MHS 6900 Special Topics: 
Behavior Analysis and Developmental Disabilities
Spring 2013 
MW 9:00 - 10:30 – Westside D

Instructor: Raymond G. Miltenberger, Ph.D.  
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Office Hours: by appointment

Prerequisite: ABA Basic Principles course

Required Texts:
JABA articles, available from the JABA web site (http://seab.envmed.rochester.edu/jaba) and other journal articles

Course Description
This graduate level 45 hour course is an elective in the ABA master’s program. It covers a range of topic in behavior analysis related to developmental disabilities including motivating operations, preference assessment, staff training and management, skills training, functional assessment and functional interventions. This course emphasizes Content Areas C, (Behavioral assessment and Selecting intervention outcomes & strategies), F (Behavioral change procedures and Systems support), and G (Discretionary) of the BACB Coursework Content Areas.

Course Objectives:

1. Learn the history of mental retardation, characteristics of persons with DD, and major issues and practices in the field of DD.
2. Learn the behavioral approaches used to teach skills and increase appropriate behaviors in persons with DD.
3. Learn the functional approach to the analysis and treatment of behavior problems in persons with DD.
4. Develop behavioral assessment and treatment programs for severe behavior problems in persons with DD.

Course Format:
Class periods will consist of lecture/discussion over the topics listed in the syllabus. Students are expected to read the material prior to class meetings so they can take an active part in discussions. Five tests will be given throughout the semester as scheduled on the course calendar. Test 5 is listed as the Final Exam. Each class period will start with a quiz over the readings assigned for that day.
Course Grade:

Your course grade will be determined by the following activities:

Tests: The 5 tests will involve short answer, essay questions over material from the readings and from lecture.

Quizzes: I will give quizzes at the beginning of class on non-test days. The quizzes will cover information from the readings. If a student must miss class, the student must contact me in advance (miltenbe@usf.edu, 813 974 5079), and have a legitimate excuse (e.g., verifiable illness or emergency), I will provide an opportunity to make up the points through an assignment that involves a detailed summary of the readings for that day and a make up quiz. Scheduling a meeting, practicum case, or other appointment during class time is not a legitimate excuse for missing class. Do not make travel plans during class periods.

Class presentations: Each student will do four PowerPoint presentations on research articles or chapters assigned in class.

Behavior programs: Twice in the semester we will conduct in-class exercises involving assessment and treatment planning for a hypothetical case involving severe behavior problems. Students will meet in small groups for the exercises and will then write the results in a behavior program. A format will be provided later in class.

1. Tests 70%
2. Quizzes 20%
3. Presentations, behavioral programs, & class participation 10%

Letter grades will be assigned according to the following scale:

- 98 - 100% = A+
- 93 – 97.9% = A
- 90 – 92.9% = A-
- 88 – 89.9% = B+
- 83 – 87.9% = B
- 80 – 82.9% = B-
- 78 – 79.9% = C+
- 73 – 77.9% = C
- 70 – 72.9% = C-
- 60 – 69.9% = D
- Less than 60% = F

Class attendance:

Class attendance and participation is expected. Part of your grade is based on class participation. Lecture material will figure prominently in the tests and class discussion/participation is designed to benefit the student. All students should benefit from each others' attendance. You are responsible for any announcements/schedule changes made in class. Quizzes will be given at the beginning of class and you must be present to take the quiz. It is not okay to leave early for spring break or schedule other trips or activities during class times.

Make-up exams:

If you have to miss a test you must make arrangements in advance to schedule a make-up. If you are sick the day of a test you must call my office (231-8623) or e-mail me (miltenbe@usf.edu) in advance of the test to inform me. I have voice mail to take your message if I am not in when you call.

Re-grade policy
If a student thinks a test or quiz item has been graded inaccurately he/she can ask that the item be re-graded. Re-grade requests must be made within 1 week of when the test or quiz in question is returned.

**Academic Dishonesty or Disruption**

See the policy in the links below. If you are caught cheating or plagiarizing in this course, you will receive a “0” for the assignment and possible termination from the course. *Cheating* is using or attempting to use materials, information, notes, study aids, or other assistance in any type of examination or evaluation which have not been authorized by the instructor. *Plagiarism* is intentionally or carelessly presenting the work of another as one’s own. It includes submitting an assignment purporting to be the student’s original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources.

Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety or well-being of self or other persons.

Procedures for Alleged Academic Dishonesty or Disruption:  
http://www.ugs.usf.edu/catalogs/1213/pdf/AcademicIntegrityOfStudents.pdf  

**USF's Policy on Religious Observances**

“No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief in accordance with the University policy on observance of religious holy days. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the dates to the instructor, in writing, by the second class meeting.

**Audio or Video Recording Policy**

You must obtain advance written permission from the Instructor prior to audio recording or video recording any lecture or discussion with the Instructor. Suitable reasons may include a reasonable accommodation for a disability. However, students are not permitted to sell notes or tapes of class lectures.

**Students with Disabilities**

Accommodations for Students with Disabilities: Students with disabilities are responsible for registering with Students with Disabilities Services in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation requests at least five business days prior to needing the accommodation. A letter from SDS must accompany this request. For specifics, see: [http://www.sds.usf.edu/](http://www.sds.usf.edu/)

**Student Academic Grievance Procedures**

An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students. For specifics see: [http://www.ugs.usf.edu/catalogs/1213/pdf/Student Academic Grievance Procedures.pdf](http://www.ugs.usf.edu/catalogs/1213/pdf/Student Academic Grievance Procedures.pdf)
Course Calendar

Jan 7, 9
Introduction, overview, definition and assessment of DD and ID
History of ID, Community programs and services
Current issues & practices
No Readings

Jan 14
Motivating operations


Jan 16
Reinforcer assessment / Preference assessment


Jan 21 - no class, MLK Day

January 23       Test 1

Jan 28
Staff training and management


Jan 30

Chapters 4, 5, & 6

Feb 4

Reid, Parsons, & Green (2012)
Chapters 7, 8, and 9

Feb 6

Reid, Parsons, & Green (2012)
Chapters 10, 11, 12, & 13

Feb 11

Overview of Autism

Skills training


Feb 13


Feb 18 – Test 2

Feb 20


**Feb 25**


**Feb 27**

Conducting a functional assessment


**March 4**


March 6 — Functional Interventions

Overview of Functional intervention -


Mar 11 - Spring Break

Mar 18


Mar 20


Mar 25


Mar 27


April 1


Apr 3 – Test 4

April 8


April 10


**April 15**


**April 17**

Class exercise

**April 22**


**April 24**


**April 29 – Test 5**