Instructor: Douglas Kostewicz Ph.D., BCBA-D

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Phone: 412-648-7113

Office: 5162

Office Hours: Please email me to make specific arrangements.

Class Meeting: Tuesday & Thursday – 1:00-2:15 pm

Location: **5108 Posvar Hall**

***Please note, this syllabus is a living document. I reserve the right to edit the syllabus to meet class needs.***

Course Description: The students will acquire general knowledge about the philosophical and methodological principles and practices of applied behavior analysis and positive behavioral support for children in schools. The course focuses upon the application of applied behavior analysis principles to the instruction of students with disabilities, including individual, small group, and classroom-wide settings. The course also emphasizes the acquisition, fluency, maintenance and generalization of skills and providing positive behavior support for changing behaviors. Finally, this course frames learning and instruction in a critical approach that aligns with the School of Education’s mission-vision to commit to educational equity by disrupting inequitable educational structures. See bold text below for specific areas of emphasis aligned with the mission-vision.

Mission/Vision of the School of Education

**We ignite learning**. We strive for well-being for all. **We teach.** **We commit to student, family, and community success**. We commit to **educational equity**. **We advocate.** We work for justice. **We cultivate relationships.** We forge engaged partnerships. **We collaborate.** **We learn with and from communities**. We innovate and agitate. We pursue and produce knowledge. We research. We disrupt and transform inequitable educational structures. **We approach learning as intertwined with health, wellness, and human development.** We address how national, global, social, and technological change impacts learning. We shape practice and policy. **We teach with and for dignity.** We think. We dream. We lead with integrity.

We are the School of Education at the University of Pittsburgh.

Required Textbook:

Alberto, P.A., Troutman, A.C. (2011). *Applied Behavior Analysis for Teachers (9th ed)*. Upper Saddle River, NJ: Pearson. ISBN: 0132655977

*Note: Specific articles and other readings will be provided via Canvas in advance.*

Specific Objectives:

The students will:

1. Identify the important aspects of science and how they relate to applied behavior analysis

2. Identify the basic concepts of applied behavior analysis

3. Identify, define, and practice setting behavioral goals

4. Identify, practice collecting and interpreting behavioral data and creating accompanying graphical displays

5. Measure and evaluate social validity concerns for behavioral interventions

6. Identify and practice implementing various schedules of reinforcement

7. Identify and define stimulus control and evaluate various forms of stimulus control within specific curricula

8. Define and create interventions employing methods for creating new behaviors

9. Identify and critique punishment contingencies and determine appropriate alternative non-punishment methods for changing behavior

10. Examine positive behavioral supports and its relation to applied behavior analysis

Methods of Instruction: Lecture, polling, large and small group discussion, demonstration, case studies, large and small group activities, and exams.

Assignments and Evaluation:

**University of Pittsburgh Teacher Education Attendance Policy:** The teacher education faculty at the University of Pittsburgh view our courses as communities of practice. This means that we gather for collective critical inquiry and reflection that is focused on building shared knowledge over time. To be an active member of our community of practice, it is important to attend face to face courses prepared to engage with the course instructor, course colleagues, and course materials. While we believe course attendance adds value to the community of practice, we also know there may be times when students must miss class to attend to other needs. In these cases, you are afforded up to one absence per course hour. This means that if your course meets three times per week for 50 minutes each session, you are permitted three absences. If your course meets two times per week for an hour and fifteen minutes each session, you are permitted two absences. If your class meets once per week for two hours and thirty minutes, you are permitted one absence. Absences should be reserved for illness or unavoidable personal conflicts. Please see individual course syllabi, course instructors, and your program coordinator for additional information regarding attendance or absences that extend beyond this policy.

**Note:** For this course I plan to video tape the lessons and post them. This is not meant to replace your attendance but will allow you to rewatch lessons as well as watch lessons you miss due to absences.

**Class Participation (Total of 20 pts. over the course of the class):** Includes contributions to whole-class discussion, participation in group assignments, attending lectures, and providing questions to the instructors and/or peers during class.

**In Class Activities (5 pts each week (13 weeks = Total of 65 points)**: During each week, students will participate in in-class activities. Activities will require you to reflect on and apply content covered during the class session and previous sessions.

**Mid-Term (45 points) and Final Exam (50 points):** Twice during the course, you will be given an exam. The mid-term will focus on information from the first half of the semester and the final will focus on the second half of the semester (but may also cover information from the first half). The question format may follow any combination of multiple choice, matching, true/false, and/or short answer. Please talk with us about alternative options if you have barriers to test-taking in this manner.

**Assignment Notes:**

1. All assignments are to be typed and are due by 12 pm prior to class so we can incorporate your thoughts and questions (when applicable).

a. Late assignments will be accepted up to 48 hours after the original due date at a 20% grade reduction unless prior arrangements with the instructor are made.

b. No assignments will be accepted after this time. *Special circumstances will be considered given the ongoing context of COVID-19.*

2. To ensure the grading system is fair and accurate, you may choose to challenge *any* grade you receive. Please submit your request in writing no later than 2 weeks from receiving the graded item. This request should include the graded item, an explanation of why you feel the grade received is inaccurate or unfair, and an explanation of the grade you feel you should have received. We will consider these requests and make changes in situations where we either made a mathematical error or where we feel we unfairly penalized one or more students. In some situations, we may ask for you to resubmit a graded item if we believe many students may have been impacted – so, *please KEEP all graded items until the end of the semester*.

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| **Evaluation** | **Points** |  | **Grade** |
| Attendance & Participation | 20 |  | A (100-94%)  A- (93- 90%) |
| In Class Assignments | 65 |  | B+ (89 – 87%)  B (86 – 83%)  B- (82 – 80%) |
| Mid Term Exam | 45 |  | C (79 - 74%)  D (73 – 69) |
| Final Exam | 50 |  | F (≤ 69%) |
| Total | 180 |  |  |

***Course Outline***

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| --- | --- | --- | --- | --- |
| ***Week*** | ***Tues*** | ***Thurs*** | ***Topic*** | ***Readings*** |
| 1 | 8/27 |  | Introductions and Review of Syllabus  Science and Applied Behavior Analysis  ***NO CLASS 8/29*** | Ch. 1 (p. 2-11, 16-20); Cooper, 1982 (ABA in Education) |
| 9/3 |  |
| 2 |  | 9/5 | ABA 101 (Behaviors, Conditioning, Antecedents, & Consequences) | Ch. 1 (p. 11-14)  Ch. 2 (p. 22-28 |
| 9/10 |  |
| 3 |  | 9/12 | Determining and Defining Behavior; Social Significance and Prioritizing Behaviors; Setting Behavioral Goals | Ch. 3 (p. 39-54 & 62-65) |
| 9/17 |  |
| 4 |  | 9/19 | Dimensions of Behavior; Measuring Behaviors | Ch. 4 (FYI this is a long chapter!)  **Skip** ‘Controlled Presentations’ (p. 81-84) & ‘Technology...’ (p. 99-100) |
| 9/24 |  |
| 5 |  | 9/26 | Graphing Behavioral Data; Interpreting Behavior Graphs | Ch. 5 |
| 10/1 |  |
| 6 |  | 10/3 | Study Day (***No Formal Class***; But I am available to meet. Please let me know) | |
| 7 | 10/8 |  | ***Mid Term 10/8***  ***No Class 10/10*** | |
| 8 | 10/15 | 10/17 | Arranging the Consequences  (Increase Behavior) | Ch. 8 |
| 9 | 10/22 | 10/24 | Arranging the consequences  (Decrease behavior) | Ch. 9 |
| 10 | 10/29 | 10/31 | Stimulus Control | Ch. 10 |
| 11 | 11/5 | 11/7 | Generalization and Self-Management | Ch. 11 and 12 |
| 12 | 11/12 | 11/14 | Applications in effective instruction - DI/di, explicit instruction | Archer, Ch. 2  Engelmann, Ch.5 (optional) |
| 13 | 11/20 | 11/22 | Extra Time if needed\*\*\*\* |  |
| ***No Class Thanksgiving Week (11/26 and 11/28)*** | | | | |
| 14 | 12/3 | 12/5 | In person Study Day (Tuesday 12/3)  On your own Study Day (12/5) But I will be in class to meet with anyone |  |
| ***Final Exam: Date and Time TBD Week of 12/9*** | | | | |

**Routines and Procedures:**

1. **Readings – assigned readings are listed on the course schedule and you should complete them prior to class.** Keeping up with the course reading is essential as it will provide background information as well as resource material pertinent to class lecture, discussion, and activities.

2. Please use person-first language in oral and written communication unless you are discussing a specific individual who has requested that you use other language aligned with their self-identification.

3. In order to more effectively track communications (and any decisions/agreements made), please provide both instructors with requests and messages by email.

4. During class, we ask that you refrain from texting. Please put your phone away unless there is an emergency - in which case, please alert us prior to the class start. While sometimes unavoidable, minimizing other distractions will enable you to fully participate in the course.

**Academic Integrity:** http://www.pitt.edu/~provost/ai1.html In this course you will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

**Students with Disabilities:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ALS users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

**Sexual Misconduct, Required Reporting, Support Services, & Title IX**—The University is committed to combating sexual misconduct. You should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University’s Title IX office so that the victim may receive appropriate resources and support.

There are two important exceptions to this requirement about which you should be aware: (1) Some counselors and medical professionals do not have this reporting responsibility and can maintain confidentiality. A list of these professionals can be found here:

http://www.titleix.pitt.edu/report/confidentiality

(2) Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University’s Title IX office.

If you experience sexual misconduct, you are encouraged to reach out to these resources: • Title IX Office: 412-648-7860

• SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

• University of Pittsburgh Police: 412-624-2121

Other reporting information is available here: http://www.titleix.pitt.edu/report-0

**Nondiscrimination**—The University of Pittsburgh prohibits and will not engage in discrimination or harassment on the basis of race, abilities, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran. The University is committed to creating a learning environment that is inclusive of all races, genders, socioeconomic statuses, religions, sexual orientations, nationalities, and languages.

If you feel uncomfortable as a result of your social identities and background, you are encouraged to talk to the professor. If you do not feel comfortable talking to the professor, you can contact the Office of Diversity & Inclusion http://www.diversity.pitt.edu/

Cases of discrimination and harassment based on protected identities should be reported to the Title IX office http://www.titleix.pitt.edu/report/report-incident

**Basic Needs Security (adapted from Lori Delale-O’Connor)**: Some students experience difficulty affording groceries or accessing sufficient food to eat every day. Some students lack a safe and stable place to live. Some students experience challenges balancing school with paid work, child care, and other family obligations. Students experiencing those challenges as urged to contact the Associate Dean of Students, Andrea Zito (andreaz@pitt.edu). Students experiencing challenges with food, housing, work and/or family obligations are also encouraged to notify the professors if you’re comfortable in doing so. This will enable the professors to assist students in accessing support. In addition, the University maintains a student food pantry (https://www.studentaffairs.pitt.edu/pittserves/sustain/pantry/) and a resource guide compiled by the University Library System with food, housing, health, employment, health, and other resources (https://pitt.libguides.com/assistanceresources)

**DIL Grievance Procedure:** http://www.bc.pitt.edu/policies/policy/02/02-03-02.html The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in DIL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines (p. 16) by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate

chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer.

The more specific procedure for student grievances within DIL is as follows: 1. The student should talk to the faculty member to attempt to resolve the matter. 2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator (if the issue concerns a class) or his or her advisor.

3. If the matter remains unresolved, the student should talk to the associate chair of DIL. 4. If needed, the student should next talk to the SOE associate dean of students (currently Andrea Zito; andreaz@pitt.edu). If the matter still remains unresolved, the student should file a written statement of charges with the dean’s designated Academic Integrity Administrative Officer (Andrea Zito).