

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Exceptional Student Education College Education		
Current Course Prefix and Number EEX 6609		Current Course Title Behavior Analytic Teaching	
<i>Syllabus must be attached for ANY changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.</i> Departments in the COE have been consulted; memo attached			
Change title to: Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: <small>*Review Provost Memorandum</small>		Change description to: Change prerequisites/minimum grades to: See attached Change corequisites to: Change registration controls to: See attached <small>Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.</small>	
Effective Date <small>(TERM & YEAR)</small> Fall 2018		Terminate course List final active term	
Faculty Contact/Email/Phone Michael Brady mbrady@fau.edu 73281			
Approved by Department Chair <u>Michael Brady</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>[Signature]</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date <u>11/6/2018</u> <u>11/28/18</u> <u>11/30/18</u> _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

11/6/2018

11/25/18
11/25/18

At. David B. ...
11/25/18

EEX 6609 *Behavior Analytic Teaching*

Prerequisites: EEX 5612 *with grade of "B" or higher*; enrollment in graduate degree program in Exceptional Student Education (EXST) or a closely related major (CEDU; COED; CRIN-CIYN; CUIN; ELEM; EPSY) OR permission from instructor.

Registration Controls: EXST; CEDU; COED; CRIN-CIYN; CUIN; ELEM; EPSY

Florida DOE Techniques of Precision Teaching: To be sent as PDF files for you to download.

Count Down timer: Timer capable of counting down from 1 minute. This can be on a phone.

TECHNOLOGY

E-mail: Your FAU email address will be used.

Blackboard & MyFAU: This course may be web assisted through FAU Blackboard or MyFAU. Some handouts, forms, handbook and resources may be available on the website. For Blackboard, go to the website: <http://blackboard.fau.edu> (Do not type www). Your username is the same as your FAUNet ID. Your initial password for Blackboard is your PIN (for students this is 2 zeros followed by your 2 digit DAY of birth and 2 digit YEAR of birth).

Critical Assignments, Live Text, and the COE Assessment System

Many courses in the ESE Department contain Critical Assignments (CAs), and the Department requires that students demonstrate mastery in these CAs. For *this* course however, students do not need to purchase *Live Text* to track the CA. Students are advised that they might need to purchase *Live Text* for other courses in the College of Education or this Department.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

- *Behavior Analyst Task List-Fourth Edition*
www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf
 - *BACB Guidelines for Responsible Conduct for Behavior Analysts – July 2010*
www.bacb.com/index.php?page=57
 - *BACB Disciplinary and Ethical Standards* www.bacb.com/index.php?page=85
 - *State of Florida Certification Standards for Exceptional Student Education (ESE)*
 - *Florida Educator Accomplished Practices (EAP)*
- (The applicable standards for this course are presented in Appendix A of this syllabus.)

COURSE OBJECTIVES:

Specifically, upon successful completion of this course the student will be able to:

1. Describe and appreciate the research base for behavior analytic teaching methods. (BACB Task List B-02, FK-10, FK-11, FK-21, FK-22, E-01, E-06) (ESOL D3:S3.1.c)
2. Describe the basic unit of teaching and learning in terms of the “Learn Unit.” (BACB Task List FK-10, FK-11, FK-21, FK-24, FK-31) (ESE 4.2, 4.3)
3. Describe the repertoires of behavior analytic teachers. (BACB Task List E-01 thru E-13; F-01 thru F-08)
4. Strategically analyze instruction and learning within a behavior analytic context. (ESE 4.5) (EAP a.4.a, a.4.c.) (ESOL D5:S5.2.b) (BACB Guidelines 3.1, 4.1 thru 4.8)

5. Identify, select, and use a variety of behavior analytic teaching practices. (BACB Task List E-01 thru E-13, F-01 thru F-08, I-01)
6. Describe how curriculum can be selected and designed so as to maximize the effectiveness of teaching and learning within a behavior analytic framework. (ESE 4.2, 4.3; BACB Task List J-14)
7. Describe the systems of support needed for teachers and other educators to deliver expert teaching within a behavior analytic framework. (BACB Task List K-03 thru K-09; BACB Guidelines 5.1 thru 5.11)
8. Demonstrate their skill in teaching others the correct and efficient use of a specific behavior analytic teaching technique (i.e., incidental teaching, precision teaching, prompting, discrete trial training, verbal behavior/natural environment teaching, and Direct Instruction). (BACB Task List K-03 thru K-09, I-01)
9. Demonstrate mastery in designing, delivering, and analyzing a specific teaching-learning contingency or “learn unit.” (BACB Task List F-03 thru F-06, F-08) (EAP a.1.c) (ESOL D3:S3.2.a)
10. Critique and offer supportive comments to your peers upon reviewing their behavioral teaching work.
11. Using Standard Celeration Charts. (BACB Task List A-12, A-14) (ESE 4.2, 4.3) (EAP a.4.b)
12. Describe the verbal operants put forth by Skinner. (BACB Task List D-09, F-07, FK-43 thru FK-46)
13. Describe and demonstrate errorless learning, prompting and fading techniques, and transfer of stimulus control techniques for teaching verbal operants. (BACB Task List D-03 thru D-14, D-08, E-02, F-03 thru F-06, FK-22, FK-35 thru FK-37)
14. Understand and develop systems of support (including training, maintenance, and monitoring intervention fidelity) to facilitate the implementation of behavior analytic teaching by others including teachers, paraprofessional, related service providers, and parents. (BACB Task List G-04, G-08, K-01 thru K-10)

COURSE CONTENT

- Basic principles of ABA
- Elementary verbal operants
- Stimulus control
- Positive and negative reinforcement
- Extinction
- Discrimination training
- Stimulus equivalence training
- Collecting data and graphing (including Standard Celeration Charting)
- Errorless learning and transfer of stimulus control
- Prompting/Shaping/Chaining
- Imitation

- Specific behavioral teaching techniques: Discrete Trial Teaching, Precision Teaching, Personalized System of Instruction, Verbal Behavior, Incidental Teaching, and Direct Instruction

COURSE REQUIREMENTS

1. **Quizzes:** A total of 10 quizzes will be given. Quizzes will typically focus on identification level responses to assigned readings and knowledge and synthesis-level responses to material covered the past week.

2. **Application of behavioral teaching:** Each student will apply behavioral teaching techniques to their teaching. Two Learn Units will be developed, fully scripted, presented, and then carefully analyzed using the Learn Unit analysis protocols described in Greer, (2002). These will be presented to the class as noted in the Course Topics and Student Responsibilities.

3. **Presentation on a behavioral teaching tactic or approach:** Each student will prepare and deliver a presentation on an assigned topic in behavioral teaching. Twenty minutes will be allotted to each presentation. Each presentation must adhere to the assigned topic and feature the following elements:

- (a) Four student-produced overheads or comparable professional quality visuals
- (b) A two page quick guide to instructional application of the technique
- (c) One student-produced handout containing information critical to the topic.
- (d) List of 10 behavior analytic references formatted in correct APA style.
- (e) Presentation time adheres to the 20-minute allocation
- (f) Additional material can be used; but each of the items a - d must be used at minimum.

Note: Turn in one copy of the presentation materials to the instructor. You will be graded on the quality of the presentation and the quality of the presentation materials and content of what you present.

Possible Topics for Student Presentations

Functional assessment of academic skills
 Certification: Board Certification in Behavior Analysis
 Pivotal response training
 Permanent prompts
 Discrete Trial Instruction
 Incidental teaching
 Precision teaching
 Verbal behavior
 Early intensive behavioral intervention (EIBI)
 Opportunity to Response
 Direct Instruction

Participation. Come to class. If you can't attend one session, send your instructor an email promptly and offer your plan for suitable make up /catch up activities. If you miss two classes expect your grade to be lowered by 7 course points. Medical and other emergencies will be considered upon presentation of appropriate documentation.

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. ESE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the ESE program. ESE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

TEACHING METHODS

Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills related to teaching students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic and language backgrounds.

ASSESSMENT PROCEDURES

Assignment	Points	% of Course Grade
Quizzes	40	40%
Application of Behavior Teaching	30	30%
Presentation	30	30%
TOTAL	100	100%

GRADING (ESE GRADING SCALE)

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A- = 90-92	B+= 87-89	B = 83-86
B-= 80-82	C+= 77-79	C = 73-76	C-= 70-72
D+= 67-69	D = 63-66	D-= 60-62	F = Below 60

POLICIES AND PROCEDURES

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

University Attendance Policy: Students are expected to attend all of their scheduled classes and to satisfy all academic objectives outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes

active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Course Policies:

1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course.
3. A minimum grade of B (not B-) is required in order to continue in the ESE Master's program.
4. All **written assignments** must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
5. Due dates for assignments are provided in the course outline and will be enforced. Assignments submitted late will **** **INSTRUCTORS NEED TO WRITE PENALTY STATEMENT FOR LATE ASSIGNMENTS** ****

Students With Disabilities: In Compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

Honor Code: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see

http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

BIBLIOGRAPHY

(A partial list of resources used in the development of this course.)

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- Umbriet, J., Lane, K. L., & Dejud, C. (2004). Improving classroom behavior by modifying task difficulty: Effects of increasing the difficulty of too-easy tasks. *Journal of Positive Behavioral Interventions, 6*, 13-20.
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- White, O. R., & Haring, N.G. (1980). *Exceptional Teaching (2nd ed.)*. Columbus, OH: Charles E. Merrill
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- Yell, M. L., & Drasgow E. (2000). Litigating a free appropriate public education: The Lovaas hearings and cases. *Journal of Special Education, 33*, 205-214.

APPENDIX A

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has used the following guidelines to from the Florida Department of Education and the Behavior Analyst Task List-Fourth Edition.

STATE OF FLORIDA CERTIFICATION STANDARDS FOR EXCEPTIONAL STUDENT EDUCATION (ESE)

- 4.2 Identify data collection strategies to assess student behavior.
- 4.3 Analyze individual & group data to select & evaluate proactive interventions that foster appropriate behavior.
- 4.5 Recognize the various concepts & models of positive behavior management.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (EAP) 2010

- a.1.c Quality of Instruction: Instructional Design and Lesson Planning: Designs instruction for students to achieve mastery
- a.4.a Quality of Instruction: Assessment: Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process
- a.4.b Quality of Instruction: Assessment: Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
- a.4.c Quality of Instruction: Assessment: Uses a variety of assessment tools to monitor student progress, achievement and learning gains

FLORIDA STANDARDS FOR ESOL ENDORSEMENT 2010

- D3:S3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.
- D3:S3.2. a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
- D5:S5.2.b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.

BACB TASK LIST-FOURTH EDITION
EEX 6609

SECTION 1: BASIC BEHAVIOR-ANALYTIC SKILLS	
#	A. MEASUREMENT
A-12	Evaluate the accuracy and reliability of measurement procedures.
A-14	Design and implement choice measures.
#	B. EXPERIMENTAL DESIGN
B-02	Review and interpret articles from the behavior-analytic literature.
D. FUNDAMENTAL ELEMENTS OF BEHAVIOR CHANGE	
D-03	Use prompts and prompt fading.
D-04	Use modeling and imitation training.
D-05	Use shaping.
D-06	Use chaining.
D-07	Conduct task analyses.
D-08	Use discrete-trial and free-operant arrangements.
D-09	Use the verbal operants as a basis for language assessment.
D-10	Use echoic training.
D-11	Use mand training.
D-12	Use tact training.
D-13	Use intraverbal training.
D-14	Use listener training.
#	E. SPECIFIC BEHAVIOR-CHANGE PROCEDURES
E-01	Use interventions based on manipulation of antecedents, such as motivating operations and discriminative stimuli.
E-02	Use discrimination training procedures.
E-03	Use instructions and rules.
E-04	Use contingency contracting (i.e., behavioral contracts).
E-05	Use independent, interdependent, and dependent group contingencies.
E-06	Use stimulus equivalence procedures.
E-07	Plan for behavioral contrast effects.
E-08	Use the matching law and recognize factors influencing choice.
E-09	Arrange high-probability request sequences.
E-10	Use the Premack principle.
E-11	Use pairing procedures to establish new conditioned reinforcers and punishers.
E-12	Use errorless learning procedures.
E-13	Use matching-to-sample procedures.
#	F. BEHAVIOR-CHANGE SYSTEMS
F-01	Use self-management strategies.
F-02	Use token economies and other conditioned reinforcement systems.
F-03	Use Direct Instruction.

F-04	Use precision teaching.
F-05	Use personalized systems of instruction (PSI).
F-06	Use incidental teaching.
F-07	Use functional communication training.
F-08	Use augmentative communication systems.
SECTION 2: CLIENT-CENTERED RESPONSIBILITIES	
#	G. IDENTIFICATION OF THE PROBLEM
G-04	Explain behavioral concepts using nontechnical language.
G-08	Identify and make environmental changes that reduce the need for behavior analysis services.
#	I. ASSESSMENT
I-01	Define behavior in observable and measurable terms.
#	J. INTERVENTION
J-14	Arrange instructional procedures to promote generative learning (i.e., derived relations).
K. IMPLEMENTATION, MANAGEMENT, AND SUPERVISION	
K-01	Provide for ongoing documentation of behavioral services.
K-02	Identify the contingencies governing the behavior of those responsible for carrying out behavior-change procedures and design interventions accordingly.
K-03	Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior-change procedures.
K-04	Design and use effective performance monitoring and reinforcement systems.
K-05	Design and use systems for monitoring procedural integrity.
K-06	Provide supervision for behavior-change agents.
K-07	Evaluate the effectiveness of the behavioral program.
K-08	Establish support for behavior-analytic services from direct and indirect consumers.
K-09	Secure the support of others to maintain the client's behavioral repertoires in their natural environments.
K-10	Arrange for the orderly termination of services when they are no longer required.
SECTION 3: FOUNDATIONAL KNOWLEDGE ACCOMPANYING THE BACB FOURTH EDITION TASK LIST	
FK 10-42	DEFINE AND PROVIDE EXAMPLES OF:
FK-10	behavior, response, response class
FK-11	environment, stimulus, stimulus class
FK-21	schedules of reinforcement and punishment
FK-22	extinction
FK-24	stimulus control
FK-31	behavioral contingencies
FK-35	stimulus discrimination
FK-36	response generalization
FK-37	stimulus generalization

FK 43-46	DISTINGUISH BETWEEN THE VERBAL OPERANTS
FK-43	Echoics
FK-44	Mands
FK-45	Tacts
FK-46	Intraverbals

**BEHAVIOR ANALYST CERTIFICATION BOARD®
GUIDELINES FOR RESPONSIBLE CONDUCT**

3.0 ASSESSING BEHAVIOR.

3.1 Behavioral Assessment Approval.

4.0 THE BEHAVIOR ANALYST AND THE INDIVIDUAL BEHAVIOR CHANGE PROGRAM.

- 4.1 Describing Conditions for Program Success.
- 4.2 Environmental Conditions that Preclude Implementation.
- 4.3 Environmental Conditions that Hamper Implementation.
- 4.4 Approving Interventions.
- 4.5 Reinforcement/Punishment.
- 4.6 Avoiding Harmful Reinforcers.
- 4.7 On-Going Data Collection.
- 4.8 Program Modifications.

5.0 THE BEHAVIOR ANALYST AS TEACHER AND/OR SUPERVISOR

- 5.1 Designing Competent Training Programs and Supervised Work Experiences.
- 5.2 Limitations on Training.
- 5.3 Providing Course or Supervision Objectives.
- 5.4 Describing Course Requirements.
- 5.5 Describing Evaluation Requirements.
- 5.6 Providing Feedback to Students/Supervisees.
- 5.7 Feedback to Student/Supervisees.
- 5.8 Reinforcing Student/Supervisee Behavior.
- 5.9 Utilizing Behavior Analysis Principles in Teaching.
- 5.10 Requirements of Supervisees.
- 5.11 Training, Supervision, and Safety.

TENTATIVE COURSE SCHEDULE

Dates, assignments, and topics are subject to change

	DATE	TOPICS	ASSIGNMENTS
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1		Class 1. Nature of behavioral teaching. Review of applied behavior analysis. The 7 dimensions of ABA. The nature of <i>free operant</i> responding in learning	Complete registration Read syllabus Begin In-class Activity 1
2		General approaches to behavioral teaching and an analysis of the impediments to adoption of behavioral teaching approaches	Vargas Chapter 1 Quiz 1 Write SAFMEDS 1 In Class Activity 1
3		The skill sets of teachers who are behavior analysts. Review of terminology for the accurate description of behavioral teaching	Vargas Chapter 2 and 3 Quiz 2 SAFMEDS Unit 1 timings In Class Activity 1, turn in summary sheet and data
4		Establishing precise goals for teaching.	Vargas Chapter 4 Quiz 3
5		Strategic analysis of teaching and learning (Standard Celeration Charts and Equal Interval Graphing) Plotting data on standard charts- activity	Vargas Chapter 5 and 6 Selection of charting conventions documents- see Blackboard. Quiz 4 Write SAFMEDS Unit 2
6		Precision Teaching: How standard charting and a focus on fluency can dramatically increase skill acquisition. Calculating celerations -activity	Quiz 5 SAFMEDS Unit 2 timings. Review charting conventions Read all of the PT sections of the text to include: Pages; 71-74, 78, 84, 97-98, 103, 106-110, 125, 131-137, 146-147, 167, 348-349
7		Specific ABA procedures Generative instruction The Learn Unit The Matching Law Errorless Learning Match to sample Behavioral Momentum in teaching	Johnson and Street reading Greer reading <i>Selected Presentations</i> Quiz 6
8		Postcedents: Shaping, Prompting, Discrete Trial Training, <i>Two student teaching presentations this day:</i>	Vargas Chapter 8 <i>Student presentations</i> Quiz 7 SAFMEDS Unit 3 Timings
x		Continuation of Postcedents: Shaping, Prompting, Discrete Trial Training, Task analysis Stimulus and response generalization	Vargas Chapter 8 (review). T. Smith article; MacDuff, 2002 article <i>Selected Presentations</i>
9		Antecedents in teaching: Discrimination training, errorless learning, equivalence relations	Vargas Chapter 9. Quiz 8 <i>Selected Presentations</i>

10		Verbal behavior: Concepts and the elementary verbal operants and assessment (part 1)	Vargas Chapter 10. Cooper, Heron and Heward- Chapter 25 Quiz 9
11		Verbal behavior: Application and assessment	Vargas Chapter 10. Cooper, Heron and Heward- Chapter 25
12		Direct Instruction and Opportunity to Respond Behavioral contracts, how to provide instructions, contingency contracting and the role of behavioral contrast effects	Vargas Chapter 8 review pages 190-193 Lambert et al., 2006 article Menzies et al., 2016 article Quiz 10
13		Sharing behavioral data and implementing, management and supervision of behavior analytic services. Communicating behavioral data and information with those who are not behavior analysts	Chapter 12 Vargas. Cooper, Heron and Heward- Chapter 28 Turn in tutoring projects with charts and all support materials.
14		Student presentations of PT project	
15		Final Exam	