Western Michigan University  
Department of Special Education  
SPED 638: SPRING\(^1\) 2005

**Course Number and Title:** SPED 638: The Application of Behavior Theory to Classroom Teaching

**Hours of Credit:** 3 Semester Hours

**Class Meetings:** Thursday: 5:30 – 8:00: Sangren Hall Rm. 3217

**Name of Instructor:** George J. Haus, Ph.D.  
3506G Sangren Hall  
Ph.: 387-5947  e-mail: george.haus@wmich.edu

**Web Page:** http://homepages.wmich.edu/~haus

**Office Hours:**  
Thursday, 1:00-3:00 appointments (call 387-5935)  
Thursday, 3:00-4:00 walk-in  
Friday, 12:00-4:00 Doctoral Students Only  
Evening Appointments arranged with instructor

The above “official” office hours are not the only times that I am in my office. Please feel free to walk-in and see me at any time. If I am not engaged in a previous commitment I will be happy to talk with you.

**Course Prerequisites:** Departmental Consent


**Course Description:** This course examines the principles of behavior theory as related to academic and non-academic behaviors of exceptional children. General and specific methods for generating, strengthening, and maintaining desirable behavior, and methods for weakening undesirable behavior are presented.

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\(^1\) Formerly known as WINTER
Course Objectives:

At the completion of this course students will be able to:

A. Articulate the historical development or "roots" of applied behavior analysis:
   1. biophysical explanations;
   2. developmental explanations;
   3. cognitive explanations;
   4. behavioral explanations; and
   5. historical development of the use of behaviorism in the school setting.

B. Articulate, rationalize, and incorporate into a behavioral assessment and intervention plan the following general assumptions of behavior modification:
   1. behavior is learned;
   2. behavior frequency, duration, and/or intensity can be changed using behavior modification procedures;
   3. behavior occurs within a specific and definable environment;
   4. emphasis of a behavioral change program is in the demonstrable change in observable behavior within a specific and defined environment;
   5. goals and objectives of a behavioral change program are specific and observable;
   6. generalization of behavior across environments cannot be assumed.

C. Demonstrate the ability to define behavior targeted for change in terms of:
   1. observability;
   2. intensity, duration, and/or frequency;
   3. situational environment;
   4. validity; and
   5. reliability.

D. Demonstrate the ability to collect behavioral data using:
   1. permanent product classification and recording;
   2. direct observation using the following techniques:
      a. incident recording;
      b. interval recording;
      c. time sampling recording;
      d. duration & latency recording; and
      e. anecdotal reporting.
   3. quasi-qualitative methodologies; and
   4. formal and informal checklists and rating scales.

E. Demonstrate the ability to design, define, and use behavioral observation systems appropriate for paper-and-pencil and computer-based data collection using the techniques of:
   1. multi-categorical time sampling recording; and
   2. multi-behavior incident recording.

F. Articulate the definitions and examples of use for each of the following objectives and techniques used in behavioral change programs:
   1. increase deficit behavior:
      a. modeling and guided participation;
      b. identifying and establishing reinforcing events;
      c. shaping and strengthening low-rate performance;
      d. verbal instructions and physical prompting; and
      e. contingency contracting.
   2. reducing excess behavior
      a. extinction and DRO;
b. physical punishment and reprimands;
c. response cost;
d. time-out from positive reinforcement; and
e. overcorrection.
3. extending and maintaining treatment-induced gains
   a. cueing;
c. contingency management;
d. Premack principle;
e. self-regulation and self control techniques; and
f. generalization techniques.

G. Demonstrate the ability to collect baseline data and design a behavioral intervention program appropriately using one or more of the objectives and techniques described in F (see above).

H. Design and interpret single-subject intervention programs using each of the following techniques:
   1. ABA;
   2. ABAB;
   3. ABACA;
   4. ABCA; and
   5. ABA - ABA replication and generalization procedures.

I. Demonstrate the ability to record and interpret behavioral data using:
   1. graphing techniques;
   2. literature searching, review, and synthesis;
   3. anecdotal data; and
   4. historical data.

J. Demonstrate the ability to work as a teacher consultant in assessing and documenting a behavioral situation leading to a design for a behavioral change program.

Method of Instruction/Learning:

This course provides for in-depth study of advanced content of specialized materials including primary sources. The content assumes a broad base of knowledge and command of basic concepts and techniques essential for self-directed study. Instructional methods include: formal lecture; demonstrations; reading; class discussion; practice assignments; the development of a term project; and the proof reading of a fellow student's term project.

**Formal Lecture** Information will be presented in class for instructional purposes. These presentations will be designed to clarify, expand, and supplement material from your readings. Presentations will not be a reiteration of your readings. You will be held responsible for presentation material. Therefore, it is necessary for you to attend class and take accurate notes.

**Demonstrations** Selected assessment instruments and instructional techniques will be shown and/or demonstrated in class. These presentations will be designed to clarify and expand material in your readings and lecture presentations.

**Readings** You will be assigned reading material from professional literature. These readings are designed to facilitate initial learning. Do Not rely upon your instructor to present all information from your readings during class presentations. You will be held responsible for all reading assignments. You will be expected to read material prior to class presentations.

**Class Discussion** You will be expected to add to class. Discussion of topic material will occur on a regular and ongoing basis. You will be expected to: ask questions; question; and share insights and revelations during these times.
Practice. Periodically you will be given the opportunity to practice procedures, methods, and techniques both inside and outside of class. These assignments are designed to simulate and replicate problems, challenges, decisions, and preparations you will experience on an on-going basis in your classroom.

Evaluation of Learning:

The primary purpose of this course is for you to learn. Therefore, all assignments must be completed. Final (Course) Grades will be calculated using the following formula:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
</table>
| Behavior Change Project                 | 250 pts.
| Bibliography & Synthesis (20)           |        |
| Observation/Data Collection System (50) |        |
| Intervention Strategy (50)              |        |
| Data Collection Procedures (30)         |        |
| Data Presentation and Interpretation (100) |      |
| Attendance and Participation            | 50 pts.|
| Midterm                                 | 100 pts.|
| Final Exam                              | 100 pts.|
| **Total Possible Points**               | **500 pts.**|

Grading: Letter Quality Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>95% to 100%</td>
</tr>
<tr>
<td>BA</td>
<td>3.5</td>
<td>90% to 94%</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>85% to 89%</td>
</tr>
<tr>
<td>CB</td>
<td>2.5</td>
<td>80% to 84%</td>
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<tr>
<td>C</td>
<td>2</td>
<td>75% to 79%</td>
</tr>
<tr>
<td>D &amp; DC</td>
<td>NOT AVAILABLE</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>below 75%</td>
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</table>

Acts of Academic Dishonesty: You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate (pp. 268-270) [Graduate (pp. 24-26)] Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Judicial Affairs. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Need for Accommodations: Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and the appropriate Disability Services office at the beginning of the semester. The two disability service offices on campus are: Disabled Student Resources and Services (ph. 616-387-2116) and Office of Services for Students with Learning Disabilities (ph. 616-387-4411).

Diversity Statement: The Department of Educational Studies, Special Education Program maintains a strong and sustained commitment to the diverse and unique nature of all learners and to maintain high expectations for each student.

APA Style: The Department of Educational Studies, Special Education Program has officially endorsed the style of the American Psychological Association (APA) for the completion of all formal written assignments unless otherwise stated. APA writing procedures are found in:

### SPED 638: Course Schedule
#### Spring 2005

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READ</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1/6</td>
<td>Introduction to Course</td>
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<tr>
<td></td>
<td>Behavior Change Project Explained</td>
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<tr>
<td>1/13</td>
<td>Principles of Behavioral Approach</td>
<td>Ch. 1</td>
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<td>Behavioral Objectives</td>
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<tr>
<td>1/20</td>
<td>Observation System Development</td>
<td>Ch. 2</td>
<td>Child / Behavior Identification Due</td>
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<tr>
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<td>Data Recording Techniques</td>
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<tr>
<td>1/27</td>
<td>Graph Creation and Interpretation</td>
<td>Ch. 3</td>
<td>1st Draft of Observation System Due</td>
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<td>Single Subject Research Designs</td>
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<tr>
<td>2/3</td>
<td><strong>Functional Assessment and Analysis</strong></td>
<td>Ch. 13</td>
<td>Collect Sample Data</td>
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<td>2/10</td>
<td>Reinforcement</td>
<td>Ch. 4,</td>
<td>2nd Draft of Observation System Due</td>
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<td>Token Economies</td>
<td>Ch. 22</td>
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<td>Behavioral Contracts</td>
<td>Ch. 23</td>
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<td>2/17</td>
<td>MIDTERM</td>
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<td>Collect Baseline Data</td>
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<td>2/24</td>
<td>Establishing Behavior</td>
<td>Ch. 9,</td>
<td>1 wk of Baseline Data &amp; Graph Due</td>
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<td>10, 11,</td>
<td>Bibliography Due</td>
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<td>12</td>
<td>Intervention Plan Due</td>
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<tr>
<td>3/3</td>
<td>Spring Break</td>
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<td>Start Intervention</td>
</tr>
<tr>
<td>3/10</td>
<td>Increasing Behavior</td>
<td>Ch. 13,</td>
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<tr>
<td>3/17</td>
<td></td>
<td>14, 15</td>
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<tr>
<td>3/24</td>
<td>Decreasing Behavior</td>
<td>Ch. 16,</td>
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<td>3/31</td>
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<td>17, 18, 19</td>
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<td>4/7</td>
<td>Intervention Reports</td>
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<td>Behavior Intervention Project Due</td>
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<td>4/14</td>
<td>Intervention Reports</td>
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<td>Take-Home Final Assigned</td>
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<td></td>
<td></td>
<td>Take-Home Final Due</td>
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</tbody>
</table>

2 Formerly known as WINTER
Bibliography: SPED 638

Collecting and Graphing Data


Single-Subject Designs


