Mayville State University

SPED 300, Introduction to Applied Behavior Analysis, Class

Summer, 2025
3 Credit Hours

Course and Instructor Information

Instructor Name: Dera Benson-Johnson

Contact Information: Office: Classroom Building 114B

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Office phone: (701) 488-4674

Hours of Availability: By email, 8am-4pm, Monday-Friday

Instruction Mode: Online asynchronous

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Course Materials and Technologies

Required

Fisher, W.W., et al. (2021). *The Handbook of Applied Behavior Analysis (*2nd ed.*).* New York, NY: Guilford Press.

Baker, J. (2008). *No more Meltdowns:* Positive Strategies for Dealing with and Preventing Out-Of-Control Behavior (1st ed.). Future Horizons.

Online platforms: Zoom, Blackboard
Software: current and functional Internet browser, Microsoft Office
Hard materials: Graph paper

Use of Artificial Intelligence in this Course

WRITTEN ASSIGNMENTS/ESSAY QUESTIONS: You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

Any plagiarism or other form of cheating will be dealt with severely under the relevant Mayville State University policies.

DISCUSSION POSTS: Use of Generative AI Tools such as CoPilot, ChatGPT or Gemini on discussion forums in this course is prohibited.   Discussion forums for the course are written and designed with the intent of hearing *YOUR* personal thoughts. Doing so is considered plagiarism and will have the same consequences as other violation of academic integrity.

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Course Description

This training program is based on the RBT Task List (2nd ed.) and is designed to meet the 45-hour training requirement for RBT certification. This program is offered independent of the Behavior Analyst Certification Board. This course is module-based and includes the following behavior analytic topics: Behavior Basics, Measurement, Assessment, Skill Acquisition, Behavior Reduction, Documentation and Reporting, and Professional Conduct and Scope of Practice. The focus of this training is application of knowledge and skills to make you career ready to pass the national examination and to make you an effective Registered Behavior Technician (RBT)! Interactive modules are used to illustrate behavioral concepts/principles and an activity to strengthen your understanding and application in real-life settings.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Special Education Program Approval Standards through North Dakota's Education Standards and Practices Board (ND ESPB):

- explain the means of measuring behavior

- describe the methods of establishing new behavior
- outline the basic methods of behavior assessment
- articulate the means of maintaining behavior as well as introducing skill acquisition
- Develop, analyze and understand an effective behavior modification program
- assess the effectiveness of a behavior modification program

Standards Alignment (Special Education Program Approval Standards-ND ESPB):

- Initial Preparation Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs: Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
- Initial Preparation Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge: Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
- Initial Preparation Standard 6: Supporting Social, Emotional, and Behavioral Growth: Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

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Course Expectations

- You are expected to read materials and reference them in your thoughtful responses to discussion boards, to complete the assignments, reflection/reaction papers, exams, and topic paper by the posted dates.
- You are expected to adhere to all deadlines, due dates and scheduled times for exams.
- If your assignment appears in Blackboard as a corrupted, blank, or incorrect file, it will not be considered as a submission and will be graded according to the late policy. It is your responsibility to preview your submission in Blackboard to ensure that your assignment was submitted correctly. There is a Browser Checker in Blackboard for this! This often happens when you are not using the recommended browser, which is currently Google Chrome.

Our class will include independent completion of work, viewing of video lectures online, unit projects, and weekly assignments/comprehension checks. Watching and reading the material before you comment on discussion boards and demonstrating knowledge of that material will be essential. You are responsible for all material in the text, posted on Blackboard via video, and articles/other materials posted on Blackboard by me. Not all content can be covered but ALL content is fair game for the unit exam, meaning that some content might not be covered directly in a PowerPoint or lecture, and reading the text is essential. You should plan ahead - issues with internet access or Blackboard are not acceptable excuses for late work. If campus is closed because of weather, items are still due in Blackboard and will not be reopened.

Instructor/Student Communication

- I do not have a preference on communication; you may contact me via office phone or email. I do prefer that you address me as Ms. Benson-Johnson in your emails and to treat email communication as a formal means of communication.
- MSU is transitioning to an effort to guide students in communicating more formally here at Mayville State. The expectation is for an e-mail to be written in a professional manner. Your correspondence with professionals (faculty, staff etc.) should contain a greeting and a sign-off, as well as careful editing. Take a minute to review every email you send me and see if you are missing some of the key components. Our hope is that with a little practice, students will begin to communicate more effectively through emails. **If emails sent to me are not designed properly, you run the risk of me not responding to them.**
- I will return any attempt at communication within 24 – 72 hours. However, I do not check emails over the weekend or after 4:00 p.m. on week days. In other words, please plan accordingly if you will need input from me.
- I will return all work with feedback within 7 days.

Students are accountable for all academic communications sent to their Mayville State University e-mail address.

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Assignments and Assessments

The course is divided into **8 weeks** using the chapters in your textbook. Each week contains 3-4 chapters. Points vary by week: the following is a breakdown of points by chapter. Please reference Blackboard for specific assignment criteria, due dates, and all communication for the course: this is also detailed below in the timeline for the course.

Week 1	**Read: Chapters 2-4: HABA (62 pages)** Reading reaction paper= 10 points Table "Basic Schedules of Reinforcement"= 18 points	28 points
Week 2	**Spring Break—no new assignments. Work ahead as you wish!**	
Week 3	**Read Chapters 6, 8, 9: HABA (49 pages)** Reading Reaction paper= 10 points Slide 1 activity "Defining My Behavior"=5 points Slide 2 activity "Measuring my Behavior"=5 points Slide 3 activity "Choosing my schedule of reinforcement"=5 points	25 points
Week 4	**Read Chapters 10-13: HABA (52 pages)** Reading Reaction paper=10 points Slide 4 Activity "Assessing my Behavior"=5 points Slide 5 Activity "Gathering Baseline Data"=5 points Complete a Direct Observation=5 points	25 points
Week 5	**Read Chapters 14-17: HABA (50 pages)** Reading Reaction paper=10 points Slide 6 Activity "Choosing my Intervention"=5 points Identifying an Intervention for Increasing Desirable Behavior=5 points	20 points
Week 6	**Read Chapters 18-20: HABA (51 pages)** Reading Reaction Paper=10 points Slide 7 Activity "Implementing my Intervention: Data Week 1"=5 points Slide 8 Activity "Changing my Intervention=5 points Identifying an Intervention for Decreasing Problem Behavior=5 points	25 points
Week 7	**Read Chapters 21-22: HABA (50 pages)** **Read Chapter: "Meltdowns: when rewards and punishment are not enough": No More Meltdowns** Video reaction discussion forum=10 points Slide 9 Activity: "Collecting new data"=5 points	15 points
Week 8	**Read Chapters: "What are Meltdowns Made Of" and "Accepting and Appreciating our Children": No More Meltdowns**	25 points

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	Video reaction discussion forum=10 points Slide 10 Activity: "Maintaining my Intervention using ABA techniques"=5 points	
Week 9	**Read Chapter 23: HABA** **Read Chapters: "De-escalating a meltdown"** **"Understanding why repeat problems occur"** **and "Creating a prevention plan" : No More** **Meltdowns** Video reaction discussion forum=10 points Reflection video post=25 points Additional final project points=presentation and APA format	45 points
	Total points for the course	=210 points

Evaluation and Grading

Grading Policies

Late work will not be accepted unless you present a university-sanctioned excuse (with proper documentation; for example: military duty, hospitalization, athletics) in advance of the due date. Once grades for an activity have been entered in Blackboard, no late work will be accepted. I will return work with feedback within 7 days.

Attendance/Participation Policies

The grading system for students adding this course after the first day of **instruction will NOT be modified.** The student will be graded only on the activities that transpired while the student is enrolled. **Students will be penalized for missed assignments** and the student is still responsible for learning the course material that was covered during their initial absence.

Participation for this class is noted in participation in discussion forums as well as completion of required work. Late work *may* be accepted at the instructor's discretion, but the instructor reserves the right to not accept late work without a university-sanctioned and documented excuse. Please reach out if you are having difficulties completing coursework so that we can collaborate.

Grading Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

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Breakdown of Grades

A	90-100%	189-210 points
B	80-89%	168-188 points
C	70-79%	147-167 points
D	60-69%	126-146 points
F	Below 60%	Below 126 points

Enrollment Verification

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk. For this class, the enrollment verification activity is the **syllabus scavenger hunt.**

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:
- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

All activities are due by 11:59pm on the date listed.

Date	Reading	Due Dates

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Week 1 May 27-June 2	**Read: Chapters 2-4: HABA (62 pages)**	Reading reaction paper DUE 6/2 Table "Basic Schedules of Reinforcement" DUE 6/2
Week 2 June 2-June 9	**Read Chapters 6, 8, 9: HABA (49 pages)**	Reading Reaction paper DUE 6/9 Slide 1 activity "Defining My Behavior" DUE 6/9 Slide 2 activity "Measuring my Behavior"DUE 6/9 Slide 3 activity "Choosing my schedule of reinforcement"DUE 6/9
Week 3 June 9-June 16	**Read Chapters 10-13: HABA (52 pages)**	Reading Reaction paper DUE 6/16 Slide 4 Activity "Assessing my Behavior" DUE 6/16 Slide 5 Activity "Gathering Baseline Data" DUE 6/16 Complete a Direct Observation DUE 6/16
Week 4 June 16-June 23	**Read Chapters 14-17: HABA (50 pages)**	Reading Reaction paper DUE 6/23 Slide 6 Activity "Choosing my Intervention"=DUE 6/23 Identifying an Intervention for Increasing Desirable Behavior DUE 6/23
Week 5 June 23-June 30	**Read Chapters 18-20: HABA (51 pages)**	Reading Reaction Paper DUE 6/30 Slide 7 Activity "Implementing my Intervention: Data Week 1" DUE 6/30 Slide 8 Activity "Changing my Intervention DUE 6/30 Identifying an Intervention for Decreasing Problem Behavior DUE 6/30
Week 6 June 30-July 7	**Read Chapters 21-22: HABA (50 pages)** **Read Chapter: "Meltdowns: when rewards and punishment are not enough": No More Meltdowns**	Video reaction discussion forum DUE 7/7 Slide 9 Activity: "Implementing my Intervention: Data Week 2" DUE 7/7
Week 7 July 7-July 14	**Read Chapters: "What are Meltdowns Made Of" and "Accepting and Appreciating**	Video reaction discussion forum DUE 7/14

	our Children": No More Meltdowns	Slide 10 Activity: "Maintaining my Intervention using ABA techniques" DUE 7/14
Week 8 July 14-July 21	**Read Chapter 23: HABA Read Chapters: "De-escalating a meltdown" "Understanding why repeat problems occur" and "Creating a prevention plan" : No More Meltdowns**	Reading Reaction post DUE 7/21 Video reaction discussion forum DUE 7/21 Reflection video post DUE 7/21

INTASC – Teacher Education

InTasc Principles:

Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

CEC:

Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs: Candidates use their understanding of human growth and development, the multiple influences of development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

Standard 6: Supporting Social, Emotional, and Behavioral Growth: Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional, and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

Mayville State University Education Department SLO's:
SLO #1: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.

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SLO #2: Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.

Course Objectives:

- explain the means of measuring behavior-**SLO2, CEC6, InTasc6**

- describe the methods of establishing new behavior-**SLO1, SLO2, CEC6, InTasc2**
- outline the basic methods of behavior assessment-**SLO2, InTasc6, InTasc3**
- articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**
- Develop, analyze and understand an effective behavior modification program-**InTasc2, InTasc3, InTasc6, CEC2, CEC3, SLO1, SLO2**
- assess the effectiveness of a behavior modification program- **InTasc6, CEC6, SLO1, SLO2**

Assignments & Alignment to Standards:

Reading Reaction to HABA Chapter 2-4, **10 points:**

- explain the means of measuring behavior-**SLO2, CEC6, InTasc6**
- describe the methods of establishing new behavior-**SLO1, SLO2, CEC6, InTasc2**

Table "Basic Schedules of Reinforcement"= **18 points**

- explain the means of measuring behavior-**SLO2, CEC6, InTasc6**
- Articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**

Reading Reaction to HABA, Chapters 6-9, **10 points**

- explain the means of measuring behavior-**SLO2, CEC6, InTasc6**

- describe the methods of establishing new behavior-**SLO1, SLO2, CEC6, InTasc2**
- outline the basic methods of behavior assessment-**SLO2, InTasc6, InTasc3**

Slide 1 activity "Defining My Behavior"=**5 points**

- explain the means of measuring behavior-**SLO2, CEC6, InTasc6**

Slide 2 activity "Measuring my Behavior"=**5 points**
- describe the methods of establishing new behavior-**SLO1, SLO2, CEC6, InTasc2**
- outline the basic methods of behavior assessment-**SLO2, InTasc6, InTasc3**

Slide 3 activity "Choosing my schedule of reinforcement"=5 points

- articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**

Reading Reaction paper HABA Chapters 10-13=**10 points**

- explain the means of measuring behavior-**SLO2, CEC6, InTasc6**

- describe the methods of establishing new behavior-**SLO1, SLO2, CEC6, InTasc2**
- outline the basic methods of behavior assessment-**SLO2, InTasc6, InTasc3**

Slide 4 Activity "Assessing my Behavior"=**5 points**
- outline the basic methods of behavior assessment-**SLO2, InTasc6, InTasc3**
- articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**
- Develop, analyze and understand an effective behavior modification program-**InTasc2, InTasc3, InTasc6, CEC2, CEC3, SLO1, SLO2**

Slide 5 Activity "Gathering Baseline Data"=**5 points**
- outline the basic methods of behavior assessment-**SLO2, InTasc6, InTasc3**
- articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**
- Develop, analyze and understand an effective behavior modification program-**InTasc2, InTasc3, InTasc6, CEC2, CEC3, SLO1, SLO2**

Complete a Direct Observation=**5 points**

- explain the means of measuring behavior-**SLO2, CEC6, InTasc6**

- describe the methods of establishing new behavior-**SLO1, SLO2, CEC6, InTasc2**
- outline the basic methods of behavior assessment-**SLO2, InTasc6, InTasc3**
- articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**

Reading Reaction paper HABA Chapters 14-17=**10 points**

- explain the means of measuring behavior-**SLO2, CEC6, InTasc6**

- describe the methods of establishing new behavior-**SLO1, SLO2, CEC6, InTasc2**
- outline the basic methods of behavior assessment-**SLO2, InTasc6, InTasc3**
- articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**

Slide 6 Activity "Choosing my Intervention"=**5 points**
- articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**

- Develop, analyze and understand an effective behavior modification program-**InTasc2, InTasc3, InTasc6, CEC2, CEC3, SLO1, SLO2**

Identifying an Intervention for Increasing Desirable Behavior=**5 points**

- describe the methods of establishing new behavior-**SLO1, SLO2, CEC6, InTasc2**
- articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**

Reading Reaction Paper for HABA Chapters 18-20=**10 points**

- explain the means of measuring behavior-**SLO2, CEC6, InTasc6**
- describe the methods of establishing new behavior-**SLO1, SLO2, CEC6, InTasc2**
- outline the basic methods of behavior assessment-**SLO2, InTasc6, InTasc3**
- articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**

Slide 7 Activity "Implementing my Intervention: Data Week 1"=**5 points**
- articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**
- Develop, analyze and understand an effective behavior modification program-**InTasc2, InTasc3, InTasc6, CEC2, CEC3, SLO1, SLO2**

Slide 8 Activity "Changing my Intervention=**5 points**
- articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**
- Develop, analyze and understand an effective behavior modification program-**InTasc2, InTasc3, InTasc6, CEC2, CEC3, SLO1, SLO2**

- assess the effectiveness of a behavior modification program- **InTasc6, CEC6, SLO1, SLO2**

Identifying an Intervention for Decreasing Problem Behavior=**5 points**
- describe the methods of establishing new behavior-**SLO1, SLO2, CEC6, InTasc2**
- articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**

Video reaction discussion forum,HABA Chapters 21-22, No More Meltdowns Chapter 1-2=**10 points**
- articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**
- Develop, analyze and understand an effective behavior modification program-**InTasc2, InTasc3, InTasc6, CEC2, CEC3, SLO1, SLO2**
- assess the effectiveness of a behavior modification program- **InTasc6, CEC6, SLO1, SLO2**

Slide 9 Activity: "Collecting new data"=**5 points**

- articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**
- Develop, analyze and understand an effective behavior modification program-**InTasc2, InTasc3, InTasc6, CEC2, CEC3, SLO1, SLO2**
- articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**
- Develop, analyze and understand an effective behavior modification program-**InTasc2, InTasc3, InTasc6, CEC2, CEC3, SLO1, SLO2**

- assess the effectiveness of a behavior modification program- **InTasc6, CEC6, SLO1, SLO2**

Video reaction discussion forum, No More Meltdowns Chapter 3=**10 points**
- articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**
- assess the effectiveness of a behavior modification program- **InTasc6, CEC6, SLO1, SLO2**

Slide 10 Activity: "Maintaining my Intervention using ABA techniques"=**5 points**
- articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**
- Develop, analyze and understand an effective behavior modification program-**InTasc2, InTasc3, InTasc6, CEC2, CEC3, SLO1, SLO2**

- assess the effectiveness of a behavior modification program- **InTasc6, CEC6, SLO1, SLO2**

Video reaction discussion forum=**10 points**
- articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**
- Develop, analyze and understand an effective behavior modification program-**InTasc2, InTasc3, InTasc6, CEC2, CEC3, SLO1, SLO2**
- assess the effectiveness of a behavior modification program- **InTasc6, CEC6, SLO1, SLO2**

Reflection video post=**25 points**

- explain the means of measuring behavior-**SLO2, CEC6, InTasc6**

- describe the methods of establishing new behavior-**SLO1, SLO2, CEC6, InTasc2**
- outline the basic methods of behavior assessment-**SLO2, InTasc6, InTasc3**
- articulate the means of maintaining behavior as well as introducing skill acquisition-**SLO1, SLO2, CEC6, InTasc6**
- Develop, analyze and understand an effective behavior modification program-**InTasc2, InTasc3, InTasc6, CEC2, CEC3, SLO1, SLO2**

- assess the effectiveness of a behavior modification program- **InTasc6, CEC6, SLO1, SLO2**