepts and adhere to ethical principles of Applied Behavior Analysis;

-able to conduct the Functional assessment under the BCBA supervision;

-explain ABA strategies and apply them in a practical setting including but not limited to measurement procedures, graphing, determining the appropriate intervention, implementing and monitoring the intervention plan;

-provide training and support to staff members in applying ABA procedures.

**Resources to Support Student Learning**

• Library Help, eReserves and research tools: <https://library.auca.kg/>

• Writing Center: <https://warc.auca.kg/>

• Academic Advising Office: <https://auca.kg/en/academic_advising/>

• Psychological Counseling Services: <https://auca.kg/en/psycons/>

• AUCA Student Code of Conduct <https://auca.kg/uploads/Students_life/Docs/Code%20of%20Students%202019.pdf>

• AUCA Bylaws of the Academic Appeals Committee <https://auca.kg/uploads/Faculty%20Senate/Academic%20Appeals%20Committee%20Bylaws.pdf>

Accommodation policy (for students with special educational needs)

<https://auca.kg/en/p5732652484/>

**Academic Honesty**

Students are expected to follow the AUCA ACADEMIC HONESTY code. All types of plagiarism are strictly prohibited. “Papers may appear to be plagiarized if students: occasionally use the words of another scholar without quotation marks and proper reference, with the result that it appears that the words are the student’s own; occasionally use the ideas of another scholar without proper reference; inadequately paraphrase the words or ideas of another scholar; or fail to include the bibliographic citation for all sources used in the process of completing the assignment. Self-plagiarism is also dishonest, it is not appropriate to hand in the same work for assignments given in more than one class, without the permission of every instructor”[[1]](#footnote-1).

If a student fails to observe this requirement, the instructor may assign an “F” for the work or an “F” for the whole class, depending on the type of assignment and relevant circumstances. Students are expected to read and follow the section on Student Academic Dishonesty of the AUCA Code of Student Rights, Responsibilities and Conduct.

● On the first occasion you are caught plagiarizing, you fail that assignment.

● The second time, you fail the course.

● The third time, you may be subject to more severe penalties.

The Registrar, your academic advisor, and the FYS Director will all be informed of your plagiarism. You will also be required to arrange a session with a WARC tutor, who will review your paper with you and help you avoid making the same mistake in the future.

**Course requirements:**

**A . Attendance (20 points)**

The attendance will be marked. The student is expected to be present for the each class two times a week (2.5 h per week). Any absences due to illness or other unexpected events should be discussed with the instructors. **0 absences during the semester will give you additional 10 points.**

PLEASE NOTE, THAT IN THIS COURSE YOUR PARTICIPATION IS COUNTED ONLY IF YOUR WEB CAMERA IS TURNED ON.

**B. Participation (20 points)**

An important requirement is your active participation in class discussions. Strong participation can be built only on the basis of devoted preparation for the class. Please, be prepared for each class having read the required reading assignments. Basically, for each reading you should be able to:

* Discuss the methodology and main findings of scientific articles (or reading content)
* Understand the main concepts and key terms of the chapter
* Relate the main points to your own experience
* Come up with own examples of the concepts discussed in chapter

**C. Functional assessment project and behavior plan project (30 points)**

For this project you need to find a child or observe a child during the class, define his problem behavior, do ABC recording (or teaching a parent/your classmate to do ABC recording) identify the function of his problem behavior and write a behavior plan. More guidelines will be provided.

1. Write down the definition of problem behavior

2. Conduct ABC recording

3. Conduct Functional assessment plan

4. Write down an intervention plan

**D. Practical exam in class (20 points)**

In the second part of this course you will have an opportunity to practice your skills working with children with special needs during seminar classes. You will have an opportunity to receive hands-on experience of assessing current level of child development, make a new program, intervene on problem behavior etc. For this project you need to:

1. choose 2 new skills you will focus on for 2 month (For example, manding for “open”, showing letter A, counting till 10 etc, ;
2. make 1 video at the beginning and 1 video at the end for each skill
3. make graphs for both skills to demonstrate the dynamic of skills development
4. show the videos in class

**F. Final exam (30 points)**

There will be final written exam in this course. I will give you a set of questions few weeks before the exam. During the exam you will receive multiple-choice questions and short-answer essay questions based on the study guide received previously

**Grading**

Attendance (20 points)

Participation (20 points)

Practical exam in class (20 points)

Functional assessment project (30 points)

Final exam (30 points)

**Grading system:**

|  |  |
| --- | --- |
| **Grade** | **Percentage Score Range** |
| A | 95-100 |
| A- | 90-94 |
| B+ | 85-89 |
| B | 80-84 |
| B- | 75-79 |
| C+ | 70-74 |
| C | 65-69 |
| C- | 60-64 |
| D | 55-59 |
| D- | 50-54 |
| F | 0-49 |
| I | Case-by-case decision; Incomplete grade is usually assigned because of health issues |
| W | Student may request Withdrawal grade from the course grade to avoid failure or low grade |
| X | X grade specifically denotes non-attendance;  X grade cannot be requested by students and is only given at the discretion of a faculty member; |

**Classroom rules:**

* **Come on time.** Please come before the class starts not to distract the attention of your colleagues and instructor. If you are late than 15 min this will be counted as absence.
* **Dress comfortably to play with children**
* **Inform your housemates about your classes.** Make sure your housemates do not walk behind you during the class.
* **Turn off/silence cell phone and close other windows on your computer.**
* **Pay attention! Maintain eye contact with the speaker on the screen.**
* **Be prepared to take notes.**
* **Use the chat only to discuss things related to class topic.**
* **Have light on and sit in a way that your face can be seen.**

**Class Schedule**

|  |  |  |
| --- | --- | --- |
| **Date** | Topic | Reading |
| Week 1 | Applied behavior analysis in perspective | TBD |
| Week 2 | Ethics in ABA | Bailey et. Al. pp. 3-47 |
| Week 3 | Self-helping interventions | Cooper et al, chapter 27 |
| Week 4 | Teaching verbal behaviour | Chapter 25 |
| Week 5 | Assessment of language and learning skills | TBD |
| Week 6 | Beginning intervention. Building a rapport with a child, identifying reinforcers | TBD |
| Week 7 | Generalization, Maintenance | Cooper et pp. chapter 28 |
| Week 8 | Teaching new Behavior: shaping and chaining | Cooper et al ,chapters 19, 20 |
| Week 9 | Break |  |
| Week 10 | Special technique variations | Cooper et al, chapter 26 |
| Week 11 | Functional Assessment | Cooper et al, chapter 24 |
| Week 12 | Antecedent intervention | Cooper et al, chapter 23 |
| Week 13 | Final projects presentations |  |
| Week 14 | Exam |  |

1. AUCA Student Handbook [↑](#footnote-ref-1)