

**EPY 4113/6113 BEHAVIORAL &  
COGNITIVE-BEHAVIORAL INTERVENTIONS**

Fall Semester 2015  
Wednesdays; 2:00pm - 4:50pm  
Allen Hall, Room 25

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**Catalog Description:** The study of basic concepts and principles of behavior analysis. Although the school setting may be discussed, emphasis is on these topics as they are applied in a non-school setting. Cannot be used for special education certification.

**Course Description:** The course will be a weekly lecture lasting three hours. The focus of the course will be on behavioral and cognitive behavioral assessments and intervention procedures. Although the school setting may be discussed, there will be a particular emphasis on these topics as they are applied in a non-school setting. The course cannot be used for special education certification.

**Required Course Text:**

Miltenberger, R.G. (2015). *Behavior modification: Principles and procedures* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.

**Suggested Supplemental Texts:**

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied Behavior Analysis* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Skinner, B.F. (1957). *Verbal Behavior*. Cambridge, MA: B. F. Skinner Foundation.

**Methods of Instruction:** Instruction will include *traditional lectures, class discussion, and independent activities.*

**Learning Objectives:** By the end of the course students will:

1. Develop a conceptual, theoretical, and applied understanding of behavior modification, applied behavior analysis, and the behavioral paradigm. (CFPO #8; NASP 2.1)
2. Know how to review literature relevant to the behavioral paradigm. (CFPO #12; NASP 2.1)
3. Be able to evaluate behavioral assessment and treatment programs using a data based approach. (CFPO # 8; NASP 2.1)

4. Become knowledgeable consumers of behavioral treatment research. (CFPO # 1; NASP 2.1)
5. Learn about effective empirically-based behavior change techniques. (CFPO #4; NASP 2.1, 2.4)
6. Learn how about applying behavioral treatments in a variety of settings (e.g., homes, schools, clinics, hospitals, etc.) with a variety of individuals (e.g., parents, school personnel, etc.) (CFPO #10; NASP 2.8)
7. Understand appropriate behavior treatment strategies that will promote the physical and mental well-being of the client when given a presenting problem. (CFPO #5; NASP 2.7)
8. Understand the basic concepts and principles of functional behavioral assessment and development of positive behavior plans based on the results of that assessment. (CFPO #7; NASP 2.1, 2.4, 2.7)
9. Understand the basic concepts and principles of system wide intervention approaches to managing problem behavior and development of specific strategies at various system levels. (CFPO #7; NASP 2.8)

**BACB 4<sup>th</sup> Ed. Task List Topics Covered:**

1. Philosophical Assumptions of Behavior Analysis (FK01 – FK09) – 9 hours
  - a. History of behavioral theory and applied behavior analysis.
  - b. Discuss major influences the field of behavioral theory.
  - c. Selectionism, Determinism, Empiricism, Parsimony, & Pragmatism
  - d. Environmental vs. Mentalistic approaches
  - e. Radical and methodological behaviorism
  - f. Conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavior service delivery
2. Behavioral Principles and Definitions (FK10 – FK42) – 30 hours
  - a. Behavior, response, response class
  - b. Environmental, stimulus, stimulus class
  - c. Stimulus Equivalence
  - d. Classical conditioning and related topics
  - e. Operant conditioning and related topics (e.g., reinforcement & punishment)
  - f. Differential Reinforcement
  - g. Extinction procedures
  - h. Stimulus control, multiple functions of stimulus.
  - i. Motivating operations
  - j. Contingencies, functional relations
  - k. Discrimination, generalization, and maintenance procedures
  - l. Behavioral contract, momentum, and matching law
  - m. Contingency-shaped and rule-governed behavior

3. Basic Verbal Behavior (FK43-FK46) 3 hours
  - a. Echoics
  - b. Mands
  - c. Tacts
  - d. Intraverbals
  
4. Measuring Behavior (FK47-FK48) 3 hours
  - a. Measurable dimensions of behavior
  - b. Continuous measurement procedures vs. discontinuous measurement procedures.

**Student Progress Monitoring and Outcome Measurement:** Student performance will be measured on in-class exams, participation, and article reviews (for graduate students only).

***Methods of Evaluation:***

**Exams:** Your final grade in this course will be based in part on your performance on two (2) examinations. Each exam will be worth 100 points towards the final grade. The exams will emphasize assigned readings and lecture material. Exams will be composed of short answer items.

**Position Statement:** You will respond to a scenario below, across multiple drafts, using the following criteria:

- See rubric for complete criteria.
- Length: 2-5 pages
- Format: APA 6<sup>th</sup> Edition
- Draft 1: You initial draft needs to include an outline of what position you plan to take, at least one sentence regarding why, and a list of at least 2-3 behavioral terms or concepts you plan to use to rationalize your paper. **GRADUATE STUDENTS ONLY:** Include at least one reference you plan to possibly use. **DUE:**
- Draft 2 (Optional): You have the option of turning a second, more polished document. **DUE:**
- Final Draft: The final draft is **DUE** . You must turn in your final documents with Track Changes enabled to demonstrate you reviewed and edited your own work prior to turning in your final draft.
- Scenario:

You are a school psychologist or behavior analyst hired by a local school district. You were specifically hired by the district to help with their behavior management procedures. Historically, the school most commonly resorts to paddling, detentions, in-school suspensions, and out of school suspensions. More recently, newer teachers have been rewarding children for behaving appropriately and these teachers refuse to engage in any of the historically more common behavior management practices. The administration is concerned that the newer, “softer” strategies being used by these teachers are going to lead to a surge of out of control problem behaviors in the school. It is your job to help determine which route the school will take with their behavioral strategies, the more traditional paddling, detention giving, and suspending route, or the newer, reward driven route. You have until the end of the semester to write your position

paper for the school board. Support your position using language and terminology from the course, as well as evidence-based practices discussed in the course. Including supporting scientific literature will really drive your point home, but is not necessary (NECESSARY FOR GRADUATE STUDENTS).

**Free Writes:** Each day in class we will engage in a brief, low-stakes writing exercise or activity. Each activity will involve a brief reflection to topics covered in the readings and in class. The primary purpose of these exercises is to promote critical conceptualization and use of behavior analysis. These assignments will also help you prepare for your position statement.

**Article Reviews:** For the **graduate level course (EPY 6113)** your final grade in this course will also be based in part on your performance on two (2) article reviews. Each article review will be worth 25 points, for a total of 50 points towards your final grade. Grades will be based on APA style (6<sup>th</sup> edition), grammar, clarity, comprehensiveness, and accuracy. Students must review *peer-refereed journal articles* utilizing *single-subject design methodology only*. Journals utilizing single subject design methodology include the Journal of Applied Behavior Analysis, School Psychology Review, School Psychology Quarterly, Psychology in the Schools, Journal of Positive Behavioral Interventions, Journal of Evidence-based Interventions, Behavior Modification, Behavioral Interventions, Child and Family Behavior Therapy, Focus on Autism and Developmental Disabilities, Education and Training in Developmental Disabilities. Other journals may be accepted. A review form is attached to the end of this syllabus to guide you in reviewing the article.

Students must choose and review 2 articles, including:

- One (1) article using *extinction, positive reinforcement, or negative reinforcement procedures*.
- One (1) article using *negative punishment* (e.g., response cost, time-out, etc.) or *positive punishment procedures* (e.g., positive practice, overcorrection, etc.).

Each review should be no more than two (2) pages in length, excluding the title and reference pages. A copy of the article must be turned in with each review. Topics may include reviews of group contingencies, token economies, functional behavioral assessment methods, functional analysis conditions in clinics or school settings, treatment integrity, behavioral momentum, generalization and maintenance, generalized matching law, function-based interventions based on specified function (e.g., escape, attention, tangible, etc.), academic interventions or another topic approved by the professor. **Article reviews are due on Wednesday, October 15, 2014.**  
**\*Students enrolled in 4113 may complete this assignment for extra credit\***

**Participation:** The course will consist of lectures and discussions designed to emphasize and elaborate on topics introduced in the text. Regular and prompt attendance, on-time completion of all readings, and full participation in all classroom activities and discussions is expected. Participation will contribute to 50 points toward your final grade.

**Grading Scale:** Course grades will be based on performance on the exams, article review (for EPY 6113 students), and active class participation.  
Total possible points (EPY 4113): 350 (3 tests & participation)

Total possible points (EPY 6113): 450 (3 tests, participation, & 2 article reviews)

Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	<59

### **Course Policies:**

**Attendance:** Students will be expected to attend all scheduled sessions of the course. The course is cumulative, and losing even one session would result in a loss of continuity to the student. If you are unable to attend a particular class, you must contact me and provide me with a reason for your absence. Unexcused absences may result in a lowered grade.

**Make-up Tests:** Make-up exams will be given only if a valid (documented) reason is provided for having missed the regularly scheduled exam. The make-up exam must be scheduled with your professor as soon as possible after the regularly scheduled exam.

**Late Assignments:** In fairness to fellow classmates, late or incomplete assignments will not be accepted.

**Syllabus:** The syllabus is intended as a general plan of study and may be adjusted (with advance notice) depending on needs. Additional readings and activities not presently listed may be added.

**Academic Misconduct:** Any acts of academic misconduct (e.g., cheating, plagiarism) will be pursued by the professor in accordance with University policies. For detailed information regarding the university's policies related to academic misconduct please refer to the following link on the university's website: <http://www.msstate.edu/dept/audit/1207.html>

**Honor Code:** "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

**Special Accommodations:** *I want to facilitate the learning of all students in the class.* If you have a disability that may significantly interfere with your learning or believe that you need special assistance to successfully complete the requirements of the class, please contact me during the first week of class so that I can attempt to accommodate your learning needs. Also, if you are having problems in this course, for whatever reason, I invite you to make an appointment with me to discuss the matter. Be sure to make the appointment early in the semester so that we have enough time to remediate the problem.

**Important Note:** If you think you have a disability that qualifies under the Americans with Disabilities Act and requires accommodations, you should contact the Office of Student Support Services for information on appropriate policies and procedures (Montgomery Hall, 325-3335).

**Expectations for Classroom Behavior:** Students are encouraged to participate in all classroom lectures and discussions. The degree to which you benefit from participation in this course is highly dependent on your participation in lecture and discussion. Students are expected to conduct themselves in a professional manner during class. **Classroom misconduct (e.g., chatting, reading the newspaper, texting and general cell phone use) will not be tolerated. Students who continually disrupt class will be asked to leave.** Please turn off/silence all cell phones prior to entering class.

**TENTATIVE COURSE SCHEDULE**

<u>Date</u>	<u>Topic of Discussion</u>	<u>Assigned Readings</u>
8/20/2014 Week 1	Introduction to Course Review of Syllabus Discussion of Evaluations  Introduction to Behavior Modification	Syllabus  Chapter 1
8/27/2014 Week 2	Observing & Recording Behavior  Graphing Behavior & Measuring Change	Chapter 2  Chapter 3
9/3/2014 Week 3	Respondent Conditioning	Chapter 8
9/10/2014 Week 4	Reinforcement  Extinction	Chapter 4  Chapter 5
9/17/2014 Week 5	Punishment  Discrimination and Generalization	Chapter 6  Chapter 7
9/24/2014 Week 6	Shaping  Prompting Stimulus Control  Behavioral Skills Training	Chapter 9  Chapter 10  Chapter 12
<b>10/1/2014</b> <b>Week 7</b>	<b>EXAM 1</b>	<b>Chapters 1-8</b>
<b>10/8/2014</b> <b>Week 8</b>	<b>Library Day</b>	<b>Article Critiques</b>
10/15/2014 Week 9	Functional Behavioral Assessment: Methods & Procedures  <b>Article Critiques are Due!</b>	Chapter 13
10/22/2014 Week 10	Functional Behavioral Assessment: Individual Positive Behavior Supports; Considerations for Special and Diverse Populations in Intervention Planning	Chapter 13
10/29/2014 Week 11	Applying Extinction  Differential Reinforcement  Antecedent Control	Chapter 14  Chapter 15  Chapter 16

11/5/14 Week 12	Negative Punishment Procedures  Positive Punishment Procedures  Ethics of Punishment Procedures	Chapter 17  Chapter 18  Chapter 18
<b>11/12/14 Week 13</b>	<b>EXAM 2</b>	<b>Chapters 9-10; 12-18</b>
11/19/2014 Week 14	Behavior Contracts  Token Economy  Positive Behavior Support System	Chapter 23  Chapter 22  Class Handout
11/26/2014 Week 15	<b>Thanksgiving Break NO CLASS</b>	<b>NONE</b>
12/3/2014 Week 16	<b>Reading Day NO CLASS</b>	<b>NONE</b>
12/8/2014 Week 17	<b>FINAL EXAM (Comprehensive) MONDAY, 3-6</b>	<b>NONE</b>



**EPY 6113: Evaluation of Article Reviews**

Date: \_\_\_\_\_

Student: \_\_\_\_\_

Type of Procedure: \_\_\_\_\_

<b>Component</b>	<b>Points</b>	<b>Comments</b>
Stated Purpose of Article (10)		
Participants and Setting (10)		
Design Used to Evaluate Behavior Change (10)		
Target Behaviors and Definitions (10)		
Clear Description of Procedures Used (20)		
Results (10) Level, Variability, Trend Statistical Changes		
Discussion (10) Clinical Significance Implications		
Future Research (10) Stated in Article Personal Ideas		
References (10)		

Introduction/Thesis	Clearly indicates position. Introduces rationale or background as to why the position was chosen.	Loosely indicates position, possibly not clearly differentiating between the two. Does not indicate logic or background as to why position was chosen.	No clear position chosen.
	20 18 16	14 12 10 8	6 4 2 0
Quality/Clarity of ideas & argument	Strong, clear ideas. Supported with clear evidence and logic. Would easily convince the school board to adopt your position.	General clarity of ideas. Some ideas not clearly defined or fully developed. The school board would have to take a vote as to what to do.	Limited to no clarity of ideas. Ideas are poorly defined or developed. The school board would not adopt your position.
	20 18 16	14 12 10 8	6 4 2 0
Use of Evidence	Appropriately uses 3-4 behavior analytic terms and ideas to support position	Appropriate uses 2-3 behavior analytic terms or ideas to support position. Or, inappropriate use of 1-2 behavior analytic terms or ideas.	Use 0-1 behavior analytic terms or ideas.
	20 18 16	14 12 10 8	6 4 2 0
Editing & Form	Flawless paper, or occasional error. Demonstrate mastery of APA format.	Mistakes (i.e., spelling errors & grammar) distracted from position. Minor APA formatting errors.	Paper was littered with errors. No clear editing was done. APA format was not followed.
	20 18 16	14 12 10 8	6 4 2 0
Subtractions	<ul style="list-style-type: none"> <li>• 10 points for not using APA format.</li> <li>• 10 points for not using track changes</li> <li>• 20 points for not turning in a draft</li> <li>• 1 point for every misspelled behavioral term</li> </ul>		
Additions (Undergraduates)	<ul style="list-style-type: none"> <li>• 5 points for each source appropriately cited and reference, up to 5 sources (25 max. bonus points)</li> </ul>		

